

CURRICULUM VITAE

PERSONAL INFORMATION

Nicole Pyle (formerly Block)
Utah State University
School of Teacher Education and Leadership
2805 Old Main Hill, EDUC 331
Logan, UT 84322-2805
Cell Phone: (619) 807-9934
Office Phone: (435) 797-0398
Fax: (435) 797-1441
nicole.pyle@usu.edu

CURRENT APPOINTMENT

Assistant Professor of Adolescent Literacy, Utah State University, School of Teacher Education and Leadership

AREAS OF SPECIALIZATION

Interventions for at-risk students; reading difficulties; adolescent literacy; dropout prevention; peer tutoring; inclusion; effective teaching practices; mentoring; engagement; juvenile delinquents

EDUCATION

- 2009-2011 University of Texas at Austin, Postdoctoral Fellowship on Reading Disabilities and Response to Intervention, The Meadows Center for Preventing Educational Risk, The Dropout Institute and The Reading Institute
- 2008 Claremont Graduate University and San Diego State University, Doctorate of Philosophy (Ph.D.), with an emphasis in special education and social justice
Dissertation: *A study of a response to intervention model for urban sixth-grade: Analyzing reading, language, and learning differences in tier 1 and tier 2*
- 2008 San Diego State University, California Level II Professional Clear Credential, Mild/Moderate Disabilities, K-12
- 2007 University of San Diego, Cross-cultural, Language, and Academic Development (CLAD) Certification
- 2004 San Diego State University, Masters of Arts (M.A.), Secondary Curriculum and Instruction, with an emphasis in literacy
Thesis: *Curriculum development for students with learning disabilities in a general education Multicultural Literature 12th grade English course*
- 2002 University of Wisconsin at Madison, Bachelors of Science (B.S.), Special Education Teaching Credential, Cross-Categorical (LD, BD/ED, CD), K-12

PUBLICATIONS

Peer Reviewed Journal Publications

- Graves, A. W., Brandon, R., Duesbery, L., McIntosh, A. S., & Pyle, N. (2011). The effects of tier II literacy instruction in sixth grade: Toward the development of a response to intervention model in middle school. *Learning Disability Quarterly*, 34(1), 73-86.
- Graves, A. W., Duesbery, L., Pyle, N., Brandon, R., & McIntosh, A. (2011). Two studies of tier II literacy development: Throwing sixth graders a lifeline. *The Elementary School Journal*, 111(4), 641-661.
- Pyle, N. (2011). Inclusion of letter knowledge, phonemic awareness, the alphabetic principle, and oral language is supported for early reading intervention for kindergarteners with language difficulties. *Evidence-Based Communication Assessment and Intervention*. doi: 10.1080/17489539.2011.588426
- Solis, M., Cuillo, S., Vaughn, S., Pyle, N., Hassaram, B., & Leroux, A. (2011). Reading comprehension interventions for middle school students with learning disabilities: A synthesis of 30 years of research. *Journal of Learning Disabilities*. Impact Factor 2.24; Ranking 3/36 in Education, Special. Advance online publication. doi: 10.1177/0022219411402691
- Pyle/Block, N. (2008). A socioconstructivist tutor training model to support secondary inclusion. *LD Forum*. 2-4.

In Press

- Pyle, N., & Vaughn, S. (in press). Remediation of reading difficulties and response to intervention with secondary students. *Psychology in the Schools*.
- Pyle, N., & Wexler, J. (in press). Preventing students from dropping out: Implications for practice. *Intervention in School and Clinic*.

In Review

- Flower, A., Pyle, N., Williams, J., & Fall, A. (in review). *Social characteristics of incarcerated youth: A review from 1979-2009*.
- Flower, A., Pyle, N., Williams, J., & Fall, A. (in review). *Individual-level risk factors of incarcerated youth: A review*.
- Pyle, N. (in review). *Teachers' responsiveness to culturally and linguistically diverse middle school students*.
- Wexler, J., & Pyle, N. (in review). *Andy's perspective: Thoughts from a high school dropout*.
- Wexler, J., & Pyle, N. (in review). *The development and efficacy of a dropout prevention intervention*.

In Preparation

Flower, A., Pyle, N., Cole, H., Williams, J., & Wexler, J. (in preparation). *Interventions with incarcerated youth: A review from 1970-2010*.

