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CURRENT POSITION

2016- Present Clinical Assistant Professor

EDUCATION

2012	Ph.D. Educational Psychology	Texas A&M University
2006	M.A. Special Education	Texas State University
2002	B.S. Applied Learning and Development	University of Texas at Austin

TEACHING CERTIFICATIONS

State of Texas Special Education Teacher EC-12
State of Texas General Education Teacher EC-4
State of Texas English as Second Language EC-12

PROFESSIONAL EXPERIENCE

2016- <i>present</i>	Clinical Assistant Professor, Educational Psychology	Texas A&M University
2012-2016	Assistant Research Scientist, Educational Psychology	Texas A&M University

AWARDS

2019 Educational Psychology Outstanding Teaching Award

TEACHING and RELATED SERVICE

SPED 471 Classroom Management and Behavioral Interventions [F15, Sp16, F16, Sp17, F17, Sp18, F18, SP19]

SEFB 425 Student Teaching in Special Education [F18] *included on-site supervision

INST 210 Understanding Special Populations [F16, Sp17, F17, Sp18, F18, SP19, F19]

SPED 621 Overview of Students with Exceptionalities (FACE-TO-FACE, stacked with INST 210) [Sp18, F18, SP19, F19]

SPED 683 Field Practicum (Research Competency for M. Mendoza, Graduate Student) [Sp17]

SPED 683 Field Practicum (Teaching Competency for A. Haas, Graduate Student) [Sp19, F19]

SPED 683 Field Practicum (Teaching Competency for C. Dunn, Graduate Student) [F19]

SPED 302 Instructional Design for Students with Disabilities [Sp19, F19]

INST 210 ONLINE: Understanding Special Populations [Su19]

EPFB 301 Teaching Skills [F19]

SPED 312 Effective Reading Instruction for Students with Diverse Abilities [Sp 20]

TEACHER PREPARTION AND SCHOLARSHIP CONTRACT
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Co-Principal Investigator. 2017-2022. Texas A&M Raising Texas Teachers Scholarship: Special Education. Raise Your Hand Texas. \$840,000. (Lead PI: G. Cunningham; Co-PI's: M. Fogarty, and J. M. Alexander). Provides an \$8,000 a year scholarship to up to ten Special Education students a year.

PEER-REVIEWED PUBLICATIONS

(bold font indicates students)

Fogarty, M., Coyne, M., Simmons, L., Simmons, D., **Henri, M.**, Kwok, O., Ware, S., Williams, K., **Dalton, K., & Wang, H.** (in press). Effects of a technology-mediated intervention for third-grade students with reading difficulties. *Journal of Research on Educational Effectiveness*.

Clemens, N.H, Oslund, E.L., Kwok, O., Fogarty, M., & Simmons, D.C. (2019). Skill moderators of the effects of a reading comprehension intervention. *Exceptional Children*. 85(2), 197-211.

Fogarty, M., Clemens, N., Simmons, D., **Anderson, L., Davis, J., Smith, A., Wang, H., Kwok., O., Simmons, L., Oslund, E.,** (2017). Impact of technology-mediated reading intervention on adolescents' reading comprehension. *Journal of Research on Educational Effectiveness*, 10(2), 326-353.

Fogarty, M., Davis., J., **Anderson., L. & Myint, A.,** (2017) Using relevance prompts to promote eighth-graders' comprehension and retell of narrative text. *Literacy Research and Instruction*. 56(1), 54-67.

Swanson, E., Wanzek, J., McCulley, L., Stillman-Spisak, S., Vaughn, S., Simmons, D., Fogarty, M., & Hairrell, A., (2016). Vocabulary, reading comprehension and text reading practices in middle and high school social studies and English language arts classrooms. *Reading and Writing Quarterly*.

