

Roxanna L. Marvin
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Education: M.S., Western Oregon State College, 1993
Major: Special Education – Teacher Preparation Deafness
B.S., Saint Martin’s College, 1992 - Elementary Education/Special Education
Major: Special Education, Elementary Education, Graduated Cum Laude

Teaching Certification: Oregon Basic - Hearing Impaired K to 12th (Lapsed).
Washington State - Elementary (K - 8th) and Special Education -K to 12th (Lapsed)

Professional Experience:

Teaching Research Institute, Western Oregon University, Monmouth, Oregon.

Project Coordinator, Preparing Early Childhood Educators for Inclusion (PEPI)
Project PEPI is funded by the U.S. Department of Education to improve the skills of professionals currently working toward an Associate degree in Early Childhood Education (ECE) to work with young children with disabilities. Responsibilities include coordinating the development of enhancements that meet learning objectives related to working with children with disabilities and their families.

Assistant Fellow, Quality Rating and Improvement System (QRIS). Responsibilities include conducting early childhood program observations and reviewing portfolios and assigning designations to the QRIS.

Professional Experience - Past:

Teaching Research Institute, Western Oregon University, Monmouth, Oregon.

Project Coordinator, Partners in Inclusive Childhood Care and Education (PICCE)
This project is funded by contracts with the Oregon Department of Employment, Child Care Division to support and facilitate training of childhood care and education professionals. Responsibilities include leading in the development and refining of training materials, developing a RFP process for selecting communities to participate in training activities, and assisting the director in coordinating on-going activities and technical assistance for trainers.

Project Director, Accessible Induction Model (AIM)
Project AIM was a Research and Innovation project to provide induction support, mentoring and professional development for paraeducators working with children who have disabilities. Responsibilities included coordinating project activities, submitting federal reports, designing and developing computer based curriculum and mentor training. The project outcome was a fully developed induction model that has a positive effect on the retention and skill level of paraeducator participants, their mentors and supervisors.

Project Co-Director, Bridges to Success

Bridges to Success was a project of National Significance to develop an induction model for rural early-career special educators. Project components included local induction activities, mentoring, and professional development. Project duties included:

- Supervising professional development component
- Supervising the distance technology support system and project dissemination activities
- Leading in development of distance education component

Website and Curriculum Specialist:

➤ **Oregon Early Childhood Inclusion Project**

This project is funded by contracts with the Oregon Department of Education and the Oregon Council on Developmental Disabilities to support the inclusion of young children with disabilities in Oregon. Responsibilities include development and maintenance of the Inclusion website, analyzing and summarizing survey data and making recommendations based on survey results.

➤ **Oregon Deafblind Project**

This project is a federally-funded Technical Assistance and Dissemination project to provide technical assistance, training, and information to enhance services for children in Oregon who are deafblind. Responsibilities include developing and maintaining the project website and designing and developing a web-based curriculum for educational teams involved in meeting the needs of children who are deafblind.

Technology and Website Development,

➤ **Western Oregon University Sponsored Projects Division**

This position involves developing and maintaining a web presence for grant supported efforts within the WOU community.

➤ **Teaching Research Institute**

This position incorporates a diverse range of responsibilities including developing and maintaining the TRI website, serving as a “point of contact” with the University Computing Services, and updating the TRI Child Development Center’s website.

Curriculum Development Specialist,

➤ **Team Approach to Paraeducator and Supervisor Training (TAPS)**

TAPS was a Project of National Significance to develop, evaluate and disseminate an innovative model for training paraeducators working with children with disabilities in inclusive settings. Responsibilities included coordinating production of computer based training for paraeducators working with children who have disabilities.

Graphics and Website Design and Development Specialist,

As a part of the Early Childhood and Training Department team I served in various roles, including training, developing training materials, developing web sites, web-based and computer-based training materials, participating in grant writing activities, developing public relations and newsletters for the following projects:

- Oregon Special Education Recruitment and Retention Project - Designing, developing and maintaining an extensive project website which received over 66 thousand visits during its final year of operation.
- Teaching Research Assistance to Childcare Providers (TRAC) - Designing and developing training and graphic materials.
- Oregon Local Emergency Planning Committee - This project was funded by the Oregon State Police to ensure local communities are prepared and capable of responding to hazardous materials incidents. Project responsibilities included developing a project website, reviewing existing training materials, reformatting them with a consistent format and posting them on the website.
- Teaching Research Inservice Model (TRIM) - Designing and developing training and graphic materials, converted existing TRIM training to a web-based format.
- The Core Competency Project – Designing and developing the project website, portfolio materials and on-line instruction for educators to go through the Core Competency process.
- Family Consultant Training (FCT) Developing training materials.
- Teaching Research Integrated Preschool (TRIP) – Developing training materials.

