

John J. Hoover
Curriculum Vitae (2019)

Name John J. Hoover
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Education

Ph.D. (1983). Curriculum, Administration and Supervision. University of Colorado Boulder
Specialization: Special Education

Dissertation: Effects of special education classroom experience of preservice elementary teachers on attitudes toward and knowledge of handicapped children

M.A. (1978). Special Education. Northern Arizona University
Specializations: Learning Disabilities/Emotional Disturbance (Reading Emphasis)
Masters Advanced Research Project: The relationship between reading and selected characteristics of children with learning disabilities and advantages and disadvantages of four reading approaches as they relate to learning disabled children

B.A. (1973). Special Education/Elementary Education. Illinois State University
Specializations: Intellectual Disabilities and Elementary Education

Awards/Honors

Alumni Hall of Fame. College of Education, Illinois State University, 2018

Issue Editor. Selected as guest editor for a topical issue: Exceptionality, Diversity, and Educator Preparation. *Teacher Education and Special Education.* Expected publication: Summer 2018.

CEC Chairperson Invited Presentation (2018). Invited to present my research examining IEPs for ELs at the International Council for Exceptional Children Convention, Tampa, FL (February 2018).

Showcase Presentation. Culturally responsive special education assessment process for rural educators. Selected as the CEC Council for Educational Diagnostic Services (CEDS) Division's 2016 Showcase Presentation at the International Council for Exceptional Children Convention.

Research Article of the Year Award (2015) presented by the American Council for Rural Special Education. Article title: Culturally responsive special education referrals of English learners in one rural county school district: Pilot project.

US Department of Education Special Education Briefing on Effective Model Practices (2015). Co-Presenter representing REME at the OSEP Department of Education model demonstration project briefing with the other two model demonstration projects from Austin, TX. Presentation title: *Implementing multi-tiered systems of support for English learners.*

Keynote Presenter. Curriculum essentials in response to intervention (RTI). Keynote presented to over 500 attendees at the Florida RTI Conference, Central Florida University, Spring 2011.

Keynote Speaker. Changing focus in educating diverse learners. New York City Public Schools (August 2008).

Research Specialization and Interests: Special education delivered at the intersection of exceptionality and diversity focusing on responsive instruction, appropriate referrals, and relevant assessment.

Current/Recent Research Projects

REME Sustainability Project. PI for follow-up project examining the sustainability of the RTI for ELs multi-level system of supports project implemented in rural community schools (2018-2020).

Examining IEPs for ELs. Co-PI on three-state project (CO, VA, KS) investigating the cultural and linguistic responsiveness of IEPs for ELs (2016-present).

Collaborative Education: Co-planning and co-teaching. PI on OELA funded project being implemented in the Eagle County Schools, Colorado (2016-present).

Response to Intervention for ELLs. PI on OSEP funded research project implemented in the Eagle County School District (2012-2017).

Dissertation Committees

George Mason University Committee Member. “Understanding special educators’ knowledge and skills regarding culturally and linguistically relevant instruction for students with specific learning disabilities who are also English learners: A Multiple-Case study.” PHD Student: D. Sacco. Defense completed March 29, 2018.

University of Texas, Austin Committee Member. “Examination of English learners’ IEPs for cultural and linguistic responsiveness.” PHD Student: Le Tran.

Leadership and Service (Select Contributions)

University Special Education Advisor. Advisor to the Boulder Valley School District Angevine Middle School Special Education Program for the development and implementation of a funded Steelcase Active Learning Center grant to improve the education of students with disabilities (2018-2020).

Chairperson. CU Boulder Administrative Services & Technology (BFA AST) Committee, (2016-2019 elected second term).

Member. Colorado Department of Education MTSS Advisory Committee Member (2016-present).

External Reviewer. Reviewed the document titled “A guide for states creating policies on the identification of and service provision for English learners with disabilities” (CCSSO, 2017).

Guest Instructor. Delivered via online undergraduate class session on the topic of culturally and linguistically diverse special education. University of Texas, Austin (Spring 2016).

Guest Instructor. Delivered via online undergraduate class session on the topic of culturally and linguistically diverse special education. Johns Hopkins University (Spring 2016).

Guest Instructor. Delivered via online undergraduate class session on the topic of linking assessment with instruction for learners at-risk. University of Wisconsin, Lacrosse, (Spring 2013).

Guest Instructor. Securing grant funding for teacher preparation. Presentation delivered to Ph.D. students, University of Colorado Boulder (Fall 2012).

Presenter. Referral, assessment, and education of culturally and linguistically diverse learners with/without disabilities. School staff meeting presentations delivered in K-12 schools in the Eagle County Schools, Eagle, Colorado (2-3 presentations per year, 2011-present).

Faculty Mentor. Herbst Academic Center, University of Colorado Boulder. Mentored freshmen student-athletes with learning needs (2007-2009).

Council for Exceptional Children (CEC) Faculty Advisor. Student CEC University Chapter faculty advisor, University of Texas, Tyler (1984-1987).

NCATE Trained Evaluator and Visitation Team Member, Area of Expertise: Special Education (1984-1986).

Consultant. Jack and Jill Preschool, Boulder, Colorado, Area: Reading readiness curriculum and program (1982-1983 school year).

Council for Exceptional Children (CEC) Chapter President. President of the Gila County, AZ CEC Chapter, 1978-79.

Academic Tutor. Provided tutoring to learners struggling with reading in schools located in IL, AZ, and CO (Periodically from 1978-2000).

Experience

2011-Present *Associate Research Professor,* School of Education, CU Boulder. Direct diversity and exceptionality programmatic aspects through research, teaching, professional development, and publication including the *Special Education Leadership and Quality Teacher Initiative* and several graduate level projects in the BUENO Center. Research and teaching topical areas include diversity and disability referral and assessment, practicum, MTSS, IEPs, and strategies.