Pyle, N., & Wexler, J. (in preparation). *A synthesis of study skills with secondary students*. Manuscript in preparation. (literature review stage).

Pyle, N., & Wexler, J. (in preparation). *Data driven dropout prevention: Responding to students at risk for dropout*. Manuscript in preparation. (writing stage).

Roberts, G., Wexler, J., Vaughn, S., Pyle, N., Fall, A., & Williams, J. (in preparation). *Efficacy of an individualized reading intervention with secondary students*. Manuscript in preparation. (analysis stage).

Wexler, J., Pyle, N., Reed, D., & Maynard, B. (in preparation). *The effects of peer implemented interventions on academic and behavioral outcomes*. (literature review stage).

Chapters

Hairrell, A., Pyle, N., & Vaughn, S. (in press). Adolescent low responders: Who are they and what instruction do they need? In C. J. Lonigan & C. Schatschneider (Eds.), *Current issues in educational research*. Tallahassee, FL: Florida Center for Reading Research.

Wexler, J. & Pyle, N. (in press). Effective approaches to increase student engagement. In C. Franklin, M. B. Harris, & P. Allen-Meares (Eds.), *The School Services Sourcebook*. 2nd Edition. Oxford University Press.

Pyle/Block, N. (2008). Communication and collaboration among team members ensures successful inclusion. In D. P. Bryant, D. D. Smith, & B. R. Bryant (Eds.), *Teaching students with special needs in inclusive classrooms* (p. 309). Boston: Allyn and Bacon.

Professional Development Materials

Sayre, L., Wexler, J., & Pyle, N. (2011). *Project GOAL: GOAL Session Curriculum*. Project GOAL Dropout Prevention Intervention Small Group Social Skills Curriculum.

The Meadows Center for Preventing Educational Risk. (2011). *Project GOAL Advisor Response Tool*. Free downloadable resource online, July 2011;
<http://meadowscenter.org/projects/goal/art/>

The Meadows Center for Preventing Educational Risk. (2011). *Dropout Prevention Intervention Implementation Guide*. Free downloadable resource online, July 2011;
<http://www.meadowscenter.org/institutes/dropout/resources.asp>

Pyle, N., & Wexler, J. (2011). Dropout prevention practices. *Texas Council for Learning Disabilities*. Summer Edition, 2011.

2008-2012, Four-Year Award: \$794,388

2006-2010

Consultant and Seminar Facilitator, The IRIS Center for Training Enhancements, IDEA '04 and Research for Inclusive Settings (IRIS), U.S. Department of Education, Peabody College at Vanderbilt University, Nashville, TN

Principal Investigator: Smith, D. D.

Grant Number: H325F060003

2006-2011, Five-Year Award: \$7,900,000

2007-2008

Consultant, Special Education Faculty Needs Assessment (SEFNA), Office of Special Education Programs, U.S. Department of Education, Claremont Graduate University, Claremont, CA

Principal Investigator: Smith, D. D.

Grant Number: H325UO70001

2007-2010, Three-Year Award: \$1,200,000

2006-2008

Researcher and Pre-service Teacher Trainer, Project Achieve: Response To Intervention with Middle School Students, U.S. Department of Education, San Diego State University, San Diego, CA

Principal Investigator: Graves, A. W.

Grant Number: H325K060356

2007-2011, Five-Year Award: \$999,795

GRANT PROPOSALS

(submitted)

2012-2013

Principal Investigator, Grant-writing Experience through Mentorship (GEM), Utah State University, Logan, UT

Principal Investigator: Pyle, N.

One-Year Award: \$5,000

(in preparation)

2012-2013

Principal Investigator, Improving Preparation, Access, & Communities Together (ImPACT), U.S. Department of Education, College Access Challenge Grant Program (CACGP). Utah State University, Logan, UT

Principal Investigator: Pyle, N.

