

EDUCATION

Ph.D. Special Education

2015

Dissertation: Transition: Barriers, Best Practices, and Special Education Case-Managers' Disability Model

New Mexico State University, Las Cruces, NM

M.A. Education

Areas of Concentration: Curriculum and Instruction

Minor: Learning Technologies

New Mexico State University, Las Cruces, NM

B.A. Special Education

Areas of Concentration: Special Education

Minor: Early Childhood Education

University of Texas at El Paso, El Paso, TX

AWARDS

- University of Texas Inst. Honors: Summa Cum Laude
- MIMCO, Inc. and La La Imports Academic Scholarship 2004-2005
- Wolslager Foundation Academic Scholarship 2002-2004
- El Paso Community College Transfer Scholar 2003
- Talent Roster of Outstanding Transfer Students from Community Colleges Program 2001-2002
- All-American Scholar Collegiate Award 2001

EXPERIENCE

New Mexico Highlands University

Las Vegas, NM

2017-Present

Full-Term Faculty

- Department of Special Education
 - Responsible for the design, development, instruction, and assessment of students in online courses:
- SPED 435/535 Communication and Autism
- SPED 435/535 Introduction to Autism
- SPED 435/535 Behavior and Autism
- SPED 420/520 Curriculum and Methods for Students with Severe Disabilities
- GNED/ SPED 455/555 Classroom Management
- SPED 401/501 Diagnosis of the Exceptional Child
- SPED 430/530 Reading Instruction in Special Education
- Additional Duties:
 - Active participation in committees and task forces.
 - Advising students enrolled in the special education program.
 - Maintain online office hours.
 - Maintaining communication with student's via e-mail, Zoom or by phone.
 - Maintaining D2L (online learning management system).
 - Using Quality Matters standards in the development of asynchronous online courses.
 - Supporting student learning by providing them with additional resources including online modules, videos, and readings.

Yvonne Moreno

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- Grading and providing students with frequent feedback.

New Mexico State University
College Assistant Professor

Las Cruces, NM

2013-2017

- Department of Special Education and Communication Disorders
 - Responsible for the design, development, instruction, and assessment of students in traditional and online courses:
 - SPED 407/507/607 Low Incidence Disabilities in a Diverse Society
 - SPED 486/586/686 Behavior and Autism
 - SPED 406/506 High Incidence Disabilities in a Diverse Society
 - SPED 350/500 Introduction to Special Education
 - Additional duties:
 - Teaching Supervision:
 - Visiting teachers at their school settings.
 - Meeting with teachers for a post observation debriefing.
 - Providing teachers with guidance, support, and feedback.
 - Writing reports.
 - Maintaining office hours.
 - Maintaining communication with students' via face-to-face, e-mail, Canvas Chat, Adobe Connect, or by phone.
 - Maintaining Canvas (online learning management system).
 - Supporting student learning by providing them with additional resources including online modules, videos, and readings.
 - Grading and providing students with frequent feedback.

New Mexico State University
Teaching Graduate Assistant

Las Cruces, NM

2014-2015

- Department of Educational Leadership and Administration
 - Responsible for the design, development, instruction, and assessment of students in the following courses:
 - EMD 250 Introduction to Education

Dona Ana Community College
GED Instructor

Las Cruces, NM

2011-2012

- Adult Basic Education Program
 - Responsible for teaching the following courses to students preparing for the GED exam:
 - Language Arts
 - Math

Onate High School
Special Education Teacher

Las Cruces, NM

2005-2012

- Student Population/ Setting
 - Worked with ethnically diverse student populations.
 - Worked with students with disabilities at the secondary level (grades 9-12).
 - Student population consisted of students with high and low incidence disabilities.
 - Taught in both inclusion and self-contained settings.
- Instruction
 - Responsible for course design, development, and instruction of content area courses for students with disabilities in both inclusion and self-contained settings.
- Case management
 - Consultation, monitoring student's progress, coordinating, completing, and conducting timely IEP's.

- Providing general education teachers with student accommodations and providing support in the implementation of student accommodations and behavior intervention plans.
- Advising and completing student course schedules.
- Maintaining teacher parent communication and scheduling parent/ teacher conferences.
- Facilitating communication between general education teachers and the parents of the students with disabilities in their classes.
- Service
 - Homeroom Committee
 - Responsible for the development and implementation of transition focused activities to help prepare students for their post-school transitions.
 - Professional Learning Communities (PLC) lead for cross-categorical student cohort
 - Met to discuss student progress, worked collaboratively on lesson planning, assessment, and identifying strategies/ best practices for students with disabilities in the cohort.
 - Responsible for coordinating and leading the meetings.
- Co-teaching/ Inclusion
 - Co-taught with general education teachers using different co-teaching models.
 - Collaborated with general education teachers for lesson planning.
 - Provided specialized differentiated instruction for students with disabilities.
- Collaboration
 - Collaborated with colleagues, parents, ancillary staff, and community members to meet the needs of students with disabilities.
- Grant writing
 - Awarded the Las Cruces Public Schools Technology Grant, which provided the school with technology funds for the special education department.

