

Jerome J. Ammer, Ph.D. – Professor
DeForest Strunk Endowed Chair
Curriculum Vitae
University of San Diego
School of Leadership and Education Sciences
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EDUCATIONAL BACKGROUND:

1980 Ph.D. (Special Education and Rehabilitation), Boston College, Boston MA
1976 M.A. (Spec. Ed.: Behavior Disorders), Northeastern Illinois Univ., Chgo, IL
1970 M.A. (European History), University of Illinois, Champaign, IL
1969 Study Abroad: (German-Russian Foreign Relations), West Berlin, Germany
1969 B.A. (History); Loyola University, Chicago, IL

TEACHING CREDENTIALS:

Life Credentials: Behavior Disorders, Resource Specialist, Elementary Education, Secondary/Single Subject History and German Language, Chicago, IL

PROFESSIONAL EXPERIENCE

1984-Present *Tenured Full Professor (1994)* Advise & teach Mild/Moderate Disabilities Teacher Credential Program. Univ. of San Diego. S.D., CA *Director Special Education Program: (2007- present).*
1981–1984 *Assistant Professor:* C. W. Post Center/Long Island University, Special Education and Reading Department. Greenvale, NY (1981-84)
1981–1984 *Assistant Certification Examiner:* New York City Board of Examiners. New York, NY
1979–1981 *Assistant Professor:* Rhode Island College, Special Ed. Department. Providence, RI
1978–1979 *Training Coordinator:* Children’s Hospital Medical Center (CHMC) ‘University Affiliated Facility’: Wrentham State School Project. Boston, MA
1976–1978 *On Site Facilitator:* Boston College. Boston, MA Consultant to Boston Public Schools court mandated integration program.
1976–1977 *Field Trainer and Program Coordinator:* University of Kentucky Boston Project (grant funded faculty position). Lexington, KY
1971–1976 *Special Education Teacher:* Chicago Board of Education. Chicago, IL Taught in junior and senior high school resource and self-contained classrooms. Population included students classified: emotionally disturbed, learning disabled and mentally retarded.
1970 *Instructor:* Education System West Germany, University of Illinois Champaign–Urbana U.S. Army Corp of Engineer Training Program.

GRANT REVIEWER

2001 & 2001 Technology Preparation Grants, U.S. Office of Education.
1997 & 1999 *FIPSE Preliminary Application Reader:* Improvement of Postsecondary Ed. U.S. Office of Education.

PUBLICATONS (Selection)

2005 with Getz, C., & Hubbard, L. Exploring electronic portfolios: An IHE NCATE assessment journey. *Campus Technology*.
2004 with Albert, L. R (2004) Lesson planning and delivery. In D. D. Deshler, K. Lenz (Eds.), *Teaching content to all: Evidence-based inclusive practices in middle and secondary schools (pp. 195–220)*. Boston: Pearson/Allyn Bacon.
2004 with Platt, J. C. & Cornett, J. W. (2004) Course planning: Knowing yourself and your students to guide learning. In D. D. Deshler, K. Lenz (Eds.), *Teaching content to all: Evidence-based inclusive practices in middle and secondary schools (pp. 138-161)*. Boston: Pearson–Allyn & Bacon.
2003 *Leadership assessment: Pre-self assessment.* (2003). Solana Beach, CA: Gordon Training International.
2000 *Birth to Three Assessment and Intervention Model.* Co-authored with Tina Bangs. Austin, TX: PRO•ED. [text and 2 tests]
1998 “Introduction: Authentic assessment of writing”. *Reading & Writing Quarterly*, 14, 239–242.
1998 “Peer evaluation model for enhancing writing performance of students with learning disabilities”. *Reading & Writing Quarterly*, 14, 263–282.

