

CURRICULUM VITEA
Jorge A. Preciado

Seattle Pacific University
 Assistant Professor of Teacher Education
 3307 Third Ave. West
 Seattle, WA 98119
 Peterson Hall 406
 206-271-2894
 preciadoj@spu.edu

Professional Background

Education

<i>Institution</i>	<i>Years Attended</i>	<i>Degree/Major Field</i>
University of Oregon	2002-2006	Ph.D. Special Education
San Diego State University	1995-1998	MA Education
San Diego State University	1983-1988	BA Liberal Studies

Dissertation

Using a function-based approach to decrease problem behaviors and increase reading academic engagement for Latino English Language Learners.

Masters Project

How effective are bilingual education programs on teaching reading in English to Hispanic students in K-6.

Professional Credentials and Licensure

2006 California: Clear Multiple Subject Teaching Credential
 2006 California: Clear Specialist Instruction Credential in Special Education

Present Employment

School of Education: Assistant Professor of Teacher Education (2010-Present)

Responsible for the following: a) teaching undergraduate and graduate courses in areas of interest, b) involved with advising of undergraduate and graduate students, c) continued involvement in scholarship and research in areas of interest, d) involvement with service to the university and community, and e) involvement with professional organizations and attending/participation in professional conferences.

Professional Experience and Ranks Held

School/Research	Rank	Date	Major Field
Dynamic Measurement Group	Post Doctorate	2009-2010	Early Childhood
University of Oregon	Regional Coordinator Oregon Reading First	2006-2009	General Education
University of Oregon	Training Coordinator Spanish Literacy Grant: Systematic and Explicit Teaching Routines (SETR)	2007-2009	General Education
University of Oregon	Early Childhood/ Elementary Special Education Licensure Program Supervisor	2002-2005	Special Education
San Diego State University	Instructor	2003-2004	Special Education
Harborside Elementary	RSP Teacher	1998-2002	Special Education
Harborside Elementary	5 th Grade Teacher	1992-1998	General Education
Harborside Elementary	3 rd /4 th Grade Teacher	1990-1992	General Education
Harborside Elementary	1 st Grade Teacher	1989-1990	General Education

Scholarly Awards

2002-2006 Graduate Teaching Fellowship, University of Oregon, Eugene OR.

2002-2005 Recipient of California State University Forgivable Loan Doctoral Incentive Program, California State University System.

Areas of Interest

English and Spanish Literacy Instruction
English Learners
Positive Behavior Support
Teacher Preparation

University Teaching***Instructor***

- 2006-2009 SPED 426/526 Classroom Behavior Management, University of Oregon, Responsible for all aspects of teaching and evaluation of undergraduate and graduate students.
- 2004 SPED 501 Typical and Atypical Learning Processes, San Diego State University, Responsible for all aspects of teaching and evaluation of graduate students.
- 2004 SPED 502 Field Experiences in General and Special Education, San Diego State University, Responsible for all aspects of teaching and evaluation of graduate students.
- 2003 SPED 502 Field Experiences in General and Special Education, San Diego State University, Responsible for all aspects of teaching and evaluation of graduate students.

Teaching Assistant

- 2004 SPED 522 Special Education Mathematics Instruction, University of Oregon, Instructor- Nancy Wilson, Ph. D.
- 2003 SPED 522 Special Education Mathematics Instruction, University of Oregon, Instructor- Kathy Jungjohann, M.A.

Guest Lecturer

- 2008 SPED 521, University of Oregon, "Systematic and Explicit Teaching Routines: Maximizing Instructional Effectiveness for Spanish Speaking First Grade Students."
- 2007 ED 479 Ed Foundation Lecture, University of Oregon, "Overview and Critical Features: Implementing Positive Behavior Support in Schools."
- 2006 SPED 530, University of Oregon, "Using a Function-Based Approach to Decrease Problem Behaviors and Increase Reading Academic Engagement for Latino English Language Learners."
- 2006 SPED 521, University of Oregon, "Teaching Reading to English Language learners."
- 2005 SPED 532, University of Oregon, "Operationalizing Effective Instructional Practices for English Language Learners."

