

**CURRICULUM VITAE***Kristen L. McMaster***PERSONAL INFORMATION**

Department of Educational Psychology  
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**EDUCATION**

- Ph.D. VANDERBILT UNIVERSITY, Department of Special Education Nashville, Tennessee  
(August, 2002)  
*Major* Special Education; *Related Area* Research Methods
- M.Ed. VANDERBILT UNIVERSITY, Department of Special Education Nashville, Tennessee  
(May, 1998)  
*Major* Special Education
- B.S. VANDERBILT UNIVERSITY, Department of Special Education Nashville, Tennessee  
(May, 1995)  
*Majors* Special Education, Human and Organizational Development

**PROFESSIONAL EXPERIENCE**

- 2019-present *Chair*, Department of Educational Psychology, University of Minnesota, Minneapolis, MN.
- 2015-present *Professor*, Special Education Program, Department of Educational Psychology, University of Minnesota, Minneapolis, MN.
- 2009-2015 *Associate Professor*, Special Education Program, Department of Educational Psychology, University of Minnesota, Minneapolis, MN.
- 2003-2009 *Assistant Professor*, Special Education Program, Department of Educational Psychology, University of Minnesota, Minneapolis, MN.
- 2002-2003 *Lecturer*, Special Education Program, Department of Educational Psychology, University of Minnesota, Minneapolis, MN. Coordinated Special Education Block of Foundations of Education Program.
- 1998-2002 *Project Coordinator* (2000-02), *Research Assistant* (1998-2000), Under Douglas Fuchs, Ph.D., Dept. of Special Education, Peabody College, Vanderbilt University, Nashville, TN.
- 1995-1998 *Special Education Teacher*, Metropolitan-Nashville Public Schools, Nashville, TN (1995 – 1998).

## FACULTY AFFILIATIONS

Research Affiliate, Center for Applied Research and Educational Improvement (CAREI)  
 Faculty Affiliate, National Center for Leadership in Intensive Intervention (NCLII and NCLII-2)  
 Faculty Affiliate, Minnesota Center for Reading Research (MCRR)

## HONORS & AWARDS

2021 University of Minnesota Council of Graduate Students Advising Award  
 2019-22 Stern Family Professorship in Reading Success, University of Minnesota  
 2017 Council for Exceptional Children, Division for Learning Disabilities Samuel A. Kirk Award for the article, “Data-based decision-making: Developing a method for capturing teachers’ understanding of CBMgraphs” (Espin et al., 2017)  
 2017 *Assessment for Effective Intervention* Honorable Mention Award for the article, “Examining Alphabet Writing Fluency in Kindergarten: Exploring the Issue of Time on Task” (Puranik et al., 2017) for runner-up to best article of the year.  
 2017 Selected for CEHD Leads leadership training program  
 2016 UMN Sara Evans Woman Faculty Scholar/Leader Award  
 2016 UMN College of Education and Human Development Excellence in Research Award  
 2011 Distinguished Early Career Research Award of the CEC-Division for Research and the Donald D. Hammill Foundation  
 2010 Fellow of the International Academy for Research in Learning Disabilities  
 2009 Distinguished Guest Faculty Member, The Ohio State University Special Education Doctoral Seminar (November 13, 2009 via video conference)  
 2007 University of Minnesota Women’s Leadership Circle Rising Star Award  
 2003 Division of Learning Disabilities, Council for Exceptional Children Dissertation Award

## GRANTS

### Federally Funded

2017 – 2021 Principal Investigator: *Supporting Teachers’ Implementation of Data-Based Instruction in Early Writing: An Efficacy Study*. Institute for Education Sciences, U.S. Department of Education. **\$3,300,000** (Co-PI Erica Lembke)  
 2017 – 2020 co-PI: Early Language Comprehension Individualized Instruction (ELCII) Individualized Training in Inference Making (ELCII). Institute for Education Sciences, U.S. Department of Education. **\$1,500,000** (PI Panayiota Kendeou)  
 2016 – 2019 co-PI: *Developing a Technology-based Early Language Comprehension Intervention (TELCI)*. Institute for Education Sciences, U.S. Department of Education. **\$1,500,000** (Co-PI Panayiota Kendeou)  
 2013 – 2016 Principal Investigator: *Supporting Teachers’ Data-Based Instruction in Early Writing: Tools, Learning, and Collaborative Support*. Institute for Education Sciences, U.S. Department of Education. **\$1,499,458** (Co-PIs Erica Lembke, Theodore Christ)  
 2011 – 2015 Principal Investigator: *Making the Right Connections: Improving the Comprehension of Struggling Readers*. Institute for Education Sciences, U.S. Department of Education. **\$1,437,331** (Co-PIs Paul van den Broek & Christine Espin)  
 2004 – 2010 Co-Investigator: *Scaling Up Peer-Assisted Learning Strategies to Strengthen Reading Achievement*. (Sep, 2004 – Aug, 2010). Institute for Education Sciences, U.S. Department of Education. **\$5,497,170** (Subcontract with Vanderbilt University; PI Douglas Fuchs) 2003 2004 – 2009 Key Personnel: *Research Institute on Progress Monitoring*. (Nov 2003 – Oct 2009). Office of Special Education Programs, U.S. Department of Education. **\$4,930,500** (PIs Teresa Wallace & Christine Espin)

- 2004 – 2008 Co-Investigator. *Improving Comprehension of Struggling Readers: Connecting Cognitive Science and Educational Practice*. (Sep, 2004 – Aug, 2008). Institute for Education Sciences, U.S. Department of Education. **\$1,500,000** (PI Paul van den Broek)
- 2006 – 2007 PI. *Supplement to Scaling Up PALS Study*. (Sep, 2006 – Aug, 2007). Institute for Education Sciences, U.S. Department of Education. **\$121,058**

### ***Internationally Funded***

- 2020 – 2023 Co-Investigator. *Assessing the implementation of peer tutoring in 1st grade and its effects on students' reading achievement in 1<sup>st</sup> and 2nd grade*. Icelandic Research Fund, Icelandic Centre for Research (Rannís). (PI Anna-Lind Petursdottir)
- 2019 – 2021 Co-Investigator. *Does implementing Peer Assisted Learning Strategies (PALS) improve reading attainment in primary schools?* Education Endowment Fund, UK (PI Emma Vardy)

### ***University Funded***

- Jun-Aug 2007 PI. *Using PALS, Brief Experimental Analysis, and Parents as Tutors to Increase Reading Achievement over the Summer*. College of Education and Human Development, University of Minnesota, **\$5000**
- Jun-Aug 2004 Co-Investigator. *Integrating Advanced Technology in Teacher Education Courses*. GELT grant through the College of Education and Human Development, University of Minnesota, **\$16,416** (PI Lesley Craig Unkefer)
- Jun-Aug 2004 PI. *Promoting Reading Achievement in English Language Learners Through Peer Tutoring*. Marcia Edwards Fund, College of Education and Human Development, UMN, **\$5000**
- 2004 – 2005 PI. *Promoting Reading Achievement in English Language Learners Through Peer Tutoring*. University of Minnesota Grant-in-Aid of Research program. **\$22,160**

### **ARTICLES** (\* denotes peer-reviewed; † denotes publication with current or former students)

1. \*Al Otaiba, S., **McMaster**, K. L., Wanzek, J., & Zaru, M. (in press). What we know and need to know about literacy interventions for elementary students with reading difficulties and disabilities, including dyslexia. *Reading Research Quarterly*.
2. \*†Carlson, S. E., van den Broek, P., & **McMaster**, K. L. (in press). Factors that influence skilled and less skilled comprehenders' inferential processing during and after reading: Exploring how readers maintain coherence and develop a mental representation of a text. *Elementary School Journal*.
3. \*†Butterfuss, R., Kendeou, P., **McMaster**, K. L., Orcutt, E., & Bulut, O. (2022). Question timing, language comprehension, and executive function in inferencing. *Scientific Studies of Reading*, 26, 1, 61-78. DOI: 10.1080/10888438.2021.1901903
4. \*†**McMaster**, K. L., Baker, K. L., Donegan, R., Hugh, M., & Sargent, K. (2021). Professional development to support teachers' implementation of intensive reading intervention: A systematic review. *Remedial and Special Education*, 42(5). <https://doi.org/10.1177/0741932520934099>
5. \*†Poch, A. L., Allen, A. A., Jung, P. G., Lembke, E. S., & **McMaster**, K. L. (2021). Using Data-Based Instruction to Support Struggling Elementary Writers. *Intervention in School and Clinic*, 10534512211014835.

6. \*†Lam, E. A., Kunkel, A. K., McKeveit, N. M., & **McMaster, K. L.** (2021). Intensifying Instruction to Meet Students' Early Writing Needs. *TEACHING Exceptional Children*, 00400599211005165.
7. International Literacy Association (principal authors Al Otaiba, S., Lemons, C. J., **McMaster, K.**, & Wanzek, J.). (2020). *Intensifying literacy instruction in the context of tiered interventions: A view from special educators*. [Literacy leadership brief]. [https://literacyworldwide.org/docs/default-source/where-we-stand/9464\\_intensifying\\_literacy\\_instruction.pdf](https://literacyworldwide.org/docs/default-source/where-we-stand/9464_intensifying_literacy_instruction.pdf).
8. \*† Kendeou, P., **McMaster, K. L.**, Butterfuss, R., Kim, J., Slater, S., & Bulut, O. (2020). Development and validation of the Minnesota Inference Assessment. *Assessment for Effective Intervention*, doi: 1534508420937781.
9. \*Poch, A. L., **McMaster, K. L.**, & Lembke, E. S. (2020). Usability and Feasibility of Data-Based Instruction for Students with Intensive Writing Needs. *The Elementary School Journal*, 121(2), 197-223.
10. \*†Unholz-Bowden, E., McComas, J. J., **McMaster, K. L.**, Girtler, S. N., Kolb, R. L., Shipchandler, A., (2020). Caregiver training via telehealth on behavioral procedures: A systematic review. *Journal of Behavioral Education*. <https://doi.org/10.1007/s10864-020-09381-7>
11. \*Fuchs, D., Cho, E., Toste, J. R., Fuchs, L. S., Gilbert, J. K., **McMaster, K. L.**, Svenson, E., & Thompson, A. (2020). A quasi-experimental evaluation of two versions of First-Grade PALS: One with and one without repeated reading. *Exceptional Children*. <https://doi.org/10.1177/0014402920921828>
12. \*Lam, E. A., **McMaster, K. L.**, & Rose, S. (2020). Systematic review of curriculum-based measurement with students who are deaf. *Journal of Deaf Studies and Deaf Education*. doi: 10.1093/deafed/enaa020
13. \*Lam, E. A., Rose, S., & **McMaster, K. L.** (2020). Technical characteristics of curriculum-based measurement with students who are deaf. *Journal of Deaf Studies and Deaf Education*. <https://doi.org/10.1093/deafed/enaa003>
14. \*†Bresina, B. C., & McMaster, K. L. (2020). Exploring the relation between teacher factors and student growth in early writing. *Journal of Learning Disabilities*, 53(4), 311-324. doi:10.1177/0022219420913543.
15. \*†Kendeou, P., **McMaster, K.**, \*Butterfuss, R., \*Kim, J., \*Bresina, B., & Wagner, K. (2020). The inferential language comprehension (iLC) framework. Invited paper for *Topics in Cognitive Science*, 12, 256-273.
16. \*†**McMaster, K. L.**, Lembke, E. S., Shin, J., Poch, A., Smith, R. A., Jung, P., Allen, A., & Wagner, K. (2020). Supporting teachers' use of data-based instruction to improve students' early writing skills. *Journal of Educational Psychology*, 112(1), 1–21. <https://doi.org/10.1037/edu0000358>
17. \*†Allen, A. A., Jung, P-G., Poch, A. L., Brandes, D., Shin, J., Lembke, E. S., & **McMaster, K. L.** (2020) Technical Adequacy of Curriculum-Based Measures in Writing in Grades 1–3, *Reading & Writing Quarterly*, 36, 563-587. DOI: [10.1080/10573569.2019.1689211](https://doi.org/10.1080/10573569.2019.1689211).

