

Talya Kemper, PhD

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Doctor of Philosophy, Special Education **2012**

University of Washington

Dissertation Title: *Promoting Listening Reading Comprehension for English Language Learners who have a Severe Intellectual Delay and use Assistive Technology*

Dissertation Committee: Drs. Elizabeth West, Patricia Dowden, Roxanne Hudson, Manka Varghese, and Charles Peck

Master of Arts, Special Education **2007**

San Francisco State University

Thesis Title: *The Impact of Peer Assistance on Social Interactions of Students with Disabilities*

Thesis Committee: Drs. Pamela Hunt and Nicholas Certo

Bachelor of Arts, Community Studies **2003**

University of California, Santa Cruz

PROFESSIONAL EXPERIENCE

Assistant Professor in the Special Education Credential Program **California State University, Chico** **2012–present**

- Instruct and evaluate graduate and undergraduate students by: developing syllabi, course assignments, and classroom/online activities; designing course lectures, discussion themes, and instructional materials; selecting applicable readings and support materials; and effectively utilizing online instructional tools and grading systems, teaching face to face, hybrid and online
- Supervise student teachers and interns in their practicum placements
- Advise master's degree students
- Courses include:
 - SPED 637: Curriculum and Instruction for Moderate to Severe Disabilities
 - SPED 639: Advanced Curriculum and Instruction for Moderate to Severe Disabilities
 - SPED 580: Introduction to Autism Spectrum Disorders
 - SPED 680: Advanced Methods and Curriculum for Students with Autism Spectrum Disorders
 - SPED 343: Overview of Special Education
 - EDTE 534: Teaching Special Populations
 - EDMA 696: Culminating Masters in Education Activity
 - SPED 501: Seminar for Field Experience

Special Education Credential Pathway Coordinator **California State University, Chico** **2013–2016**

- Coordinated students and faculty from all ten special education credential pathway options offered at Chico State, including:

Education specialist credential (specialization in mild/moderate disabilities or moderate/severe disabilities)

Intern credential options for education specialists (specialization in mild/moderate disabilities or moderate/severe disabilities)

Add-on credential options for education specialists (specialization in mild/moderate disabilities or moderate/severe disabilities)

Residency in Secondary Education MA program for education specialists (specialization in mild/moderate disabilities or moderate/severe disabilities)

Concurrent credential program for the specialization in mild/moderate disabilities with a multiple subject credential

Concurrent credential program for the specialization in mild/moderate disabilities with a single subject credential in English, math, science, social science, or physical education

- Worked with faculty to develop, implement and review curriculum; made recommendations to the School director regarding schedule of courses and teaching assignments; coordinated program review; monitored feedback; and ensured accurate data collection, including the review of teaching performance assessments
- Led assessment activities for all special education pathways in preparation for dual accreditation (Commission on Teacher Credentialing and National Council for the Accreditation of Teacher Education) including development of Program Assessment Reports, aligning of course syllabi to state and national program standards, and coordination of accreditation site visit and interviews
- Monitored student progress including admissions, placements, supervision, remediation/improvement plans, and discipline/dismissal resolution
- Coordinated communication including facilitating faculty pathway meetings, designing of informational materials, and liaising with public schools and community organizations

Instructor

University of Washington

2008-2012

- Instructed and evaluated graduate and undergraduate students by: developing syllabi, course assignments, and classroom/online activities; designing course lectures, discussion themes, and instructional materials; selecting applicable readings and support materials; and effectively utilizing online instructional tools and grading systems
- Courses included:
 - EDSPE 419: Working with Families of Students with Disabilities
 - EDSPE 506: Classroom Management of the Physical Problems of Individuals with Severe or Profound Disabilities
 - EDSPE 521: Teaching Communication to Young Exceptional Children
 - EDSPE 500: Practicum Seminar for Students in the Low Incidence Program

