

Scot M. Rademaker

Curriculum Vitae

PERSONAL INFORMATION

Home: 1095 Eagle Drive, Rock Hill, SC 29732
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EDUCATION

Ph.D. University of South Florida, 2009-2013
Curriculum and Instruction in Special Education
Cognate: Evaluation and Educational Leadership
Degree Obtained: August 2013
GPA: 3.96

S.S.P. Barry University, 2007-2009
Specialist in School Psychology
Degree Obtained: August 2009
GPA: 4.0

M.S. Barry University, 2006 – 2007
Master of Science in Psychology
Degree Obtained: August 2007
GPA: 3.88

B.A. Miami University, 2000-2004
Bachelor of Arts in Psychology
Degree Obtained: May 2004

PROFESSIONAL EXPERIENCE

August 2013 to Present

Assistant Professor, Department of Curriculum and Pedagogy.

August 2009 to 2013

Graduate Assistant for the Department of Special Education, University of South Florida

Responsibilities:

- Evaluation of federally funded grants dealing with students from migrant backgrounds using online surveys.
- The generation of annual reports for submission to the grant committee.
- Examination of journal articles for submission.
- Research in the area of migrant education for grants.
- Interviews related to job acquisition with students in the federally funded grants.
- Examination of information related to a Civil Rights hearing for the federally funded grants.

August 2010-December 2011

Supervisor of Special Education Students in the Field (Levels 1, 2, and 4), USF

- Site visits to schools as a liaison with the professionals in the field, the course instructors at the university, and the students in PDS settings.
- Evaluations of student performance throughout the semester.
- Assistance with the dissemination of key assessments completed by the students in the field.
- Attendance at monthly status and performance meetings for undergraduate students.

August 2008-June 2009

Sarasota County School Board: Division of Pupil Supports Services, School Psychology Intern

Responsibilities:

- Completed 1500 hours of supervised experience with a school psychologist.
- Conducted full comprehensive psychological evaluations.
- Involved in the implantation and consultation with the RTI process.

- Member of the School Wide Support Team (3 Elementary Schools).
- Assisting parents and teachers in decisions about students with varying exceptionalities.

October 2006 – June 2008

Miami-Dade County Public Schools, Division of Psychological Services: Reading Interventionist for Title 1 inner city schools.

Responsibilities:

- Collaborating with the reading coach and other school professionals in the planning and implementation of the Response to Intervention process.
- Lesson planning for interventions.
- Conducting Interventions:
 - Voyager (K-5)- 5 times a week with approximately 7-8 groups (6-8 in a group)
 - Students in groups were assessed as the most at-risk in their grade level
- Administered reading assessments:
 - Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

COURSES TAUGHT IN HIGHER EDUCATION

Courses Taught Independently:

Fall 2014

Development Sciences and the Context of Poverty

- EDUC 200 (sections 001 and 002).
- 48 students
- 3 credit hour course

Educational Assessment

- EDUC 605
- 19 students
- 3 credit hour course

ACAD 101

- 15 students
- 1 credit hour course

Spring 2014

Development Sciences and the Context of Poverty

- EDUC 200 (007).
- 25 students
- 3 credit hour course

Educational Assessment

- EDUC 605
- 9 students
- 3 credit hour course

Literacy and the English Language Learner

- EDUC 201
- 23 students
- 3 credit hour course

Fall 2013 (Winthrop)

Development Sciences and the Context of Poverty

- EDUC 200 (sections 001 and 002).
- 48 students
- 3 credit hour course

Educational Assessment

- EDUC 605
- 19 students
- 3 credit hour course

Summer 2012 (USF)

Narrative Perspectives on Exceptionality: Cultural and Ethical Issues

- Department of Special Education
- 26 students
- 3 credit course

Spring 2012 (USF)

Narrative Perspectives on Exceptionality: Cultural and Ethical Issues

- Department of Special Education
- 25 students
- 3 credit course

Courses Co-Taught with Faculty:

Spring 2013 (USF)

Exceptional Student Education Core Competencies: Beginning to Teach.