18. \*†Nelson, G., & **McMaster**, K. L. (2019). Factors that may influence treatment effects: Helping practitioners select early numeracy interventions. *Learning Disabilities Research & Practice*, 34(4), 194-206. doi: 10.1111/ldrp.12208
19. **McMaster**, K. L., Kendeou, P., Bresina, B., Slater, S., Wagner, K., White, M. J., Butterfuss, R., Kim, J. & Umana, C. (2019). Developing an interactive software application to support young children's inference-making. *L1-Educational Studies in Languages and Literature*, 19, 1-30. <https://doi.org/10.17239/L1ESLL-2019.19.04.04>.
20. \*† Nelson, G., & **McMaster**, K. L. (2019). The effects of early numeracy interventions for students in preschool and early elementary: A meta-analysis. *Journal of Educational Psychology*, 111, 1001–1022. doi:10.1037/edu0000334.
21. \*†Pennington, B., Simacek, J., McComas, J., **McMaster**, K., & Elmquist, M. (2019). Maintenance and generalization in functional behavior assessment/behavior intervention plan literature. *Journal of Behavioral Education*, 28(1), 27-53.
22. **McMaster**, K. L. (2019). Innovations, insights, and impact: Expanding frontiers in learning disabilities research. Invited commentary in L. S. Fuchs & D. L. Compton (Eds.), *Models for Innovation: Advancing Approaches to Higher-Risk and Higher-Impact Learning Disabilities Science. New Directions for Child and Adolescent Development*, 2019(165), 1–8137-144. doi: 10.1002/cad.20293
23. \*†Shin, J., & **McMaster**, K. (2019). Relations between CBM (oral reading and maze) and reading comprehension on state achievement tests: A meta-analysis. *Journal of School Psychology*, 73, 131-149.
24. \*†Wagner, K., Smith, R. A., Allen, A., Poch, A., **McMaster**, K., & Lembke, E. (2018). Exploration of new complexity metrics for curriculum-based measures of writing. *Assessment for Effective Intervention*. Doi 1534508418773448
25. \*Fuchs, D., Fuchs, L. S., **McMaster**, K. L., & Lemons, C. J. (2018). Students with Disabilities' Abysmal School Performance: An Introduction to the Special Issue. Invited publication for *Learning Disabilities Research & Practice*, 33(3), 127-130.
26. \*†Jung, P., **McMaster**, K., Kunkel, A., Shin, J., & Stecker, P. (2018). Effects of data-based individualization for students with intensive learning needs: A meta-analysis. Invited publication for *Learning Disabilities Research & Practice*, 33(3), 144-155.
27. \*† **McMaster**, K. L., Kunkel, A., Shin, J., Jung, P., & Lembke, L. (2018). Early writing intervention: A best-evidence synthesis. *Journal of Learning Disabilities*, 51 (4). Doi 0022219417708169 (First published online May 12, 2017)
28. \*†Parker, D., Burns, M., **McMaster**, K., Al Otaiba, S., Medhanie, A. (2018). Examining the relations between instructional level data and intervention response in early writing. *Assessment for Effective Intervention*, 43 (3), 157-168. DOI 1534508417731999.
29. \*†Lembke, E., **McMaster**, K., Smith, R., Allen, A., Brandes, D., & Wagner, K. (2018). Professional Development for Data-Based Instruction in early writing: Tools, Learning, and Collaborative Support. *Teacher Education and Special Education*, 41(2), 106-120. DOI 0888406417730112.

30. \*† Brandes, D. R., & **McMaster**, K. L. (2017). A review of morphological analysis strategies on vocabulary outcomes with ELLs. *Insights into Learning Disabilities*, 14(1), 53-72.
31. \*† Jung, P., & **McMaster**, K. L. (2017). Classification accuracy of Curriculum-Based Measures for beginning writers in first grade. *Assessment for Effective Intervention* 43 (3), 131-143. DOI 10.1177/1534508417730
32. \*† **McMaster**, K. L., Shin, J., Espin, C.A., Jung, P., Wayman, M. M., & Deno, S. L. (2017). Monitoring elementary students' writing progress using Curriculum-Based Measures: Grade and gender differences. *Reading and Writing: An Interdisciplinary Journal*, 30 (9), 2069–2091. DOI 10.1007/s11145-017-9766-9
33. \*† Jung, P., **McMaster**, K. L., & delMas, R. (2017). Effects of early writing intervention delivered within a data-based instruction framework. *Exceptional Children*, 83(3), 281-297. doi: 10.1177/0014402916667586
34. \*† Espin, C. A., Wayman, M. M., Deno, S. L., **McMaster**, K. L., de Rooij, M. (2017). Data- based decision-making: Developing a method for capturing teachers' understanding of CBM graphs. Invited article for *Learning Disabilities Research and Practice*, 32, 8-21. doi:10.1111/ldrp.12123
35. \*† Wagner, D., Snidarich, S., Seifert, K., Espin, C. A., & **McMaster**, K. L. (2017). Pre-service teachers' interpretation of CBM progress monitoring data. Invited article for *Learning Disabilities Research and Practice*, 32, 22-31. DOI: 10.1111/ldrp.12125
36. \* Puranik, C. S., Patchan, M. M., Sears, M. M., & **McMaster**, K. L. (2017). Examining alphabet writing fluency in kindergarten: Exploring the issue of time on task. *Assessment for Effective Intervention*, DOI: 1534508416665324.
37. \*† Jung, P., Shin, J., & **McMaster**, K. L. (2016). The application of data-based instruction to writing instruction: A case example of a student at risk for writing difficulties. Published in the Korean journal entitled *Special Education Research*, 15(4), 61-80.
38. \* Kendeou, P., **McMaster**, K. L., & Christ, T. J. (2016). Reading Comprehension: Core Components and Processes. *Policy Insights from the Behavioral and Brain Sciences*. doi:10.1177/2372732215624707
39. \*† **McMaster**, K. L., van den Broek, P., Espin, C. A., Pinto, V., Janda, B., Lam, E. A., Hsu, H., Jung, P., Leinen, A. B., & van Boekel, M. (2015). Developing a reading comprehension intervention: Translating cognitive theory to educational practice. *Contemporary Educational Psychology*, 40, 28-40. DOI: 10.1016/j.cedpsych.2014.04.001
40. \*† Carlson, S. E., van den Broek, P., **McMaster**, K., Rapp, D. N., Bohn-Gettler, C. M., Kendeou, P., & White, M. J. (2014). Effects of Comprehension Skill on Inference Generation during Reading. *International Journal of Disability, Development and Education*, 61(3), 258-274. DOI: 10.1080/1034912X.2014.934004
41. \*† **McMaster**, K., Jung, P., Brandes, D., Pinto, V., Fuchs, D., Kearns, D., Lemons, C., Saenz, L., & Yen, L. (2014). Customizing an evidence-based reading practice: Balancing fidelity and flexibility. *The Reading Teacher*, 68, 3, 173-183.

42. \*† Lam, E. A. & **McMaster**, K.L. (2014). Predictors of responsiveness to early literacy intervention: A ten year update. *Learning Disabilities Quarterly*, 37, 134-147. DOI: 10.1177/0731948714529772
43. \*† Carlson, S. E., Seipel, B., & **McMaster**, K. (2014). Development of a new reading comprehension assessment: Identifying comprehension differences among readers. *Learning and Individual Differences*, 32, 40-53.
44. \***McMaster**, K. L., Espin, C. A., & van den Broek, P. (2014). Making connections: Linking cognitive science and intervention research to improve comprehension of struggling readers. Invited article for *Learning Disabilities Research & Practice*. 29, 17-24.
45. \*† Clinton, V., Seipel, B., van den Broek, P., **McMaster**, K., Kendeou, P., & Rapp, D. N. (2014). Gender differences in inference generation by fourth grade students. *Journal of Research in Reading*, 37(4), 356-374. DOI: 10.1111/j.1467-9817.2012.01531.x
46. \*† Tilstra, J., & **McMaster**, K. L. (2013). Cognitive processes of middle grade readers when reading expository text with an assigned goal. *Learning and Individual Differences*, 28, 66-74.
47. \*† Bemboom, C. M., & **McMaster**, K. L. (2013). A comparison of lower-and higher-resourced Tier 2 reading interventions for high school sophomores. *Learning Disabilities Research & Practice*, 28(4), 184-195.
48. Klingner, J. K., Boardman, A. G., & **McMaster**, K. L. (2013). What does it take to scale up and sustain evidence-based practices? Invited article for *Exceptional Children*, 79(2), 195-211.
49. \*† Campbell, H., Espin, C. A., & **McMaster**, K. L. (2013). The technical adequacy of CBM writing measures with English language learners. *Reading and Writing, an Interdisciplinary Journal*, 26, (3), 431-452.
50. \*† **McMaster**, K. L., Han, I., Chaffin, M. C., & Fuchs, D. (2013). Promoting teachers' use of scientifically-based instruction: A comparison of university versus district support. *Elementary School Journal*, 113, (3), 303-330.
51. \*† Parker, D. C., Dickey, B. N., Burns, M. K., & **McMaster**, K. L. (2012). An application of brief experimental analysis with early writing. *Journal of Behavioral Education*, 21(4), 329-349.
52. \*† Peper, C., & **McMaster**, K. L. (2012). Transition knowledge of high school special education teachers in a Midwestern school district. *Journal of the American Academy of Special Education Professionals*. Fall.
53. \*† Parker, D. C., Burns, M. K., **McMaster**, K. L., & Shapiro, E. S. (2012). Extending Curriculum-based assessment to early writing. *Learning Disabilities Research & Practice*, 2(1), 33-42.
54. \*† **McMaster**, K. L., Parker, D., & Jung, P. G. (2012). Using curriculum-based measurement for beginning writers within a response to intervention framework. Invited article for *Reading Psychology*, 33 (1-2) 190-216. doi:10.1080/02702711.2012.631867
55. \*† **McMaster**, K. L., van den Broek, P., Espin, C. A., White, M. J., Kendeou, P., Rapp, D. N., Bohn-Gettler, K., & Carlson, S. (2012). Making the right connections: Differential effects of

- reading intervention for subgroups of comprehenders. *Learning and Individual Differences*, 22, 100-111. doi:10.1016/j.lindif.2011.11.017
56. \*† **McMaster**, K. L., Du, X., Parker, D., & Pinto, V. (2011). Using curriculum-based measurement for struggling beginning writers. *TEACHING Exceptional Children*, 44(2), 26-37.
  57. \*† Parker, D. C., **McMaster**, K. L., Medhanie, A., & Silbergliitt, B., (2011). Modeling early writing growth with curriculum-based measures. *School Psychology Quarterly*, 26 (4), 290-304. doi: 10.1037/a0026833
  58. \*† Parker, D. C., **McMaster**, K. L., & Burns, M. K. (2011). Determining an instructional level for beginning writing skills. *School Psychology Review*, 41, 158-167.
  59. \*† Rafdal, B. H., **McMaster**, K. L., McConnell, S. R., Fuchs, D., & Fuchs, L. S. (2011). The effectiveness of Kindergarten Peer-Assisted Learning Strategies for students with disabilities. *Exceptional Children*, 77(3), 299-317.
  60. \*† **McMaster**, K. L., Du, X., Yeo, S., Deno, S. L., Parker, D., & Ellis, T. (2011). Curriculum-based measures of beginning writing: Technical features of the slope. *Exceptional Children*, 77(2), 185-206.
  61. **McMaster**, K. L., Fuchs, D., Saenz, L., Lemons, C., Kearns, D., Yen, L., & Fuchs, L. S. (2010). Scaling up PALS: Importance of implementing evidence-based practice with fidelity and flexibility. Invited article for *New Times for DLD*, 28, 1-2.
  62. \*† Kearns, D., Fuchs, D., **McMaster**, K. L., Sáenz, L., Fuchs, L. S., Stein, M. L., Meyers, C. V., Berends, M., Compton, D. L., & Smith, T. M. (2010). Factors contributing to teachers' sustained use of kindergarten peer-assisted learning strategies. *Journal for Research on Educational Effectiveness*, 3, 315-342.
  63. \*† Pierce, R. L., **McMaster**, K. L., & Deno, S. L. (2010) Scoring maze measures: The effects of using different scoring procedures. *Learning Disabilities Research & Practice*, 25, 137-150.
  64. \*† Wayman, M. M., **McMaster**, K. L., Sáenz, L. M., & Watson, J. (2010). Using curriculum-based measurement to monitor secondary English learners' response to peer-mediated reading instruction. Invited article for *Reading and Writing Quarterly Overcome Learning Difficulties*, 26(4), 308.
  65. \*Lembke, E., **McMaster**, K. L., & Stecker, P. (2010). *The Prevention Science of Reading Research and the Response to Intervention Model*. Invited article for *Psychology in the Schools*, 47(1), 22-35.
  66. \*† Tilstra, J. S., **McMaster**, K. L., van den Broek, P., Kendeou, P., & Rapp, D. N. (2009). Simple but complex: Components of the simple view of reading across grade levels. *Journal on Research in Reading*.
  67. \*† Unkefer, L. C., Shinde, S., & **McMaster**, K. L. (2009). Integrating Advanced Technology in Teacher Education Courses. *Tech Trends*, 52 (3), 80-85.
  68. \*† Petursdottir, A. L., **McMaster**, K. L., McComas, J. J., Bradfield, T., Braganza, V., McDonald, J. K., Rodriguez, R., Scharf, H. (2009). Brief experimental analysis of early reading interventions. *Journal of School Psychology*, 47 (4), 215-243.