Burke, M. D., Davis, J. L., Hagan-Burke, S., Lee, Y., & Fogarty, M. S. (2014). Using SWPBS expectations as a screening tool to predict behavioral risk in middle school. *Journal of Positive Behavior Interventions*. 16(1), 5-17. doi:10.1177/1098300712461147

Fogarty, M., Oslund, E., Simmons, D., Davis, J., Simmons, L., Anderson, L., Clemens, N. & Roberts, G. (2014). Examining the effectiveness of a multicomponent reading comprehension intervention in middle schools: A focus on treatment fidelity. *Educational Psychology Review: Special edition*, 26, 425-449. [doi:10.1007/s10648-014-9270-6](https://doi.org/10.1007/s10648-014-9270-6) ****One of 33 studies (from among 7,144 reviewed) recognized by U.S. Department of Education for meeting rigorous research design standards.****

Gonzalez, J. E., Pollard-Durodola, S., Simmons, D. C., Taylor, A. B., Davis, M., Fogarty, M., & Simmons, L. (2014). Enhancing preschool children's vocabulary: Effects of teacher talk before, during and after shared reading. *Early Childhood Research Quarterly*, 29, 214-226.

- Simmons, D. C., Fogarty, M., Oslund, E. L., Simmons, L., Hairrell, A., Davis, J., Anderson, L., Clemens, N., Vaughn, S., Roberts, G., Stillman, S., & Fall, A. (2014). Integrating knowledge-building and student-regulated comprehension practices in secondary English language arts classes: *Journal of Research on Educational Effectiveness*, 7, 309-330. [doi:10.1080/19345747.2013.836766](https://doi.org/10.1080/19345747.2013.836766)
- Coyne, M. D., Simmons, D. C., Hagan-Burke, S., Simmons, L. E., Kwok, O., Kim, M., Fogarty, M., Oslund, E., Taylor, A. B., Capozzoli-Oldham, A., Ware, S., Little, M. E., & Rawlinson, D. M. (2013). Adjusting beginning reading intervention based on student performance: An experimental evaluation. *Exceptional Children*, 80, 25-44.
- Simmons, D. C., Kim, M., Kwok, O., Coyne, M. D., Simmons, L. E., Oslund, E., Fogarty, M., Hagan-Burke, S., Little, M. E., & Rawlinson, D. (2013). Examining the effects of linking student performance and progression in a tier 2 kindergarten reading intervention. *Journal of Learning Disabilities*. Advance online publication. [doi:10.1177/0022219413497097](https://doi.org/10.1177/0022219413497097)
- Little, M. E., Rawlinson, D., Simmons, D. C., Kim, M., Kwok, O., Hagan-Burke, S., Simmons, L. E., Fogarty, M., Oslund, E., & Coyne, M. D. (2012). A comparison of responsive interventions on kindergarteners' early reading achievement. *Learning Disabilities Research and Practice*, 27, 189-202. [doi:10.1111/j.1540-5826.2012.00366.x](https://doi.org/10.1111/j.1540-5826.2012.00366.x)
- Fogarty, M. (2012). *A Two-study Investigation of Fidelity of Early Reading Interventions: Examining the Quality of the Research Base and an Application of Program Differentiation*. Texas A&M University.

NATIONAL CONFERENCES

- Fogarty, M., & **Sallese, MR.** (2019, November). *Teacher Preparation-PBIS: Supporting All Pre-Service Teachers to Reach Their Potential*. Teacher Education Division of CEC, New Orleans, LA.
- Fogarty, M., & Simmons, D. (2018, February). *Teaching the Vocabulary of Comprehension: A Technology-Enhanced System to Enhance At-Risk 3rd Graders' Acquisition and Application of Essential Vocabulary*. Presentation presented to the Pacific Coast Research Conference, San Diego, CA.
- Fogarty, M., **Anderson, L.**, Clemens, N., & Simmons, D. (2016, February). *Comparison of standardized versus teacher-adapted interventions: Effects on adolescent struggling readers*. Poster presented to the Pacific Coast Research Conference, San Diego, CA.
- Clemens, N., Fogarty, M., & Simmons, D. (2016, February). *The Effect of Word Reading difficulties on vocabulary assessments that require reading*. Poster presented to the Pacific Coast Research Conference, San Diego, CA.
- Davis, J., **Anderson, L.**, & Fogarty, M. (2015, April). *Improving comprehension outcomes in middle and high school: Implications for struggling readers*. Presented at the Council for Exceptional Children Conference, San Diego, CA.
- Fogarty, M., **Anderson, L.**, & Davis, J. (2015, April). *Investigating the effects of an iPad enhanced comprehension intervention for adolescents with reading difficulties*. Presented at the Council for Exceptional Children Conference, San Diego, CA.

