

Courtney A. Toledo M.Ed
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Education

Doctoral Candidate, Curriculum Studies

Georgia Southern University, Statesboro, Georgia (May 2019 - Present)
Current GPA 4.0

Masters of Education, Multiple and Severe Disabilities

Georgia State University, Atlanta, Georgia (December 2016)
Overall GPA 3.9

Coursework included: applied behavior analysis, literacy instruction for students with disabilities, deaf education, hearing sciences and disorders, psychology, multicultural education, and assessment and instruction for at-risk readers

Bachelor of Science, Early Childhood Education

Georgia Southern University, Statesboro, Georgia (May 2010)
Magna Cum Laude, Overall GPA 3.72

Coursework included: lesson/unit planning, content area instruction, multicultural education, instructional technology, sociology, and assessment

Certification

Early Childhood Education (P-5) Issued 06/07/10

Special Education General Curriculum (P-12) Issued 07/18/11

Special Education-- All Subjects Cognitive Level (P-5) Issued 07/18/11

Professional Experience

Clinical Instructor in Elementary and Special Education (PK-5), 2017 – present

Georgia Southern University; Statesboro, Georgia

- Plans and implements lessons in order to address various objectives across SPED and ELEM courses. Supervises pre-service teachers in the field across all levels of the program. Engages in diverse service opportunities for the college, university, and community.

Camp Coordinator at Camp RAD

Georgia Southern University; Statesboro, GA, May - July 2018

- Developed and implemented daily activities and weekly schedule for camp. Coordinated various on and off campus events for camp. Managed student workers and supported them in their roles during camp.

Interrelated Resource Teacher, 2014 - 2017

Woodland Elementary; Dunwoody, Georgia

- Worked in a variety of settings throughout my years at this school from small group resource classrooms to co-taught classrooms across first grade through fifth grade. Planned and implemented instruction both collaboratively and independently in order to provide instruction to meet the needs of all learners. Developed and implemented Individualized Education Plans (IEPs) for all students on my caseload as well as a few Behavior Intervention Plans (BIPs) for some students who required more intensive behavioral support.

New Teacher Mentor, 2015 - 2017

Woodland Elementary; Dunwoody, Georgia

- Mentored new teachers during their first year in the classroom. Supported new teachers with getting to know the school, getting organized, instructional strategies, and being available to answer questions as needed.

Instructional Leader, 2016 - 2017

Woodland Elementary; Dunwoody, Georgia

- Organized monthly meetings for the special education teachers at our school in order to deliver pertinent information that I obtained from the leadership team meetings. Supported new and existing teachers with instructional strategies and problem solving.

Behavior Specialist for the Positive Behavior Intervention Systems Team, 2016 - 2017

Woodland Elementary; Dunwoody, Georgia

- Worked alongside the other Positive Behavior Intervention Systems (PBIS) Team members to develop behavioral interventions for our school at the classroom and school wide level. Met monthly to analyze behavioral data and develop strategies for continuous improvement.

Special Education Co-Teacher, 2013 - 2014

Abbotts Hill Elementary; Alpharetta, Georgia

- Worked with two fourth-grade general education teachers to provide differentiated instruction to our diverse learners, some with and some without disabilities.

Behavior Specialist for the Positive Behavior Intervention Systems Team, 2013 - 2014

Abbotts Hill Elementary; Alpharetta, Georgia

- Worked alongside the other Positive Behavior Intervention Systems (PBIS) Team members to develop behavioral interventions for our school at the classroom and school wide level. Met monthly to analyze behavioral data and develop strategies for continuous improvement.

Leadership Academy, 2013 – 2014

Abbotts Hill Elementary; Alpharetta, Georgia

- Engaged in workshops and attended various training sessions focused on building leadership skills.

Self-Contained Special Education Teacher, 2012 - 2013

Georgia Network for Educational and Therapeutic Support at Sweet Apple Elementary; Roswell, Georgia

- Planned and implemented daily lesson plans for a self-contained classroom for students with Severe Emotional and Behavioral Disorders. I engaged in academic instruction for this diverse group of students in grades Pre-K through 2nd grade while also providing a heavy focus of emotional and behavioral support utilizing positive behavioral interventions.

Third Grade Teacher, 2011 - 2012

Atlanta Preparatory Academy; Atlanta, Georgia

- Planned and implemented daily lesson plans in the general education setting.