69. \*† **McMaster**, K. L., Du, X., & Petursdottir, A. (2009). Technical features of curriculum-based measures for beginning writers. *Journal of Learning Disabilities*, 42, 41-60.
70. \*† **McMaster**, K. L., & Campbell, H. (2008). Technical features of new and existing measures of written expression: An examination within and across grade levels. *School Psychology Review*, 37 (4), 550-566.
71. \*† **McMaster**, K. L., Kung, H., Han, I., & Cao, M. (2008). Peer-assisted learning strategies: A “Tier 1” approach to promoting responsiveness to beginning reading instruction for English learners. *Exceptional Children*, 74 (3), 194-214.
72. \*Stein, M. L., Berends, M., Fuchs, D., **McMaster**, K., Saenz, L., Yen, L., Fuchs, L. S., & Compton, D. (2008). Scaling up a best-evidence practice: Examining technical assistance, teachers’ fidelity of treatment implementation, and kindergartners’ reading performance in a randomized control trial across three sites and two years. *Educational Evaluation and Policy Analysis*, 30, 368–388.
73. \*† Tilstra, J. & **McMaster**, K. (2007). Productivity, fluency, and grammaticality measures from narratives: Potential indicators of language proficiency? *Communication Disorders Quarterly*, 29(1), 43-53.
74. \*Sáenz, L., **McMaster**, K. L., Fuchs, D., & Fuchs, L. S. (2007). Peer-assisted learning strategies in reading for students with different learning needs. *Journal of Cognitive Education and Psychology*, 6, 3, 395-410.
75. \***McMaster**, K. L., Fuchs, D., & Fuchs, L. S. (2007). Promises and limitations of Peer-Assisted Learning Strategies in reading. *Learning Disabilities: A Contemporary Journal*, 5, 2, 97-112.
76. \*Rapp, D. N., van den Broek, P., **McMaster**, K. L., Kendeou, P., & Espin, C. A. (2007). Higher-order comprehension processes in struggling readers: A perspective for research and intervention. *Scientific Studies of Reading*, 11, 289-312.
77. \*Wallace, T., Espin, C. A., **McMaster**, K., and Deno S. L. (2007). CBM progress monitoring within a standards-based system. *Journal of Special Education*, 41, 66-67.
78. \***McMaster**, K. L., & Espin, C. (2007). Curriculum-based measurement in writing: A literature review. *Journal of Special Education*, 41, 68-84.
79. \*† Petursdottir, A. L., McComas, J., & **McMaster**, K. L. (2007). Assessing the effects of scripted peer tutoring on social interactions of a young student with autism spectrum disorder. *Journal of Applied Behavior Analysis*, 40, 353–357.
80. \*† **McMaster**, K. L., Wayman, M., & Cao, M. (2006). Monitoring the reading progress of secondary-level English learners: Technical features of oral reading and maze tasks. *Assessment for Effective Intervention*, 31 (4), 17-32.
81. \***McMaster**, K. L., Fuchs, D., & Fuchs, L. S. (2006). Peer-assisted learning strategies: The promise and limitations of peer-mediated instruction. *Reading and Writing Quarterly* (22), 5-25.
82. \***McMaster**, K. L., Fuchs, D., Fuchs, L. S., & Compton, D. L. (2005). Responding to

- nonresponders: An experimental field trial of identification and intervention methods. *Exceptional Children*, 71 (4), 445-463.
83. **McMaster, K. L., & Fuchs, D.** (2005). Cooperative learning for students with disabilities: Use caution. *Current Practice Alerts*, 11, 1-4.
  84. Fuchs, D., Fuchs, L. S., **McMaster, K. L.**, Yen, L., & Svenson, E. (2004). Non-responders: How to find them? How to help them? What do they mean for special education? *Teaching Exceptional Children*, 37, (1), 72-77.
  85. \*Sutherland, K. S., **McMaster, K. L.**, & Marshall, J. (2004). Maximizing the benefits of cooperative learning for students with learning and/or behavior problems. *Beyond Behavior*, (12-16).
  86. \***McMaster, K.**, Fuchs, D., Fuchs, L. S., & Compton, D. L. (2002). Monitoring the academic progress of children who are unresponsive to generally effective instruction. Invited article, *Assessment for Effective Intervention*, 27 (4), 23-33.
  87. \***McMaster, K.**, & Fuchs, D. (2002). Effects of cooperative learning on the academic achievement of students with learning disabilities: An update of Tateyama-Sniezek's review. *Learning Disabilities Research and Practice*, 17 (2), 107-117.
  88. \*Fuchs, D., Fuchs, L. S., Al Otaiba, S., Thompson, A., Yen, L., **McMaster, K. N.**, Svenson, E., & Yang, N. (2001). K-PALS: Helping kindergartners with reading readiness: Teachers and researchers in partnership. *Teaching Exceptional Children*, 33 (4), 76-80.
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#### AUTHORED/EDITED BOOKS

- Farmer, T.W., Talbott, E., **McMaster, K.**, Lee, D. & Aceves, T. (Eds: 2022). *Handbook of special education research: Theory, methods, and developmental processes*. Routledge.
- Helman, L., Ittner, A., & **McMaster, K. L.** (2019). *Assessing language and literacy with bilingual students*. New York, NY: Guilford.
- Wanzek, J., Al Otaiba, S., & **McMaster, K. L.** (2019). *Intensive reading interventions for the elementary grades*. New York, NY: Guilford.
- Espin, C. A., **McMaster, K. L.**, Rose, S., & Wayman, M. (Eds.). (2012). *A Measure of Success: How CBM has Impacted Education and Learning*. Minneapolis, MN: University of Minnesota Press.

#### BOOK CHAPTERS

1. Lembke, E., **McMaster, K.**, McKevev, N., Simpson, J., & Birinci, S. (2021). Innovations in early writing assessment and intervention. In Cook, B., Tankersley, M., & Landrum, T. *Advances in*

2. Ticha, R., Abery, B., **McMaster**, K., Avagyan, A., Paylozyan, Z., & Karapetyan, S. (2018). Instructional strategies for inclusive classrooms: PALS, Cooperative Learning, Direct Instruction and Play-based Strategies. In R. Ticha, B. Abery, C. Johnstone, A. Poghosyan, & P. F. Hunt (Eds.). *Inclusive Education Strategies: A Textbook*. Minneapolis, MN, USA: University of Minnesota; Yerevan, Armenia: UNICEF Armenia & Armenian State Pedagogical University.
3. Van den Broek, P., Espin, C.A., **McMaster**, K., & Helder, A. (2017). Developing reading comprehension skills: Perspectives from theory and practice. In E. Segers & P. van den Broek (Eds.), *Continuities in language and literacy development*. Amsterdam: John Benjamins.
4. **McMaster**, K. L., & Espin, C. A. (2017). Reading comprehension instruction and intervention: Promoting inference making. In K. Cain, D. Compton, & R. Parrila (Eds.), *Theories of reading comprehension* (pp. 463-488). Amsterdam: John Benjamins.
5. Fuchs, D., **McMaster**, K.L., & Kearns, D.M. (2016). Evidence-based interventions for reading disabilities in children and adolescents. In L.A. Theodore (Ed.), *Handbook of evidence-based interventions for children and adolescents* (pp. 85-97). New York: Springer.
6. Ritchey, K. D., **McMaster**, K. L., Al Otaiba, S., Puranik, C. S., Kim, Y., Parker, D. C., & Ortiz, M. (2016). Indicators of fluent writing in beginning writers. In K. Cummings & Y. Petcher (Eds.) *The fluency construct*. New York: Springer.
7. **McMaster**, K. L., & Fuchs, D. (2016). Classwide intervention using Peer-Assisted Learning Strategies. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.) *Handbook of response to intervention: The science and practice of assessment and intervention*. New York: Springer.
8. Kearns, D. M., Fuchs, D., Fuchs, L. S., **McMaster**, K. L., & Saenz, L. (2015). How to Use Reading PALS: Peer-Assisted Learning Strategies to Improve Students' Word Recognition and Reading Comprehension. In K. R. Harris & L. Meltzer (Eds.). *The power of peers: Enhancing learning, development, and social skills*. New York, NY: Guilford.
9. Johnson, L., & **McMaster**, K. L. (2013). Adapting research-based practices with fidelity: Flexibility by design. In B. G. Cook, M. Tankersley, & T. J. Landrum (Eds.), *Advances in learning and behavioral disabilities* (Vol. 26). Bingley, UK: Emerald. doi: 10.1108/S0735-004X(2013)0000026006.
10. Fuchs, D., **McMaster**, K., & Al Otaiba, S. (2013). Data-based individualization as a means of providing intensive instruction to students with serious learning disorders. In L. Swanson, K. R. Harris, & S. Graham (Eds.), *Handbook of Learning Disabilities*. New York: Guilford.
11. Lembke, E., **McMaster**, K. L., & Stecker, P. M. (2012). Technological applications of curriculum-based measurement in elementary settings: CBM in the digital age. In C. A. Espin, K. L. McMaster, S. Rose, & M. Wayman (Eds.). *A Measure of Success: How CBM has Impacted Education and Learning*. Minneapolis, MN: University of Minnesota Press.
12. **McMaster**, K. L., Ritchey, K. D., & Lembke, E. (2011). Curriculum-based measurement for beginning writers: Recent developments and future directions. In T.E. Scruggs and M.A. Mastropieri (Eds.), *Assessment and intervention: Advances in learning and behavioral disabilities* (Vol. 24). Bingley, UK: Emerald.

13. Fautsch-Patridge, T., **McMaster**, K. L., & Hupp, S. C. (2011). Are current reading research findings applicable to students with intellectual disabilities? In A. Farstrup & Samuels, S.J., (Eds.) (2011). *What Research has to say about reading instruction*, (4th ed.). Newark, Del: International Reading Association.
14. Fuchs, D., Fuchs, L.S., Shamir, A, Dion, E., Saenz, L., & **McMaster**, K. (2011). Peer mediation: A means of differentiating classroom instruction. In R. Allington & A. McGill-Franzen (Eds.), *Handbook of reading disability research*. New York: Routledge.
15. Pierce, R. L., Lindell, M., **McMaster**, K. L., & Hupp, S. (2010). Best practices for assessment in the inclusive classroom. Invited book chapter in R.T. Boone (Ed.). *Best practices for the inclusive classroom: An evidence-based guide for teachers*. Waco, TX: Prufrock Press.
16. De La Paz, S., Espin, C., & **McMaster**, K. L. (2010). RTI in writing instruction: Relating evidence-based interventions to Curriculum-Based Measurement, in T. A. Glover & S. Vaughn (Eds.). *Response to Intervention: Empowering All Students to Learn. A Critical Account of the Science and Practice*. New York: Guilford.
17. **McMaster**, K. L., & Wagner, D. (2007). Monitoring response to general education instruction. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.) *Handbook of response to intervention: The science and practice of assessment and intervention*. New York: Springer.
18. Fuchs, D., Fuchs, L. S., **McMaster**, K., & Al Otaiba, S. (2003). Identifying children at risk for reading failure: Curriculum-Based Measurement and the dual discrepancy approach. In L. Swanson, K. R. Harris, & S. Graham (Eds.), *Handbook of Learning Disabilities* (pp. 235-246). New York: Guilford.
19. **McMaster**, K. L., Fuchs, D. & Fuchs, L. S. (2002). Using peer tutoring to prevent early reading failure. In J. S. Thousand, R. A. Villa, & A. Nevin (Eds.). *Creativity and collaborative learning: A practical guide to empowering students, teachers, and families in an inclusive, multicultural, and pluralistic society*. Baltimore, MD: Paul H. Brookes.