Clint Independent School District
Substitute Teacher

Clint, TX

1999-2002

- Responsible for implementing lesson plans and providing students with instruction, guidance and support in various content areas.

Grafton Schools
All-School Substitute

Winchester, VA

1996-1997

- Responsible for the health, safety, welfare and progress of adults with developmental disabilities in community-based residences.
- Promoting and supporting an active life for the individual in the community.
- Providing support to each individual's personal goals in building meaningful personal relationships and networks of support.
- Providing daily living skills instruction for individuals with developmental disabilities.
- Collaborating with key stakeholders and families to support the needs of children and adults with developmental disabilities.

TEACHING LICENCES

- Renewable State of New Mexico Level 2 Professional Pre K-12 Special Education License. Highly qualified in Math, Language Arts, and Social Studies.
- Renewable Texas Educator Certificate Special Education (Grades EC-12).

LANGUAGES

- English Proficient
- Spanish Proficient

PROFESSIONAL DEVELOPMENT

- International Sun Conference on Teaching and Learning, University of Texas at El Paso 2016
- Online Course Improvement Program Summer Institute, New Mexico State University 2016
- Quality Matters (Applying the Quality Matters Rubric Workshop), New Mexico State University 2016
- Quality in Online Education Conference, New Mexico State University 2018
- Writing to Think: How Writing Improves Learning Conference, New Mexico State University 2018

MEMBERSHIPS

- Quality Matters (QM)
- Council for Exceptional Children (CEC)
- National Association of Special Education Teachers (NASSET)

COMMITTEE/ TASK FORCE INVOLVEMENT

- Assessment and Chairs Committee: Member Fall 2017-Current
- CAEP Standard 1 Task Force: Chair Fall 2017
- Task Force 1: Program Offerings: Participant Fall 2017
- Lesson plan task force: Chair Fall 2017
- Visioning Task Force: Participant Fall 2017
- Alternative Licensure Task Force: Participant Spring 2018
- Initial Licensure Task Force: Participant Spring 2018
- Technology in Education Course Task Force: Participant Spring 2018
- Student Portfolio Rubric Norming Group: Participant Spring 2018
- Student Portfolio Scoring Volunteer Spring 2018

RESEARCH EXPERIENCE

Department of Special Education and Communication Disorders, NMSU, Las Cruces, NM

Doctoral Dissertation

Transition: Barriers, Best Practices, and Special Education Case-Managers Disability Model (2015)

The purpose of the study was to examine the perceptions of special education case-managers about the impact that transition barriers have on the post-school outcomes of students with disabilities, and to determine whether best practices were being used as part of students' transition planning. In addition, special education case-managers disability models were assessed to explore whether case-managers' disability model—based on the medical, social, and social-relational model of disability—influenced the implementation of transition best practices. Special education case-managers' responses to demographic questions were also assessed to determine whether differences existed between special education case-managers demographics and their disability model.

The population for the study consisted of special education case-managers, working at one of five public high schools in a southwest region of the United States, whose caseloads consisted of students diagnosed with one or more of the 13-disability categories under the IDEIA (2004). Two surveys, the High Incidence Disabilities Transition Survey (HIDTS) and Low Incidence Disabilities Transition Survey (LIDTS), were developed by the researcher to answer the research questions. Descriptive statistics, one-way Analysis of Variance (ANOVA), and Chi-square tests were used to answer the research questions.

According to the results, transitions barriers are present in schools and have an impact on the post-school outcomes of students with disabilities. In addition, participants indicated that best practices are being used at a minimal rate or are not available in schools for students with disabilities. Findings also suggest that for some disability categories and best practices, there are statistically significant differences among the "total use" of best practices by the three different disability models. Findings also revealed that there is an association between special education case-managers disability lenses and level of education.

PUBLICATIONS AND PAPERS

Moreno, Y. A Survey of Case Managers' Perceptions of Transition Best Practices and Barriers. Submitted to Career Development and Transition for Exceptional Individuals.

Moreno, Y. (2014, March). Transition: Barriers, best practices, and teacher attitudes about disability. Paper presented at the Graduate Research and Arts Symposium (GRAS). Las Cruces, NM.

Moreno, Y. (2016). Beyond the classroom: Experiential learning in a graduate special education course. Paper presented at the International Sun Conference on Teaching and Learning. El Paso, TX.