

# CURRICULUM VITAE

*Amy K. Kunkel*

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## EDUCATION

- Ph.D. UNIVERSITY OF MINNESOTA  
Minneapolis, Minnesota (June, 2015)  
*Educational Psychology/Special Education*
- M.A. UNIVERSITY OF ST. THOMAS  
Minneapolis, Minnesota (December, 2007)  
*Special Education*
- B.A. UNIVERSITY OF IOWA  
Iowa City, Iowa (Amy K. Hearne; May, 2003)  
*Elementary Education/Special Education*

## CONTACT INFORMATION

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## LICENSURE/CERTIFICATES

- *Certificates of Eligibility, Georgia Professional Standards Commission:*  
Elementary Education (P-5)  
Special Education Reading Cognitive Level (P-5)  
Special Education Language Arts Cognitive Level (P-5)  
Special Education Social Science Cognitive Level (P-5)  
Special Education Science Cognitive Level (P-5)  
Special Education Learning Disabilities (P-12) Consultative  
Special Education Behavior Disorders (P-12) Consultative
- *Previous Teaching Licenses, Minnesota Department of Education*  
Elementary Education (K-6) License  
Learning Disabilities (K-12) License  
Emotional and Behavioral Disorders (K-12) License  
Autism Spectrum Disorders Certificate

## PROFESSIONAL EXPERIENCE

- *Assistant Professor of Teaching, Special Education Licensure Coordinator, ABS Licensure Program Lead* (Fall, 2021 – Present) – Department of Educational Psychology, University of Minnesota, Minneapolis, MN. I currently serve as the licensure coordinator for the following licenses: Academic Behavior Strategist (ABS), Early Childhood Special Education (ECSE), Emotional Behavioral Disorders (EBD), and Deaf/Hard of Hearing (D/HH). I also serve as the licensure program lead for the ABS license. As Assistant Professor, I teach several courses, namely foundational special education coursework taught to both aspiring special education teachers as well as future elementary education teachers.
- *Online Adjunct Instructor* (Spring, 2021) – Department of Educational Psychology, University of Minnesota, Minneapolis, MN. I taught Foundations in Special Education and Classroom Management and Behavior Analytic Problem Solving in an online synchronous and asynchronous format.
- *Title 1 Math Intervention Teacher* (Fall, 2019-Present) – Fayette County Public Schools, Fayetteville, GA. I currently work as a middle-school mathematics intervention teacher, supporting academically at-risk students and their classroom teachers. By applying data-based decisions throughout the academic school year, I am able to collaborate with teachers to model and implement data-driven instruction for students struggling in mathematics.

- *Lecturer* (Fall, 2015-Spring 2019) – Department of Educational Psychology, University of Minnesota, Minneapolis, MN. I served as the special education licensure program lead for the ABS teacher license. I advised over 75 undergraduates, taught courses in behavior analysis/classroom management, foundations of special education, educational research, assessment, transition, and methods in math instruction. I supervised teacher candidates during their student teaching. I also worked as the Teacher Educator Technology Integration lead for our program area, working with colleagues to implement technology integration with teacher candidates and course instructors.
- *Adjunct Instructor* (Spring, 2012-Spring, 2015) – Department of Special Education, University of St. Thomas, Minneapolis, MN. I taught courses in transition for students with learning disabilities. I also instructed an online course on assessment for students with Autism Spectrum Disorders.
- *Course Developer* (Spring 2015) – SPED 718 Secondary Academic Interventions and Transition (Online). Department of Special Education, University of St. Thomas. Minneapolis, MN.
- *Graduate Instructor* (Summer 2011-Fall, 2014) – Department of Educational Psychology, University of Minnesota, Minneapolis, MN.
- *Professional Development Course Instructor* (Fall, 2014) – Tiered Instruction Implementation, Department of Teaching and Learning, Minneapolis Public Schools, Minneapolis, MN.
- *Response to Intervention Graduate Consultant* (2010-2014) – Leadership Training Fellowship (OSEP) implementing RTI in Minneapolis Public Schools, grades K-7. At both the elementary and middle school level, I collaborated with school leaders and personnel to support the implementation of RTI and Positive Behavior Intervention Supports (PBIS). I collected student data to monitor progress in core instruction and intervention. I implemented behavioral and academic interventions for struggling students and provided professional development for staff on evidence-based practices.
- *Research Assistant* (2013-2014) – Supporting Teachers' Data-Based Instruction in Early Writing: Tools, Learning, and Collaborative Support (IES funded Goal 2 Grant), University of Minnesota, Minneapolis, MN. My primary responsibilities included conducting literature reviews, developing evidence-based lesson plans in writing, and providing professional development to teachers.
- *Research Assistant* (Summer, 2011) – Research writing with Dr. Asha Jitendra, Department of Educational Psychology, University of Minnesota, Minneapolis, MN
- *Assistant Instructor* (2008-2010) – SPED 794 Learning Disabilities: Adolescent to Adult, Department of Special Education, University of St. Thomas, Minneapolis, MN.
- *Special Education Teacher, Eden Prairie Schools* (2003-2007) – My primary responsibilities included teaching students with high incidence disabilities in grades five and six through team teaching in the regular classroom and small group targeted instruction in a resource-room setting.