## MANUALS

1. Fuchs, D., Fuchs, L., **McMaster**, K., Thompson, A., Al Otaiba, S., & Yen, L. (2016). *Peer-Assisted Learning Strategies: Kindergarten reading* (Second Ed.). Nashville, TN: Vanderbilt University.
2. **McMaster**, K., Lembke, E., (2016). *Data-Based Instruction in Beginning Writing: A Manual*. Minneapolis, MN: University of Minnesota.
3. Fuchs, D., Fuchs, L., Thompson, A., Al Otaiba, S., Yen, L., **McMaster**, K., Yang, N., & Svenson, E., Braun, M. (2001). *Peer-Assisted Learning Strategies: Kindergarten reading*. Nashville, TN: Center on Accelerating Student Learning. Fuchs, D., Fuchs, L., Svenson, E., Yen, L., Thompson, A., **McMaster**, K., Al Otaiba, S., Yang, N., & Braun, M. (2001) *Peer-Assisted Learning Strategies: First grade reading*. Nashville, TN: Center on Accelerating Student Learning.

## PROFESSIONAL CONFERENCE PRESENTATIONS (\* denotes invited)

1. **McMaster**, K. L., & Kendeou, P. (2021, July). Teaching inferencing in K-2: The role of scaffolding and feedback. [Symposium presentation]. Society for the Scientific Studies of Reading;

virtual conference, United States.

2. Lam, E., McCollum, E., Sussman, K., **McMaster**, K., & Lembke, E. (2021, March). The Early Writing Project: Evidenced-Based Assessment and Intervention for Struggling Writers. [Pre-conference workshop]. Council for Exceptional Children; virtual conference, United States.
3. Bresina, B. C., & **McMaster**, K. L. (2021, March) *Characteristics of students who insufficiently benefit from intensive reading comprehension intervention: A literature review*. [Poster presentation]. Council for Exceptional Children Division for Learning Disabilities Student Poster Session; virtual conference, United States.
4. \***McMaster**, K. L. (2021, February 19). *Intensive Individualized Instruction: What it is and what it takes to implement with fidelity* [Keynote presentation as part of the panel, *Effective Instruction for Children and Youth with Serious Learning Problems: Its Importance and the Many Obstacles to its Implementation*]. Learning Disabilities International Conference.
5. Bresina, B. C., & **McMaster**, K. L. (2021, February) *Which students are not benefitting from intensive comprehension intervention: A literature review*. [Poster presentation]. Pacific Coast Research Conference; virtual conference, United States.
6. **McMaster**, K. L., Kendeou, P., Kim, J., & Inference Galaxy Team (2021, February 11). *Kindergartners' responsiveness to inference questioning within fiction vs. nonfiction videos* [Conference presentation]. Pacific Coast Research Conference, San Diego, CA.
7. **McMaster**, K. and the TeLCI Team (2020, July 8 -11). Teaching inferencing in K-2: The role of scaffolding and feedback. A paper accepted at Annual Meeting of the Society for Scientific Studies of Reading, Newport Beach, CA, USA (Conference canceled).
8. \***McMaster**, K., (2020). On the Future of Learning Disabilities: *Rebirth or Tragic Demise?* Invited presentation for the closing plenary session at the 2020 Annual Pacific Coast Research Conference, Coronado, CA.
9. **McMaster**, K. (2020). Unresolved Methodological Challenges for Advancing Intervention Research: Developing an Assessment of Inferencing for Young Children. Panel presentation at the 2020 Annual Pacific Coast Research Conference, Coronado, CA.
10. **McMaster**, K., & Bresina, B. (2020). How to Support Inference Making in Young Children Using Technology and Read-Alouds. Presented at the 2020 Annual Convention of the Council for Exceptional Children, Portland, OR.
11. Lam, E., Alghamdi, A., Shanahan, E., Lembke, E., & **McMaster** K. L. (2020). The Early Writing Project: Tools, Learning Modules, and Coaching for Data-Based Individualization. Poster presented at the 2020 Annual Convention of the Council for Exceptional Children, Portland, OR.
12. Lembke, E., **McMaster**, K., Borges, J., & Duffy, M. (February, 2020). The Early Writing Project: Urban District Collaboration. Presented at the 2020 Annual Convention of the Council for Exceptional Children, Portland, OR.
13. Birinci, S., & **McMaster**, K. (February, 2020). Promoting teachers' use of data-based decision making through effective professional development. Poster presented at the 2020 Annual

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Convention of the Council for Exceptional Children, Portland, OR.

14. **McMaster, K.** (October, 2019). Preparing teachers to support children with learning difficulties using databased individualization. Presented to the International Conference on Teacher Education, Beijing, China.
15. **McMaster, K., Kendeou, P., & The TeLCI Team** (February, 2019). Technology-based Early Language Comprehension Intervention (TELCI). Presented at the Annual Pacific Coast Research Conference, San Diego, CA.
16. **McMaster, K., Kendeou, P., Fuchs, L. S., & Fuchs, D.** (February, 2019). The role of language and cognitive factors in text comprehension. Panel organized for the Annual Pacific Coast Research Conference, San Diego, CA.
17. Wagner, K., Kendeou, P., **McMaster, K., & Bulut, O.** (February, 2019) Creating a Technology-Based Assessment of Early Inferencing. Poster presented at the PCRC Conference, San Diego, CA.
18. Toste, J., Clemens, N., Lembke, E., & **McMaster, K.** (January, 2019). What we know (and don't know) about effective data-based individualization for students with LD. Presented at the 2019 Annual Convention of the Council for Exceptional Children, Indianapolis, IN.
19. Wagner, K., Christ, T., Kendeou, P., & McMaster, K. (February, 2019) Development of a new technology-based assessment for inferencing. Poster presented at the CEC Convention and Expo, Indianapolis, IN.
20. **McMaster, K.** (July, 2018). International perspective of Peer Assisted Learning Strategies. Symposium discussant at the Annual Meeting of the Society for Scientific Studies of Reading, Brighton, England.
21. Jung, P. G., & **McMaster, K. L.** (July, 2018). Effects of data-based individualization for students with intensive learning needs: A meta-analysis. Poster presented at the Annual Meeting of the Society for Scientific Studies of Reading, Brighton, England.
22. Bresina, B., Butterfuss, R., Wagner, K., Kim, J., **McMaster, K., & Kendeou, P.** (July, 2018). The contribution of executive function to inference making for struggling comprehenders. Poster presented at the Annual Meeting of the Society for Scientific Studies of Reading, Brighton, England.
23. Bresina, B., Lembke, E., & **McMaster, K.** (July, 2018). Exploring teachers' fidelity of implementation of Data-Based Instruction in early writing. Poster presented at the Annual Meeting of the Society for Scientific Studies of Reading, Brighton, England.
24. **McMaster, K., Kendeou, P., & the TeLCI Team** (July, 2018). Innovative inference making instruction. Presented at the Annual Meeting of the Society for Text and Discourse, Brighton, England.
25. Bresina, B. C., Butterfuss, R., **McMaster, K., & Kendeou, P.** (July, 2018). An exploratory look at the relation between duration and effectiveness of an early reading intervention. Poster presented at the Annual Meeting of the Society for Text and Discourse, Brighton, England.

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26. Butterfuss, R., Bresina, B. C., **McMaster, K.**, & Kendeou, P. (July, 2018). Cognitive and linguistic demands on inference making. Poster presented at the Annual Meeting of the Society for Text and Discourse, Brighton, England.
27. **McMaster, K.**, Ritchey, K., Coker, D., Hosp, J., & Wagner, D. (April, 2018). The Past, Present, and Future of Curriculum-Based Measurement. Panel presentation at the National Council of Measurement in Education Annual Meeting, New York, NY.
28. **McMaster, K.** (April, 2018). The Persisting Alternative: Overview and History of CBM. Presented at the National Council of Measurement in Education Annual Meeting, New York, NY.
29. **McMaster, K.**, & Bresina, B., & TeLCI Team (February, 2018). Developing a Technology-Based Early Language Comprehension Intervention (TeLCI). Poster presented at the 2018 Annual Convention of the Council for Exceptional Children, Tampa, FL.
30. Walter-Thomas, C., Rock, M., **McMaster, K.**, Brownell, M., Ziegler, D., Boveda, M., Bateman, D., Anderson, J., Lane, H., & Voytecki, K. (February, 2018). Ad hoc Advocacy: Advancing Special Education Teacher Development Research, Policy, and Practice. Presented at the 2018 Annual Convention of the Council for Exceptional Children, Tampa, FL.
31. Garman, C., Kunkel, A., & **McMaster, K.** (February, 2018). Evidence-Based Intervention for Beginning Writers: Skill-Based Mini-Lessons. Presented at the 2018 Annual Convention of the Council for Exceptional Children, Tampa, FL.
32. Bresina, B., **McMaster, K.**, & Lembke, E. (February, 2018). Measuring Treatment Fidelity to Intensify Writing Interventions: The Impact of Teacher Components on Student Growth. Poster presented at the 2018 Annual Convention of the Council for Exceptional Children, Tampa, FL.
33. **McMaster, K.** & Lembke, E. (February, 2018). Supporting teachers to strengthen writing instruction for children with intensive needs. Presented at the 2018 Annual Convention of the Council for Exceptional Children, Tampa, FL.
34. Kendeou, P., & **McMaster, K.** and the TeLCI Team (January, 2018). Adaptive, Fully-Automated Inference Making Training in Grades 1-2. Poster presented at the 2018 Annual Institute for Education Sciences Project Director's Meeting, Washington, DC.
35. **\*McMaster, K.** (October, 2017). Using Peer-Assisted Learning Strategies to Promote Reading Achievement for Students at Risk. Keynote speech for the 50<sup>th</sup> Anniversary Conference of the Korean Educational Psychology Association, Seoul, South Korea.
36. **\*McMaster, K.** (October, 2017). Using Data-Based Instruction (DBI) to Support Students' Early Writing Development. Paper presented to the 2017 International Conference on Educational Research, Seoul, South Korea.
37. Kendeou, P., **McMaster, K.**, Christ, T. J., & White, M. (April, 2017). *TeLCI: Making the case for language comprehension*. Paper presented to the Annual meeting of the American Educational Research Association, San Antonio, TX.