One-Year Award: \$75,000

2013-2016

Principal Investigator, A Student Engagement Curriculum for Secondary Students At Risk of Dropping Out, National Center for Special Education Research, Institute of Education Sciences, U.S. Department of Education, Utah State University, Logan, UT

Principal Investigator: Pyle, N.
Three-Year Award: \$200,000

2013-2016

Co-Principal Investigator, The Efficacy of Individual and Group Components in a Dropout Prevention Intervention for Secondary Students At Risk of Dropping Out, National Center for Special Education Research, Institute of Education Sciences, U.S. Department of Education, University of Maryland, College Park, MD

Principal Investigator: Wexler, J.
Three-Year Award: \$350,000

PROFESSIONAL UNDERGRADUATE AND GRADUATE TEACHING

Jan. 12 – May 12

Course Development, School of Teacher Education and Leadership, Utah State University

TEAL 6280, Instructional Practices to Improve Student Achievement, 3 credits

Developed a graduate level course for the administrative credential to teach spring of 2013 through interactive broadcast distance education and WIMBA. The primary foci include: evidenced-based academic and behavioral structures and supports across highly successful K-12 schools, safe and supportive schools, student engagement, indicators of successful schools, and teacher quality.

Aug. 11 – May 12

Instructor, School of Teacher Education and Leadership, Utah State University

TEAL 6340, Adolescent Literacy Development, 3 credits

Taught graduate level course through interactive broadcast distance education, focused on evidenced-based strategy instruction to improve literacy outcomes for adolescents, such as Response to Intervention at the secondary level, features of effective instruction, comprehension, vocabulary, discussion, writing, technology, and motivational strategies for at-risk adolescents

Aug. 10 – Dec. 10

Instructor, Department of Special Education, University of Texas at Austin

SED 378R, Reading Difficulties within Diverse Populations, 3 credits

Taught and monitored K-5 fieldwork tutoring of this required special education class to special education pre-service credential candidates

Jan. 08 – Dec. 08

Instructor, Department of Special Education, San Diego State University
SPED 600, Advanced Classroom Adaptations for Special Populations, 3 credits
Taught 2 semesters of this required special education class to Masters of Education students and provided an independent study for one individual

July 08 – Aug. 08

Instructor, Department of Special Education, San Diego State University
SPED 450, Classroom Adaptations for Special Populations, 2 credits
Taught 2 courses of SPED 450 during a 6-week summer session of this required special education class to general education pre-service credential candidates

Jan. 08 – May 08

Co-Instructor, Department of Special Education, San Diego State University
SPED 681A, Advanced Seminar in Special Education: Mild to Moderate Disabilities, 3 credits
Collaborated with Dr. Anne Graves to develop the course reader, design curriculum aligned to CA Teaching Standards, create and deliver curriculum and instruction on Response to Intervention, and maintain communication with students enrolled in this required special education Level II Professional Clear course

July 07 – Aug. 07

Instructor, Department of Special Education, San Diego State University
SPED 450, Classroom Adaptations for Special Populations, 2 credits
Taught 2 courses of SPED 450 during a 6-week summer session of this required special education class to general education pre-service credential candidates

Aug. 05 – May 07

Graduate Assistant and Co-Instructor, Department of Special Education, San Diego State University
SPED 651, Legislation, Leadership, and Management in Special Education, 3 credits
Collaborated with Dr. Jose Luis Alvarado to develop curriculum aligned to CA Teaching Standards, lecture, monitor class web blog, grade assessments (i.e., projects, quizzes, and exams), and

maintain communication with students enrolled in this required special education Level II Professional Clear course

CLASSROOM TEACHING EXPERIENCE

Aug.02 - June 09 Special Education Inclusion Support Teacher, Grades 10 - 12
Steele Canyon High School, San Diego, CA

- Provided academic supports and services to a diverse population of students with mild/moderate and moderate/severe disabilities and students without disabilities, including students labeled at risk, in general education classrooms
- Designed and implemented modifications and adaptations to create access for students with disabilities in 10th grade Humanities (World History and World Literature) and 12th grade English courses (Multicultural Literature, Film is Literature, Shakespeare)
- Wrote and conducted Individual Education Program (IEP) meetings for 10th, 11th, and 12th graders, and transitioned students to work, postsecondary school, or transition programs based on their Individual Transition Plan (ITP)
- Collaborated with general education teachers to develop curricula and assessments based on the CA state standards and model differentiated instruction in co-teaching placements
- Created and used an array of assistive technology to enhance access for students
- Designed, implemented, and coordinated the training and evaluation for the 5-credit elective peer tutoring course to support inclusive education, with curriculum emphasis on teaching research-based strategies in a disability awareness socioconstructivism model; also served as the Staff Coordinator of Best Buddies.
- Developed, implemented, and directed the literacy intervention for students with significant reading disabilities
- Fulfilled the duties of the Department Chair, an elected position held for 4 consecutive years, including developing the master schedule, coordinating assessments, overseeing the paraprofessionals, managing the budget, and coordinating summer school
- Mentored and advised a student teacher for an academic year
- Provided on-going professional development for the staff in the areas of special education legislation, response to intervention, differentiated instruction, behavior and literacy interventions, and implementing IEP accommodations and modifications in the general education classroom