- Fogarty, M. Simmons, D., **Anderson, L.**, Davis, J., Oslund, E., & Simmons, L. (2015, February). *The effect of an iPad comprehension intervention for adolescents with reading difficulties*. Presented at the Pacific Coast Research Conference, San Diego, CA.
- Anderson, L., Fogarty, M., & Simmons, D. (2015, February). *The relation of classroom practices, student engagement, and reader characteristics to comprehension*. Poster presented to the Pacific Coast Research Conference, San Diego, CA.
- Anderson, L., Fogarty, M., Davis, J., & Simmons, D. (2014, July). *Methods of text reading in middle and high school English language arts classrooms and their impact on students' text comprehension*. Poster presented at the Society for Scientific Study of Reading Conference, Santa Fe, NM.
- Fogarty, M. S., Anderson, L., & Simmons, D. C. (2014, July). *Examining the relationship between vocabulary, decoding, and working memory for adolescent English Language Learners' reading comprehension*. Poster presented at the 2014 Society of Scientific Studies of Reading, Santa Fe, New Mexico.
- Fogarty, M. S., Anderson, L., & Simmons, D. C. (2014, February). *A pilot study investigating a 6th grade comprehension intervention delivered via iPads*. Poster presented at the 2014 Pacific Coast Reading Conference, San Diego California.
- Fogarty, M. S., Anderson, L. L., & Simmons, D. (2013, October). *Using small-scale studies to design interventions for adolescent struggling readers*. Poster presented at the 2013 Council of Learning Disabilities, Austin, Texas.
- Simmons, D., Oslund, E., Fogarty, M., Simmons, L., Anderson, L., Davis, J., & Williams, K. (2013, March). *Examining positive but nondifferential gains in secondary students' reading comprehension: A focus on instructional practices and differential benefit*. Poster presented at the 2013 Society for Research on Educational Effectiveness (SREE) Conference, Washington, D.C.
- Anderson, L., Davis, J. L., Fogarty, M. S., & Simmons, D. C. (2013, February). *An observational study of secondary English language arts teachers' comprehension and text reading practices*. Poster presented at the 2013 Pacific Coast Research Conference, San Diego, CA.
- Simmons, D., Fogarty, M., Oslund, E., Simmons, L., Anderson, L., Davis, J., & Williams, K. (2013, February). *Integrating reading comprehension practices in secondary English language arts classes*. Poster presented at the 2013 Pacific Coast Research Conference, San Diego, CA.
- Simmons, D., Fogarty, M., Oslund, E., Simmons, L., Hairrell, A., Anderson, L., Davis, J., Vaughn, S., & Roberts, G. (2012, July). *Efficacy of integrated comprehension practices in middle and high school English language arts classrooms*. Society for the Scientific Studies of Reading international conference, Montreal.
- Fogarty, M. S., Hagan-Burke, S., Simmons, D. C., Rawlinson, D. M., Kim, M., Simmons, L. E., & Coyne, M. (2011, October). *Using dimensions of implementation fidelity to*

- predict kindergarten reading outcomes.* Paper presented at the International Conference for the Council for Learning Disabilities. Austin, TX.
- Burke, M., Fogarty, M., & Davis, J. (2011, March). *The validity of using SWPBS expectations for universal screening in middle school.* Paper presented for the 8th International Conference on Positive Behavior Support in Denver, CO.
- Oslund, E. L., Hagan-Burke, S., Taylor, A. B., Simmons, L. E., Fogarty, M. S., & Taylor, A. (2010, April). *Monitoring kindergarteners' response to early reading intervention: Published program assessments and curriculum-based measures.* Poster presented for the annual meeting of the Council for Exceptional Children (CEC) Nashville, TN.
- Fogarty, M. S. (2010, February). *Confidence Intervals 101.* Poster presented for Southwest Educational Research Association Conference in New Orleans, Louisiana.
- Smith, S. L., & Fogarty, M. (2010, February). *Reading comprehension strategies for adolescent learners.* Presentation for the Southwest Educational Research Association in New Orleans, LA.