1998-2011 *Research Associate/Adjunct Faculty,* School of Education, CU Boulder BUENO Center. Direct the *Special Education Leadership and Quality Teacher Initiative* and several teacher preparation graduate level training projects in the BUENO Center; Taught multicultural special education assessment, practicum and strategies courses; Conducted research on response to intervention and the preparation of teachers.

1996-1998 *Founder and Director.* Electronic Pathways, which was an organization designed to bring technology training to educators of American Indian students, University of Colorado.

1990-1996 *Director, Research and Evaluation.* American Indian Science and Engineering Society (AISES). Directed and supervised research and evaluation of AISES programs along with grant development, teacher preparation, and curriculum projects, University of Colorado, Boulder. Also included directing the NSF funded project: *Science of Alcohol Curriculum for American Indians (SACAI)*, a science curriculum developed for elementary and middle school American Indian students to teach the science of alcohol's effects on the body.

1989-1990 *Associate Professor (Tenured).* Department of Special Services, University of Texas at Tyler. Faculty in graduate and undergraduate level program in special education and teacher preparation. Responsibilities also included the infusion of mainstreaming content into general education curriculum courses.

1984-1989 *Assistant Professor.* Department of Special Services, University of Texas at Tyler. Faculty in graduate and undergraduate level program in special education and teacher preparation. Responsibilities also included the infusion of mainstreaming content into general education curriculum courses.

1984 *Lecturer in Special Education.* Instructor for the graduate level special education Practicum and Seminar at the University of Colorado, Boulder.

1980-81 *Teacher.* Dutch Creek Elementary School, Jefferson County, Colorado. Teacher in grades K-3 for students with learning disabilities and emotional disorders (LD/ED).

1979-80 *Behavioral Specialist.* Gila County Special Services, Globe, AZ. Developed, implemented and taught in a new program for children with emotional/behavioral disorders in Gila County, Arizona. Responsibilities included starting four classrooms and consulting with elementary and secondary special education and general class teachers, along with supervision of special educators in seven school districts (25 schools) for learners with emotional disabilities. The populations served were primarily Native American and Hispanic children (Held position for one year, six months).

1978-1979 *Trainingship.* Training assistant in the special education/reading lab, Northern Arizona University. Responsibilities included training graduate and undergraduate students in the use of a variety of special education and reading materials.

1976-1977 *Teacher.* Pecos Junior High School, Adams County District 12, Thornton, Colorado. Classroom teacher for students with significant emotional and learning disorders.

1974-1976 *Teacher.* Kaleidoscope Alternative Public School, Bloomington, Illinois. Developed, implemented and taught at state accredited alternative elementary and high school for children with severe learning and behavioral disorders. In addition to teaching responsibilities, specific duties included the development of the remedial reading, language arts, creative arts, and social studies curricula.

1971-1972 *Classroom assistant.* Assisted in classrooms for students with hearing disabilities and those from culturally disadvantaged backgrounds, Illinois State University Lab School.

1970-1970 *Classroom Assistant.* Little City Center for Education, Palatine, IL. Classroom volunteer for students with significant intellectual, cognitive and physical disabilities.

Professional Affiliations

Council for Exceptional Children (CEC)

Colorado CEC

Sequoyah Fellow-AISES

American Educational Research Association (Special Education SIG)

American Council on Rural Special Education (ACRES)

Publications

Assessments

Hoover, J. J., Hopewell, S., & Sarris, J. (2014). *Core ESL Instructional Practices (CEIP) Guide.* Research-based, 47-item, educator self-assessment tool for examining use of core ESL teaching practices in Tiers 1 and 2 instruction. University of Colorado, Boulder: BUENO Center.

Hammill, D. D., Pearson, N., Hresko, W., **Hoover, J. J.** (2012). *Early Reading Assessment (ERA).* Austin, TX: Pro-Ed. Norm-referenced, standardized individual reading test to identify learners ages 4-7 who are at-risk for problems with reading.

Books

- Hoover, J. J., & Patton, J. R.** (In-revision). *Study skills and executive functioning for students with learning and behavior problems* (3e). Austin, TX; Pro-Ed. Expected publication date: Spring, 2019.
- Hoover, J. J.** (In Press, Invited by Publisher). *How to Manage Behavior Series*. Austin, TX: Pro-Ed. Revised and updated ten, 40-50 page books in the *How to Manage Behavior Series* devoted to educator and parent preparation in the use of effective behavior management best practices. Titles include *How to*:
1. *Negotiate a behavioral contract*
 2. *Select reinforcers*
 3. *Teach social skills*
 4. *Use planned ignoring*
 5. *Use time out*
 6. *Use systematic attention and approval*
 7. *Plan for generalization*
 8. *Use Response Cost*
 9. *Use Token Economy and Point Systems*
 10. *Teach Self-Control Through Antecedent Analysis*
- Hoover, J. J. & Patton, J. R.** (2017). *IEPs for ELs and other diverse learners*. Thousand Oaks, CA: Corwin.
- Hoover, J. J., Baca, L., & Klingner, J. K.** (2016). *Why do English learners struggle with reading: Distinguishing language acquisition from learning disabilities* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Hoover, J. J.** (2012). *Linking assessment to instruction: Selecting reading, writing and mathematics interventions*. (Invited by publisher). Boston, MA: Pearson Allyn & Bacon.
- Hoover, J. J.** (2011). *Response to intervention models: Curricular implications and interventions*. Boston, MA: Pearson Allyn & Bacon.
- Hoover, J. J.** (2009). *RTI assessment essentials for struggling learners*. Thousand Oaks, CA: Corwin Press.
- Hoover, J. J.** (2009). *Differentiating learning differences from disabilities: Meeting diverse needs through multi-tiered response to intervention*. Boston, MA: Pearson.
- Hoover, J. J., Klingner, J., Baca, L. & Patton, J. M.** (2008). *Methods for teaching culturally and linguistically diverse exceptional learners*. Columbus, OH: Merrill Publishing.
- Hoover, J. J., & Patton, J. R.** (2007). *Teaching study skills to students with learning problems: A teacher's guide for meeting diverse needs* (2nd Ed.) Austin, TX: Pro-Ed.
- Hoover, J. J., & Patton, J. R.** (2005). *Curriculum adaptation for students with learning and behavior problems: Principles and practices for differentiating instruction* (3rd Ed.) Austin, TX: Pro-Ed.
- Hoover, J. J.** (ed.) (2005). *Current issues in special education: Meeting diverse needs in the 21st Century*. University of Colorado: BUENO Center, School of Education.
- Hoover, J. J., & Patton, J. R.** (1997). *Teaching study skills to students with learning problems: A teacher's guide for meeting diverse needs* (1st Ed.) Austin, TX: Pro-Ed.
- Hoover, J. J., & Patton, J. R.** (1995). *Curriculum adaptation for students with learning and behavior problems: Principles and practices* (2nd Ed.) Austin, TX: Pro-Ed.
- Hoover, J. J.** (1993). *Teaching study skills to students with learning problems*. Boulder, CO: Hamilton Publications.
- Hoover, J. J.** (1991). *Classroom applications of cognitive learning styles*. Boulder, CO: Hamilton Publications.
- Hoover, J. J.** (1990). *Using study skills and learning strategies in the classroom: A teacher's*