## **COURSES TAUGHT**

- *University of Minnesota, Minneapolis, MN:*  
 Foundations of Special Education (EPSY 5613)  
 Classroom Management and Behavior Analytic Problem Solving (EPSY 5616W)  
 Research-Based Practices in Academic and Behavior Disabilities (EPSY 5611)  
 Teaching Students with Special Needs in Inclusive Settings (EPSY 4001, 5016)  
 Specialized Interventions in Mathematics for Students with Mild to Moderate Disabilities (EPSY 5619)
- *University of St. Thomas, Minneapolis, MN:*  
 Educational Assessment (SPED 645 Online)  
 Learning Disabilities: Adolescent to Adult (SPED 794)
- *Professional Development:*  
 Tiered Instruction Implementation, Minneapolis Public Schools

**PUBLICATIONS** (reverse chronological order)

- Lam, E. A., Kunkel, A. K., McKeveitt, N. M., & McMaster, K. L. (2021). Intensifying Instruction to Meet Students' Early Writing Needs. *TEACHING Exceptional Children*.  
<https://doi.org/10.1177/00400599211005165>
- Kressler, B., Chapman, L. A., Kunkel, A., & Hovey, K. A. (2020). Culturally Responsive Data-Based Decision Making in High School Settings. *Intervention in School and Clinic*, 55(4), 214–220.  
<https://doi.org/10.1177/1053451219855737>
- Jung, P.G., McMaster, K.L., Kunkel, A.K., Shin, J. and Stecker, P.M. (2018), Effects of Data-Based Individualization for Students with Intensive Learning Needs: A Meta-Analysis. *Learning Disabilities Research & Practice*, 33: 144-155.  
<https://doi-org.ezp2.lib.umn.edu/10.1111/lrdp.12172>
- McMaster, K. L., Kunkel, A., Shin, J., Jung, P.-G., & Lembke, E. (2018). Early Writing Intervention: A Best Evidence Synthesis. *Journal of Learning Disabilities*, 51(4), 363–380.  
<https://doi.org/10.1177/0022219417708169>
- Kunkel, Amy. (2015). The Effects of Computer-Assisted Instruction in Reading: A Meta-Analysis. Retrieved from the University of Minnesota Digital Conservancy,  
<https://hdl.handle.net/11299/175221>
- Rahn, N. L., Wilson, J., Egan, A., Brandes, D., Kunkel, A., Peterson, M., & McComas, J. (2015). Using Incremental Rehearsal to Teach Letter Sounds to English Language Learners. *Education & Treatment of Children (West Virginia University Press)*, 38(1), 71–91.  
<https://doi-org.ezp2.lib.umn.edu/10.1353/etc.2015.0000>
- Peterson, M., Brandes, D., Kunkel, A., Wilson, J., Rahn, N. L., Egan, A., & McComas, J. (2014). Teaching letter sounds to kindergarten English language learners using incremental rehearsal. *Journal of School Psychology*, 52, 97-107. <https://doi.org/10.1016/j.jsp.2013.11.001>
- Burns, M.K., Egan, A.M., Kunkel, A.K., McComas, J., Peterson, M.M., Rahn, N.L. and Wilson, J. (2013), Training for Generalization and Maintenance in RtI Implementation: Front-Loading for Sustainability. *Learning Disabilities Research & Practice*, 28: 81-88. <https://doi-org.ezp1.lib.umn.edu/10.1111/lrdp.12009>
- Jitendra, A. K., Petersen-Brown, S., Lein, A. E., Zaslofsky, A. F., Kunkel, A. K., Jung, P.-G., & Egan, A. M. (2015). Teaching Mathematical Word Problem Solving: The Quality of Evidence for Strategy Instruction Priming the Problem Structure. *Journal of Learning Disabilities*, 48(1), 51–72.  
<https://doi.org/10.1177/0022219413487408>
- Kunkel, A. K. (in preparation). Effects of computer-assisted instruction on the decoding skills of fourth grade struggling readers.