Assistant Pre-K Teacher, 2010 - 2011

The Goddard School; Alpharetta, Georgia

- Worked alongside the lead teacher to develop and implement daily lesson plans and activities. Worked with small groups of diverse students to address all of the Georgia Pre-Kindergarten standards.

Awards

Nominee for the College of Education Non-Tenure Track Instructor of the Year	2022
College of Education Non-Tenure Track Instructor of the Year [<i>teaching & service</i>]	2021
Nominee for the University Award for Excellence in Contributions to Teaching	2021

Grants

Graduate Student Organization Travel Grant; Awarded \$850

2021

Graduate Student Organization Travel Grant; Awarded \$820

2022

Courses Taught

Course Taught	Course Description	Semester(s) Taught
SPED 3134: Special Education Procedures	Designed to provide knowledge about litigation and legislation affecting Special Education and the procedures associated with pre-referral, assessment, placement, and instruction of children with special needs. Students also develop eligibility reports, Individual Education Plans, and Transition Plans.	Fall 2017-2022 Spring 2019-2023
SPED 3130: Characteristics of Learners with Mild Disabilities	This course provides a review of the etiology, diagnosis, characteristics, and philosophical and educational implications of the full range of students with disabilities who demonstrate a need for additional educational services in order to achieve full potential.	Fall 2017-2022
SPED 3231: Classroom Management	This course is designed to initiate the preservice teacher in the basic procedures for classroom management with an emphasis on developing teacher candidates' abilities to meet the needs of a diverse population, including English Language Learners and students with disabilities in the P-5 and/or 6-12 classroom.	Spring 2018; 2023
SPED 3331: Introduction to Special Education	This course is designed to examine: (a) the characteristics of students with disabilities, (b) the educational and legal implications for working with students with disabilities and other special learning needs, (c) collaborating with other professionals to meet the needs of all students, (d) strategies for successful inclusion, and (e) instructional and curricular adaptations.	Summer 2019-2022 Fall 2019-2022
ELEM 3131: Elementary Curriculum	This course introduces the teacher candidate to the curriculum, instruction, assessment, and organization of elementary schools serving a preschool through fifth-grade population.	Fall 2017 - 2018
ELEM 3732: Elementary Pre-Internship	This practicum experience is designed to provide the teacher candidate with meaningful opportunities to observe, actively engage in classroom activities, and teach in a supervised P-5 classroom.	Spring 2018 - 2023

ELEM 4733: Internship I	This practicum experience is designed to provide the teacher candidate with meaningful opportunities to observe, actively engage in classroom activities, and teach in a supervised P-5 classroom. This experience builds upon ELEM 3732 by further developing planning, instruction, and assessment of diverse learners through increased field hours.	Fall 2017-2019, 2021-2022
ELEM 5799: Internship II	Student teaching is a fifteen-week period of guided teaching practice in a P-5 classroom setting. Under the direction of a clinical supervisor, the candidate gradually assumes increasing responsibility for classroom instruction and management. During this experience, candidates are expected to engage directly in many of the activities that constitute the wide range of a teacher's assigned responsibilities. The candidate will also assume the full responsibilities of the clinical supervisor for a minimum of four weeks.	Spring 2018 - 2020; 2022
ELEM 4632: Elementary Internship Seminar	Teacher candidates will reflect upon and analyze issues related to school law, diverse P-5 student populations, classroom management, home and school connections, culturally relevant pedagogy, and issues and trends in education, technology integration, and ethics.	Spring 2018 - 2020; 2022
SPED 3133: Inclusive P-5	This course is designed to examine: (a) research-based methods for curriculum and instruction in an inclusive classroom, (b) differentiated instruction, (c) instructional curricular adaptations, and (d) collaboration for individuals with age-level learning abilities as well as those individuals with mild disabilities, preschool through grade 5.	Fall 2020

Service and Contributions

Department of Elementary and Special Education

Dual Program Search Committee Member (2021 - 2022)

Poverty Simulation Volunteer (2019; 2022)

Guest Lecturer in SPED 3133 with Dr. Howerter (Spring & Fall 2018 – 2019; 2022)

Pinning Ceremony Volunteer (Fall/Spring 2018-2019; 2021-2022)

DUAL Certification Major Information Session (2018 - 2022)

Educator Preparation Committee Chair (2020 – 2021)

Dual Program Search Committee Member (2020 - 2021)

Educator Preparation Committee Member (2019 – 2020)

ISO Committee Member (2019 – 2020)

