

MIRIAM B. ORTIZ

8820 Southwestern Blvd Apt 1012 • Dallas, TX • 75206 • 850.728.0433 • mbortiz@smu.edu

EDUCATION

- Ph. D. Southern Methodist University, Dallas, TX (2017)
Major: Education and Human Development
Focus: Special Education/Response to Intervention
- 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	Dallas, TX	August 2018 – Present
Supervisor: Dr. Tim Jaccobbe	<i>Southern Methodist University</i>	

- Teach or have taught the following courses within the literacy, special education, and doctoral programs. Courses taught:
 - EDU 6358 – Interventions in Math (Developed & taught)
 - EDU 7318 – Program Evaluation
 - EDU 6360 – Behavioral Interventions in the Classroom
 - EDU 6323 – Literacy Assessment
 - EDU 6363 – Late Literacy
 - EDU 6120 – Practicum for Literacy Assessment
- Serve as a liaison to the literacy & special education committee.
- Supporting 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, data management, etc.
 - Leading or contributing substantially to articles to be published
 - Lead the creation of an instructor handbook for Literacy courses EDU 6364, 6164, 6367, 6167, 6323, 6120

Executive Director

Supervisor: Dr. Michael Faggella-Luby

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

April 2018 – Present

- Act as an effective and efficient 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 members in a timely and professional manner.
- Remain actively involved in the DLD meeting 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 communication to and oversight of website developers and administrators.

Special Education Teacher

Supervisor: Robin Blackwell

Tallahassee, FL
Pace Secondary School

June 2010 – August 2012

- Taught 5th – 8th grade students with behavior disorders that could not be served at their home zone school.
- Instructed about 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.
- 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
*Southern Methodist
University*

June 2015 – Present
Project Intensity

Data and Assessment Coordinator Supervisor: Dr. Jill Allor	Dallas, TX <i>Southern Methodist University</i>	August 2014 – June 2015 <i>Project Intensity</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</i>	August 2008 – December 2009

PROFESSIONAL AFFILIATIONS

- ❖ Council for Exceptional Children (CEC)
- ❖ CEC Division of Research
- ❖ CEC Division for Learning Disabilities
- ❖ Golden Key International Honor Society
- ❖ International Reading 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	CED Division of Learning Disabilities Student Representative for Executive Board

PUBLICATIONS

PEER REVIEWED JOURNALS AND BOOK CHAPTERS

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.

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.**, *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.**, *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.

PROFESSIONAL DEVELOPMENT PROVIDED

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). Early Matters Dallas.

Allor, J. & **Ortiz, M.** *High Impact Evidence-Based Practices for Early Literacy Instruction.* (May 2019). Early Matters Dallas.

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.

Al Otaiba, S. & **Ortiz, M.** *Providing effective professional development and supporting teachers in using data to guide instruction.* (October, 2013). Middle School Matters.