38. Jung, Pyung-Gang, **McMaster, K.**, Kunkel, A., Shin, J., & Stecker, P. (2017, February). Effects of data-based instruction for students with intensive learning needs: A meta-analysis. Poster presented at the 2017 Pacific Coast Research Conference, San Diego, CA.
39. Shin, J., & **McMaster, K.** (2017, February). Examining the influence of student characteristics on CBM slope in early writing. Poster presented at the 2017 Pacific Coast Research Conference, San Diego, CA.
40. Poch, A., & **McMaster, K.**, (2017, February). Data-based instruction in early writing: Is it feasible? Poster presented at the 2017 Pacific Coast Research Conference, San Diego, CA.
41. Wagner, K., & **McMaster, K.** (2017, February). Using HLM to examine dosage in data-based early writing intervention. Poster presented at the 2017 Pacific Coast Research Conference, San Diego, CA.
42. **McMaster, K.**, & Lembke, E. (2017, February). Feasibility and Promise of Data- Based Instruction in Early Writing. Presented at the 2017 Pacific Coast Research Conference, San Diego, CA.
43. **McMaster, K.**, & Lembke, E. (2016, December). Supporting teachers' use of data-based instruction to improve students' early writing outcomes. Poster presented at the 2016 IES Principal Investigators Meeting, Washington, DC.
44. Lembke, E., & **McMaster, K.** (2016, October). Data-based instruction in early writing: Results from a 3-year development study. Presented to the Congreso Internacional Formacion Docente e Investigacion Educativa (International Congress on Teacher Preparation and Educational Research), Havana, Cuba.
45. Al Otaiba, S., Lemons, C. J., **McMaster, K.**, Pappamihel, N. E. (2016, October). Data-based individualization for reading intervention for students with or at risk for learning and intellectual disabilities. Presented to the Congreso Internacional Formacion Docente e Investigacion Educativa (International Congress on Teacher Preparation and Educational Research), Havana, Cuba.
46. **\*McMaster, K. L.** (2016, June). Response to Intervention: Improving Educational Outcomes for All Children. Plenary talk for the International Summit on Response to Intervention and Inclusive Education, Coimbatore, Tamil Nadu, India.
47. **McMaster, K. L.** (2016, June). Data-Based Instruction to Support Children's Early Writing Development. Presented to the International Summit on Response to Intervention and Inclusive Education, Coimbatore, Tamil Nadu, India.
48. **\*Lembke, E., & McMaster, K. L.** (2016, April). Supporting Teachers' Implementation of Data-Based Instruction for Beginning Writers. Teacher Education Division Showcase presentation, presented at the 2016 Annual Convention of the Council for Exceptional Children, St. Louis, MO.
49. **McMaster, K. L., & Lembke, E.** (2016, February). Supporting Teachers' Implementation of Data-Based Instruction for Beginning Writers. Presented at the 2016 Pacific Coast Research Conference, San Diego, CA.



50. Janda, B., **McMaster**, K., Jung, P., Shin, J., van den Broek, P., & Espin, C. (2015). How struggling readers process narrative and informational texts: Insights from think-alouds. Poster presented at the Annual Meeting of the Society for Text & Discourse, Minneapolis, MN.
51. **McMaster**, K. L., Leinen, A. B., Brodeur, K., & Lam, E. (2015, April). Making In-the-Text Connections: Helping students understand what they read. Presented at the 2015 Annual Convention of the Council for Exceptional Children, San Diego, CA.
52. **McMaster**, K. L., Kunkel, A., Shin, J., & Lembke, E. (2015, February). Interventions for beginning writers: A literature review. Presented at the 2015 Pacific Coast Research Conference, San Diego, CA.
53. **McMaster**, K. L., Janda, B., Leinen, A. B., Hsu, H., Espin, C. A., & van den Broek, P. (2014, April). You're on the right track! Giving feedback during a reading comprehension intervention. Presented at the 2014 Annual Convention of the Council for Exceptional Children, Philadelphia, PA.
54. **McMaster**, K. L., van den Broek, P., Espin, C., Janda, B., & Pinto, V. (2014, March). Making In-the-Text Connections to support struggling readers' comprehension. Presented at the 2014 Society for Research in Educational Effectiveness Conference, Washington, DC.
55. **McMaster**, K. L., Espin, C., Jung, P., Shin, J., Wayman, M., & Deno, S. L. (2014, February), Monitoring elementary students' writing progress using Curriculum-Based Measurement. Presented at the 2014 Pacific Coast Research Conference, San Diego, CA.
56. **McMaster**, K. L., Espin, C., van den Broek, P., Janda, B., Pinto, V., & Jung, P. G. (2013, April). Making the right connections: Improving the comprehension of struggling readers. Presented at the 2013 Annual Convention of the Council for Exceptional Children.
57. Fuchs, D., & **McMaster**, K. L. (2013, April). Scaling up evidence-based academic programs. Presented at the 2013 Annual Convention of the Council for Exceptional Children.
58. **McMaster**, K. L., Pinto, V., van den Broek, P., Espin, C., & Janda, B. (2013, February). Making the right connections: Improving the comprehension of struggling readers. Presented at the 2013 Pacific Coast Research Conference, San Diego, CA.
59. **McMaster**, K. L., Espin, C., Jung, P. G., Wayman, M. M., & Deno, S. L. (2012, July). Monitoring elementary students' progress in writing using Curriculum-Based Measurement. Presented at the 2012 Society for the Scientific Study of Reading conference, Montréal, Canada.
60. \***McMaster**, K. L. (2012, April). Down the garden path: Growing and sustaining a research program. Presented at the 2012 Council for Exceptional Children Convention, Denver, CO.
61. Han, I., Jung, P. & **McMaster**, K. L. (2012, April). Evidence-based reading instruction for English Learners: Meta-analysis of single-case design research. Presented at the 2012 Council for Exceptional Children Convention, Denver, CO.
62. Lindell, M., & **McMaster**, K. L. (2012, April). The effects of microteaching on pre-service teacher knowledge and implementation of the concept mastery routine. Presented at the 2012 Council for

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Exceptional Children Convention, Denver, CO.

63. Jung, P. & **McMaster**, K. L. (2012, April). The classification accuracy of curriculum-based measures for beginning writers (CBM-BW). Presented at the 2012 Council for Exceptional Children Convention, Denver, CO.
64. Pinto, V., & **McMaster**, K. L. (2012, April). Teaching for transfer of an evidence-based reading strategy: An experimental field trial. Presented at the 2012 Council for Exceptional Children Convention, Denver, CO.
65. **McMaster**, K. L., Espin, C. A., Wayman, M. M., & Deno, S. L. (2012, February). CBM-writing in the elementary grades: Measuring performance and progress. Poster presented at the 2012 Pacific Coast Research Conference, San Diego, CA.
66. **McMaster**, K. L., & Fuchs, D. (2011, September). Scaling up an evidence-based practice: Importance of fidelity and flexibility. Presented at the 2011 Society for Research on Educational Effectiveness Fall Conference, Washington, DC.
67. **McMaster**, K. L. (2011, July). Assessing writing to inform early identification and intervention. Symposium for the 2011 Society for the Scientific Study of Reading conference, St. Pete, FL.
68. **McMaster**, K. L., Parker, D., & Du, X. (2011, July). Monitoring first-graders' writing progress using sentence- and story-writing tasks. Paper presented at the 2011 Society for the Scientific Study of Reading conference, St. Pete, FL.
69. **McMaster**, K. L., Jung, P. G., & Parker, D. (2011, April). Using curriculum-based measures to monitor the progress of beginning writers: A demonstration. Presented at the 2011 Council for Exceptional Children Convention, National Harbor, MD.
70. Han, I., & **McMaster**, K. L. (2011, April). How experienced teachers can provide instructional support to promote evidence-based practice. Presented at the 2011 Council for Exceptional Children Convention, National Harbor, MD.
71. Bemboom, C., & **McMaster**, K. L. (2011, April). Meeting the literacy needs of secondary students with evidence based interventions. Presented at the 2011 Council for Exceptional Children Convention, National Harbor, MD.
72. Lindell, M., & **McMaster**, K. L. (2011, April). Promising practices for inclusive classrooms. Poster presented at the 2011 Council for Exceptional Children Convention, National Harbor, MD.
73. **McMaster**, K. L., Du, X., & Parker, D. (2011, March). Monitoring beginning writers' progress using curriculum-based measurement. Presented at the 2011 Minnesota Council for Exceptional Children Special Education Conference, Duluth, MN.
74. **McMaster**, K. L., & Parker, D. (2011, February). Research on CBM for beginning writers. Poster presented at the 2011 Pacific Coast Research Conference, San Diego, CA.
75. Parker, D. C., **McMaster**, K. L., & Burns, M. K. (2011, February). Instructionally relevant assessment for beginning writers. Mini-skills session accepted for presentation at the annual convention of the National Association of School Psychologists, San Francisco, CA.

76. Parker, D. C., Dickey, B., **McMaster**, K. L., & Burns, M. K. (2011, February). An application of brief experimental analysis with beginning writing. Paper accepted for presentation at the annual convention of the National Association of School Psychologists, San Francisco, CA.
77. Lindell, M., & **McMaster**, K. L. (2010, November). Promising Practices for Inclusive Classes: Research to Guide Teacher Educators. Presented at the Teacher Education Division of CEC Annual Conference, St. Louis, MO.
78. **McMaster**, K. L., Stecker, P., & Hodge, J. (2010, November). Data-Based Instruction: Refocusing Teacher Education on Individualization for Students with Disabilities. Presented at the Teacher Education Division of CEC Annual Conference, St. Louis, MO.
79. Fuchs, D., **McMaster**, K., Saenz, L., Kearns, D., Fuchs, L. Yen, L., Compton, C., Lemons, C., Zhang, W., & Schatschneider, C. (2010). Bringing educational innovation to scale: Top-down, bottom-up, or a third way? Presented at the 2010 IES Research Conference, Washington, D.C.
80. Fuchs, D., **McMaster**, K. L., Saenz, L., Kearns, D., Fuchs, L. S., Yen, L. Compton, D. L., & Schatschneider, C. (2010, June). Scaling Up PALS: A comparison of Top Down versus Bottom Up approaches. Poster presented at the 2010 IES Research Conference, Washington, D.C.
81. **McMaster**, K. L., Du, S., Yeo, S., Parker, D., Braganza, V., & Ellis, T. (2010, April). Curriculum-based measures for monitoring progress of beginning writers. Presented at the AERA 2010 Annual Meeting, Denver, CO.
82. **McMaster**, K. L., Fuchs, D., Saenz, L., & Lemons, C. (2010, April). Peer-Assisted Learning Strategies: Multiple Perspectives on Bringing Evidence-Based Practice to Scale. Presented at the 2010 CEC Convention and Expo, Nashville, TN.
83. **McMaster**, K. L., Fuchs, D., Saenz, L., & Lemons, C. (2010, February). Bringing evidence-based practice to scale: Effects of teachers' customization of peer-assisted learning strategies. Presented at the 2010 Pacific Coast Research Conference, San Diego, CA.
84. Fuchs, D., **McMaster**, K. L., Saenz, L., Kearns, D. M., Lemons, C., Yen, L., Fuchs, L. S., & Compton, D. L., Stein, M. L., & Rafdal, B. Scaling-Up PALS: Results from 4 Years of a Goal 4 Study. (2009, June). Poster presented at the 2009 IES Research Conference, Washington, D.C.
85. Kearns, D. M., Fuchs, D., **McMaster**, K. L., Saenz, L., Yen, L., Fuchs, L. S., & Compton, D. L., (2009, June). (2009, June). Factors Predicting Sustainability of Evidence-Based Practices: Evidence from the PALS Scaling-Up Study. Poster presented at the 2009 IES Research Conference, Washington, D.C.
86. \***McMaster**, K., Braganza, V., & Pierce, R. (2009, May). Using CBM to monitor students' responsiveness to Peer-Assisted Learning Strategies: An evidence-based, Tier 1 approach. Invited presentation for the International Reading Association Reading Research 2009 Conference.
87. Pierce, B., Espin, C., **McMaster**, K., Mahlke, A., Yeo, S., Zukowski, B., & Deno, S. (2009, April) Improving data-based instructional programming through online teacher-to-teacher communication. Paper presented at the 2009 Council for Exceptional Children Annual Convention, Seattle, WA.

