

MIRIAM B. ORTIZ

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EDUCATION

- Ph.D. Southern Methodist University, Dallas, TX (2017)
Major: Education and Human Development
Dissertation: *Response to first grade tier 3 intervention: Does intervention in kindergarten play a role?*
- M.S. Florida State University, Tallahassee, FL (2010)
Major: Education of Students with Exceptionalities
Focus: High Incidence Disabilities
- B.S. Florida State University, Tallahassee, FL (2010)
Major: Education of Students with Exceptionalities

LANGUAGES

Fluent in English and Spanish

PROFESSIONAL EXPERIENCE

Clinical Assistant Professor Supervisor: Dr. Tim Jacobbe	Dallas, TX <i>Southern Methodist University</i>	August 2018 – Present
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- Teach or have taught the following graduate courses within the literacy, special education, and doctoral programs. Courses taught:
 - EDU 6358 – Interventions in Math (*developed & taught*)
 - EDU 7318 – Program Evaluation (*doctoral course*)
 - EDU 6360 – Behavioral Interventions in the Classroom
 - EDU 6323 – Literacy Assessment
 - EDU 6363 – Late Literacy
 - EDU6367 – Assessment in Special Education
 - EDU 6120 – Practicum for Literacy Assessment; Practicum for Math Interventions
- Serve as a liaison to the literacy & special education committee.
- Support the Early Literacy Scholars Program by:
 - Leading and conducting all aspects of a program evaluation including appropriate SMU and school approvals, consent forms, data collection, and data management.
 - Contributing substantially to articles to be published.
 - Lead the creation of an instructor handbook for Literacy courses EDU 6364, 6367, & 6323.
 - *Anticipated completion date: June 2020*

Executive Director

Supervisor: Dr. Michael Faggella-Luby

Remote, Part-Time
*Division for Learning
Disabilities
(TeachingLD.org)*

April 2018 – Present

- Act as a liaison between DLD Board Members and the DLD Executive Committee.
- Work with DLD's Treasurer, Budget and Finance Committee, Financial Advisor, and Certified Public Accountant to oversee all bookkeeping, tax record services, and financial investments.
- Facilitate the on-boarding of new DLD Board Members to explain their roles, responsibilities, and by-laws and to support all DLD Board Members who work to ensure progress on projects/activities that support DLD's mission and strategic goals.
- Provide communication with DLD's over 1,400 members.
- Lead the DLD meeting planning and help lead conference planning at all stages (e.g., plan agendas, set up virtual and phone meetings, site selection and hotel negotiations; advance planning meetings; on-site coordination; final reports; etc.).
- Provide oversight of website content and work with web developers and administrators to problem solve any technical issues.

Special Education Teacher

Supervisor: Robin Blackwell

Tallahassee, FL
Pace Secondary School

June 2010 – August 2012

- Taught 5th – 8th grade students with behavior disorders who could not be served at their home school.
- Instructed approximately 30 students across 6 class periods in ***math, science, and reading***.
- Developed and implemented Individualized Education Plans (IEP) for each student.
- Collaborated and problem solved with other educators, behavior specialists, therapists, and administrators to design and implement plans for struggling students.
- Participated in the school's School Advisory Council.
- Obtained the following professional certifications & endorsements:
 - ***Florida Teacher Certification:***
 - Exceptional Student Education
 - Integrated Middle School Curriculum
 - Elementary Education
 - ***Florida Teacher Endorsement:***
 - English as a Second Language

RESEARCH EXPERIENCE

Research Coordinator Supervisor: Dr. Jill Allor	Dallas, TX <i>Southern Methodist University</i>	June 2015 – August 2018 <i>Project Intensity (funded by IES)</i>
Data and Assessment Coordinator Supervisor: Dr. Jill Allor	Dallas, TX <i>Southern Methodist University</i>	August 2014 – June 2015 <i>Project Intensity (funded by IES)</i>
Graduate Research Assistant Supervisor: Dr. Stephanie Al Otaiba	Dallas, TX <i>Southern Methodist University</i>	August 2012 – August 2014
Graduate Research Assistant Supervisor: Dr. Stephanie Al Otaiba	Tallahassee, FL <i>Florida Center for Reading Research Florida State University</i>	August 2008 – December 2009 <i>Predicting and Preventing the Development of Learning Disabilities (funded by NIH)</i>

SERVICE

2019-present	Commit Dallas Partnership's Dual Language Work Group for DFW District Leaders (Carrollton-Farmer's Branch, Cedar Hill, Dallas, De Soto, Garland, Irving, Grand Prairie, & Richardson)
2019-present	Dallas Spanish House Parent Advisory Committee Member
2018-2020	SMU Teaching & Learning, Literacy & Special Education Committee Member

PROFESSIONAL AFFILIATIONS

- ❖ Council for Exceptional Children (CEC)
 - CEC Division of Research: member
 - CEC Division for Learning Disabilities: executive director
 - CEC Teacher Education Division: member
- ❖ Golden Key International Honor Society
- ❖ International Literacy Association