- 2003 SPED 501 Typical and Atypical Students, San Diego State University. Responsible for 7 lectures, grading and evaluation of graduate student
- 2003 Community Internship Program, University of Oregon, "Engineering the Classroom for Success." Lecture given to undergraduates in the College of Education.

Research Experience

Publications

- Preciado, J., & Chaparro, E. (In progress). Improving vocabulary outcomes for Latino students through systematic and explicit instruction.
- Preciado, J., & Chaparro, E. (In progress). Using a K-3 school-wide reading model to improve literacy outcomes for Latino students.
- Park, Y., Preciado, J., Chaparro, E., & Cummings, K. (In review). Are your students readers? Since when? Importance of early mastery of basic reading skills.
- Castro-Olivo, S., Preciado, J., Sanford, A., & Perry, V. (2011). The academic and socio-emotional needs of secondary Latino English Learners: Implications for screening, identification, and instructional planning. *Exceptionality* 19, 160-174.
- Fien, H., Smith, J., Baker, S., Chaparro, E., Baker, D., & Preciado, J. (2011). Including English learners in a multi-tiered approach to early reading instruction and interventions. *Assessment for Effective Intervention*, 36(3), 143-157.
- Sugai, G., & Preciado, J. (2009). Lessons and advances in school-wide positive behavior supports. *Revista Catalana d'Educació Inclusiva*, 13(1), 4-19 .
- Preciado, J., Horner, R. H., & Baker, S. K. (2009). Using a function-based approach to decrease problem behavior and increase academic engagement for Latino English language learners. *Journal of Special Education*, 42(4), 227-240.
- Preciado, J., & Sugai, G. (2007). Function based approach for supporting students with problem behavior. *Revista Catalana d' Educació Especial i Atenció a la Diversitat*, 11, 4-11.
- Preciado, J., & Sugai, G. (2004). School-wide positive behavior support: Overview of critical features. *Revista Catalana d' Educació Especial i Atenció a la Diversitat*, 8(2), 148-156.

Reviewer

Ad Hoc Reviewer for the Journal of School Psychology (2008-Present).

Reviewer for Cowen Press (2008-Present).

Professional Development Trainer

Trainer for Dynamic Measurement Group: Indicadores Dinámicos del Éxito en la Lectura (IDEL) (2009-Present).

Research

- | | |
|--------------|---|
| 2009-Present | Tier 3 literacy research intervention in early literacy skills for preschool students. The study is currently conducted with Head Start programs in Eugene and Springfield, OR. |
| 2007-2009 | Training Coordinator, University of Oregon. Systematic and Explicit Teaching Routines, IES Grant. Providing technical support to first grade Spanish literacy teachers to improve Spanish and English reading outcomes for Spanish speaking first grade students. The study is currently conducted with school districts in Hillsboro, Tigard-Tualatin, and Hood River, OR. |
| 2006-2009 | English and Spanish Literacy Specialist and Regional Coordinator for Oregon Reading First. Responsible for providing on going technical assistance in the implementation of research-based reading components supporting school-wide efforts of reading first schools who teach literacy in both English and Spanish. |
| 2005-2006 | Data collector, Pacific Institute for Research. Early Reading and Mathematics Research Study-Using reading and mathematics evaluation instruments to assess reading/mathematics skills of Kindergarten and first grade students in the Springfield, OR and Eugene, OR school districts. |
| 2005 | Instructor, Pacific Institute for Research. Read Aloud Study Program. Taught story grammar to English Language Learners to improve vocabulary and oral language development. Springfield, OR. |
| 2004-2005 | Bethel School District Tracking Study. Conducted Functional Based Assessments and Behavior Intervention Plans for students with problem behaviors. Eugene, OR. |

- 2003 Data collector, Dissertation Project University of Oregon. Collected data regarding on task behavior and the number of mathematics problems completed. Eugene, OR.
- 2002-2004 “DIBELS/IDEL,” Early literacy assessment tool, University of Oregon, Research team member. Assessing English Language Learners using DIBELS and IDEL. Eugene, OR.