Guest Lecturer**University of Washington****2008–2012**

- Provided specialized lectures to students in graduate and undergraduate classes on topics including:
 - Inclusion for Secondary Students with Severe Disabilities
 - Inclusion for the Non-Verbal Student in Academic Classes
 - Implementing Assistive Technology in General Education for Students with Severe Disabilities
 - Augmentative and Alternative Communication: Practical Applications in General Education and Special Education Settings
 - Augmentative and Alternative Communication (AAC): An Introduction for Early Childhood Educators

Practicum Supervisor**University of Washington****2008–2012**

- Supervised graduate students enrolled in the severe/low incidence program
- Worked with local school districts to establish practicum placement settings for graduate students and maintained long term professional relationships with school district personnel
- Observed and evaluated student teacher performance in field work and practicum seminar
- Developed instructional topics and led seminar classes

Augmentative and Alternative Communication Teacher**San Francisco Unified School District****2007–2008**

- Developed the first program in the district designed specifically for secondary students who use AAC
- Taught high school students to become independent communicators using different AAC technologies
- Supervised, trained, and evaluated paraprofessionals
- Trained students' family members and school staff to support the use of AAC devices
- Collaborated with general education teachers and school administrators to increase mainstreaming opportunities for students who use AAC

Inclusion Support Teacher**San Francisco Unified School District****2003–2007**

- Led inclusion for secondary students with severe disabilities in general education classes
- Coordinated, trained, and evaluated paraprofessionals
- Facilitated IEP meetings of large educational teams that included: special and general education teachers, service providers, families, lawyers, and interpreters
- Implemented IEP goals in general education classes
- Modified general education coursework to align with students' IEP goals and abilities
- Taught life skills classes with topics including: community-based instruction, sex education, money skills, communication, self-advocacy, and community safety

Transition Teacher (Summer School)**San Francisco Unified School District****2003–2008**

- Developed and implemented transition goals for students with severe disabilities
- Developed a transition program that was rooted in inclusive practices
- Developed jobs and volunteer opportunities in the community
- Worked on functional life skills with assistance from general education students

Instructional Aide**Santa Cruz County Office of Education****2001–2003**

- Assisted teachers with the implementation of student IEP goals in classrooms including: secondary self contained medically fragile, secondary self contained emotional and behaviorally disturbed, and middle school self-contained classroom for students with severe disabilities
- Supported students during community-based instruction
- Prepared lesson plans and organized classroom
- Implemented behavioral plans and IEP goals

CREDENTIALS AND CERTIFICATES

Leadership Education in Neurodevelopmental and Related Disabilities Certificate	2010
Cross-Cultural Language and Academic Development Credential	2007
Education Specialist Credential: Physical and Other Health Impairments	2007
Education Specialist Lifetime Level II Credential: Moderate/Severe Disabilities	2005

Professional Achievement**GRANTS**

Department of Education Personnel Preparation Grant 2013-2018**Northern California Collaboration for Low Incidence Personnel Preparation**Project Director and Principal Investigator Awarded: \$1.25M

Lead efforts to respond to special education teacher shortage in Northern California by: providing tuition reimbursements and additional advising; increasing regional recruitment efforts; developing research projects focused specifically in the region; and coordinating annual trainings for regional educators, teacher candidates, families and community members on issues specific to supporting students with low-incidence disabilities

Department of Education Office of Innovation and Improvement Grant 2014**Promoting Rural Improvement in Secondary Math and Science**Special Education and Inclusion Consulting Faculty Awarded: \$6.48M

Consulting to: expand program to include special education candidates and classrooms; incorporate inclusive practices and experiences for pre-service STEM and special education

teachers; develop online and in-person training on co-teaching in special education and co-teaching in inclusive settings

California State University, Chancellor's Office **2016**
Research, Scholarly, and Creative Activities Grant

Faculty Recipient **Awarded: \$5,250 maximum**
 Develop research in the field of reading comprehension for individuals who have complex communication needs and severe intellectual delay

PUBLICATIONS

West, E., Wang, T., Kemper, T., & Koyama, T. (2016) Determining the Impact of Cultural Differences, Word Class and Picture Communication Symbols on Symbol Translucency Ratings. *Special Education Association of the Republic of China*.