Publications

Irinaga-Bistolas, C., Schalock, M.D., Marvin, R., & Beck, L. (2007). Bridges to Success: A developmental induction model for rural early career special educators. *Rural Special Education Quarterly*, 26(1), pp. 13-22.

Udell, T., Deardorff, P., Norris, D., Glasenapp, G., Piazza Templeman, T., Marvin, R., & Kenyon, D. (2004). The Teaching Research Assistance to Child Care Providers serving young children with disabilities curriculum, 2004 version, The Teaching Research Institute, Western Oregon University at Monmouth.

Udell, T., Glasenapp, G., Deardorff, P., Hakoda, S., & Marvin, R. (1997). Checklist for Appropriate Practices for Inclusive Programs. Teaching Research, Monmouth, OR.

Marvin, R. & Deardorff, P. (Fall, 1999). Volunteers in the Early Childhood Classroom, Teaching Research Early Childhood Newsletter. Monmouth, Oregon.

Marvin, R. & Hakoda, S. (Spring, 1997). Nurturing Language Development. Teaching Research Early Childhood Newsletter. Monmouth, Oregon.

Web-based and Computer-based Publications

Oregon Deaf-blind Project Family Pages, U.S. Department of Education. Online 2013.

Preparing Early Childhood Educators for Inclusion (PEPI), U.S. Department of Education project. Online 2011.

Oregon Inclusion Project. Early Childhood Inclusion in Oregon, Oregon Department of Education, Office of Student Learning and Partnerships. Online 2008.
<http://centeroninclusion.org>

Accessible Induction Model Project website. AIM Project, Projects of National Significance, Office of Special Education Program, US Department of Education. Online 2007.
<http://www.tr.wou.edu/aim/>

Mentor Training Tutorial: Oregon Special Education Recruitment and Retention Project. Oregon Department of Education, Office of Student Learning and Partnerships through a grant from the

US Department of Education (2007).

Giving Our Children the Best: Early Childhood Special Educator Curriculum. Accessible Induction Model Project, Projects of National Significance, Office of Special Education Program, US Department of Education (2007).

Giving Our Children the Best: Paraeducator Curriculum. TAPS Project, Projects of National Significance, Office of Special Education Program, US Department of Education (2006).

Team Approach to Paraeducator/Supervisor Training website. Projects of National Significance, Office of Special Education Program, US Department of Education. Online 2006.
<http://www.tr.wou.edu/taps/index.htm>

Teaching Research Inservice Model, Web-based training. Oregon Department of Education, Office of Student Learning and Partnerships. Online 2003. <http://www.tr.wou.edu/bridges/>

Bridges to Success Project website. TAPS Project, Projects of National Significance, Office of Special Education Program, US Department of Education. Online 2003.
<http://www.tr.wou.edu/bridges/>

Teaching Research Institute, Western Oregon University website. Online 2002.
<http://www.tr.wou.edu>

Oregon Special Education Recruitment and Retention Project website & JOBS Clearinghouse. Oregon Department of Education Office of Student Learning and Partnerships. Online 1999.
<http://www.tr.wou.edu/rrp/>

Oregon Early Intervention/Early Childhood Special Education Authorization project website and Tutorial. Oregon Department of Education Office of Student Learning and Partnerships. Online 2000. <http://www.tr.wou.edu/authoriz/>

Oregon Brain Injury Resource Network project website. Teaching Research Institute, Western Oregon University. Online 2000. <http://www.tr.wou.edu/tbi/>.

The Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC) website. Oregon Division of Early Childhood. Online 2000. <http://www.tr.wou.edu/dec/>

Early Childhood & Training Department website. Teaching Research Institute, Western Oregon University. Online 1999. <http://www.centeroninclusion.org>