## **CONFERENCE PRESENTATIONS** (*reverse chronological order*)

- Kunkel, A., Seifert, K. (2020). Examining bias in pre-service special education teachers. Council for Exceptional Children 2020 Conference, Portland, OR.
- Kunkel, A., Kressler, B., Hovey, K. (2018). Culturally responsive data-based decision making in high school settings. Council for Learning Disabilities 2018 Conference, Portland, OR.
- Kunkel, A. & Seifert, K. (2018) Examining bias in pre-service special education teachers. Council for Learning Disabilities 2018 Conference, Portland, OR.
- Jung, P.J., McMaster, K.L., Kunkel, A., Shin, J., & Stecker, P. (2017). Effects of data-based instruction for students with intensive learning needs: A meta-analysis. Pacific Coast Research Conference, San Diego, CA.
- Kunkel, A., McMaster, K. L., Shin, J., Jung, P. & Lembke, L. (2016). Early writing intervention: A best-evidence synthesis. Council for Learning Disabilities 2016 Conference, San Antonio, TX.
- Shin, J. & Kunkel, A. (April, 2015). Effective interventions in early writing: What does research say? Council for Exceptional Children 2014 Convention and Expo, San Diego, CA.
- Brandes, D., Jung, P. G., Shin, J., Kunkel, A. K., & Poch, A. (March, 2014). Gender differences in performance on curriculum-based measures of beginning writing. Graduate Student Research Day Conference, University of Minnesota, Minneapolis, MN.
- Kunkel, A. K. (April, 2014). The effectiveness of computer-assisted instruction in reading: A meta-analysis of current research. Council for Exceptional Children 2014 Convention and Expo, Philadelphia, PA.
- Jitendra, A., Peterson-Brown, S., Lein, A. E., Zaslofsky, A. F., Kunkel, A. K., Jung, P. G., Egan, A. (April, 2014). Teaching Mathematical Word Problem Solving: The Quality of Evidence for Strategy Instruction Priming the Problem Structure. AERA 2014 Convention, Philadelphia, PA.
- Jung, P., McMaster, K., Kunkel, A., Shin, J., & Pamela, S. (2016, October). Effects of data-based instruction for students with intensive learning needs: A meta-analysis. 18<sup>th</sup> International Conference on Education Research (ICER) at Seoul National University, Seoul, Republic of Korea.
- McMaster, K. & Kunkel, A. K. (November, 2013). Are my students making progress? Using data to individualize reading instruction. Saturday Scholars – Working in the Achievement Gap, University of Minnesota, MN.
- Busch, T., Kunkel, A. K. (September, 2013). Scaling-up RTI: Training school teams to use the data. Council for Children with Behavioral Disorders (CCBD) Conference 2013, Chicago, IL.
- Egan, A., Kunkel, A., & Rahn, N. L. (April, 2013). Teaching letter sounds to English language learners using incremental rehearsal. Council for Exceptional Children 2013 Convention and Expo, San Antonio, TX.
- Kunkel, A. K. (April, 2013). Using computer-assisted instruction in reading intervention. Council for Exceptional Children 2013 Convention and Expo, San Antonio, TX.