Jan.02 - Jun.02 Special Education Student Teacher, Grade 6
Sherman Middle School, Madison, WI

- Provided education services to a diverse population in a regular education classroom, using whole class, small group, and 1:1 instruction
- Collaborated with regular and special education teachers, speech and language clinicians, and occupational therapists to develop appropriate modifications and plan lessons that involved cooperative learning, cultural enrichment, and multi-intelligences
- Designed inclusive community activities to focus on generalization and transfer of functional academic skills

Aug.01 - Jan.02 Special Education Student Teacher, Grade 9 and Transition
Madison West High School, Madison, WI

- Designed and implemented community-based instruction program for small groups and individuals with disabilities
- Implemented appropriate behavior intervention plans (BIPs) for students with significant emotional/behavior disabilities
- Taught replaced curriculum in language arts and math to a student with significant vision impairment (including the use of Braille and voice output technology)
- Supported students with significant cognitive disabilities to obtain and maintain competitive employment

Sep.00 - Dec.00

Regular Education Practicum, Grades 6 - 8

Sennett Middle School, Madison, WI

- Team-taught subject areas of Social Studies, English Language Arts, Health, Literature, and *Connected Math Instruction* to students with and without disabilities in a regular education classroom
- Experience with students and families from low socioeconomic status in a multicultural setting
- Responsible for including students with significant disabilities in extra-curricular activities in school and community settings

NATIONAL PRESENTATIONS

Solis, M., Cuillo, S., & Pyle, N. (2011, April). *Reading Comprehension Interventions for Middle School Students with LD: A Synthesis of 30 Years of Research*. Poster presentation at the Council for Exceptional Children Annual Conference, National Harbor, Washington DC.

Wexler, J., Vaughn, S., Roberts, G., Pyle, N., Fall, A., Williams, J., & Sayre, L. (2011, April). *Preventing School Dropout With Secondary Students*. Session presentation at the Council for Exceptional Children Annual Conference, National Harbor, Washington DC.

Vaughn, S., & Pyle, N. (2011, April). *Response to Intervention (RTI) with Secondary Students with Reading Difficulties*. Session presentation at the Council for Exceptional Children Annual Conference, National Harbor, Washington DC.

Wexler, J., Vaughn, S., Roberts, G., Pyle, N., Williams, J., & Fall, A. (2011, March). *Preventing School Dropout with Secondary Students: The Implementation of an Individualized Reading Intervention and Dropout Prevention Intervention*. Poster presentation at the Society for Research on Educational Effectiveness.

Wexler, J., Pyle, N., & Fall, A. (2011, April). *Preventing School Dropout With Secondary Students*. Roundtable session at the American Educational Research Association Annual Conference, New Orleans, LA.

Solis, M., Cuillo, S., Pyle, N. (2011, February). *Reading Comprehension Interventions for Middle School Students with LD: A Synthesis of 30 Years of Research*. Poster presentation at the Pacific Coast Research Conference.