- handbook*. Boulder, CO: Hamilton Publications.
- Hoover, J. J.** (1989). *Helping children to develop study skills: A guide for parents*. Boulder, CO: Hamilton Publications.
- Hoover, J. J.** (1989). *Meeting individual needs: A sourcebook of teaching, study, and learning strategies*. Boulder, CO: Hamilton Publications.
- Hoover, J. J., & Collier, C.** (1988). *Educating minority students with learning and behavior problems: Strategies for assessment and teaching*. Boulder, CO: Hamilton Publications.
- Collier, C., & **Hoover, J. J.** (1987). *Cognitive learning strategies for minority handicapped*. Boulder, CO: Hamilton Publications.
- Hoover, J. J., & Collier, C.** (1986). *Class management through curricular adaptations: Educating minority handicapped students*. (1986). Boulder, CO: Hamilton Publications.

Articles

- Hoover, J. J., Erickson, J., Patton, J. R., Sacco, D., & Tran, L.** (2019). Examining IEPs of English learners with learning disabilities for cultural and linguistic responsiveness. *Learning Disabilities Research & Practice, 44*(1), 1-9.
- Hoover, J. J., Erickson, J. R., Herron, S. R., & Smith, C. E.** (2018). Implementing culturally and linguistically responsive special education eligibility assessment in rural county elementary schools: Pilot project. *Rural Special Education Quarterly, 37*(2), 90-102.
- Hoover, J. J., & Soltero-Gonzalez** (2018). Educator preparation for developing culturally and linguistically responsive MTSS in rural community elementary schools. *Teacher Education and Special Education*. Early online version: <http://journals.sagepub.com/eprint/rQt2YpdRc6yNK8aPYX8D/full>
- Hoover, J. J., & deBettencourt, L. U.** (2017). Educating culturally and linguistically diverse exceptional (CLDE) learners: The need for continued advocacy. *Exceptionality*. <http://dx.doi.org/10.1080/09362835.2017.1299530>.
- deBettencourt, L. U., **Hoover, J. J., Rude, H. A., & Taylor, S. S.** (2016). Preparing special education higher education faculty: The influences of contemporary education issues and policy recommendations, *Teacher Education and Special Education, 39*, 83-97.
- Hoover, J. J., Sarris, J., & Hill, R.** (2015). Increasing usage of ESL instructional practices in a rural county elementary school. *Rural Educator, 36*(3). Available at: <http://epubs.library.msstate.edu/index.php/ruraleducator/article/view/300>.
- Hoover, J. J., & Erickson, J.** (2015). Culturally responsive special education referrals of English learners in one rural county school district: Pilot project. *Rural Special Education Quarterly, 34*(4), 18-28.
- Hoover, J. J.** (2012). Reducing unnecessary referrals: Guidelines for teachers of diverse learners. *Teaching Exceptional Children, 44*(4), 38-47.
- Hoover, J. J.** (2011) Making informed instructional adjustments in RTI models: Essentials for practitioners. *Intervention in School and Clinic (47)*(2), 82-90.
- Hoover, J. J., & Love, E.** (2011). Supporting school-based response to intervention: A practitioner's model. *Teaching Exceptional Children (43)*(3), 40-49.
- Hoover, J. J.** (2010): Special education eligibility decision making in response to intervention models, *Theory Into Practice, 49*(4), 289-296.
- Hoover, J. J., Baca, L., Love, E., & Saenz, L.** (2009). *National implementation of response to intervention (RTI): Research summary*. National Association of State Directors of Special Education (NASDSE) National Website. www.nasdse.org
- Hoover, J. J., & Patton, J. R.** (2008). Special educator roles in multi-tiered instruction. *Intervention in School and Clinic, (43)*, 195-202.

