

Corrine Aramburo
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EDUCATION

- Doctor of Philosophy, San Francisco State University/University of California, Berkeley, special education, anticipated May 2023
- Master of Arts, San Francisco State University, moderate/severe special education, 2014
- Bachelor of Arts, Brigham Young University-Idaho, English & history education, 2009

AWARDS

- *Chancellor's Doctoral Incentive Program*. A competitive, nation-wide program that selects participants who show promise as a future California State University faculty, 2018
- *California Teacher Education Research and Improvement Network California Teacher Education Doctoral Fellow*, 2021
- *Graduate School of Education Continuing Student Fellowship*. A merit-based award that provides funding based on academic achievement and progress, 2018, 2019, 2020
- *Graduate School of Education Summer Fellowship*. A competitive award that provides summer funding for special education doctoral students, 2018, 2019, 2020
- *Karl Richard Lane Scholarship*. Scholarship awarded to students pursuing education graduate degrees, 2019
- *Louise M. Mangini Scholarship*. Scholarship awarded to one student per semester to those pursuing education degrees, 2019
- *Mabel Whitehead Special Education Scholarship*. One scholarship is awarded per semester to a student pursuing a graduate degree in special education, 2018, 2019
- *Chris Larsen Scholarship Fund*. One scholarship is awarded per semester to those students pursuing a graduate degree in special education, 2018, 2019
- *Crumpton, Baxter, Bonham Memorial Scholarship*. One scholarship awarded per semester to a student pursuing an education degree, 2018, 2019
- *Graduate Equity Fellowship Program*. Scholarship awarded to San Francisco State University students from an economically disadvantaged or educationally disadvantaged background pursuing graduate degrees, 2018
- *The Dorothy B. Lucas Special Education Scholarship*. One scholarship is awarded per semester to a student pursuing a graduate degree in special education, 2018
- *Graduate School of Education Fellowship*. A merit-based award that provides funding based on academic achievement and progress, 2018

HONORS

- Invited reviewer for manuscript submitted to *Studies in Educational Evaluation Journal*
- Outstanding pass on special education master's exam, San Francisco State University, 2014
Only recipient in cohort to achieve this score on the exam

PUBLICATIONS

- Firestone, A.R., **Aramburo, C. M.**, Cruz, R. (2021). Special educators' knowledge of high-leverage practices: Construction of a pedagogical content knowledge measure. *Studies in Educational Evaluation*, 70, 1–13.
<https://doi.org/10.1016/j.stueduc.2021.100986>
- **Aramburo, C. M.**, & Rodl, J. E. (2020). Boosting school administrator confidence when evaluating special educators through district support and training. *JSARD*, 5(2), 86–95.

- Mortier, K., Brown, I., **Aramburo, C. M.** (2020). Cultural brokers in special education. *Research and Practice for Persons with Severe Disabilities*, 1–15. <https://doi.org/10.1177/1540796920975386>
- Mortier, K. & **Aramburo, C. M.** (in press). Collaborative teaming to support quality inclusive education for students with disabilities. In Jung, L.A. (Ed.), *Special Education Section*; D. Fisher (Ed.), *Routledge Encyclopedia of Education (online)*. Taylor & Francis.
- Hunt, P., Kozleski, E., Jaehoon, J., Mortier, K., Fleming, D., Hicks, T., Balasubramanian, L., Leu, G., Bross, L., Munandar, V., Dunlap, K., Stepaniuk, I., **Aramburo, C.M.**, & Oh, Y. (2019). Implementing comprehensive literacy instruction for students with significant disabilities in general education classroom. *Exceptional Children*, <https://doi.org/10.1177/0014402919880156>

CONFERENCES

- ***Integrating the Social and Medical Model of Disability and Attribution Theory.*** Division of Autism and Developmental Disabilities, Virtual Conference, January 2021
Presented an updated paper on the integration of the social-medical model of disability and attribution.
- ***Tension: Special Education Middle Managers Sense-making of Top-down and Bottom-up Urgencies to Shift Leadership Practices to Support Teaching and Learning for Students with Disabilities.*** UC SPEDDR, Virtual Conference, January 2021
Examined how special education program specialists negotiate the top-down urgencies from the head administration of special education and the bottom urgencies of special education teachers.
- ***Design-Based School Improvement in California Schools and Districts [Working Group Roundtable].*** AERA Annual Meeting, San Francisco, CA <http://tinyurl.com/y27ycd3f> (Conference Canceled)
- ***A Systematic Review of Teachers' Attributions Toward Students with Disabilities: Integrating the Social and Medical of Disability with Attribution Theory.*** UC SPEDDR, Los Angeles, January 2020- Grant funded
Presented a literature review that positions that the social-medical model as an underlying orientation for general and special education teachers' attribution regarding success or failure in the classroom for student with intellectual disabilities.
- ***Design-Based School Improvement in the Global North and the Global South: Chile, USA, Germany.*** International Congress for School Effectiveness and Improvement, Marrakesh, January 2020- Grant Funded
Co-presented on the application of design-based school improvement logic and the development of problem-solving practices in schools and leadership teams in various countries
- ***From Compliance Cops to Coaches: How Special Education Administrators Can Mitigate Isolation and Burnout by Supporting Special Education Teachers.*** University Council for Educational Administration, New Orleans, November 2019- Grant Funded
Presented a qualitative paper on the relationships between special education teachers and their special education administrators
- ***Panel discussant at a roundtable seminar entitled Leading for Equitable Outcomes in Special Education: A focus on Systems and Structures.*** Principal Leadership Institute- University of California Berkeley, September 2019
Discussed the current state of special education teaching practice on the ground and critical issues related to special education and student outcomes