- Wexler, J., Vaughn, S., Roberts, G., Pyle, N., & Fall, A. (2011, February). *Preventing School Dropout with Secondary Students*. Poster presentation at the Pacific Coast Research Conference.
- Wexler, J., Pyle, N., & Williams, J. (2010, October). *Dropout Prevention Intervention for Secondary Students: A Randomized Control Trial*. Session presentation at the Dropout Prevention Institute/School Attendance Symposium, Orlando, FL.
- Wexler, J., Vaughn, S., Roberts, G., Pyle, N., & Fall, A. (2010, June). *Preventing School Dropout With Secondary Students*. Poster presentation at the Institute of Education Sciences Research Conference, Washington DC.
- Wexler, J., Vaughn, S., Roberts, G., Pyle, N., & Fall, A. (2010, May). *Preventing School Dropout With Secondary Students*. Poster presentation at the American Educational Research Association Annual Conference, Denver, CO.
- Wexler, J., Vaughn, S., Roberts, G., Pyle, N., & Fall, A. (2010, May). *Preventing School Dropout With Secondary Students*. Invited poster session and reception for IES/NCER fellows at the American Educational Research Association Annual Conference, Denver, CO.
- Vaughn, S., Pyle, N., & Reutebuch, C. (2010, April). *Silent Reading for Struggling Readers: Pitfalls & Potential*. Plenary Session 4 at the International Reading Association Annual Convention, Chicago, IL.
- Hougen, M., Swanson, E. A., Reutebuch, C. K., & Pyle, N. (2009, October). *Responsive Secondary Reading Practices*. Workshop presented at the 31st International Conference on Learning Disabilities, Dallas, TX.
- Pyle/Block, N. (2009, April). *Teacher's Responsiveness to Culturally and Linguistically Diverse Students in a Tiered Intervention Study*. Paper presented at American Educational Research Association Annual Conference, San Diego, CA.
- Pyle/Block, N. (2009, April). *Assessing the Responsive to Intervention Environments for Culturally Diverse Middle School Students*. Panel presentation at the American Educational Research Association Annual Conference, San Diego, CA.
- Graves, A., McIntosh, A., Brandon, R., Duesbery, L., & Block, N. (2009, April). *A Study of the Reading Progress of English Language Learners With and Without Learning Disabilities in Sixth Grade: Response to Intervention (RTI) Model vs. Traditional Instruction*. Paper presentation at the American Educational Research Association Annual Conference, San Diego, CA.
- Pyle/Block, N., & Wexler, J. (2009, April). *Response to Intervention for Older Struggling Readers: Models from Texas and California*. Session presentation at the Council for Exceptional Children Annual Conference, Seattle, WA.

- Pyle/Block, N. (2009, April). Effective instructional strategies for tutoring in inclusive secondary classrooms. Poster presentation for the Council for Exceptional Children Annual Conference, Seattle, WA.
- Graves, A., McIntosh, A., Brandon, R., Duesbery, L., & Pyle/Block, N. (2009, April). *Response to Intervention in Sixth Grade: Two Studies of Tier II Instruction*. Session presentation at the Council for Exceptional Children Annual Conference, Seattle, WA.
- Pyle/Block, N., & Graves, A. W. (2009, February). *Teachers Respond to Culturally and Linguistically Diverse Sixth Graders: Tier 2 Instruction and Tier 1 Context*. Poster presentation at the Pacific Coast Research Conference.
- Pyle/Block, N., Duesbery, L., & Braun-Monegan, J. (2009, February). *The Comparability of a Response to Intervention Model Across Special and General Education*. Poster presentation at the Pacific Coast Research Conference.
- Pyle/Block, N. (2008, November). *Training high school tutors to use effective instructional strategies for successful inclusion*. Poster presentation at the Council for Exceptional Children Teacher Education Division Annual Conference, Dallas, TX.
- Pyle/Block, N., & Graves, A. W. (2008, November). *Response to Intervention in Sixth Grade: A Middle School and University Partnership*. Session presentation at the Council for Exceptional Children Teacher Education Division Annual Conference, Dallas, TX.
- Pyle/Block, N. (2008, April). *Training high school tutors to use research-based strategies*. Poster presentation at the Council for Exceptional Children Annual Conference, Boston, MA.
- Graves, A., & Pyle/Block, N. (2008, April). *Project Achieve: A Middle School Response-to-Intervention Project for English Learners With and Without Disabilities*. Poster presentation at the Council for Exceptional Children Annual Conference, Boston, MA.
- Graves, A., McIntosh, A., Brandon, R., Duesbery, L., & Pyle/Block, N. (2008, March). *A Study of the Reading Progress of English Language Learners With and Without Learning Disabilities in Sixth Grade: Response to Intervention (RTI) Model vs. Traditional Instruction*. Paper presentation at American Educational Research Association Annual Conference, New York, NY.
- Pyle/Block, N. (2007, November). *Training peer tutors using a socioconstructivist model*. Poster presentation at the Council for Exceptional Children Teacher Education Division Annual Conference, Milwaukee, WI.
- Pyle/Block, N. (2007, November). *Training tutors to use effective instructional strategies for successful inclusion*. Poster presentation at the Council for Exceptional Children Teacher Education Division Annual Conference, Milwaukee, WI.