- Hoover, J. J.,** Baca, L., Smith-Davis, J., & Wexler Love, E. (2007). Preparing masters teachers for educating immigrant students with special needs. *NABE Language, Learning & Culture: Critical collaborations* 30 (2), 11-13; 26).
- Hoover, J. J.,** & Patton, J. R. (2005). Differentiating curriculum and instruction for English language learners with special needs. *Intervention in School and Clinic*, 40 (4), 231-235.
- Hoover, J. J.,** & Patton, J. R., (2004). Perspective: Differentiating standards-based education for students with diverse needs. *Remedial and Special Education*, 25 (2), 74-78.
- Hoover, J. J.,** & Rabideau, D. K., (1995). Semantic webs and study skills. *Intervention in School and Clinic*, 30, 292-296.
- Hoover, J. J.** (1993). Helping parents develop a home-based study skills program. *Intervention in School and Clinic*, 28, 238-245.
- Hoover, J. J.** (1993). Supply and demand in personnel preparation: Overview of topical issue. *Teacher Education and Special Education*, 16, Summer, 203-204.
- Dil, N., Geiger, W. L., **Hoover, J. J.,** & Sindelar, P. T. (1993). Available special education faculty positions in higher education. *Teacher Education and Special Education*. 16 (3), 230-239.
- Hoover, J. J.,** & Collier, C. (1992). Sociocultural considerations in teaching study strategies. *Intervention in School and Clinic*, 27, 228-232.
- Hoover, J. J.,** (1992). A survey of American Indian college students: Perceptions toward their study skills/college life. *Journal of American Indian Education*, 32, 21-29.
- Hoover, J. J.,** & Collier, C. (1991). Meeting the needs of culturally and linguistically diverse exceptional learners: Prereferral to Mainstreaming. *Teacher Education and Special Education*, Winter, 30-34.
- Hoover, J. J.,** & Collier, C. (1991). Teacher preparation for educating culturally and linguistically diverse exceptional learners: Overview of topical issue. *Teacher Education and Special Education*, Winter, 3-4.
- Hoover, J. J.** (1990). Curriculum adaptation: A five-step process for classroom implementation. *Academic Therapy* 25 (4), 407-416.
- Hoover, J. J.** (1989). Study skills and the education of students with learning disabilities. *Journal of Learning Disabilities*, 22, 452-455.
- Hoover, J. J.** (1989). Implementing a study skills program in the classroom. *Academic Therapy*, 24, 471-476.
- Hoover, J. J.** (1987). Preparing special educators for mainstreaming: An emphasis on curriculum. *Teacher Education and Special Education*, 10, 58-64.
- Collier, C., & **Hoover, J. J.** (1987). Sociocultural considerations when referring minority children for learning disabilities. *Learning Disabilities Focus*, 3 (1), 39-45.
- Turner, R., Kroc, R., Camilli, G., & **Hoover, J. J.** (1986). Policy strategies, teacher salary incentive, and student achievement: An exploratory model. *Educational Researcher*, 15(3), 5-11.
- Hoover, J. J.** (1986). The preparation of regular class elementary teachers for education of exceptional children: An emphasis upon knowledge, attitudes, and skills. *Educational Research Quarterly*, 10, 2-7.
- Hoover, J. J.** & Blasi, J., Geiger, B., Ritter, S., & Sileo, T. (1986). Assessment of undergraduate special education teacher training programs in noncomprehensive and comprehensive programs: Phase I. *Teacher Education and Special Education*, 9(4), 202-209.
- Hoover, J. J.,** & Collier, C. (1985). Referring culturally different children: Sociocultural considerations. *Academic Therapy*, 20(4), 503-509.
- Hoover, J. J.,** & Sakov, M. (1985). Relationship between sources of anxiety of elementary

- student teachers and attitudes toward mainstreaming. *Journal of Research and Development in Education*, 19(1), 49-55.
- Hoover, J. J.** (1985). Individualized reading: Accountability for student progress. *Academic Therapy*, 1985, 20(3), 299-306.
- Hoover, J. J.** (1984). Effects of special education classroom experience of preservice elementary teachers on attitude toward mainstreaming as measured before and after student teaching. *Journal of Research and Development in Education*, 18(1), 33-39.
- Hoover, J. J.** (1984). Effects of special education classroom experience of preservice elementary teachers on ability to work with the handicapped. *Education*, 105, 58-61.
- Hoover, J. J.**, Cessna, K. (1984). Preservice teachers' attitudes toward mainstreaming prior to student teaching. *Journal of Teacher Education*, 35, 49-51.
- Hoover, J. J.** (1984). Behavioral intervention program for remediating mild emotional/behavioral problems in rural county elementary schools. *Education*, 104, 287-290.
- Hoover, J. J.**, & Hoover, R. (1983). Individualized reading: A systematic progress check. *Exceptional Children*, 50, 174-176.
- Hoover, J. J.** (1983). Preservice elementary teachers: Attitudes toward mainstreaming. *Exceptional Children*, 49, 469-470.
- Hoover, J. J.** (1979). Reading motivation. *Journal of Reading*, 22, 582.