- ***Fostering Deeper Learning through a Design-based Approach to School Improvement-The U.S. Experience.*** Comparative and International Education Society, San Francisco, April 2018- Grant Funded
Co-presented on how design-based research is evolving in schools with a research to practice partnership
- ***Collaborative Partnerships: Engaging, Listening, & Respecting the Voices of Families.*** CAL-TASH, San Francisco, March 2014
Co-presented on establishing and maintaining the special educator-parent relationship during the Individual Education Plan process

RESEARCH EXPERIENCE

Graduate Student Researcher, University of California, Berkeley- Graduate School of Education, Berkeley

Jan. 2019—Present

- A designed-based research study, headed by Professor Heinrick Mintrop (University of California, Berkeley), that examines how continuous quality improvement via deeper learning practices (Flora-Hewlett Foundation, 2018) spreads throughout classrooms and a school district.
- Conducted focus groups and individual interviews of principals and assistant principals regarding network meetings where deeper learning and problems of practice are discussed
- Conducted focus groups with teachers regarding how the deeper learning practices are spreading in their school
- Provided coaching and support to the administrative leadership team at an elementary school that partners with UC, Berkeley in regard to deeper learning and their site's problems of practice
- Collaborated with district leaders and intermediaries on problem-solving the district's concerns around practice and how to continue the spread of deeper learning

Research Analyst, San Francisco State University- Department of Special Education and Communicative Disorder, San Francisco

Sept. 2016—August 2019

- A randomized controlled trial, headed by Professor Pam Hunt (San Francisco State University) and Professor Elizabeth Kozleski (University of Kansas), was conducted to investigate the effectiveness of an emergent reading curriculum (Early Literacy Skills Builder; Browder et al., 2012) when implemented in small group contexts in general education classrooms with peers participating in the lessons as "reading buddies."
- Conducted reliability measures on 20% of the literacy data collected using the Nonverbal Literacy Assessment (Baker et al., 2010) and the Gates-MacGinitie Reading Test, Pre-Reading Level (MacGinitie et al., 2000) during five waves taking place across the 2016-2017 school year
- Second listener on focus group transcripts involving students, special education teachers, general education teachers and principals
- Assisted in the development of coding themes and node definitions to organize qualitative data for control group and social validity papers
- Coded and analyzed transcripts based on a predetermined coding structure with other researchers on the project

TEACHING EXPERIENCE

Fieldwork Coordinator, San Francisco State University- Department of Special Education

Aug. 2018—Present

- Communicated with practicum and student-teaching fieldwork sites and cooperating teachers to
- Organized and assigned all eligible students to appropriate fieldwork sites and university supervisor
- Communicated and organized university fieldwork supervisors including trainings on required paperwork, conducting observations, and evaluations

Fieldwork Supervisor, San Francisco State University- Department of Special Education

Aug. 2016—Present

- Provided feedback and coaching on lessons, curriculum, teaching practices, communication programs and positive behavior supports for student with extensive support needs special education credential candidates and master's only students at the elementary, secondary and transition education settings
- Worked with master teachers to ensure the implementation of program standards and provide targeted support to new teachers
- Co-developed syllabus and forms needed for grading and supporting students
- Graded course assignments and provided comments to ensure students understood and applied the material learned

Lecturer, San Francisco State University- Department of Special Education

Aug. 2019—Present

- Instructor of record for two sessions of Inclusive Education: Empowerment and Equity in Diverse Schools
- Developed materials, assignments, class lectures for online and on-campus class sessions related to critical issues of equity and diversity for students with disabilities
- Supported student learning of classroom material via in class instruction, online instructional videos, office hours, and online group learning activities
- Graded class writing assignments and final exam

Master Exam Preparation Workshop Coordinator, San Francisco State University- Department of Special Education

Aug. 2019—Present

- Developed and taught a three-part workshop series to help students prepare for the extensive support needs master exam

Graduate Student Instructor, University of California, Berkeley- Department of Education, Practicum in Education Online Course

May 2019—Aug. 2019; July 2020—Aug. 2020

- Responsible for developing and implementing curriculum, lessons, and online activities
- Organized and led group discussions on research and academic issues
- Graded final assignment and final research papers
- Supported students carrying out research projects at various educational sites
- Provided student writing support via weekly writing activities