Smith, D. D., Robb, S. R., Pyle/Block, N., & Mayne, L. (2007, March). *The IRIS Center: Efficacy of Online Interactive Modules for Pre-service Training of Teachers*. Session presentation at the Association of Supervision Curriculum Development Annual Conference, Anaheim, CA.

Smith, D. D., Tyler, N., & Pyle/Block, N. (2006, November). *The IRIS Center: Overview of IRIS Materials*. Session presentation at the Council for Exceptional Children Teacher Education Division Annual Conference, San Diego, CA.

Smith, D. D., Robb, S. R., Tyler, N., Pyle/Block, N., & Mayne, L. (2006, November). *IRIS II Scaling-up Meeting*. Invited session held for TN, UT, and CA Faculty and SEA/SIG Directors at the Council for Exceptional Children Teacher Education Division Annual Conference, San Diego, CA.

REGIONAL/STATE PRESENTATIONS

Wexler, J., Vaughn, S., Roberts, G., Pyle, N., Fall, A., Williams, J., & Sayre, L. (2011, June). *Preventing School Dropout With Secondary Students*. Session presentation at the Utah State Effective Practices Annual Conference, Logan, Utah.

Vaughn, S., & Pyle, N. (2011, June). *Response to Intervention (RTI) with Secondary Students*. Session presentation at the Utah State Effective Practices Annual Conference, Logan, Utah.

Wexler, J., Pyle, N., & Sayre, L. (2011, May). *Project GOAL Implementation in Secondary Schools: Training for State Directors of Communities in Schools*. Three-day dropout prevention intervention training for Texas Education Agency, Austin, TX.

Pyle, N. (2009, November). *The IRIS Center Overview*. Breakout session at the Texas Reading First Higher Education Collaborative Seminar, Dallas, TX.

Block, N. (2008, January). *Seminar and Doctoral Student Panel Discussion*. The Monarch Center Program Improvement Seminar for Doctoral Level Programs in Special Education, San Diego, CA.

Skylar, A., Pyle/Block, N., & Kennedy, V. (2006, October). *IRIS Center for Faculty Enhancement*. Hands-on demonstration and workshop at the California Council on Teacher Education, San Diego, CA.

LOCAL PRESENTATIONS

Pyle, N., & Wexler, J. (2011, February). *Project GOAL Daily Implementation Fidelity Measure: Part II*. Presentation at the Testing, Evaluation, Assessment, and Measurement meeting, Austin, TX.

- Pyle, N., & Wexler, J. (2010, November). *Project GOAL Daily Implementation Fidelity Measure: Part I*. Presentation at the Testing, Evaluation, Assessment, and Measurement meeting, Austin, TX.
- Pyle, N., Sayre, L., & Wexler, J. (2010, August). *Project GOAL Advisor training*. Three-day dropout prevention intervention training, Austin, TX.
- Pyle, N., Wexler, J., Brewton, T., & Sayre, L. (2010, January). *Becoming a Mentor for Project GOAL*. Invited speaker at the Sigma Lambda Beta Fraternity meeting, Austin, TX.
- Hairrell, A., & Pyle, N. (2009, August). "*Rich*" *Vocabulary Instruction and Content Organization In Content Areas*. Professional development presentation for Manor Independent School District teachers, Manor, TX.
- Pyle/Block, N. (2008, June). *What is RTI and its Requirements?* Invited speaker at the San Diego State University Bilingual-Special Education Teacher Preparation Acquisition of Language and Academic Skills (ALAS) Training, San Diego, CA.
- Pyle/Block, N. (2007, July). *Project Achieve: RTI pilot study and The IRIS Center RTI Modules*. Invited speaker at the Ninth Annual San Diego Summer Leadership Institute, California State University San Marcos, San Marcos, CA.
- Pyle/Block, N. (2006, September). *An ethnographic inquiry approach to learning about people with disabilities: A study in progress conducted by secondary peer tutors of students with disabilities*. Poster session presentation at the second annual meeting of the San Diego State Doctoral Student Council in Education, San Diego, CA.
- Pyle/Block, N. (2006, September). *Disability awareness: Who's different? You or them?* Invited speaker for middle school students at the Institute of Science, San Diego, CA.
- Pyle/Block, N. (2005, April). *Successful modifications, accommodations, and adaptations for students with disabilities in the general education classroom*. Invited speaker for National University special education teacher credential spring course. San Diego, CA.
- Pyle/Block, N. (2005, November). *Critical theory and practice in today's classrooms*. Invited speaker for San Diego State University bilingual teacher credential fall course, San Diego, CA.
- Pyle/Block, N. (2003, October). *What does inclusion look like in secondary schools?* Invited speaker at the San Diego State University multiple subject teacher credential fall course, San Diego, CA.
- Pyle/Block, N. (2002, September - November). *Station teaching*. Three-time presenter for Grossmont Union High School District collaboration theme series, La Mesa, CA.