West, E., Travers, J., Kemper, T., Liberty, L., Cote, D., McCollow, M., & Stansberry Brusnahan, L. (2016). Racial and ethnic diversity of participants in research supporting evidence-based practices for learners with autism spectrum disorder. *Journal of Special Education*. <http://tinyurl.com/ilzy9nw>

Delpont, J., Richmond, J., Howard, N., & Kemper, T. (2016). Crossing the barriers, expanding knowledge, fostering relationships: Teacher preparation partnering with community organizations. In H., L., Schnackenberg & B., A., Burnell (Eds.), *Best Practices for Education Professionals (2nd edition)*. CRC Press. <http://tinyurl.com/gq3nr6m>

Martin-Hertz, S., Kemper, T., & Brownstein, M. (2013). Developmental screening with recent immigrant and refugee children: A preliminary report. *EthnoMed: Integrating cultural information into clinical practice*. Retrieved from: <http://ethnomed.org/>. <http://tinyurl.com/zrLOWv2>

MANUSCRIPTS UNDER REVIEW

CATEGORY A: INTERNATIONAL OR NATIONAL REFERRED JOURNALS, INVITED CHAPTERS IN BOOK FROM A NATIONAL PUBLISHER, OR BOOKS

Kemper, T., Fleury, V. P., & West, E. *A modified book reading intervention for students with complex communication needs who are English learners and have a severe intellectual delay*. Manuscript under review.

West, E., Kemper, T., & Slemrod, T. *Assistive Technology: Needs of teachers and implications for preservice teacher training programs*. Manuscript under review.

IN PREPARATION

Kemper, T., McCollow, M., Stansberry Brusnahan, L., Liberty, L., & Cote, D. *Ten Years of Research: Examining Participant Characteristics in a Special Education Journal*.

Kemper, T., & Fleury, V. P. *Reading Together: Modified Shared Book Reading for Children who have Complex Communication Needs.*

Kemper, T., Delpont, J., & Slemrod, T. *Rural Teacher Perceptions of Inclusion Practices for Students with Moderate to Severe Disabilities.*

Kemper, T., & McCollow, M. *Evidence Based Practices for Students with Moderate to Severe Disabilities: A Analysis of Participant Characteristics.*

Kemper, T., & Fleury, V.P. *Increasing Reading Comprehension for Students with Complex Communication Needs who have a Severe Intellectual Delay.*

Kemper, T. *Online Learning: Perceptions of Pre-service Student Teachers.*

PRESENTATIONS

CATEGORY C: PRESENTATIONS

Kemper, T. (2017, December). Maximizing the benefit of storybook reading to increase communication for individuals with complex communication needs with severe disabilities. *To be presented at the TASH annual conference, Atlanta, Georgia.*

Kemper, T. (2017, May). *A Modified Book Reading Intervention for Students with Complex Communication Needs Who Are English Learners and Have a Severe Intellectual Delay.* Poster Presentation at the annual International Society of Autism Research.

Kemper, T. (2016, December). *Rural teacher perceptions of inclusion practices for students with moderate to severe disabilities.* Presented at the TASH annual conference, St. Louis, Missouri.

Kemper, T., Liberty, L., West, E., Travers, J., McCollow, M., & Brusnahan, L. (2016, April). *A review of the diversity of participants in the research used to establish EBPs for learners with ASD.* Presentation at the CEC annual conference, St. Louis, Missouri.

Kemper, T. (2016, February). *Modifying curriculum for students with severe disabilities in inclusive settings.* Presentation at the Equity, Opportunity, and Inclusion for People with Disabilities (CAL-TASH) conference, Sacramento, California.

Kemper, T. (2016, February). *Successful high school inclusion for students with severe disabilities.* Presentation at Cal-TASH conference, Sacramento, California.

Kemper, T., Liberty, L., McCollow, M., Brusnahan, L., & Alshehri, A. (2016, January). *Analysis of participant characteristics published in DADD Journals.* Presentation at the DADD annual conference, Honolulu, Hawaii.