Wilson, J., Kunkel, A., Rahn, N. L. (February, 2013). Teaching letter sounds to kindergarten English language learners using incremental rehearsal. Minnesota Council for Exceptional Children (MNCEC) 2013 Conference, Bloomington, MN.

Wilson, J., Rahn, N. L., Peterson, M., Kunkel, A., Egan., A., & Brandes, D. (March, 2012). Teaching letter sounds to English language learners using incremental rehearsal. Graduate Student Research Day Conference, University of Minnesota, Minneapolis, MN.

### **INVITED PRESENTATIONS**

*Inclusive Practices for Students in Special Education (2017-2019)* – Global Teacher Education Program (teacher candidates from South Korea)

### **AWARDS/SCHOLARSHIPS**

- *Roy J. Carver Scholarship* (1999-2001), University of Iowa
- *Leadership Training Program to Promote Students' Success* (2010-2015) – OSEP fellowship intended to train future leaders in the field of special education, with a focus on Response to Intervention

### **GRANTS**

Title: *Leadership Training to Promote Students' Academic and Behavioral Success of Students in Grades 3-8*

Principle Investigator: Jennifer McComas (University of Minnesota)

Funding Agency: Office of Special Education and Rehabilitative Services, U.S. Department of Education (CFDA 84.325D)

Submission Date: March 1, 2013

Amount: \$1.25 million funded

Role: Co-author

### **EDITORIAL/REVIEW EXPERIENCE**

Reviewer (2011-2013), Council for Exceptional Children (CEC) Conference Submissions

Reviewer (2013), Exceptional Children

Reviewer (2013), Learning Disabilities Research and Practice

Reviewer (2013-2014), School Psychology Review

Reviewer (2017-Present), Educational Research Review

Reviewer (2017-Present), The Elementary School Journal

Reviewer (2017-Present), Journal of Educational Psychology

Reviewer (2017-Present), Remedial and Special Education

Reviewer (2020-Present), TEACHING Exceptional Children

Reviewer (2020-Present), LD Forum

### **SERVICE**

- *School Board Member* (2016-2019) Lionsgate Academy community member
- *Teacher Education Technology Integration (TETI) Lead* (2017-2019) University of Minnesota, Department of Educational Psychology, Special Education Program
- *Diversity Committee* (2017-Present) Council for Learning Disabilities
- *Diversity Committee* (2018-2019) University of Minnesota, Department of Educational Psychology
- *Professional Development* (2015) Tiered Instruction Implementation, Minneapolis Public Schools
- *Leadership Council* (2012-2014) Justice Page Middle School – Council members met to shape school-wide teacher leadership and oversee the development and enhancement of instruction and climate at Justice Page Middle School.

- *Technology Integration Committee* (2006-2007) Eden Prairie Schools – Committee members across the district convened to discuss the use of technology in special education in individual schools and strategize effective technology implementation across the district.
- *Technology Integration Workshop* (Summer, 2007) Oak Point Intermediate School, Eden Prairie Schools – Led a workshop session with regular and special education teachers to discuss available technology in the school and develop useful ways to integrate technology in both inclusion and resource rooms settings.
- *Universal Design for Learning Cadre* (2006-2007) Minnesota Department of Education – Teams of educators across the state met several times a year to learn about UDL and develop plans of implementation in individual school districts.

#### **CURRENT PROFESSIONAL AFFILIATIONS**

Council for Learning Disabilities (CLD)

Council for Exceptional Children (CEC) – Technology and Media Division (TAM)

American Educational Research Association (AERA)