Chapters

- Hoover, J. J.**, & Teeters, L. (in press). Collaborative decision-making in multicultural contexts. In B. Billingsley, J. Crockett & M. L. Boscardin (Eds.), *Handbook of Special Education Leadership* (2nd ed.) (Routledge Press).
- Hoover, J. J.** (2018). Study Skills. In E. A. Polloway, J. R. Patton, L. Serena, & J.W. Bailey. *Strategies for teaching students with special needs* (11th ed.). Columbus, OH: Merrill.
- Klingner, J., Soltero-González, L., **Hoover, J. J.**, Eppolito, A., Smith, C., K. White, & Cano-Rodriguez, E. (2016). Systemic Issues in the Implementation of RTI in Culturally and Linguistically Diverse Schools. In E. C. Lopez, S. G. Nahari, & S. L. Proctor (eds.) *Handbook of Multicultural School Psychology: An Interdisciplinary Perspective* (2nd ed.).
- Hoover, J. J.**, & Mendez Barletta, L. M. (2016). Considerations when assessing ELs for special education. In J. J. Hoover, L. Baca, & J. K. Klingner, *Why do English learners struggle with reading: Distinguishing language acquisition from learning disabilities?* (2nd ed.) (pp. 117-139). Thousand Oaks, CA: Corwin.
- Hoover, J. J.** (2016). Data-driven decision making in a multi-tiered model. In J. J. Hoover, L. Baca, & J. K. Klingner, *Why do English learners struggle with reading: Distinguishing language acquisition from learning disabilities?* (2nd ed.) (pp. 141-162). Thousand Oaks, CA: Corwin.
- Hoover, J. J.** (2013). Study skills. In E. A. Polloway, J. R. Patton, & L. Serena. *Strategies for teaching students with special needs* (10th ed.). Columbus, OH: Merrill.
- Hoover, J. J.**, Eppolito, A., Klingner, J. & Baca, L. (2012). Collaborative decision-making in multicultural contexts. In B. Billingsley, J. Crockett & M. L. Boscardin (Eds.), *Handbook of Special Education Leadership* (Routledge Press).
- Hoover, J. J.** & Klingner, J. K. (2011). Promoting Cultural Validity in the Assessment of Bilingual Special Education Students. In M. Basterra., E. Trumbull, and G. Solano-Flores (Eds.). *Cultural Validity in Assessment: A Guide for Educators*. Routledge (an imprint of Taylor & Francis).
- Hoover, J. J.** (2008). Data-driven decision making in a multi-tiered model. In J. K. Klingner,

- J. J. Hoover, & L. Baca (eds.), *Why do English language learners struggle with reading: Language acquisition or learning disabilities?* (pp. 75-92). Thousand Oaks, CA: Corwin.
- Hoover, J. J., & Mendez Barletta, L. M.** (2008). Considerations when assessing ELLs for special education. In J. K. Klingner, J. J. Hoover, & L. Baca (eds), *Why do English language learners struggle with reading: Language acquisition or learning disabilities?* (pp. 93-108). Thousand Oaks, CA: Corwin Press.
- Hoover, J. J.** (2007). Study skills. In E. A. Polloway, J. R. Patton, & L. Serena. *Strategies for teaching students with special needs* (8th ed, pp. 422-445). Columbus, OH: Merrill.
- Hoover, J. J.** (2005). Differentiating instruction for students with special needs: An inclusive-collaborative model. In J. J. Hoover (ed.) *Current issues in special education: Meeting diverse needs in the 21st Century*. University of Colorado: BUENO Center, School of Education.
- Hoover, J. J.** (2005). Special challenges for special needs. In J. J. Hoover (ed.) *Current issues in special education: Meeting diverse needs in the 21st Century*. University of Colorado: BUENO Center, School of Education.
- Hoover, J. J.** (2004). Teaching students to use study skills. In D. D. Hammill & N. R. Bartel, *Teaching students with learning and behavior problems* (7th ed, pp. 347-380). Austin, TX: Pro-Ed.
- Hoover, J. J. & Collier, C.** (2004). Methods and materials for bilingual special education. In L. M. Baca & H. Cervantes, *The bilingual special education interface*, Chapter 11, pp. 276-297. Columbus: Merrill.

Grants

Primary author of over 15 million dollars of funded grants from 1991-present

Research Projects

- REME Sustainability Project.* PI on follow-up project designed to examine the sustainability of the an MTSS for English learners' model components in three rural pilot schools. OSEP/Westat, \$16,000.00.
- Collaborative Education: Co-planning and co-teaching.* PI on research component in \$2,600,000 OELA funded National Professional Development grant. Washington, DC: 2016-2021.
- RTI for ELLs.* PI on OSEP Funded research project. Washington, DC: 2012-2017, \$1,500,00.
- Culturally Responsive Special Education Assessment: Pilot Implementation.* PI on Outreach and Engagement funded project, University of Colorado Boulder: 2015-2016, \$8,000
- Culturally Responsive Special Education Assessment.* PI on Outreach and Engagement funded project, University of Colorado Boulder: 2014-2015, \$8,000
- Culturally Responsive Special Education Referrals.* PI on Outreach and Engagement funded project, University of Colorado Boulder: 2013-2014, \$8,000
- An analysis of LEP students' achievement on Colorado state reading, writing and math performance standards.* OBEMLA funded research project, Washington, DC: 2001-2003, \$238,907.
- Test-Taking Skills in English Language Learners.* Research Project funded by OBEMLA, Washington, DC: 1998-1999, \$50,000.
- Conference on the Educational and Cultural Needs of American Indian Students.* Special Research conference funded by the National Science Foundation, 1993, \$64,352.
- Education Clearinghouse Project.* Project supporting the development of a clearinghouse for curriculum materials for American Indian education. Department of Energy, 1993, \$10,000.
- Mathematics and Science Computer Project.* Funding to provide computers in classrooms on American Indian reservations. IBM, 1993, \$30,000.

Teacher Training Projects

Diversity Endorsement and Community Engagement (DECE). OELA NPD project. Washington, DC: 2016-2021, \$2,600,000.

Rural Educator Development and Endorsement (REDE) Project. OELA Teacher preparation project. Washington, DC: 2012-2017, \$1,400,000.

Low Incidence and Diversity Endorsement Project (LIDE) - OSERs funded Teacher preparation project, Washington, DC: 2011-2015, \$1,200,000

Teacher Education and Endorsement (TEEP) Project. OELA Teacher preparation project. Washington, DC: 2007-2013, \$1,400,000.

Rural Teacher Education Double Endorsement Project - OSERs funded Teacher preparation project, Washington, DC: 2006-2010, \$780,000.

Special Education and Linguistically Diverse Dual Endorsement Project, OSERS Professional Development, Washington, DC: 2005-2009, \$776,000.

Teacher Education and Placement Consortium Project (TEPC). OELA Teacher preparation project, Washington, DC: 2003-2007, \$1,400,000.

Bilingual Special Education Training Project. OELA Teacher preparation project, Washington, DC: 2002-2005, \$750,000.