88. Braganza, V., Han, I., Eadie, C., & **McMaster**, K. L. (2009, April) Sustaining Evidence-Based Practice: Teacher's Use of Peer-Assisted Learning Strategies. Paper presented at the 2009 Council for Exceptional Children Annual Convention, Seattle, WA.
89. **McMaster**, K., Saenz, L., Fuchs, D., Berends, M., Yen, L., & Kearns, D. (2009, April) *Scaling Up Peer-Assisted Learning Strategies: Findings From 3 Years of Research*. Paper presented at the 2009 Council for Exceptional Children Annual Convention, Seattle, WA.
90. Han, I., & **McMaster**, K. (2009, April). Early reading instruction for English language learners: A meta-analysis. Paper presented at the 2009 Council for Exceptional Children Annual Convention, Seattle, WA.
91. **McMaster**, K., Braganza, V., & Eadie, C. (2009, March). Peer-assisted learning strategies: A Tier 1 Supplemental Reading Program. Presented to the 2009 Minnesota Response to Intervention Conference, Bloomington, MN.
92. **McMaster**, K., Espin, C., Wallace, T., & Lembke, E. (2009, February). Toward a seamless and flexible progress monitoring system: New developments in curriculum-based measurement research. Panel presentation accepted for the 2009 Pacific Coast Research Conference, San Diego, CA.
93. Utke, B., Lindell, M., Hupp, S., & **McMaster**, K. (2008, November). Research on quality personnel preparation for inclusive settings: Building the evidence base. Paper presented at the Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Dallas, TX.
94. **McMaster**, K. (2008, July). Implementing Evidence-Based Practices with At-Risk Readers: Effects of PALS for Kindergarten English Learners. In L. Fuchs (Chair), *Feasibility and effectiveness of early preventive reading interventions*. Symposium presented at the Society for the Scientific Study of Reading conference, Asheville, NC.
95. Fuchs, D., Saenz, L., **McMaster**, K., Yen, L., Fuchs, L., Compton, D., & Lemons, C. (2008, July). Scaling up an evidence-based reading program for kindergartners. In L. Fuchs (Chair), *Feasibility and effectiveness of early preventive reading interventions*. Symposium presented at the Society for the Scientific Study of Reading conference, Asheville, NC.
96. **McMaster**, K., van den Broek, P., Rapp, D., White, M. J., Carlson, S., Kendeou, P., Espin, C., & Deno, S. L. (2008, June). Using Cognitive Science to Inform Reading Comprehension Interventions for Struggling, Average, and Good Readers. Poster presented at the 2008 IES Research Conference, Washington, D.C.
97. Clinton, V., Seipel, B., van den Broek, P., **McMaster**, K.L., Rapp, D.N., White, M.J. (2008, June). Gender Differences in Elaborative Inferences. Poster presented at Institute of Education Sciences Third Annual Research Conference on June 10, 2008.
98. **McMaster**, K. & Han, I. (2008, April). Supporting Teachers' Implementation of Scientifically-Based Practice: A Comparison of University vs. District-Based Support. Presented at the Council for Exceptional Children Annual Convention, Boston, MA.

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99. Espin, C. A., Wayman, M. M., Mahlke, A., Du, X., **McMaster**, K. & Deno, S. (2008, April). Examining teachers' understanding of progress monitoring data using think aloud protocols . Presented at the Council for Exceptional Children Annual Convention, Boston, MA.
100. Espin, C. A., Wayman, M. M., **McMaster**, K. & Deno, S. (2008, February). Teachers' understanding of progress monitoring data: Expert ratings of understanding. Pacific Coast Research Conference, San Diego, CA.
101. Sáenz, L. M. & **McMaster**, K. L. (2008, February). Scaling up Peer-Assisted Learning Strategies. Pacific Coast Research Conference, San Diego, CA.
102. **McMaster**, K. L., van den Broek, P., White, M. J., Bohn, K., Knutson, S., Espin, C. E., Rapp, D. N., & Kendeou, P. (2007, June). Using cognitive science to inform reading comprehension interventions for struggling, average, and good readers. Poster presented at the 2007 IES Research Conference, Washington, D.C.
103. Fuchs, D., Berends, M., Yen, L., Fuchs, L. S., Compton, D. L., Sáenz, L., & **McMaster**, K. L. Scaling Up Kindergarten Peer-Assisted Learning Strategies (2007, June). Poster presented at the 2007 IES Research Conference, Washington, D.C.
104. Du, X., & **McMaster**, K. L. (2007, April). Technical adequacy of CBMs for monitoring progress of beginning writers. Poster presented at the CEC Annual Convention and Expo, Louisville, KY.
105. Sáenz, L., Fuchs, D., & **McMaster**, K. L. (2007, April). Findings from a study of scaling up an evidence-based reading practice for kindergartners. Paper presented at the CEC Annual Convention and Expo, Louisville, KY.
106. Fuchs, D., Berends, M., & **McMaster**, K. L. (2007, April). Scaling up Peer-Assisted Learning Strategies in Tennessee, Minnesota, and South Texas. American Educational Research Association Annual Meeting, Chicago, IL.
107. Fuchs, D., **McMaster**, K., Sáenz, L., & Berends, M. (2007, February). Scaling up peer-assisted learning strategies in Minneapolis, South Texas, and Nashville: A multi-method and longitudinal randomized control trial. Pacific Coast Research Conference, San Diego, CA.
108. **McMaster**, K. L. (2006, October). Promises and limitations of peer-assisted learning strategies in reading. Learning Disabilities Worldwide 15<sup>th</sup> Annual Congress on Learning Disabilities, Burlington, MA.
109. \***McMaster**, K. L. (2006, August). RTI: Identification and intervention approaches for struggling readers. Response to Intervention Summit, Salt Lake City, UT.
110. Fuchs, D., Berends, M., Yen, L., Fuchs, L. S., Compton, D. L., Sáenz, L., & **McMaster**, K. L. (2006, June). Scaling-up Peer-Assisted Learning Strategies: A longitudinal, multi-site randomized control trial to determine necessary on-site technical assistance to teacher implementers. Poster presented to the Institute for Education Sciences Research Conference, Washington, DC.
111. van den Broek, P., **McMaster**, K., Rapp, D.N., Kendeou, P., Espin, C., & Deno, S. (2006, June). Connecting cognitive science and educational practice to improve reading comprehension. Paper presented at the Institute of Education Sciences Research Conference: Washington, D.C.

112. **McMaster**, K. L., Kendeou, P., Rapp, D. N., & van den Broek, P. (July, 2006). Cognitive Profiles of Struggling, Average, and Good Readers in Elementary, Middle, and High School. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Vancouver, B.C.
113. Tilstra, J., van den Broek, P., **McMaster**, K., Kendeou, P., & Rapp, D.N. (July, 2006). The contribution of fluency, vocabulary and listening comprehension to reading comprehension in 4th, 7th and 9th grade readers. Interactive paper presented at the annual meeting of the Society for the Scientific Study of Reading, Vancouver, B.C.
114. **McMaster**, K. L., & Campbell, H. (May, 2006). Advances in monitoring progress in writing. Paper presented at the Advances in Progress Monitoring Conference, Minneapolis, MN.
115. **McMaster**, K. L., & Campbell, H. (April, 2006). Developing Curriculum-Based Measures for monitoring student progress in written expression. Poster presented at the CEC Annual Convention and Expo, Salt Lake City, UT.
116. Kung, L., Han, I., Cao, M., & **McMaster**, K. (April, 2006). Effects of Peer-Assisted Learning Strategies in Reading for Kindergarten English Learners. Presentation presented at the CEC Annual Convention and Expo, Salt Lake City, UT.
117. **McMaster**, K. L., & Campbell, H. (February, 2006). Technical features of new and existing measures of written expression: An examination within and across grade levels. Paper presented at the Pacific Coast Research Conference, San Diego, CA.
118. Espin, C., & **McMaster**, K. L. (October, 2005). Monitoring students' progress in writing: Elementary to secondary level. Learning Disabilities Worldwide 14<sup>th</sup> Annual Congress on Learning Disabilities, Burlington, MA.
119. **McMaster**, K. L., Sáenz, L., Fuchs, D., Fuchs, L. S., & Yen, L. (July, 2005). Improving student reading achievement with Peer-Assisted Learning Strategies. Office of Special Education Programs Project Directors' Meeting, Washington, DC.
120. Van den Broek, P., **McMaster**, K., & Rapp, D. (June, 2005). Improving comprehension of struggling readers: Connecting cognitive science and educational practice. Reading Comprehension Third Annual Principal Investigators Meeting, Institute of Educational Sciences, Washington, DC.
121. Fuchs, D., **McMaster**, K. L., Sáenz, L., & Yen, L. (June, 2005). Scaling Up Peer Assisted Learning Strategies to Strengthen Reading Achievement. Reading Comprehension Third Annual Principal Investigators Meeting, Institute of Educational Sciences, Washington, DC.
122. **McMaster**, K. L., Sáenz, L., Miura, M., & Cao, M. (April, 2005). Using Peer-Assisted Learning strategies to improve the reading performance of English language learners. CEC Annual Convention and Expo, Baltimore, MD.
123. **McMaster**, K., L., Miura, M., & Cao, M. (April, 2005). Reliability and validity of curriculum-based reading measures for secondary English learners. AERA Annual Meeting, Montreal, Canada.
124. **McMaster**, K. L. (February, 2005). Peer-mediated instruction in reading for English language

learners. Pacific Coast Research Conference, Coronado, CA.

125. **McMaster**, K. L., & Fuchs, D. (April, 2004). Supplemental intervention for nonresponders to classwide reading instruction: Comparing Curricular modifications to individual tutoring. AERA Annual Meeting, San Diego, CA.
126. **McMaster**, K. L. (February, 2004). Promises and limitations of peer-assisted learning strategies: Differentiating instruction for diverse learners using evidence-based classroom instruction. Minnesota Council for Exceptional Children Annual Conference, Duluth, MN.
127. **McMaster**, K. L., Fuchs, D., Fuchs, L. S., & Compton, D. (February, 2004). Issues surrounding student responsiveness to classwide and individualized instruction. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
128. \***McMaster**, K. L. (April, 2003). Invited poster presentation: Identification and treatment of students who are unresponsive to generally effective instruction: A new approach to identifying students with learning disabilities? CEC Annual Convention and Expo, Seattle, WA.
129. **McMaster**, K. L., Yen, L., Yang, N., & Fuchs, D. (April, 2003). Identifying and treating students unresponsive to generally effective instruction: A new approach to identifying students with learning disabilities? CEC Annual Convention and Expo, Seattle, WA.
130. Morgan, P., & **McMaster**, K. (April, 2002). Using academic structure to promote positive behavior. CEC Annual Convention and Expo, New York, NY.
131. Fuchs, D., Al Otaiba, S., Nyman, K., O'Connor, R. E., & Jenkins, J. R. (April, 2001). When our best interventions don't work: Research on nonresponders. CEC Annual Convention and Expo, Kansas City, MO.
132. **Nyman**, K. L., & Fuchs, D. (November, 2001). Does cooperative learning improve achievement of students with learning disabilities? 51<sup>st</sup> Annual Conference of the International Dyslexia Association, Washington, D.C.
133. Fuchs, D., Fuchs, L., Thompson, A., Svenson, E., Al Otaiba, S., Yang, J., & **Nyman**, K. (February, 2000). Strong foundations: Boosting reading achievement in kindergartners using PALS. Annual Joint Conference on Children and Youth with Disabilities, Nashville, TN.
134. Sutherland, K., **Nyman**, K., & Marshall, J. (February, 2000). Making cooperative learning more effective for students with learning and behavior problems. Annual Joint Conference on Children and Youth with Disabilities, Nashville, TN.