Presentations and Professional Development

- Preciado, J. A. (October, 2011). Indicadores Dinámicos del Éxito en la Lectura (IDEL) professional development, White Plains, NY. White Plains City School District. October 7, 2011.
- Preciado, J. A. (September, 2011). Indicadores Dinámicos del Éxito en la Lectura (IDEL) professional development, Oxnard, CA. Oxnard Public School District. September 26, 2011.
- Preciado, J. A. (August, 2011). Indicadores Dinámicos del Éxito en la Lectura (IDEL) professional development, Wenatchee, WA. Wenatchee Public School District. August 26, 2011.
- Preciado, J. A. (June, 2011). Cambium Education Inc., Mesquite, TX. June 30, 2011. What’s the word: Evidence-based Strategies for Developing Robust Vocabulary and Comprehension Skills in English Learners. June 30, 2011.
- Preciado, J. A. (June, 2011). Indicadores Dinámicos del Éxito en la Lectura (IDEL) professional development, Milwaukee, WI. Milwaukee Public School District. June 21, 2011.
- Preciado, J. A. (April, 2011). Indicadores Dinámicos del Éxito en la Lectura (IDEL) professional development, White Plains, NY. White Plains City School District. April 15, 2011.
- Preciado, J. A. (April, 2011). Paper presented at the American Education Research Association Conference, New Orleans, LA. April 11, 201. Are your students readers? Since when? Importance of early mastery of basic reading skills. Presenter with: Park, Y, Chaparro, E., and Cummings, K.
- Preciado, J. A. (February, 2011). Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Conference, Santa Ana, NM. February 15, 2011. Culturally Responsive Literacy Instruction: Assessing Outcomes for Diverse Learners. February 15, 2011. Co-presenter with Kent McIntosh, Ph.D.
- Preciado, J. A. (November, 2010). Indicadores Dinámicos del Éxito en la Lectura (IDEL) professional development, Lubbock, TX. Lubbock Independent School District. November 17, 2010.

- Preciado, J.A. (October, 2010). The Division for Early Childhood Conference, Kansas City, MO. Language and Literacy Interventions to Promote School Readiness. October 17, 2010. Co-presenter with Ruth Kaminski, R., Ph.D., and Howard Goldstein, Ph.D.
- Preciado, J. A. (August, 2010). Indicadores Dinámicos del Éxito en la Lectura (IDEL) professional development, Canby, OR. Canby School District, OR. August 17, 2010.
- Preciado, J. A. (March, 2010). Indicadores Dinámicos del Éxito en la Lectura (IDEL) professional development, Rocky Ford, CO. Rocky Ford School District R2. March 12, 2010.
- Preciado, J. A. (October, 2009). Indicadores Dinámicos del Éxito en la Lectura (IDEL) professional development, Port Chester, NY. Port Chester School District, NY. October 2, 2009.
- Preciado, J. A. (September, 2009). Indicadores Dinámicos del Éxito en la Lectura (IDEL) professional development, Mt. Vernon, WA. Mt. Vernon School District, WA. September 16, 2009.
- Preciado, J. A. (September, 2009). Indicadores Dinámicos del Éxito en la Lectura (IDEL) professional development, Bronx, NY. Bronx Global Learning Institute for Girls, NY. September 2, 2009.
- Preciado, J. A. (June, 2009). University of Oregon Bi-literacy Conference, Eugene, OR. Including English Learners in a Multi-Tiered Approach to Reading Instruction and Intervention. June 26, 2009. Co-presenter with Erin Chaparro, Ph.D.
- Preciado, J. A. (June, 2009). Paper presented at the Building on Family Strengths: Research and Services in Support of Children and their Families Conference. Portland, OR: Research and Training Center, Graduate School of Social Work, Portland State University. Involving Latino youth and families in out-of-school time youth empowerment programs. Presenter with: Tobin, T., Romero, C., Magana, S., Fontal, I., Takish, A., Cohoon, W., Torres, Y., Pelayo-Martinez, C., and Fuller, R.
- Preciado, J. A. (March, 2009). Indicadores Dinámicos del Éxito en la Lectura (IDEL) professional development, Port Chester, NY. Port Chester School District, NY. March 13, 2009.
- Preciado, J.A. (November, 2008). Effective Instructional Practices for English Learners, Colorado Reading First. Denver Colorado and Pueblo Colorado. November 3, 2008. Co-presenter with Erin Chaparro, Ph.D.