Curriculum Training for Teachers. Support provided to train teachers of American Indian students in culturally responsive classroom curriculum. 3M Corporation, 1994, \$10,000.

Math-Science Teacher Enhancement Project for American Indians. Teacher enhancement project funded by the National Science Foundation, 1993-96, \$615,825.

Mathematics Teacher Training Project. Funding support for providing teacher training to teachers of American Indian students. Hearst Foundation, 1993-94, \$25,000.

Math-Science Teacher Leader Project. Teacher enhancement project supporting teachers of American Indian students to provide leadership in culturally responsive teaching. Bush Foundation of St. Paul, MN, 1991-92, \$30,000.

Student Projects

Math Improvement Project (MIP) for American Indian Students. Project designed to assist students acquire mathematics and science skills. Bush Foundation of St. Paul, MN, 1993-1995, \$413,512.

Comprehensive Enrichment Project. Project designed to enhance mathematics, science and technology skills in K-12 classrooms serving American Indian learners. Lilly Endowment Foundation, IN, 1993-95, \$240,000.

Cooperative Learning. Project funded by the Phillip Morris Corp to support development of program to assist American Indians with cooperative learning in school, 1991-92, \$36,000.

Other Funded Projects

Electronic Pathways Planning Grant. Funding to establish organization titled 'Electronic Pathways' to provide technology and computer training to teachers of American Indian students. National Science Foundation, 1994-95, \$93,000.

Native American Connections Grant. Project to provide computers and training in American Indian schools. National Science Foundation, 1995, \$109,000.

Native American Technology Project. Project funded to 'Electronic Pathways' to provide technology training to teachers in American Indian schools. National Science Foundation, 1995-99, \$1,200,000.

Native American Alliance Project. Project to provide technical assistance to educators of

American Indians in using technology in the classroom. NASA-Office of Naval Research, 1996-1998, \$125,000.

Monographs/CDs/Documents

- Director** (2018-2019). *Illinois State Bilingual Special Education Manual*. Directing the revision of the Illinois manual to guide bilingual special education best practice.
- Co-Author** (2015). *Effective Practices for English Learners* (Project Briefs). Series of five Briefs developed for the RTI for ELLs Model Effectiveness Project (REME) in collaboration with Austin, TX model demonstration project staff. Brief titles include:
Brief 1: Meeting the Needs of English Learners Through a Multi-tiered Instructional Framework
Brief 2: Assessment and Data Based Decision-Making
Brief 3: Core and Supplemental English as a Second Language Literacy Instruction for English Learners
Brief 4: Core and Supplemental Biliteracy Instruction for English Learners
Brief 5: Professional Development to Support a Multitiered Instructional Framework
- Hoover, J. J.** (2008). *Practitioner's Guide for Assessing CLD Learners for Special Education*. Primary contributor to the development and revision of the Practitioner's Guide. NYC Public Schools Department of Special Education.
- Hoover, J. J.** (2007). *Blueprint for Assessment of At-Risk ELLs*. Paper developed and submitted to the New York City Public Schools Department of Special Education. (Invited Submission).
- Hoover, J. J.** (2006-07). *Assessing Culturally and Linguistically Diverse Exceptional (CLDE) Learners*. Concept Paper written for the NYC Public School Special Education Department (Invited Contribution).
- Hoover, J. J.** (2003). *NCATE CEC Self-Study Report*. School of Education, University of Colorado, Boulder. Principal author of self-study report.
- Hoover, J. J.** (2003). *NCATE TESOL Self-Study Report*. School of Education, University of Colorado, Boulder. Principal author of self-study report.
- Hoover, J. J.** (2003). *Colorado Department of Education Self-Study Summary Report*. School of Education, University of Colorado, Boulder. Principal author of self-study report.
- Hoover, J. J.** (2001). *Assessment of English language learners* (CD-ROM). Boulder, CO: BUENO Center, University of Colorado.
- Hoover, J. J., & Collier, C.** (2001). *Cognitive learning styles* (CD-ROM). Boulder, CO: BUENO Center, University of Colorado.
- Hoover, J. J., & Grassi, E.** (2001). *Classroom management* (CD-ROM). Boulder, CO: BUENO Center, University of Colorado.
- Hoover, J. J.** (2000). *Test-taking study skills of 3rd and 6th grade English language learners (ELLs)*. Research Report summarizing OBEMLA funded research project.
- Hoover, J. J., & Truilla-Hinsch, J.** (1999). *Test-taking skills of English language learners*. Boulder, Co: BUENO Center, University of Colorado.
- Hoover, J. J., & Buffalo, C** (1997). *Community School Alliances for Multicultural Environments: Creating Effective Educational Reforms*. Boulder, CO: Electronic Pathways.
- Hoover, J. J., Willetto, A., Abeita, C., Jacobs, C. & Rabideau, D.** (1995). *Educating American Indian/Alaska Native Precollege Students: Guidelines for teacher, student and curriculum programs*. Boulder, CO: AISES.
- Hoover, J. J.** (1984). *Internal Review Committee Library Report*. Principal author of the final report prepared for the internal review of the library facilities at the University of

Colorado, Boulder, Spring, 1984.

Hoover, J. J. (1982). *Library materials and services for the education department*. Monograph completed in preparation of NCA and NCATE visitations, University of Colorado.

Hoover, J. J. (1981). *Curriculum guide: Reading readiness* (ERIC Document Reproduction Service No. 214 629).

Hoover, J. J. (1980). *Behavioral intervention and remediation program for identifying and evaluating children who exhibit emotional and/or behavioral problems: A consultative team approach*. Program developed for Gila County Special Services, Gila County, Arizona (ERIC Document Reproduction Service No. 195 106).