## TEACHING

### *Courses Taught*

F 2002, S 2003	EPSY 5613: Foundations of Special Education I (taught to Undergraduate Foundations of Education students)
F 2002, Su 2003	EPSY 5613: Foundations of Special Education I (taught to Masters of Education students in special education)
S 2003	EPSY 5614: Assessment in Special Education (taught to Masters of Education

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	students in special education)
F 2004-S 2005	EPSY 5755 & 5756: Student Teaching, Developmental Disabilities (taught to Masters of Education students in special education)
S 2004-2006, 2008	EPSY 5720: Special Topics Course—Specialized Interventions for Students with Written Language Disabilities Revised to EPSY 5618: Specialized Interventions for Students with Disabilities in Reading and Written Language (M.Ed. & Ph.D. students)
F 2006-09, 11, 13	EPSY 8701: Special Education Doctoral Core Seminar I
S 2009-17, 19	EPSY 8702: Special Education Doctoral Core Seminar II
S 2010	EPSY 8117: Writing Empirical Papers (MA and Ph.D. students in Educational Psychology and related fields)
S 2011	EPSY 8600: Special Topics in Special Education: Research on Teacher Education in Special Education
F 2012	EPSY 8600: Special Topics in Special Education: Research on Reading Difficulties and Disabilities
F 2015, 17; Su 2019	EPSY 5627/8612: Advanced Issues in Learning Disabilities

### ***Guest Lectures and Invited Talks***

Fall 2020	Making connections: Teaching writing to support your students' reading growth. Presented to the Minnesota Center for Reading Research Summer Literacy Workshop, St. Paul, MN.
February 2019, 2020	Getting an Academic Job: Tips on the Job Search and Interview Process. Presented at the Early Career Panel at the Pacific Coast Research Conference.
November 25, 2019	Generating evidence for practice. Guest lecture for Special Education Doctoral Seminar 8701, Minneapolis, MN.
August 6, 2019	Working with evidence: What does it mean for literacy instruction? Keynote speech presented to the Minnesota Center for Reading Research Summer Literacy Workshop, St. Paul, MN. Co-presented with teacher partners Chris Rice, Samantha Shopbell, Marissa Straszewski, & Leah Swenson.
November 7, 2018	Supporting Teachers' Individualization of Early Writing Instruction: <i>Assessment, Intervention, and Decision-Making</i> . Invited talk for the Georgia State College of Education and Human Development Distinguished Speaker Series, Atlanta, GA.
October 18, 2018	Research on Data-Based Instruction in Early Writing: <i>Purposes, Assumptions, and Methods</i> . Guest lecture for OLPD 8015, Inquiry Strategies for Educational Research, University of Minnesota.



March 19, 2018	Implementing High-Quality Writing Instruction. Invited class lecture (via Skype) at Southern Methodist University, Dallas, TX.
February 13, 2018	Flexible PALS, TLC for Teachers, and the Birth of an Alien: Bridging Research and Practice in Schools. Guest lecture for EPSY 5200, Community Engaged Research Experiences for Undergraduate Students, University of Minnesota.
April 6, 2017	Peer-Assisted Learning Strategies and Data-Based Instruction: Differentiating Instruction for Diverse Learners. Presented to a delegation of scholars from Armenia for the UMN Institute on Community Integration.
March 30, 2017	“Ask the Expert” in Writing. Invited class Q & A (via Google hangout) for undergraduate pre-service special education teachers at Vanderbilt University, Nashville, TN.
February 20, 2017	Peer-Assisted Learning Strategies: Lessons from Research. Presented to a delegation of Chinese teachers and school administrators for the UMN Global Programs and Strategy Alliance.
September 27, 2017	Peer-Assisted Learning Strategies in Reading. Guest lecture for EPSY 5618 (reading interventions course in UMN Special Education Program).
October 17, 2016	Implementing High-Quality Writing Instruction. Invited class lecture (via Skype) at Southern Methodist University, Dallas, TX.
October 1, 2016	Strategies for Intensifying Intervention: <i>Academics for students with high-incidence Disabilities</i> . Invited talk at the Fall Meeting of the National Center for Leadership on Intensive Intervention, Dallas, TX.
March 2010-2016	Understanding Learning Disabilities. Annual guest lecture presented as part of the LEND Seminar Series, University of Minnesota.
March 15, 2016	Scaling up Peer-Assisted Learning Strategies (PALS): Lessons from Research and Practice. Invited talk for the Centre for Research in Psychology, Behaviour, and Achievement, University of Coventry, England.
February 25, 2016	Implementing High Quality Early Writing Intervention. Invited class lecture at Southern Methodist University, Dallas, TX.
December 15, 2015	Using Theory to Inform the Development of a Reading Comprehension Intervention. Invited talk for the Center for Teaching and Learning, University of Oregon, Eugene, OR.
October 15, 2015	Progress Monitoring within Multi-Tiered Systems of Support: Why, What, When, and How? Invited talk for the Werklund School of Education, Integrated Services in Education, University of Calgary, Canada.
October 10, 2012	Assessment for instructional decision-making: Curriculum-Based Measurement. Plenary speech to the 22 <sup>nd</sup> National Special Education Congress, Trabzon, Turkey.

May, 2007                      Scaling up evidence-based practices in reading. Presented at the May 4, 2007 University of Minnesota Center for Reading Research Brown Bag Lunch Panel, St. Paul, MN.

### ***Supervised Dissertations***

1. Petursdottir, A. L. (2006, June). *Brief experimental analysis of early reading interventions*. Dissertation co-advised with J. McComas, Minneapolis, MN: University of Minnesota.
2. Tilstra, J. S. (2007, May). *What good and struggling 5th grade readers do when reading expository text for a specific purpose: Implications for intervention*. Dissertation co-advised with S. Deno, Minneapolis, MN: University of Minnesota. *Recipient of 2007 Minnesota Center for Reading Research Student Research Grant.*
3. Han, I. (2009, August). *Evidence-Based Reading Instruction for English Language Learners in Preschool through Sixth Grades: A Meta-Analysis of Group Design Studies*. Minneapolis, MN: University of Minnesota. *Recipient of 2008-09 University of Minnesota Graduate School Dissertation Fellowship.*
4. Pierce, R. L. (2009, August). *Online Peer Collaboration: Teachers Supporting Each Other's Instructional Use of CBM Data*. Minneapolis, MN: University of Minnesota.
5. Peper, C. (2009, August). *Examining the Reliability and Validity of a Self-Determination Measure*. Dissertation co-advised with Stanley Deno, Minneapolis, MN: University of Minnesota.
6. Mahlke, A. (2009, December). *Does Systematic Miscue Analysis Explain Variance in Struggling Readers' Oral Reading Proficiency?* Minneapolis, MN: University of Minnesota.
7. Bemboom, C. (2011, April). *Evaluating Tier II Reading Instruction with High School Sophomores in a Response to Intervention Framework*. Minneapolis, MN: University of Minnesota.
8. Carlson, S. (2011, September). *The Effects of Questioning During and After Reading on Inference Generation between Skilled and Less-Skilled Comprehenders*. Dissertation co-advised with Paul van den Broek, Minneapolis, MN: University of Minnesota.
9. Pinto, V. V. (2012, February). *Promoting Transfer of Peer-Assisted Learning Strategies*. Minneapolis, MN: University of Minnesota.
10. Lindell, M. A. (2013, June). *The Effects of Microteaching on Pre-Service Teachers' Knowledge and Implementation of the Concept Mastery Routine*. Minneapolis, MN: University of Minnesota.
11. Jung, P. (2015, March). *Effects of data-based instruction for students with intensive early writing needs: A randomized control trial*. Minneapolis, MN: University of Minnesota.
12. Kunkel, A. (2015, April). *The Effects of Computer-Assisted Instruction in Reading: A Meta-Analysis*. Minneapolis, MN: University of Minnesota.
13. Brandes, D. (2015, May). *Repeated Reading with and without Vocabulary Instruction: Outcomes for English Language Learners*. Minneapolis, MN: University of Minnesota.
14. Lam, E. (2015, December). *Technical characteristics of e-based vs. paper-pencil CBM tasks for students who are deaf and hard of hearing*. Dissertation co-advised with Susan Rose, Minneapolis, MN: University of Minnesota.

of Minnesota.

15. Leinen, A. B. (2017, January). *The Effects of Combining Peer-Assisted Learning Strategies and Incremental Rehearsal on Non-Spanish Speaking English Language Learners' Reading Achievement*. Minneapolis, MN: University of Minnesota.
16. Shin, J. (2017, September). *Relations between CBM (Oral Reading and Maze) and Reading Comprehension on State Achievement Tests: A Meta-Analysis*. Minneapolis, MN: University of Minnesota.
17. Nelson, G. (2017, December). *The Effects of Early Numeracy Interventions for Students in Preschool and Early Elementary: A Meta-Analysis*. Minneapolis, MN: University of Minnesota.
18. Pennington, B. (2019, May). *The Effect of Parent-Implemented Functional Communication Training on Challenging Behavior and Communication: A Meta-Analysis*. Minneapolis, MN: University of Minnesota.
19. Wagner, K. (2019, September). *Examination of Three Practice Schedules for Single Digit Math*. Minneapolis, MN: University of Minnesota.
20. Bresina, B. J. C. (2021, September). *Characteristics of Students with Persistent Intensive Needs in Reading Comprehension and the Impact of Response Criteria*. Minneapolis, MN: University of Minnesota.

## SERVICE

### *University of Minnesota*

2020	Member: CEHD Dean Search Committee
2020-present	Member: Climate Support Network
2007-present	Member: University of MN Institutional Review Board--Social Sciences

### *College of Education and Human Development, UMN*

2019-present	Member: Academic Leadership Team
2017	Member: College Review Committee for Promotion
2014-2017	Member: Minnesota Center for Reading Research Advisory Board
2015	Mentor: Write to Win Grant-writing group
2013	Member: CEHD Grant-writing Bootcamp Workgroup
2011	Member: Faculty Leave Committee
2011	Member: Teacher Education Redesign Initiative – Leadership Team
2010	Member: Search Committee for EDRC Director
2009	Member: Teacher Education Redesign Initiative – Research Task Group
2004-06	Member: Impact Award Subcommittee of the Council for Teacher Education
2004	Member: Council for Teacher Education Steering Committee
2003-05	Member: Council for Teacher Education

### *Department of Educational Psychology, UMN*

2019-present	Peer mentor for EPSY Mentors program
2018-2019	Associate Chair
2018-2019	Chair, Self-study Committee for EPSY external review
2018	Member: S. Varma Promotion Synopsis Committee
2018	Member: Associate Professor Review Committee
2016-2019	Member: Post-tenure Review Committee
2016-2017	Member: ICR Work Group
2016	Member: Faculty Merit Review Work Group

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2016	Member: L. Johnson Tenure Synopsis Committee
2015-2016	Member: Awards and Honors Committee
2014-2015	Member: Steering Committee
2015	Member: R. Coddling Tenure Synopsis Committee
2014	Interim Director of Undergraduate Studies
2014-2017	Coordinator: Special Education Program
2014	Member: N. Kohli Annual Review Synopsis Committee
2013	Member: Special Education Faculty Search Committee
2010-2013	Member: Special Education Teacher Education Task Force
2009-2013	Member: Steering Committee
2012	Member: Psych Foundations Faculty Search Committee
2012-13	Chair: L. Johnson Annual Review Synopsis Committee
2009-10	Member: Faculty Performance Review Committee
2007	Member-At-Large: Steering Committee
2007	Member: Special Education Faculty Search Committee Search Committee
2005-06	Member: MITER Faculty Search Committee

### ***Community Outreach***

Feb 2020	PALS training for Pankalo Elementary School, Northeast Metro 916 Intermediate School District
Mar 2016	PALS training for Hmong International Academy, Minneapolis Public Schools
Mar 2016	PALS training for Minneapolis Public Schools Propay Course
Mar 2015	PALS training for Hmong International Academy, Minneapolis Public Schools
Feb 2015	Writing Strategies for Elementary-Level Students: Training for Kenny Elementary School teachers, Minneapolis Public Schools
Nov 2012	Presentation to Implementation Science team, Minnesota Department of Education: "Scaling up an evidence-based practice: Lessons learned from research and practice."
Jan 2012	"Thought Leader" Interview: Minnesota Learning Disabilities Association
Mar 2011	Presentation to Lead Special Education Staff Meeting in Minneapolis Public Schools: "Monitoring Progress of Beginning Writers"
Fall 2009	PALS training and follow-up for Wellstone International High School, Minneapolis
Mar 2009	PALS training for Kenny School, Minneapolis, MN
Jan 2009	Panelist, CEHD Policy Breakfast Series
Dec-May 2008	Volunteer tutor at Bancroft Elementary School, Minneapolis, MN
Dec 2008	PALS training for Interdistrict Downtown School, Minneapolis, MN
Nov 2007	Presenter, CEHD Saturday Scholars Program
Nov 2007	Speaker, Minnesota Consortium for Evidence in Education Dinner, St. Paul, MN
Nov 2006	PALS training for Interdistrict Downtown School, Minneapolis, MN
Jan 2006	Teacher In-service: "Comprehension Instruction and Reading in the Content Areas" for Westwood Elementary, Blaine, MN
Jun 2004	Reviewer: Minneapolis Public Schools K-5 Literacy Framework
Feb 2004	Panelist, Minneapolis Public Schools Literacy Panel with MacArthur Foundation
Jan 2004	PALS training for Woodcrest Elementary, Fridley, MN.
Nov 2003	PALS training for Professional Growth Academy Program, Rochester, MN
Mar 2003	PALS training for Minneapolis Public Schools In-service (March 6, 2003).

