

Curriculum Vita
Amber Squire Moran, B.S. M.A.
211 West Gutierrez Street #5
Santa Barbara, CA 93101
(805) 280-2206
E-mail: asquire@education.ucsb.edu

EDUCATION

University of California, Santa Barbara, Santa Barbara, CA
Ph.D. in Education, Projected Fall 2011
Advanced to Candidacy Fall 2010
Emphasis: Special Education, Disabilities, and Risk Studies

University of California, Santa Barbara, Santa Barbara, CA
M.A. in Education, completed Winter 2010
Emphasis: Special Education, Disabilities, and Risk Studies
Thesis Advisor: Dr. Michael Gerber, Ph.D.

The New Teacher Project
Louisiana Teacher Practitioner Program, Baton Rouge, LA
Louisiana Teaching Certification: December 2006
Emphasis: Mild/Moderate Special Education

University of California, Santa Barbara, Santa Barbara, CA
B.S. Biopsychology, 2005
Golden Eagle Award, 2003, 2005 UCSB Intercollegiate Athletics Award for excellence in Academics and Athletics

TEACHING EXPERIENCE

University of California, Santa Barbara, Santa Barbara, Ca
Teaching Associate: Introduction to Special Education,
Instructor in Multiple Subjects Teaching Credential Program
Fall 2010

- Collaborated in development of course, classroom activities, and assignments for multiple subject teacher candidates.
- Provided instruction to multiple subject teacher candidates on History of Special Education, High Incidence Disabilities, Positive Behavior Support, Response to Intervention, and Direct Instruction.
- Provided continual feedback to students regarding implementation of research-based practices.

University of California, Santa Barbara, Santa Barbara, Ca
Teaching Assistant: Introduction to Special Education,
Instructor: Dr. Michael Gerber, Advisor
Fall 2007, Fall 2008

- Assisted in development of course, classroom activities, and assignments for multiple subject teacher candidates.
- Provided instruction to multiple subject teacher candidates on History of Special Education, High Incidence Disabilities, Positive Behavior Support, Response to Intervention, and Direct Instruction.

- Provided continual feedback to students regarding implementation of research-based practices.

University of California, Santa Barbara, Santa Barbara, Ca
Teaching Assistant: Practicum in Individual Differences

Instructor: Dr. Michael Gerber

Spring 2007, Winter 2009, Fall 2009, Winter 2010, Spring 2010, Fall 2010

- Co-developed course, classroom activities and assignments designed to examine the development and use of a specific tutoring method to teach at risk English Language Learners math problem solving and reading comprehension skills.
- Teach specific tutoring method and behavior management evidence-based practices implemented in individual and small group settings.
- Supervise undergraduate tutors working with small groups of students at risk for academic and behavioral difficulties in general education classrooms.
- Evaluate a service-learning experience for undergraduate students as they work in local elementary schools.

East Baton Rouge School District, Baton Rouge, LA
Special Education Teacher Mild to Moderate

Teach for America/Capitol Middle School

Fall 2005-Spring 2007

- Served as Special Education Teacher for students with Mild to Moderate Disabilities in 6th grade Mathematics and English Language Arts.
- Participated with Teach for America serving in an under-resourced urban public school
- Designed and differentiated instruction for students to have the greatest access to the general curriculum.
- Served on Capitol Middle School Literacy Committee to design school wide literacy goals.
- Participated in grade level curriculum and team meetings, parent conferences, IEP meetings, speech and related service meetings and field trips.
- Collaborated with staff to facilitate inclusion in 6th grade general education classroom.

RESEARCH EXPERIENCE

Graduate Research Assistant/ Santa Barbara Program Coordinator
Strategy Training, Problem Solving, and Working Memory in Children with Math Disabilities supported by The Institute of Educational Science

Project Investigator: H. Lee Swanson

- Develop and test instructional materials/procedures that will increase math problem solution accuracy in children with math difficulties.
- Investigate cognitive characteristics of students with mathematical difficulties.

University of California, Santa Barbara, Santa Barbara, CA
Independent Research Project 2009

Advisor: Prof. Michael Gerber

- Investigate difference in performance on math problem solving tasks for students proficient in English and students with limited English proficiency.
- Developed hypotheses, statistical models, and data analyses to examine the relationship between math problem solving performance and English Language proficiency.