Hoover, J. J. (1978). *The relationship between reading and selected characteristics of children with learning disabilities and advantages and disadvantages of four reading approaches as they relate to learning disabled children: A review of the literature*. Masters Advanced Research Project, Northern Arizona University (ERIC Document Reproduction Service No. 181 651).

Consultations/Evaluations/Trainings

Evaluator. CIELO Project. External evaluator for the California State University at Chico OELA NPD funded project (2017-2021).

Training. Assessment of ELs for Special Education. District workshop presented to Cherry Creek School District, CO educators, February 2017.

Training. Referral of ELs for Special Education. District workshop presented to Cherry Creek School District, CO educators, February 2015.

Consultant. Arlington Public Schools, Turn-around Schools Project. Conducted workshops, school visits and classroom observations for six turn-around schools in Arlington, VA. 2012.

Consultant. Several Colorado Schools, 2007-present. Providing RTI school team leaders assistance in developing and implementing school-wide response to intervention.

Consultant. New York City Public Schools, 2006-2010. Providing consulting services in multicultural special education assessment.

Evaluator. BUENO Center, 2004-2007. Evaluator for graduate level teacher training projects.

Evaluator. American Indian Science and Engineering Society (*AISES*), 1996-1999. Evaluator for math-science teacher training project.

Evaluator. North Dakota EQUALS Project, 1993-99.

Evaluator. Operation SMART Project, Girls, Inc., Indiana, 1993-96.

Evaluator. UNM-TEAMS Project, University of New Mexico College of Education, 1993-95.

Consultant. BUENO Center for Multicultural Education, University of Colorado, Boulder, 1984-90. Area: Program evaluation design and research.

Evaluator. Curriculum/Special Education Masters Level Program, University of Colorado, Boulder, 1985-89 school years.

NCATE Visitation Team Member, March 1986. Area of Expertise: Special Education.

NCATE Visitation Team Member, March 1985. Area of Expertise: Special Education (Unable to attend).

Evaluator. Title VII Program, Espanola Public Schools, Espanola, New Mexico, 1986-87 school year.

Evaluator. Bilingual Education Program, Las Vegas Public Schools, Las Vegas, New Mexico, 1984-89 school years.

Evaluator. Bilingual Education program, Alamosa Public Schools, Alamosa, Colorado, 1984-85 school year. Evaluation of students' self-perception.

Evaluator. Bilingual Education program, Gordon Public Schools, Gordon, Nebraska, 1984-85

- school year. Evaluation of students' self-perception.
- Evaluator.* Title IV and VII Programs, Mapleton Public Schools, Mapleton, Colorado, 1983-84 school year.
- NCATE Visitation Team Member,* March 1984. Area of Expertise: Special Education.
- Evaluator.* Doctoral/post doctoral bilingual special education grant program, BUENOC Center, University of Colorado, Boulder, 1983-84 school year.
- Consultant.* Jack and Jill Preschool, Boulder, Colorado, 1982-1983 school year. Area: Reading readiness curriculum and program.

Presentations

- Presenter.* *Developing culturally and linguistically responsive IEPs.* Conference Chair Invited Presenter, Council for Exceptional Children, Tampa, FL (February 2018).
- Presenter.* *Safeguarding equitable access to curriculum through culturally/linguistically responsive IEPs.* Presentation at annual CEC conference, Boston, MA (April 2017). With L. Tran; J. Erickson.
- Presenter (Invited Presentation).* *Building on strengths: MTSS for ELs as a school wide system.* Presentation at annual CEC conference, Boston, MA (April 2017). With: L. Soltero-Gonzalez, L. Grimaldo, S. Linan-Thompson.
- Presenter.* *Culturally responsive special education assessment process for rural educators.* Presentation at annual CEC conference, St. Louis, MO (April 2016). With J. Erickson.
- Presenter.* *Educating CLD Students Through a Culturally Responsive RTI Framework.* Presentation at annual CEC conference, San Diego, CA (April 2015). With L. Soltero-Gonzalez and A. Eppolito.
- Presenter.* *Assessing Study Strategies to Inform IEP Development & Implementation.* Presentation at annual CEC conference, San Diego, CA (April 2015). With J. Patton and M. Betty.
- Presenter.* *Examination of Teaching Abilities in the Delivery of Multilevel Literacy Instruction to ELs.* Presentation at annual CEC conference, Philadelphia, PA (April 2014). With L. Soltero-Gonzalez.
- Presenter.* *Reducing Confirmation Bias when Referring Diverse Learners for Special Education.* Presentation at annual CEC conference, San Antonio, TX (April 2014). With J. Erickson and A. Davidson.
- Presenter.* *Reducing Unnecessary Referrals of Diverse Learners.* Presentation at annual CEC conference, Denver, CO (April 2012). With J. Erickson and S. White.
- Keynote Speaker.* (April 2011). *Curriculum Essentials in RTI: What Practitioners and School Teams Need to Know.* Presentation delivered at the University of Central Florida 13th Annual College of Education Literacy Symposium: Response to Instruction (K-12)- Meeting the Literacy Needs of all Students! Orlando, FL.
- Session Leader.* (April 2011). *Empowering Practitioners in RTI Curriculum Implementation.* Featured Follow-up Presentation delivered at University of Central Florida 13th Annual College of Education Literacy Symposium: Response to Instruction (K-12): Meeting the Literacy Needs of all Students! Orlando, FL.
- Presenter.* *RTI Assessment Essentials for Struggling learners.* Research presentation at annual CEC conference, Nashville, TN (April 2010).
- Presenter.* *Research on Response to Intervention (RTI): Perspectives and Trends.* Colorado Association of State Executives annual conference (July 2009), Breckenridge, CO.
- Keynote Speaker/Session Presenter,* *Changing Focus in Educating Diverse Learners.* Changing Focus Conference for Supervisors of Psychologists and Social Workers. New York City Public Schools (August 2008).