- Kemper, T. (2016, January). *Reading together: A modified dialogic reading approach for children with limited speech*. Poster presentation at the DADD annual conference, Honolulu, Hawaii.
- Kemper, T., Bercaw, L., & Slemrod, T. (2014, November). *Inclusion at Chico State: Past, present and future*. California State University system wide video conference on successful inclusive practices.
- West, E; Kemper, T.; & Slemrod, T. (2014, April). *Assistive Technology: Needs of teachers and implications for preservice teacher training programs*. Presentation at the CEC annual conference, Philadelphia, Pennsylvania.
- Kemper, T. (2013, April). *Promoting listening reading comprehension for nonverbal English learners who have a severe intellectual delay*. Poster presentation at the CEC annual conference, San Antonio, Texas.
- Fleury, V. P., & Kemper, T. (2011, May). *Improving the quality of early literacy experiences for young children with autism and other developmental disabilities*. Presentation at the Infant and Early Childhood Conference (IECC) annual state conference, Tacoma, Washington.
- Liberty, L. & Kemper, T. (2011, May). *Written word work: Using magic squares to promote beginning literacy*. Presentation at the IECC annual state conference, Tacoma, Washington.
- Kemper, T. (2010, July). *Ethnographic study of teaching practices for students who use AAC and are English Language Learners*. Presentation at the International Society for Augmentative and Alternative Communication (ISAAC) international conference, Barcelona, Spain.
- Kemper, T. & Pamparo, V. (2010, July). *Dialogic reading: Adapting shared book reading for young students with Autism and limited verbal ability*. Presentation at the ISAAC international conference, Barcelona, Spain.
- Kemper, T. (2010, April). *After elementary school: How to start a quality high school AAC classroom for students with severe disabilities*. Poster presentation at the CEC annual conference, Nashville, Tennessee.
- Kemper, T. (2009). *After elementary school: How to start a quality high school AAC classroom for students with severe disabilities*. Presentation at the International Technology & Persons with Disabilities Conference, Los Angeles, California.
- Kemper, T. (2008). *Empowering the school community with information to understand and accept students with differences and disabilities*. Presentation at the annual CAL-TASH conference, San Francisco, California.

Doering, K. & Kemper, T. (2006). *Use of checklists for support and feedback to paraprofessionals*. Presentation at the annual CAL-TASH, San Francisco, California.

CATEGORY E: ADDITIONAL ITEMS

PUBLICATION AND CONFERENCE SERVICE

Diversity Council Member **2012–present**

Division on Autism and Developmental Disabilities

- Lead research teams exploring the intersection of diversity of race, ethnicity, language, class, gender, and sexuality with individuals with disabilities
- Participate in research, position papers, and recommendations focused on diversifying DADD

Conference Reviewer

Council for Exceptional Children

2014–present

Guest Reviewer

Division of Autism and Developmental Disabilities Online Journal

2016

University Service

PROFESSIONAL DEVELOPMENT (ORGANIZER)

Low-Incidence Professional Development **2013–2017**

Organize day-long professional development event each year focused on academic instruction for students with low incidence disabilities, bringing Drs. Caroline Musselwhite and Linda Burkhart to the region to present on topics including: teaching literacy to students with severe disabilities (2013); teaching writing to students with severe disabilities (2014); teaching communication for students with severe disabilities (2015); modifying and adapting books to support literacy and communication for students with severe disabilities (2016); and, teaching students with complex communication needs (2017)

Better Together Conference

2015

Organized first year of statewide Better Together conference at Chico State, collaborated with system-wide faculty, facilitated an EdCamp model for professional development, selected presenters and facilitators, and facilitated logistics for over 300 regional educators

Assistive Technology Workshop

2012–2017

Organized annual day of training on Assistive Technology for all pre-service and intern candidates (including multiple subject, single subject, bilingual education, special education, school psychology, and speech language pathology); collaborated with faculty from aforementioned programs; developed agenda and training materials; and arranged presenters.