Scholarly Presentations (juried) to Professional Organizations (Selection)

- 2011 - *Evidenced-based assessment and accountability education specialist credential candidate: Harnessing an electronic learning achievement database*. Paper presented Council for Exceptional Children, National Harbor, MD.
- *Notetaker application as a learning strategy resource for secondary subject matter inclusive engagement of students with mild/moderate disabilities*. Paper presented International Society for Technology in Education. Philadelphia, PA
- 2010 - *Internationalizing special education teacher preparation: Expanding ability to locate and integrate global perspective in graduate student research*. Paper presented Council for Exceptional Children Division of International Special Education and Services Strand, Nashville, TN.
- *Blended web-based delivery of advanced credential course: Four-year analysis of candidate satisfaction and advanced standards competency*. Paper presented National Education Consortium on Computers & Technology. Denver, CO.
- *Teacher preparation program integration of Autism Spectrum Disorders competencies within a noncategorical mild/moderate special education credential*. Paper presented at 32 Conference on Learning Disabilities, Myrtle Beach, SC.
- 2009 - *Academic language: Integrating contextual cognitive language fluency into response-to intervention (RTI) planning*. Paper presented Council for Exceptional Children, Seattle, WA.
- *Academic language: Inferential implications for at-risk learners engaged in on-line problem-based learning*. Paper presented National Education Consortium on Computers & Technology. Washington, DC.
- *Learners with dyslexia as Internet surfers: Implications for discovery and performance outcomes evaluation*. Paper presented at 30th International Conference on Learning Disabilities, Dallas, TX.
- 2008 - *Academic language: Challenges facing teachers and students at-risk in inclusive content subject matter settings*. Paper presented Council for Exceptional Children, Boston, MA.
- *Multiple literacies: Multifaceted reading and writing skills to travel the information highway*. Paper presented National Education Consortium on Computers & Technology. San Antonio, TX
- *Neuroscience and differential instruction: Emerging instructional implications*. Paper presented at 29th International Conference on Learning Disabilities, Kansas City, MO.
- 2007 - *Academic language challenges for students with dual English language learning & learning disabilities challenges*. Paper presented International Council for Learning Disabilities. Myrtle Beach, SC.

Invited Presentations

- 2011 - Creating presence in web-based synchronous learning communities University of San Diego. San Diego: CA.
2009 Designing, proposing and writing of theme issues for professional journal. *Professional Development Day*. San Diego State University. San Diego, CA.

EDITORIAL WORK:

- Assoc Editor*: (1998-present, incoming editor 2013). *Reading & Writing Quarterly*- responsible for theme issues. New York: Taylor & Francis
Field Reviewer: (2010-present). *Teacher Education Quarterly*.
Field Editor: (2003, 2009). Lerner, J. (2009). *Learning disabilities & related mild disabilities: Characteristics, teaching strategies, & new directions* (11th ed.). Boston: Houghton Mifflin Harcourt Publishing.

STATE & SCHOOL-BASED SERVICES (selected):

- Assessor Alternative Resource Specialist Credentialing*. San Diego County Office of Education.
Workforce Study Group Special Education Credentials (2006-2007). CA State Department of Education, Commission on Teaching Credentials

PROFESSIONAL AFFILIATIONS

<i>American Educational Research Association</i> <i>California Association of Professors of Special Education</i> CAPSE <i>International Society for Technology in Education</i>	<i>California State Federation/Council for Exceptional Children</i> CSF/CEC <i>Council for Exceptional Children</i> CEC <i>Council for Learning Disabilities</i> CLD
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LEADERSHIP ROLES PROFESSIONAL ORGANIZATIONS (STATE AND NATIONAL)

- National: International Council for Learning Disabilities, President (1993–1994)
International Council for Exceptional Children, Governor (1993–1996)
- State: California Federation/Council for Exceptional Children, President (1990-1991; 1999-2000)
California Council for Learning Disabilities, President (1990–1992; 1994–1996)
California Assoc of Professors of Special Education, Board of Directors (1984–1986; 1989–1992)