FEDERAL GRANTS

- Co-Principal Investigator. 2016-2019. Project Connect-IT (Connecting Text by Inference and Technology): Development of a Text-Integration Intervention for Middle School Students with Comprehension Difficulties. University of Texas at Austin - USDE IES (Federal) 261, 203.62. (Lead PI: D. Simmons)
- Co-Principal Investigator. 2014-2018. Teaching the Vocabulary of Comprehension: A Technology-Enhanced System to Enhance At-Risk 3rd Graders' Acquisition and Application of Essential Vocabulary. Institute of Education Sciences, CFDA 84.305A: Reading and Writing - Goal 2 Development & Innovation. \$1,499,930. (Lead PI: D. Simmons)
- Intervention Director: 2010-2015. Understanding Malleable Cognitive Processes and Integrated Comprehension Interventions for Grades 7-12. University of Texas at Austin \$2, 240, 859.00 (Site PI: D. Simmons)
Roles and Responsibilities: Assistant Research Scientist: Intervention Director (January 2012-present) Project member (August 2010 – 2011), design and develop reading curriculum, design and deliver professional development, develop and manage timelines for production of materials, lead and manage a team of people, observe and assess teacher fidelity of implementation, publish and present findings.
- Project Member: 2008-2010. The Early Reading Intervention: Examination of Curriculum Efficacy, Durability, and Intensity. Grant Awarded by the U.S. Department of Education, Institute of Education Sciences (Goal 3) \$2,885,628. 2006-2010. (PI: D. Simmons)

PROFESSIONAL DEVELOPMENT

Relevant Teaching Contributions Targeting In-Service Teachers (bold font indicate students)

Fogarty, M., (2019, April). *Classroom management techniques: Teach & Notice: teaching behavior expectations and using effective strategies such as behavior-specific praise and precorrection*. Texas State Teachers Association Aspiring Educators Conference.

Fogarty, M., **Anderson, L., Davis, J., & Simmons, D.** (2014, August). *Promoting adolescents' comprehension of text summer institute: Comprehension circuit training*. Presentations for College Station ISD and Navasota ISD.

Fogarty, M., **Anderson, L., Davis, J., & Simmons, D.** (2013, August). *Promoting adolescents' comprehension of text summer institute: Comprehension circuit training*. Presentations for College Station ISD and Navasota ISD.

Fogarty, M., **Anderson, L., Davis, J., & Simmons, D.** (2012, August). *Promoting adolescents' comprehension of text summer institute: Comprehension circuit training*. Presentations for Navasota ISD, Lexington ISD, Hempstead ISD, and Katy ISD.

Simmons, D., Hairrell, A., Smith, S., & Fogarty, M. (2011, July). *Promoting adolescents' comprehension of text using critical reading practices*. Presentations for Montgomery ISD, Bryan ISD, Connally ISD, and Navasota ISD.

UNDERGRADUATE STUDENT RESEARCH MENTOR

Rueben, R. M., **Fogarty, M.**, Cevasos, M., (2016, March). The development of a rubric to evaluate expressive vocabulary gains. Poster presented at the 2016 Student Research Week at Texas A&M University, College Station, Texas.

Roberstson, M., **Fogarty, M.**, Smith, A., & Simmons, D., (2015, March). The effects of independent practice as a learning strategy in adolescent vocabulary acquisition. Poster presented at the 2015 Student Research Week at Texas A&M University, College Station, Texas.