- Department of Special Education
- Focus on classroom and behavior management.
- 24 students
- 5 credit hour course

Fall 2012 (USF)	<p>Exceptional Student Education Core Competencies: Enhancing Expertise in Teaching and Instruction Decision-Making</p> <ul style="list-style-type: none"> • Department of Special Education • 35 students • 5 credit course
Spring 2012 (USF)	<p>Exceptional Student Education Core Competencies: Becoming a Special Education Teacher</p> <ul style="list-style-type: none"> • Department of Special Education • 27 students • 3 credit course
Fall 2011 (USF)	<p>Narrative Perspectives on Exceptionality: Cultural and Ethical Issues</p> <ul style="list-style-type: none"> • Department of Special Education • 32 students • 3 credit course
Fall 2011 (USF)	<p>Exceptional Student Education Core Competencies: Enhancing Expertise in Teaching and Instruction Decision-Making</p> <ul style="list-style-type: none"> • Department of Special Education • 28 students • 5 credit course
Spring 2011 (USF)	<p>Behavior Management for Special Needs and At- Risk Students</p> <ul style="list-style-type: none"> • Department of Special Education • 32 students, 4 credit course

RESEARCH EXPERIENCE, SUBMISSION STATUS, GRANT WORK

Publications:

Rademaker, S. M. (2013). Connective capacity: The importance and influence of dispositions in special education teacher education. (Doctoral dissertation). Retrieved from UMI Dissertation Publishing. (3590294)

Rademaker, S.M. (2013). The usefulness of projective analysis in examining artistic renderings of philosophical perspectives. *The International Journal of Arts Theory and History*.

Rademaker, S., & Hicks, T. (2012). Classroom capture evaluation. Retrieved from:
<http://web.usf.edu/FacultySenate/ay1112/meetings/1-senate-exec-committee/2012-06-06/SEC-Meeting-Materials-06-06-12.pdf>

Rademaker, S., & Hicks, T. (2011). Tutor-a-bull project evaluation. Retrieved from:
<http://www.coedu.usf.edu/cream/documents/Tutor-a-BullInformation.pdf>

Papers to be Submitted:

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|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2014 | <p>Chapter Proposal: Creating and Implementing Formative Performance-Based Field Instruments for Students in Early Field Experiences</p> <p>Journal Article: SHAREing is Caring: A Practical Teacher's Guide for Understanding Children Affected by Poverty</p> |
| 2011-2014 | <p>Empowering Youth to Make Successful Career Choices and Transitions.</p> <ul style="list-style-type: none"> • Involves interviews with employers of individuals from marginalized backgrounds. • Data are qualitatively analyzed for themes. • Manuscript under review. |

Grant Work:

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|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2009-2013 (USF) | <p>HEP/CAMP</p> <ul style="list-style-type: none"> • Federally funded grant for migrant education, housed at USF. • Duties included: interviews with exiting participants, evaluation of the whole program, and other peripheral duties in coordination with the grant supervisor. |
| 2012-2013 (USF) | <p>Citi Foundation Direct Service Grant</p> <ul style="list-style-type: none"> • Grant awarded for use of funds in 2012. • Assisted with the application and writing of the grant which assists migrant students in their pursuit of their goals related to education. |

PROFESSIONAL CONFERENCE PRESENTATIONS

Presentations Given:

- Rademaker, S. (2014, March). The ivory tower infused: The importance of the relationship between a university, its partner schools, and the community. Professional development presentation at the Professional Development Schools Conference, Las Vegas, NV.
- Rademaker, S. (2014, February). Disseminating dispositions: How mentor teachers can instill positive dispositions in teacher candidates. Professional development presentation presented at the South Carolina Chapter of the Council for Exceptional Children Conference, Greenville, SC.
- Rademaker, S. (May, 2012). The International Qualitative Congress, Champaign,-Urbana, IL. Paper Presentation: On Becoming a Professor: The Use of Paintings as a Method for Self-Study.
- Rademaker, S. (2013, April). National Migrant Education Conference-Orlando, FL. Professional development presentation: RTI Along the Stream: Implementing Multi-tiered Intervention Systems to Support Migrant Students with Disabilities.
- Rademaker, S. (2013, February). Teachers' Choice: How Special Education Teachers Apply for Donor's Choose Funding to Enhance their Classroom. Professional development presentation presented at the Professional Development Schools Conference, New Orleans, LA.
- Rademaker, S. (2012, July). The Usefulness of Projective Analysis in Examining Artistic Renderings of Philosophical Perspectives. Paper presented at The International Conference of the Arts in Society, Liverpool, England.
- Rademaker, S. (2012, May). Exposures and Composition: Understanding Resilience through Photovoice. Paper presented at the annual conference of The International Qualitative Congress, Champaign-Urbana, IL.
- Rademaker, S. (2012, March). Levels of compatibility: Pre-service teacher experiences and qualitative methodological dilemma. Paper presented at the annual conference of the Professional Development Schools Conference, Las Vegas, NV.
- Rademaker, S. (2011, November). Peacemaker: Balancing paradigmatic concerns and client expectations in collaborative evaluation. Evaluation presented at the annual conference of the American Evaluation Association, Anaheim, CA.
- Knollman, G., Rademaker, S., Cranston-Gingras, A., & Hicks, T. (2011, April). Empowering youth to make successful career choices and transitions. Paper presented at the annual conference of the American Educational Research Association, New Orleans, LA.

SERVICE ACTIVITIES

Fall 2014	Faculty liaison for GLoBAL student organization.
June 2011-July 2011 (7 Weeks)	<p>Intern for the Office of Special Education Programs (OSEP) in Washington, D.C.</p> <p><u>Duties included:</u></p> <ul style="list-style-type: none"> • The examinations of grant proposals. • The writing of indicators for the funding of proposed programs. • The preparation for the national conference of the project directors' meeting. • The analysis of federally funded personnel grants for an end of internship project presentation to the staff of OSEP. • Participation in funding meetings. • Attendance at invited Capitol Hill sessions on topics such as learning disability intervention implementation. • Participated in the NASP summit meeting at George Washington University.

EVALUATIONS CONDUCTED

Spring 2012	<p>Collaborative Evaluation of the University of South Florida Classroom Capture Project</p> <ul style="list-style-type: none"> • The evaluation involved the examination of a pilot project related to presentation and capture of course material. • Recommendations will be given to the provost of the university. • Collaboration with faculty and the Dean of the College of Education.
Spring 2011	<p>Collaborative Evaluation of the College of Education's Tutor-A-Bull Project</p> <ul style="list-style-type: none"> • Project related to pre-service teacher experiences in a tutoring program. • Results of the evaluation presented to the board of directors. • Board recommend 20 percent increase in funding. • Completed alongside the Dean of the College of Education.

PROFESSIONAL AFFILIATIONS

- Co-Founder of Scholar Evaluation Services, L.L.C. February 2012-Present
 - Company founded by a colleague and myself.
- Associate Editor-Journal of the Arts in Society October 2012-Present
- Departures in Critical Qualitative Inquiry November 2013-Present
 - Reviewer of manuscripts.
- The Association for the Severely Handicapped January 2012-Present
- Office of Special Education Programs Scholars July 2011-Present
- The American Evaluation Association August 2010-Present
- PSI CHI-Psychology National Honor Society July 2008-Present

UNIVERSITY AND COLLEGE OF EDUCATION COMMITTEES

- Dispositions Committee Chair
 - College of Education
 - Charged with the examination of and data related to dispositions and their assessment in the COE, as well as providing support for faculty.
- General Education Committee-Member
 - Representative for the general education initiative from the department of Curriculum and Pedagogy for the university.
- University Cultural Events Committee
 - Examining and promoting cultural events for students at the university.
- SCEPUR committee member.
- GLOBAL faculty representative
 - Assisting students in the GLOBAL club with the facilitation and promotion of their club.