- Keynote Speaker/Session Presenter, *How Might We Best Change Focus in Educating Diverse Learners?* Changing Focus Conference for School Psychologists, Administrators and Social Workers (Second Conference), New York City Public Schools (June 2008).
- Keynote Speaker/Session Presenter, *How Might We Best Change Focus in Educating Diverse Learners?* Changing Focus Conference for School Psychologists, Administrators and Social Workers (First Conference), New York City Public Schools (March 2008).
- Co-Presenter. *Culturally Responsive RTI: An Ecological Perspective*. CEC, 2007, Louisville, KY.
- Invited Speaker. *Framework for implementing culturally competent response to intervention*. Summit on Differentiated Instruction and Academic Intervention. New York: NYC Public Schools, April 25, 2006.
- Presenter. *Teacher preparation in linguistically diverse special education*. Colorado Consortium of Special Education Teacher Educators (CCSETE) annual conference, Denver, CO, September 2005.
- Presenter. *Guidelines for preparing teachers for work with American Indian students*. AISES National Conference, Detroit, MI, 1995.
- Presenter. *Personnel Issues in Special Education*. Research presented at the Annual CEC Convention, Denver, CO, 1994.
- Presenter. *Adapting Instruction for Diverse Learners*. Workshop presented at the University of Colorado Bilingual Special Education Symposium, Boulder, CO, 1993.
- Presenter. *Curriculum Adaptation and Classroom Management*. Workshop presented at University of Colorado Bilingual Special Education Symposium, Vail, CO, 1991.
- Presenter. *Curriculum Adaptation and Classroom Management*. Workshop presented at annual Bilingual Special Education Symposium, University of Colorado, Boulder, 1990.
- Presenter. *Cognitive learning strategies for culturally and linguistically different learning disabled students*. Paper presented at the CEC Convention, Washington, D.C., 1988.
- Presenter. *Assessment of special education teacher training: Phase II*. Research presented at the National TED Conference, Washington, D.C., November 1987.
- Presenter. *Adapting curriculum for LD students with less severe learning and behavior problems*. Paper presented at annual CEC Convention, April 1987.
- Presenter. *Evaluation standardization efforts for Title VII Programs*. Paper presented at annual NABE Convention, March 1987.
- Presenter. *National perspective on teacher training*. Paper presented at ninth annual TED Conference, November 1986.
- Co Presenter. *Assessing special education teacher training: Phase I*. Research results presented to TED Research Committee at the Eighth Annual TED Conference, November 1985.
- Presenter. *Bilingual Program Evaluation standardization*. Member of panel presentation at Annual CABE Conference, October 1985.
- Presenter. *Referring culturally and linguistically different children for special education*. Co-author of paper presented at annual CEC Convention, April 1985.
- Presenter. *Preparing regular class teachers for education of the handicapped at NCATE accredited schools*. Paper presented at the Seventh Annual TED Conference, November 1984.
- Presenter. *Referring culturally and linguistically different children: Socio-cultural considerations*. Co-author of paper presented at Second Annual Symposium for Bilingual Education, Boulder, CO, May 1984.
- Participant. *NCATE evaluation training session*, Annual CEC Convention, April 1982.
- Presenter. *Behavioral intervention and remediation program for identifying and evaluating children who exhibit emotional and/or behavioral problems: A consultative team*

approach. Paper presented at national conference for learners with serious emotional disabilities, Minneapolis, August 1980.

Professional Service

- Guest Issue Editor. Diversity, Exceptionality and Educator Preparation. *Teacher Education and Special Education*. Guest editor for topical issue on educator preparation for teaching culturally and linguistically diverse exceptional learners. Expected issue publication date: June 2018.
- Reviewer. *Minnesota State Department Bilingual Special Education Technical Manual* (2017).
- Manuscript Editor. *SAGE Open Access Journal*, 2016-present)
- Manuscript Reviewer. *Bilingual Research Journal*, 2012-present.
- Manuscript Reviewer. *Remedial and Special Education*, 2010-present.
- Faculty Mentor. Herbst Academic Center, University of Colorado. Mentor freshmen student-athletes with learning needs. 2007-2009.
- Book Reviewer. Reviewer for submitted manuscripts for consideration for book publication, Pro-Ed, 2004-2006.
- Member. AAAS Equity in Education Collaboration Advisory Committee. 1995-96.
- Consulting Editor. *Intervention in School and Clinic*. 1993-95.
- Consulting Editor. *Teaching Exceptional Children*. 1993-95.
- Editorial Board Member. *Teacher Education and Special Education*. 1994-97.
- Consulting Editor. *Teacher Education and Special Education*. 1992-1994.
- Guest Editor. Topical Issue of *Teacher Education and Special Education*. Summer, 1993.
Topic: Personnel Supply and Demand in Special Education.
- Guest Editor. Topical Issue of *Teacher Education and Special Education*. Winter, 1991.
Topic: Educating Culturally and Linguistically Diverse Exceptional Learners.
- Chairperson. TED Publications Committee, 1988-89.
- Member. CEC Task Force on Research and Publications, 1987-88.
- Faculty Advisor. The University of Texas at Tyler student chapter of the Council for Exceptional Children, 1984 to 1989.
- Chair, Internal Review Committee. Internal self-study committee designed to study the library facilities at the University of Colorado at Boulder. Committee consisted of five faculty and two student members, 1983.
- Committee Member: NCA and NCATE self-study committees, University of Colorado, Boulder, 1982.
- CEC delegate to Arizona Federation State CEC Conference, March 1980.
- President. Gila County Chapter of the Council for Exceptional Children, 1979-1980 school year.
- Peer Consultant. Member of SUPPORT which was an organization designed to provide technical assistance in special education to school districts in the state of Arizona, 1979-1980 school year. SUPPORT was a project developed by the Arizona Department of Education, Special Education Division.