AWARDS AND HONORS

2009	The Margaret K. and Fred S. Lewis Endowed Scholarship
2009	The Lois and Thomas Edwards Scholarship in Special Education
2007-2010	Florida Fund for Minority Teachers Scholarship
2004-2010	Florida State University Freshman Incentive Scholarship
2012-2014	Simmons Graduate Fellow
2013	Simmons School of Education Feature for SMU Board of Trustees
2013-2014	CEC Division of Research Doctoral Student Scholar
2014-2015	CEC Division of Learning Disabilities Student Representative for Executive Board

PROFESSIONAL DEVELOPMENT

- Allor, J. & **Ortiz, M.** *Training and Implementation for Friends On The Block Literacy Curriculum.* (May 2020: 3 sessions). DaVinci Education Research.
- Ortiz, M.** *Training Parents for At-Home Literacy Activities.* (March 2020). Dallas Afterschool.
- Ortiz, M.** *Benchmarking and Progress Monitoring with CPMs.* (March 2020). Behind Every Door Ministries.
- Ortiz, M.** *Evidence Based Practices for Early Literacy Acquisition: Phonics and Decoding.* (November, 2019). Dallas Afterschool.
- Ortiz, M.** *Evidence Based Practices for Early Literacy Acquisition: Oral Language.* (October, 2019). Dallas Afterschool.
- Ortiz, M.** *The science of teaching reading in English and Spanish.* (September, 2019). Commit Dallas Partnership Early Matters Dallas.
- Allor, J. & **Ortiz, M.** *High Impact Evidence-Based Practices for Early Literacy Instruction.* (May, 2019). Commit Dallas Partnership Early Matters Dallas. (Participants from Cedar Hill ISD, Mesquite ISD, & Dallas ISD).
- Ortiz, M.** *Training and Implementation for Friends On The Block Literacy Curriculum.* (August 2018-Present: Provided once per semester since Fall 2018). SMU Literacy & Society Course.
- Al Otaiba, S. & **Ortiz, M.** *Early literacy: Intensive individualized interventions.* (April, 2018). American Speech-Language and Hearing Association.
- Ortiz, M.** *Working with Students who have Special Needs* (January, 2017). Dallas Spanish House Spanish Immersion School. (DELIVERED IN SPANISH)
- Al Otaiba, S. & **Ortiz, M.** *Providing effective professional development and supporting teachers in using data to guide instruction.* (October, 2013). Middle School Matters.

PUBLICATIONS

PEER REVIEWED JOURNALS AND BOOK CHAPTERS

In progress

- Ortiz, M.,** Baker, K., Al Otaiba, S., & Allor, J., (in progress). Response to first grade tier 3 intervention: Does intervention in kindergarten play a role? (research article)

2019

- Al Otaiba, S., **Ortiz, M.,** Hougen, M. (2019). Phonological awareness: A critical foundation for beginning reading. In Hougen, M., & Smartt, S., (Eds.), *Fundamentals of literacy instruction & assessment, Pre-K-6, (2nd Edition).*
- Allor, J. H., Yovanoff, P., Al Otaiba, S., **Ortiz, M.,** & Conner, C. (accepted). Evidence for a literacy intervention for students with intellectual and developmental disabilities. *Educational Training in Autism and Developmental Disabilities.*

2018

- Allor, J. H., Kearns, D., **Ortiz, M.,** & Conner, C. (in press). An examination of the text characteristics of an early reading book series: Providing intensive practice with connected text. In M. Tankersley, B. G. Cook, & T. J. Landrum (Eds.), *Advances in learning and behavioral disabilities (Vol. 31)*, Bingley, UK: Emerald.

Allor, J. H., Gifford, D. B., Jones, F. G., Al Otaiba, S., Yovanoff, P., **Ortiz, M.**, & Cheatham, J. P. (2018). The effects of a text-centered literacy curriculum for students with intellectual disability. *American Journal for Intellectual and Developmental Disabilities*, 123(5), 474-494.

2016

Ciullo, S., **Ortiz, M.**, Al Otaiba, S., & Lane, K. L. (2016) Advanced reading comprehension expectations in secondary school: Considerations for students with emotional or behavior disorders. *Journal of Disability Policy Studies*, 27(1), 54-64.

Ritchey, K. D., McMaster, K. L., Al Otaiba, S., Puranik, C. S., Kim, Y. S., Parker, D. C., & **Ortiz, M.** (2016). Indicators of fluent writing in beginning writers. In K. D. Cummings & Y. Petscher (Eds.), *The fluency construct: Curriculum-based measurement concepts and applications*. New York, NY: Springer.

2014

Allor, J. H., Al Otaiba, S., Folsom, J., & **Ortiz, M.** (2014). Comprehensive beginning reading. D. M. Browder, & F. Spooner (Eds.), *More language arts, math, and science for students with severe disabilities*. Baltimore, MD: Brookes.