- Preciado, J. A. (July 2008). Positive Behavior Support training to the staff at the Vivian Olum Child Development Center, Eugene, OR. July 17, 2008. An Overview of Positive Behavior Support.
- Preciado, J. A. (March 2008). Oregon Positive Behavior Support Conference, Eugene, OR. March 11, 2008. Integrating Academic Interventions and Positive Behavior Supports to Prevent Problem Behavior and Reading Difficulties. Co-presenter with Amanda Sanford, Ph.D.
- Preciado, J. A. (February 2008). Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Conference, Santa Ana, NM. February 28, 2008. Function-Based Support for Students with Reading Difficulties. Co-presenter with Amanda Sanford, Ph.D.
- Preciado, J. A. (September 2007). Professional Development for Employees at Northwest Family Services on Overview and Critical Features: Implementing Positive Behavior Support in Schools. Portland, OR.
- Preciado, J. A. (January 2006). Professional Development for Teachers and Instructional Assistants on Evidence Based Early Reading Instructional Practices for English Language Learners. Forrest Grove, OR.
- Preciado, J. A. (January 2005). Direct Instruction Training in Mathematics for Special Education Practica Co-hort. Presented to practicum students in elementary special education licensure program. Eugene, OR.
- Preciado, J. A. (September 2004). Direct Instruction Training in Reading Mastery for Special Education Practica Co-hort. Presented to practicum students in elementary special education licensure program. Eugene, OR.
- Preciado, J. A. (February 2001). How to teach reading to students with learning disabilities. Presented to parents and staff at Harborside Elementary. Chula Vista, CA.
- Preciado, J. A. (October 2000). Effective school-wide behavioral support for students. Presented to parents and staff at Harborside Elementary. Chula Vista, CA.
- Preciado, J. A. (October 1999). Effective intervention strategies for students. Presented to staff at Harborside Elementary. Chula Vista, CA.

Participation in Professional Organizations

Council for Exceptional Children
 Council for Children with Behavior Disorders
 Division for Learning Disabilities
 Division for Diverse Exceptional Learners
 Division for Early Childhood

Service for the University and Community

Service for the University

- 2010-Present Faculty Professional Development Committee (Candidate)
- 2005-2006 Student representative for the Special Education Professor Selection Committee.
- 2005 Student representative on the Early Childhood/Elementary Special Educator Program Coordinator Selection Committee.
- 2004-2005 Student representative for the Special Education Doctoral Committee.
 2002-2004 Student Representative Special Education, Education Consortium for the Improvement of Professional Education, College of Education, University of Oregon.

Service for the Community

- 2010-Present Providing Professional Development to school districts on literacy instruction and assessments for at-risk Latino students.
- 2009-2010 Provided tutoring services to struggling readers in Eugene, OR.
- 2008 Consultant to the Vivian Olum Child Development Center. Helping staff implement Positive Behavior Support. Eugene, OR
- 2005 Worked with a first year classroom teacher to improve lesson delivery during reading instruction for English Language Learners. Helped the teacher to create structured routines to decrease problem behaviors during transitions and working in centers. Tillamook, OR
- 2005 Consultation at Moffitt Elementary in the Springfield School district on effective instructional practices and behavior management of English Language Learners. Springfield, OR
- 2004 Consultation at Fairfield Elementary in the Bethel School District on two Latino students who required a Functional Based Assessment and Behavior Intervention Plan. Eugene, OR