PROFESSIONAL DEVELOPMENT (PARTICIPANT)

High Impact Practices: Community Based Learning CSU East Bay	2017
Back to the Bay CSU East Bay	2017
New Faculty Orientation CSU East Bay	2017
Together we Work Better: Partnerships in Teacher Education California Council on Teacher Education	2016
DREAMer Ally Training for Supporting Undocumented Students California State University, Chico	2016
Anti-Racism/Social Justice Transformation Training California Faculty Association	2016
Nurtured Heart Approach Training Butte County Social Services	2015
“Walk in my Shoes” Training for Supporting Foster Youth California State University, Chico	2015
Co-Teaching Trainer Saint Cloud State University	2015
Board of Institutional Reviewers Training California Commission on Teacher Credentialing	2014
Program Assessment Training California Commission on Teacher Credentialing	2013
Safe Zone Training for Supporting LGBTQ+ Students California State University, Chico	2012
Mandated Reporter/Child Abuse Prevention Training Butte County Social Services	2012
Options for Recovery Training for Foster Children Butte County Social Services	2012

UNIVERSITY SERVICE

Committee on Instruction and Curriculum 2017-present
CSU, East Bay

Teacher Education Department CFA Department Rep 2017-present
CSU, East Bay

Executive Board Member Chair of Affirmative Action 2017-present
CSU, East Bay California Faculty Association

Executive Board Member and Secretary
CSU, Chico LGBTQ Faculty and Staff Organization 2012-2017

- Organization tasked with creating and ensuring a welcoming, safe, and supportive environment for our LGBTQ campus community
- Activities include providing resources and/or mentoring for LGBTQ and questioning students, educating Chico State about issues affecting the LGBTQ community, and strengthening outreach to and retention of our LGBTQ faculty, staff, and students

Executive Board Member, Probationary Faculty Representative and
School of Education Department Representative
California Faculty Association 2013-2017

- Chair of the probationary faculty committee
- Association purpose is to defend and promote academic freedom, tenure, due process, and shared governance; to protect and advance the professional and economic interests of academic professionals; to promote academic excellence by fostering high standards, ideals, usefulness, and welfare of the profession; and to facilitate the purposes, objectives, and programs of the statewide CFA at CSUC

Educational Policies and Programs Committee 2014-2017

- Review university-wide programs, certificates, and credentials
- Evaluate applications for changes to credentials and certificates

CSU, Chico Academic Senator 2015-2017

- Participate in campus system for shared governance
- Contribute to decisions affecting policy, leadership and student success

Raising Educational Achievement in Collaborative Hubs Mentor 2014-2017

- Mentored cohort of first year students who are first generation college students and from low-income backgrounds to support success and retention
- Assisted in teaching study skills, discussing future goals, and planning activities

Graduate and Professional Student Senate**University of Washington****2011–2012**

- Represented the College of Education in the area of Special Education
- Addressed matters that affected graduate students

Master Teacher**San Francisco State University****2004–2008**

- Mentored and evaluated special education student teachers
- Provided a classroom-based training site for implementing instructional and behavioral plans with students
- Collaborated with university supervisor to monitor the progress of student teachers and create development opportunities

DEPARTMENT SERVICE

Master's Advisor (CSU Chico)**2012–2017**

- Advisor for 15 MA in Education students specializing in Special Education
- Thesis committee member for five students specializing in Curriculum and Instruction or Teaching International Languages

Assessment Committee Member (CSU Chico)**2013–2017**

- Manage a coordinated assessment system for the School of Education
- Prepare for WASC, state, and national assessment
- Review school wide student performance data to improve student outcomes in student teaching, coursework, and state assessments (i.e. RICA and edTPA)

Curriculum Committee Member (CSU Chico)**2013–2017**

- Review and recommend additions to curriculum, program changes, program redesign or new program development
- Make recommendations to the faculty of the School of Education

Chair of Special Education Search Committee**2013–2016**

- Conducted three national searches for tenure track faculty members

Operations Committee Member**2012–2013**

- Contributed to the planning and operations of the School of Education
- Committee charged with encouraging faculty professional development by awarding funds for participation at professional conferences, acquiring up to date library materials by generating recommendations and allocating SOE library funds, and supporting students through the award of SOE scholarships