University of California, Santa Barbara, Santa Barbara, CA
Research Apprentice

Advisor: Prof. Michael Gerber

Fall 2007-Spring 2008

- Assist in the development and field testing of specific tutoring method designed to teach at risk English Language Learners listening comprehension skills.
- Provide tutors with specialized instruction in the Core Intervention Model (Gerber, 2004) and Behavior Management strategies to effectively teach struggling students in a small group setting.
- Co-develop hypotheses, statistical models, and data analyses to examine the relationship between specialized academic instruction, Behavior Management in a small group setting and student academic outcomes.

Harding Elementary School, Santa Barbara, Ca

Project Assistant

Advisor: Prof. Michael Gerber

Summer 2008

- Assisted in developing a specific tutoring method implemented during small group secondary instruction to teach at risk Kindergarten English Language Learners phonemic awareness skills.
- Provided teachers and tutors with explicit instruction in the Core Intervention Model (Gerber, 2004) and Behavior Management strategies in order to effectively teach struggling students.
- Co-developed hypotheses, statistical models, and data analyses to examine the relationship between specialized academic instruction and an extended kindergarten program.

TRAININGS PROVIDED

University of California, Santa Barbara, Santa Barbara, Ca

Direct Instruction Training

Winter 2008, Spring 2008

- Provided Training for approximately 40 undergraduate tutors working in small group setting with students at risk for reading failure. Training focused on the Core Intervention Model (Gerber, 2004) a method of direct instruction for English Language Learners.

OTHER EXPERIENCE

University of California, Santa Barbara, Santa Barbara, CA

Performance Assessment of California Teachers

Spring 2009

- Graded assessment for Multiple Subject Teacher candidates.

California State University Channel Islands, Camarillo, CA

Field Placement Supervisor

Supervisor: Jaquelin Gilmore

January 2008-Present

- Supervisor for five intern or student teachers in field placements.
- Liaison between student/intern teachers, cooperating teachers, school administrators and university.
- Observe student/intern teachers in placement providing feedback, support, and encouragement, as well as communicating successes and areas for improvement.
- Reviews student/intern teachers coursework, if need assists in finding resources in field placement to successfully complete assignments.

Holdseback and Associates, Santa Barbara, CA

Behavioral Analyst

Supervisor: Dr. Ellen Lewis

January 2008-Present

- Actively involved in person-centered planning to create individualized, natural supports based on family's requests, preferences and needs.
- Provide in-home and community behavioral support to families and direct caregivers of people with disabilities.
- Develop, train, and monitor individual behavioral intervention plan.
- Troubleshoot in conjunction with Behavior Consultant to remedy lack of progress and ascending trends in behavioral areas.

University of California, Santa Barbara

Gevirtz Graduate School of Education, Santa Barbara, CA

Youth Enrichment Adventure Instructor

Supervisor: Vishna Herity

Summer 2007

- Served as a summer instructor to 20 6th grade students for science enrichment.
- Collaborated with instructor and members of the community to instruct students on inquiry based science projects.
- Supervised students in small groups during field based lessons throughout the community.

CONFERENCE PARTICIPATION

Bridging the Gap between Research and Practice: A Conference for Teachers of Students with Learning Disabilities

Presenter October 2010

Presented on current results of Strategy Training, Problem Solving, and Working Memory in Children with Math Disabilities. Provided workshop session on instructional intervention methods being investigated in the project.

IES Research Conference: Connecting Research, Policy and Practice

Presenter June 2010

Poster presentation on current results of Strategy Training, Problem Solving, and Working Memory in Children with Math Disabilities research supported by The Institute of Educational Science.

Bridging the Gap between Research and Practice: A Conference for Teachers of Students with Learning Disabilities

Presenter October 2008

Provide workshop session on previously researched small group tutoring method and individual and small group Behavior Management strategies for teachers, clinicians, and administrators working with students who have Learning Disabilities.

AWARDS

- Philip & Aida Siff Education Foundation Fellowship, 2008-2009
- Gevirtz Graduate School of Education Department of Education Block Grant, University of California, Santa Barbara, 2008-2009

AFFILIATIONS

- Council of Exceptional Children (Student Affiliate)
- Division of Learning Disability: Graduate Student Representative

- University of California Special Education, Disabilities, and Developmental Risk:
Doctoral Advisory Committee: Treasurer and Local Arrangements Chair

REFERENCES

Dr. Michael Gerber
Professor University of California Santa Barbara
mgerber@education.ucsb.edu
(805) 893-3936

Dr. Lee Swanson
Professor University of California Riverside
lee.swanson@ucr.edu

Dr. Cathy Lussier
Director Problem Solving Grant UC-Riverside
cathyswork@aol.com
(951) 827-3167