### ***State-Level Service***

2014-15	Member: MN Department of Education Advisory Work Group, Multi-tiered System of Early Intervention and Instructional Support
2012-16	Member: MN Department of Education Special Education Advisory Panel 2011

***National Professional Organizations: Committees***

- 2014-19 Presidential line, Division for Research, Council for Exceptional Children  
 2010-12 Program Advisory Committee (PAC) Representative for Response to Intervention topic area for the Council for Exceptional Children 2010-2012 Annual Conventions.  
 2008-11 Chair, Professional Development, Standards, and Ethics Committee; Council for Exceptional Children Division of Learning Disabilities

***Associate Editorships and Editorial Boards***

- 2020-present Associate Editor, *Journal of Educational Psychology*  
 2018 Co-Editor with Christopher Lemons, Special Issue on Research on Intensive Intervention, *Learning Disabilities Research & Practice*, 33(3).  
 2017-present Associate Editor, *Elementary School Journal*  
 2014-2017 Associate Editor, *Assessment for Effective Intervention*  
 2014-present Editorial Board, *Journal of Learning Disabilities*  
 2014-present Editorial Board, *Journal of Educational Psychology*  
 2013-present Editorial Board, *Elementary School Journal*  
 2011-present Editorial Board, *Exceptional Children*  
 2010-present Editorial Board, *Learning Disabilities Quarterly*  
 2010-present Editorial Board, *Journal of Special Education*  
 2009-present Editorial Board, *Scientific Studies of Reading*  
 2009-present Editorial Board, *Reading and Writing Quarterly*  
 2009-present Editorial Board, *Learning Disabilities Research & Practice*  
 2008-2017 Editorial Board, *Assessment for Effective Intervention*

***Guest Reviewing***

*American Education Research Journal, Annals of Dyslexia, Discourse Processes, Education and Treatment of Children, Educational Researcher, Elementary School Journal, Exceptional Children, Journal of Applied Behavior Analysis, Journal of Learning Disabilities, Journal of Educational Psychology, Journal of Special Education, Learning and Individual Differences, Learning Disabilities Quarterly, Reading and Writing Quarterly, School Psychology Review, Scientific Studies of Reading.*

Reviewer of proposals for Society for Research on Evidence in Education (SREE), 2011-2013, 2016

Reviewer of proposals for CEC Annual Convention (2008-present)

Reviewer of proposals for AERA Annual Meeting (2006)

***National Review Panels***

- 2017 Panelist for National Institutes of Child Health and Human Development, LD Center Grants  
 2015 Panelist for Institution for Education Sciences (U.S. Department of Education) Research & Development Center on Standards in Schools  
 2012-present Technical Review Board Member/Advisory Panelist, National Center on Intensive Intervention  
 2011-13 Standing Panelist for Institution for Education Sciences (U.S. Department of Education) 2011-2013 Read/Write Grant Reviews.  
 2009-12 Technical Review Board Member, National RTI Center  
 2008-10 Standing Panelist for Institution for Education Sciences (U.S. Department of Education) 2008-2010 Read/Write Grant Reviews.  
 2007 Panelist for Institution for Education Sciences (U.S. Department of Education) 2007

## Read/Write Two Grant Reviews.

***Advisory Boards, Consulting, and Mentoring***

- 2021 – 2025 Consultant for *Catch and Release: Predicting Maintenance of Tier 2 Intervention Effects*, Institute for Education Sciences, U.S. Department of Education, PI David Klingbeil at the University of Wisconsin-Madison.
- 2021 – 2025 Consultant for *Writing Across Levels of Language (WALL) in First Grade*, Institute for Education Sciences, U.S. Department of Education, PIs David Coker & Kristen Ritchey at the University of Delaware.
- 2020 – 2024 Early Career Scholar Mentor: *Developing a Sentence Writing Intervention for Young Struggling Writers*. Institute for Educational Sciences Research Training Program in Special Education: Early Career Development and Mentoring. R324B200016, PI Abigail A. Allen).
- 2019-present Consultant for *MOCCA-CAT* Project, Institute for Education Sciences, U.S. Department of Education, PI Gina Biancarosa at the University of Oregon.
- 2017-present Consultant for *Examining the Processes and Outcomes of Reading Comprehension (EXPO-RC)*, Project, Institute for Education Sciences, U.S. Department of Education, PI Scott Ardoin at the University of Georgia.
- 2014-2017 Consultant for *MOCCA* Project, Institute for Education Sciences, U.S. Department of Education, PI Gina Biancarosa at the University of Oregon.
- 2016 Anoka-Hennepin School District Audit of Special Education Program (Literature review of research-based interventions for students with Specific Learning Disabilities).
- 2012- 2015 Consultant for *Peer-Assisted Writing Strategies (PAWS)*, Institute for Education Sciences, U.S. Department of Education, PI Cynthia Puranik at U of Pittsburgh.

***Current Professional Affiliations***

American Educational Research Association (AERA)  
 Council for Exceptional Children (CEC)  
 International Academy for Research on Learning Disabilities (IARLD)  
 Society for Scientific Studies of Reading (SSSR)

**Workshops & Webinars**

- McMaster, K. (2020, May). Preparing Teachers to Support Children with Dyslexia in Classroom Contexts. Webinar presented for the Higher Education Literacy Partnership of Minnesota.
- Lembke, E. S., & McMaster, K. L. (2018-19 AY). Data-Based Instruction in Early Writing. Multi-day professional development and ongoing support for special education teachers in New York City Public Schools, NY.
- Lembke, E. S., & McMaster, K. L. (2018, June). Data-Based Instruction in Early Writing. Two-day workshop for special education teachers in Bristol-Warran, RI.
- McMaster, K. L. & Lembke, E. S. (2017, October). Writing Better, How Can Teachers Use Data to Individualize Instruction in Writing. Joint NCII/CEC-DR Webinar.
- McMaster, K. (2017, February). Data-Based Instruction for Beginning Writers: Assessment, Intervention, and Decision-Making Tools. PRESS Webinar, Minneapolis, MN.
- McMaster, K. (2016, August). Data-Based Instruction for Beginning Writers: Assessment, Intervention, and Decision-Making Tools. Presented at the 2016 Minnesota Center for Reading Research Summer Workshop, Minneapolis, MN.
- McMaster, K. (2012, January). Cultivating and sustaining a research agenda: The first 9 years. Presented to CEC/Division for Research Doctoral Scholars Seminars Series.
- McMaster, K. (2011, November). Goal 2 Development and Innovation Grants. Presented as part of Designing Successful Special Education Research for Institute of Education Sciences (IES)

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- Grants: Advice from Successful Applicants. A CEC/CEC-DR Collaborative Webinar.
- McMaster, K., Jung, P. G., & Brandes, D. (2011, August). Make new PALS, but keep the core: Customizing an evidence-based practice to improve student reading outcomes. Presented at the 2011 Minnesota Center for Reading Research Summer Workshop, Minneapolis, MN.
- McMaster, K., & Bemboom, C. (2011, February). "The Current State of Response to Intervention: Knowledge and Practice," Northwest Suburban Special Education Organization, Mt. Prospect, IL.
- McMaster, K. (2010, August). Assessment and Intervention for Beginning Writers: What Do We Know? What Do We Need to Learn? Presented at the 2010 Minnesota Center for Reading Research Summer Workshop, Minneapolis, MN.
- McMaster, K. (2010, August). "Getting Started with Response to Intervention," Oakland International Academy, Detroit, MI.
- McMaster, K. (2010, May). "RTI and Special Education: Putting it all Together," *Education Week* Webinar, May 13, 2010.
- McMaster, K. (2010, May). "High School Response to Intervention: Progress Monitoring," Webinar sponsored by the National Center on Response to Intervention, National High School Center, and the Center on Instruction, May 12, 2010.
- McMaster, K., Pierce, R., & Braganza, V. (2009, August). Using CBM to monitor students' responsiveness to Peer-Assisted Learning Strategies: Evidence-based classroom reading instruction. Presented at the 2009 Minnesota Center for Reading Research Summer Workshop, Minneapolis, MN.
- McMaster, K. (2009, April). Progress Monitoring in Written Expression Within and Across Grades. Invited presentation for the 2009 Pennsylvania Department of Education Conference, Hershey, PA.

### **Peer-Assisted Learning Strategies (PALS) Professional Development & Consulting**

1. PALS-UK Tour for EEF grant (Years 3-6), September 23-27, 2019
2. NYU GIFTED Program for Women in Kasoa, Ghana, July 25-31, 2017
3. NYU GIFTED Program for Women in Ghana, June 3, 2017
4. Northern Rhode Island Cooperative, RI (Grades 2-6, High School), March 16, 2017
5. St. Louis Park, MN (Grade 2), August 19, 2016
6. Chippewa Falls Public Schools (Kindergarten, First Grade, Grades 2-6, High School), August 10-11, 2016
7. Mundo Verde PCS, Washington, DC (Grades 2-6), August 5, 2016
8. University of Coventry, England (Grades 2-6), March 10 & 14, 2016
9. New York State Webinar Series (Grades 2-6), October-November, 2015
10. Minnesota Department of Education (Grades 2-6, High School), August 26, 2015
11. Columbus, OH (Kindergarten, First Grade), August 20, 2015
12. Reykjavik, Iceland (High School training), August 13-14, 2015
13. St. Louis Park, MN (Kindergarten, First Grade), June, 2015
14. St. Louis Park, MN (Kindergarten, First Grade, Grades 2-6), August, 2014
15. St. Louis Park, MN (Kindergarten), June, 2014
16. Jackson, MN (Grades 2-6), May, 2014
17. Little Falls Schools (Grades 2-6), January, 2012
18. Mexico Public Schools, Mexico, MO (Kindergarten, First Grade, Grades 2-6), August 2011
19. New York City Department of Education, Bronx, NY (Grades 2-6), June 2011
20. Lindbergh Elementary, MN (Grades 2-6), September, 2010
21. St. Mary's School, Sleepy Eye, MN (Kindergarten, Grades 2-6), June 2010
22. Mosfellsbær Municipality, Iceland (Kindergarten, First Grade, Grades 2-6, and High School training, September 21-22, 2009)

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23. Minneapolis Charter Schools, MN (Ongoing training and support, 2008 to 2010)
24. Princeton Public Schools, MN (Ongoing training and support, 2008 to 2009)
25. Hiawatha Valley Education District, Winona, MN (Ongoing training and support, 2007 to 2009)
26. Hopewell Special Education Regional Resource Center, Ohio (Ongoing training and support, 2003 to 2009)
27. Division of Learning Disabilities of the Council for Exceptional Children Annual Conference, Philadelphia, PA. (November, 2008)
28. Lakes Country Service Cooperative, Fergus Falls, MN (November 7, 2008)
29. Division of Learning Disabilities of CEC Annual Conference (October 24, 2008)
30. Council for Exceptional Children Preconvention Workshop (April 2, 2008)
31. MN Reading First Summer Literacy Institute, St. Paul, MN (June 22, 2005)
32. Reading First Workshop, St. Croix River Education District, Minnesota (June 8, 2005)
33. Cuyahoga Special Education Service Center, Ohio (March 2, 2005)
34. AEA River Education District, Burlington, Iowa (April 28, 2004)
35. Huber Heights City Schools, Ohio (August 19, 2003)
36. Miami Trace Local Schools District, Ohio (May 17, 2003)
37. Warren Local Schools District, Ohio (April 5, 2003)
38. Peer Assisted Learning Strategies (PALS) in kindergarten through grade 6. Workshop presented with Doug Fuchs at the CEC Annual Convention and Expo, New York, NY (April, 2002)