PROFESSIONAL ORGANIZATIONS

- American Education Research Association (AERA), 2005-Present
 - Division K – Teaching and Teacher Education
 - SIG – Critical Educators for Social Justice 2005-2009
 - SIG – Research in Reading & Literacy
 - SIG – Special Education Research
- Association of Supervision Curriculum Development (ASCD), 2003-2009, 2011-Present
- California Council on Teacher Education (CCTE), 2005-2009
- Council for Learning Disabilities (CLD), 2006-Present
- Council of Exceptional Children (CEC), 2005-Present
 - Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL)
 - Division for Learning Disabilities (DLD)
 - Division for Research (CEC-DR)
 - Teacher Education Division (TED)
 - TED Governmental Relations Committee (PALs/GALs)
- International Reading Association (IRA), 2008-Present
- Society for Research on Educational Effectiveness (SREE), 2010-Present
- Society for the Scientific Study of Reading (SSSR) 2010-Present

SERVICE

- Member, Utah’s Academic, Behavior, and Coaching Initiative (ABC-UBI) Research and Policy Committee, 2011-present
- Member, Utah State Office of Education Literacy Leadership Plan Committee, 2011-present
- Member, Utah State Office of Education Dropout Prevention Statewide Advisory Committee, 2011-present
- Reviewer, *The High School Journal*, 2011-Present
- Reviewer, Council of Exceptional Children (CEC) Annual Conference proposals, Response to Intervention, 2011
- Lead Recruiter and Coordinator, The Meadows Center Distinguished Lecture on Fidelity of Implementation, 2010-2011
- The Meadows Center Representative, Annual Yearly Progress and Instructional Advancement for School Improvement Committee, Austin Independent School District, 2010-2011
- Secretary, Texas Council for Learning Disabilities, 2010-2011
- Reviewer, Center on Instruction (COI) Website Content, 2009-2011
- Reviewer, American Education Research Association (AERA) SIG Special Education Research, 2007, 2008, 2010
- Reviewer, American Education Research Association (AERA) SIG Research in Reading and Literacy, 2009, 2010
- Reviewer, American Education Research Association (AERA) SIG Critical Educators for Social Justice, 2007, 2008
- Reviewer, American Education Research Association (AERA) Division K, Teaching and Teacher Education, 2007, 2008

CONSULTING

- External Evaluator, Washington State and School RTI Implementation, Evaluation Research Services (ERS), Evaluation of Washington's State Personnel Development Grant: Improving Core Subject Instruction for All Students, 2012-2013
- Summer Institute Training and Ongoing Professional Support for the National Center for Students with Disabilities Who Require Intensive Interventions
- Project GOAL Training and Professional Development Ongoing Coaching Support, Texas Education Agency (TEA), 2011-2012, 3-day Dropout Prevention Intervention Training for Site and Program Coordinators of Communities in Schools (CIS) in Texas and ongoing coaching support for implementation in more than 30 secondary schools throughout the state
- Project GOAL Training, Texas Education Agency (TEA), May 2011, 3-day Trainer of Trainer Dropout Prevention Intervention Training for State Directors of Communities in Schools (CIS) in Texas
- Qualitative Evaluation Reporter, Evaluation Research Services (ERS), June 2010, Evaluation of Washington's State Personnel Development Grant: Improving Core Subject Instruction for All Students Pilot Project and the Re-Tooling Instruction through Response to Intervention Initiative

AWARDS

- 2010 Summer Research Training Institute: Cluster Randomized Trials, Institute of Education Sciences
- 2009 Postdoctoral fellowship on Reading Disabilities and Response to Intervention in The Meadows Center for Preventing Educational Risk, University of Texas at Austin
- 2001, 2002 Roland W. Zinns Scholarship recipient, University of Wisconsin at Madison