Al Otaiba, S., Allor, J. H., **Ortiz, M.**, Greulich, L., Wanzek, J., & Torgesen, J. (2014). Tier 3 primary grade reading interventions: Can we distinguish necessary from sufficient? M. K. Burns, & A. M. Van der Heyden (Eds.), *The handbook of response to intervention: The science and practice of assessment and intervention*, Second edition. New York, NY: Springer.

Baker, D.L., Al Otaiba, S., **Ortiz, M.**, Correa, V., & Cole, R. (2014). Vocabulary development and intervention for English Language Learners in the early grades. In J. Benson (Ed.), *Advances in child development and behavior*, vol. 46, San Diego, CA: Elsevier.

Greulich, L. Al Otaiba, S., Schatschneider, C., Wanzek, J., **Ortiz, M.**, & Wagner, R.K. (2014). Understanding inadequate response to first grade multi-tier intervention: Nomothetic and idiographic perspectives. *Learning Disability Quarterly*, 37, 204-217.
Doi:10.1177/0731948714526999

2012

Ortiz, M., Al Otaiba, S., Folsom, J. S., Connor, C. M., Greulich, L. & Thomas-Tate, S. (2012). The componential model of reading: predicting first grade reading performance of culturally diverse students from ecological, psychological, and cognitive factors assessed at kindergarten entry. *Journal of Learning Disabilities* 45(5) 406 – 417.

PRESENTATIONS

2019

Allor, J., Kearns, D., **Ortiz, M.**, Connor, C. (January 2019). *Improving the “Text-Diet” for Early and Struggling Readers: Selecting and Adapting Text*. Presented at the annual convention for the Council for Exceptional Children, Indianapolis, IN.

2018

Allor, J. H., Al Otaiba, S., **Ortiz, M.**, & Conner, C. (February, 2018). *Promising evidence for a text-centered literacy curriculum for students with intellectual disability*. Annual Council for Exceptional Children Convention, Tampa, FL.

Allor, J. H., Al Otaiba, S., **Ortiz, M.**, Conner, C., & Baker, K. (February, 2018). *Addressing foundational reading skills using a text-centered curriculum for students with disabilities*. Annual Council for Exceptional Children Convention, Tampa, FL.

Conner, C., & **Ortiz, M.**, (February, 2018). *The Effectiveness of a Text-Centered Literacy Curriculum for Struggling Readers*. Texas Association for Literacy Education's Annual Conference, Amarillo, TX.

2017

Allor, J. H., Al Otaiba, S., **Ortiz, M.**, Yovanoff, P., Conner, C., & Baker, K. (April, 2017). *The effectiveness of a text-centered literacy curriculum for students with intellectual disability*. Annual Council for Exceptional Children Convention, Boston, MA.

Allor, J. H., Al Otaiba, S., Yovanoff, P., & **Ortiz, M.** (February, 2017) *Promising findings for a text-centered literacy curriculum for students with intellectual disability*. Pacific Coast Research Conference, San Diego, CA.

2016

Allor, J. H., Al Otaiba, S., Yovanoff, P., & **Ortiz, M.** (April, 2016) *The effects of a text-centered supplemental curriculum for students with intellectual disability*. Annual Council for Exceptional Children Convention, St. Louis, MO.

2015

Allor, J. H., Al Otaiba, S., Yovanoff, P., Cheatham, J., Gifford, D., Levy, D., **Ortiz, M.**, Sandoval, A. & Jones, F. (July, 2015). *The effects of a text-centered supplemental curriculum for students with intellectual disabilities*. Annual meeting of the Society for the Scientific Study of Reading, Kona, HI.

2013

Allor, J., Al Otaiba, S., Yovanoff, P., Roberts, K., & **Ortiz, M.**, (February 2013). *Understanding child characteristics associated with responsiveness to literacy instruction and intervention among students with intellectual disabilities*. Paper presented at the Annual Pacific Coast Research Conference. San Diego, CA.

Allor, J., Al Otaiba, S., Yovanoff, P., Roberts, K., & **Ortiz, M.**, (April, 2013). *Understanding child characteristics associated with responsiveness to literacy instruction and intervention among students with intellectual disabilities*. Paper presented at the Annual CEC conference. San Antonio, TX.

Al Otaiba, S., Allor, J., **Ortiz, M.**, Parker, A., Ciullo S., & Suey, T. (April, 2013). *Integration and collaboration to support struggling readers including readers with disabilities*. Invited pre-conference presentation for the International Reading Association, San Antonio, TX.

2012

Ortiz, M. *Predicting first-grade reading outcomes of culturally diverse students* (April, 2012). Paper presented at the Annual Conference of the Council on Exceptional Children, Denver, CO.

Invited Local

Ortiz, M. *Five ways to engage students: Adapted from Walker, Hott, and Brigham 2012* (May, 2012). Presented at Pace Secondary School, May Faculty Meeting, Tallahassee, FL.