Study Abroad

Spring 2017: Educational Contexts across Continents Location: Castiglion Fiorentino, Florence, and Rome, ITALY

As part of this seven-day study abroad, students visited local schools to see “education in action” at the primary and secondary level, worked with local teachers to put on a workshop for special needs children and their families, toured museums to learn how Italy preserves and utilizes their priceless artifacts/works of art, and experienced unique educational experience in the natural setting of Italian classrooms, countryside, and cultural meccas.

Invited Presenter

Fogarty, M. (2017, March). *Instructional strategies for children with autism*. Presentation at the Santa Chiara Study. Castaligon Fiorentino, Italy.

Administration

Coordinator of the Undergraduate Special Education Certification Program

Scholarship Administrator

Lily Voelkel Scholarship
Sara May Scholarship
Wolf Scholarship
HEB Raise Your Hand Scholarship

Texas A&M SERVICE

Faculty Advisor for Student Organizations

Student Council for Exceptional Children
Deaf Aggies
Helping Others Meet Ends (HOME)

Charles Butt Scholars Learning Community Leader

Students receiving the Raising Texas Teacher Scholarship meet and plan field trips. April 2019, we met with Texas Education Agency Directors and Texas Legislators for the students to investigate “How to Have a Voice as a Special Educator in Education Policy”

College Committees

2016- Council for Educator Preparation Program (CEPP)
2018 Outstanding Alumni Awards Committee

Doctoral Committee Membership

2019 Committee Member: Mary Rose Sallese
2018 Committee Member: Jessica Shugart
2018 Committee Member: Jill Melchiorre
2018 Committee Member: Kimberly Martin
2017 Committee Member: Sandy Smith

Search Committees

2019 Committee Member for RMS Clinical Assistant Professor for the Department of Educational Psychology

2018 Chair for Special Education Clinical Assistant Professor for the Department of Educational Psychology

2017 Outside Committee Member for Clinical Assistant Professor in Reading/LA Education for the Department of Teaching, Learning and Culture

Review Activity

Reviewer, Reading and Writing Quarterly

Reviewer, Journal of Assessment for Intervention

Reviewer, Texas Education Agency: The Commissioner's List of Reading Instruments

Professional Memberships

Council for Exceptional Children

-Division of Teacher Education

-Division for Learning Disabilities

-Division for Research

External SERVICE

Texas Education Agency (TEA) Special Education Standards Committee Member 2019

Member of the committee that met to discuss, create and propose new Special Education Standards for Mild/Moderate Early Childhood-8th grade for the state of Texas.

Texas Education Agency (TEA) Special Education Policy Forum Committee Member 2018-2019

Member of a committee that met to discuss and debate the current Texas Special Education Certification process and potential changes.

Hearne Education Foundation Board Member 2018-present

Hearne ISD is a local rural school district struggling to improve elementary and junior high school student outcomes. We have monthly board meetings to review data, budgets, and accomplishments of Hearne ISD. We are tasked with advising and voting on issues that arise. Created Connecting Eagles & Aggies mentoring program for new teachers.

Parent Surrogate for Students in Bryan ISD 2016-2018

Volunteer as a parent surrogate by attending ARDs and teacher meeting with children that are in foster care.

Raise Your Hand Texas Teacher Network Improvement Community 2018-present

As a part of the *Raise Your Hand Texas* initiative, I lead a team that participates in Network Improvement Communities consisting of ten other teacher preparation programs across the State of Texas. We meet every other month for several days to discuss ways to improve teacher preparation in Texas using the Science of Improvement strategies developed by the Carnegie Foundation.

Cooper Foundation, Co-Founder and Vice President, Non-profit that serves grieving teenagers

Professional Development Through Texas A&M University

Transformational Teaching & Learning Conference, April 2018

Inclusive Pedagogy Series: Designing International and Cultural Diversity and Cultural Discourse Course, May 2018, 2 hours

The Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE), September 2018, 2 Hours

Strategies and technology to promote active learning, Sept 2018; 2 hours

Six Pillars of Student Engagement, October 2018; 2 hours