University Supervisor Search Committee Member**2013**

- Reviewed applications of candidates for University Supervisor positions
 - Participated in interviews of qualified candidates
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COMMUNITY SERVICE

Board Member

Hayward Unified Teacher Induction Services Advisory Board 2017-present

Board Member

ARC of Butte County 2015-2017

- Collaborate with Executive Director and staff to assure alignment to organization mission to secure for all people with developmental disabilities the opportunity to choose and realize their goals of where and how they learn, live, work, and play.
- Review annual budget and asses spending priorities
- Support the management of respite programs, work programs, and retail stores
- Support training, community outreach, and fundraising events

Consultant

Work Training Center, Chico 2013-2015

- Work with a collaborative team to improve adult services for individuals with autism spectrum disorder
- Advise the Work Training Center in how to support their clients who have complex communication needs
- Review and make recommendations for curriculum and program goals

Board Member

Catalyst Domestic Violence Services 2013-2016

- Collaborated with Executive Director to assure alignment to organization mission to reduce intimate partner violence through crisis intervention services, community education, and the promotion of healthy relationships
- Supported training, community outreach, and fundraising events

Educational Consultant

2008-2012

- Provided consultation services to Puget Sound area schools seeking to include students with severe disabilities
- Provided professional development sessions for school teachers on topics including: inclusion, modification of instructional materials, team teaching, high tech communication systems, and incorporating AAC into academics
- Provided professional support to structured social groups for students with autism spectrum disorder

CALIFORNIA CREDENTIAL AND ASSESSMENT SERVICE

Education Specialist Program Assessment Reader

California Commission on Teacher Credentialing 2013-present

- Review special education programs from universities across the state
- Review institutions to ensure compliance with the CTC standards and provide feedback

Board of Institutional Reviewers**California Commission on Teacher Credentialing 2014–present**

- Review institutions to ensure compliance with the CTC standards
- Participate in site visits and contribute to written reports to provide institutions feedback on program standards

Preliminary Education Specialist Work Group**California Commission on Teacher Credentialing 2016–present**

- Review the education specialist credential for upcoming statewide revisions
- Make recommendations for changes to the education specialist credentials, program standards, and Teacher Performance Expectations

STATEWIDE SERVICE

Statewide Delegate**California Council on Teacher Education 2016-2017****Statewide Delegate****California Faculty Association (CFA) 2013–present****CFA Statewide Delegate****California Teacher Association (CTA) 2014–present**

- Represent the CFA at the CTA to determine future legislative goals of the CTA
- Member of the Special Education subcommittee, Higher Education Caucus, County Special Education Caucus, and the Exceptional Children Caucus

CFA Representative**Sexual Orientation/Gender Identity Issues Advisory Committee 2015–present**

- Represent CFA on statewide committee to oversee implementation of legislation supporting LGBTQ students

DISTRICT SERVICE

Inclusion Task Force Member**San Francisco Unified School District 2003–2008**

- Participated in San Francisco’s Inclusion Task Force in conjunction with California State University at Hayward
- Implemented trainings and parent information sessions

Governance Board Member**Mission High School 2004–2008**

- Appointed as representative for special education teachers on school board
- Collaborated on decisions regarding disciplinary policy, master schedule, and curriculum purchases

School Site Council Member**San Francisco Unified School District****2006–2008**

- Elected as teacher representative at Mission High School
- Met with parents, administrators, and community members to discuss concerns and garner support for school wide budgetary decisions

PROFESSIONAL ASSOCIATIONS

Equity, Opportunity, and Inclusion for People with Disabilities (TASH) 2004–present

Council of Exceptional Children (CEC) 2009–present

CEC Special Interest Organizations 2012–present

Division on Autism and Developmental Disabilities

Division for Culturally and Linguistically Diverse Exceptional Learners

Division for Physical, Health and Multiple Disabilities

International Society of Augmentative and Alternative Communication 2010–present

United States Society of Augmentative and Alternative Communication 2010–present

American Council on Rural Special Education 2012–present

Cal-TASH 2015–present