Reader, University of California, Berkeley- Department of Undergraduate Interdisciplinary Studies, Introduction to Disabilities Course

Aug. 2018—Dec. 2018

- Attended lectures to assist the professor with classroom responsibilities such as managing class discussions, moderating panels and facilitating student work groups

- Organized and managed accommodations for students with disabilities
- Graded course assignments including midterms and finals; and provided feedback to ensure student learning of classroom material
- Recorded and maintained students' grades
- Held office hours to aid student understanding of course material and apply learned knowledge and theory to assignments and essays

EMPLOYMENT

Special Education Teacher- West Contra Costa Unified School District, San Pablo

Aug. 2012—June 2016

- Implemented inclusive programs for middle school students with moderate/severe autism by providing modifications and accommodations to lessons and tests
- Taught large and small groups using researched-based and teacher-created Common Core-based curriculum in the areas of English, history, science and mathematics
- Trained and coached classroom support aides on classroom strategies, data collection, and how to effectively use assistive technology
- Developed behavior support plans with the school psychologist
- Presented to school staff on ability awareness, universal design for learning, and classroom structure to support inclusion
- Conducted parent support groups and home visits to provide support strategies

ACADEMIC SERVICE

Co-President Research Day Organizing Committee- UC, Berkeley (Fall 2018—Present)

- Education Research Day is an annual conference hosted by the UC Berkeley Graduate School of Education that offers an opportunity for students to share work with their peers, faculty, and community members, and engage in fruitful discussion about a range of issues in education research. Our Research Day is a space for students to gain meaningful conference experience, learn from other young scholars, and strengthen their professional network.

Head Copy Editor- Berkeley Review of Education- UC, Berkeley (Fall 2018—Present)

- The Berkeley Review of Education is a peer-reviewed interdisciplinary journal published and edited by students from the Graduate School of Education at the University of California, Berkeley. The Berkeley Review of Education engages issues of educational diversity and equity within cognitive, developmental, socio-historical, linguistic, and cultural contexts

Graduate School of Education Student Association- UC, Berkeley (Fall 2017—Present)

- The Graduate School of Education Student Association advocates for a more democratic graduate school of education at the University of California, Berkeley by being the point of contact between the student body and the graduate school of education faculty and administrators, ensures that graduate students serve on graduate school committees and encourages equitable representation and treatment for diverse groups of students, paying special attention to: race, immigration status, gender, sexuality, student parent status, language, religion, ability and access, socioeconomic status, academic discipline, and research interests

Curriculum Committee Student Representative- UC, Berkeley (Fall 2018-Fall 2019)

- The curriculum committee, at the University of California, Berkeley, reviews and recommends course and program additions, revisions, and deletions, and recommends policy related to academic offerings to the dean of the graduate school of education.

PUBLIC SERVICE

Member, Richmond Progressive Alliance Schools Action Committee, (2017-Present)

- The Richmond Progressive Alliance Schools Action Committee is a community partner that works on improving schools in the West Contra Costa School district by empowering teachers, parents and students to identify and select curriculum and community services based on the needs of the school community
- Work with the committee to identify curriculum for the school special education population, identify and perform outreach to the community and service providers, and make connections with other education community-based groups

LECTURES

Universal Design for Learning: What Does It Mean and Its Application to Teaching Students with Disabilities

(Undergraduate-level education course, San Francisco State University, spring 2019)

- Lectured on universal design for learning (UDL) for students with disabilities and how the concept of UDL can be applied to all learners in various classroom and school contexts.

Accommodation and Modification for Students with Significant Disabilities in Secondary Separated and Inclusion Classrooms

(Graduate-level special education master's course, San Francisco State University, spring 2016, 2017, 2018, 2019, 2020)

- Lectured on how accommodations and modifications can be implemented and utilized in various middle and high school classroom contexts for students with significant disabilities

Collaborative Partnerships: Engaging, Listening, & Respecting the Voices of Families

(Graduate-level special education master's course, San Francisco State University, fall 2014, 2015 and 2016)

- Presented on establishing and maintaining the special educator-parent relationship during the Individual Education Plan process

Research-based Curriculum Designed for Middle and High School Students

(Graduate-level special education master's course, San Francisco State University, fall 2014 and 2015)

- Lectured on research-based curriculum specifically designed for students with significant disabilities in secondary classrooms

Classroom Structure: Creating a Special Day Classroom that Connects to the General Education Classroom and Curriculum

(West Contra Costa Unified School District, Fall 2015)

- Presented to other special education teachers on how to connect their segregated classrooms to general education classes through classroom structure and curriculum

Certificates and Continuing Education

- Assistive Technology Application Program, California State University, Northridge, 2016
- Teaching English to Speakers of Other Languages Program, University of California, San Diego, 2010-2012

MEMBERSHIPS

- Council for Exceptional Children

- National Education Association
- Council of Administrators of Special Education

REFERENCES

Kathleen Mortier, Ph.D.
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