Guest Lecturer MGED 4632 with Dr. Barrow (November 2020)
Guest Lecturer MGED 3332 with Dr. Norman (October 2020)
Eagle Educator LLC Event (September 2020)
Elementary Education Major Information Session (2018)

College Service

Eagle Education Learning & Living Community Meet and Greet (November 2022)
CAEP Accreditation Cite Visit University Supervisor Interview (April 2022)
Scholarship and Awards Committee Member (2021-2022)
Educators of Color Presentation on Ableism (March 2022)
Research Recruitment (March 2021)
Assessment Retreat (February 2021)
Morale Action Team Member (2019 - 2020)
Honors Day Committee Member (2018)
Improving Local Agency/School Partnerships (2018)
Mock Interviews for Middle Grades Students (2018)
Majors Fair (2017 - 2018)
Pinning Ceremony Guest Speaker (December 2017)
College of Education Alumni Tailgate Volunteer (November 2017)
Retention, Recruitment, and Efficiency Plan Committee (2017)

University Service

Conversations with Professors (August, 2022)
Faculty Grievance Committee Member (2021-2022)
Graduation Candidate Assistant (May 2022)
Zeta Tau Alpha Chapter Presentation on Ableism (February 2022)
Student Conduct Board Member (2019 – 2022)
First Day of School Campus Support (August 2018)
Operation Move-In for Eagle Academy (August 2018)
Conversations with Professors (August, 2018)
Open House (November 2017 & April 2018)
Southern Scholars Showcase (December 2017)

Community Service

New Teachers Anonymous Support Group (Summer/Fall 2022-Spring 2023)
Collaboration with YMCA for Inclusive Child Watch Program (2021-2022)
New Teacher Mentor at Langston Chapel Elementary (Fall 2020-Spring 2021)
Co-Teaching Professional Development at Langston Chapel ES (Fall 2020)
Bulloch County Spelling Bee Pronouncer (February, 2019)

EdCamp Volunteer (2018 - 2019)

Read Across America Day at Langston Chapel Elementary (March 2018)

Contributed Multiple Sections for Camp RAD Manual (Summer 2018)

Special Olympics Bowling Coach (2017)

Professional Service

Georgia Council for Learning Disabilities Executive Committee Member (2022-2023)

Georgia Council for Learning Disabilities Conference Proposal Reviewer (2022-2023)

Council for Learning Disabilities Conference Committee (2021-2023)

National Youth Advocacy and Resilience Conference Proposal Reviewer (2019-2022)

National Youth Advocacy and Resilience Conference Volunteer (March 2022)

National Association of Professional Development Schools (NAPDS) Proposal Reviewer (Fall 2019)

Scholarship

Publications

Toledo, C. (2023). Role play: Actualizing the IEP meeting for pre-service teachers. *The Qualitative Report*, 28(1), pp. 92-109.

Howerter, C.S., Toledo, C., & Crawford, K. (2022). *Co-Teaching professional development: Did it work? Yes, no, maybe so!*. In A. Markelz, (Ed.), *TED 2022 Conference Proceedings: Building Bridges* (pp 26-30). Teacher Education Division of the Council for Exceptional Children, Richmond, VA.

Toledo, C. (2022). Review of the book *Planning for the success of students with IEPs: A systematic, supports-based approach*, by J.R. Thompson. *Teachers College Record*.

Toledo, C. & Shannon-Baker, P. (*in press*). Choosing a qualitatively oriented mixed methods research approach: Recommendations for researchers. In R. Cameron & X. Golenko (Eds.). *Handbook of Mixed Methods Research in Business and Management*. Edward Elgar.

Howerter, C.S., Toledo, C., & Crawford, K. (*Submitted, 2022*). *Co-Teaching professional development: Did it work? Yes, no, maybe so!*. In A. Markelz, (Ed.), *TED 2022 Conference Proceedings: Building Bridges* (pp xx-xx). Teacher Education Division of the Council for Exceptional Children, Richmond, VA.

Crawford, K. & Toledo, C. (*under review*). Help Me before I Quit! Reimagining New Teacher Mentoring Programs. *The New Educator*.

Reidel, M., Toledo, C., Shannon-Baker, P., Crawford, K., Roberts, L., Huling, H., & Liston, D. (*under review*). Problematizing niceness: A culturally responsive teaching self-study in higher education. *Journal on Excellence in College Teaching*.

Toledo, C. (2021). Practice makes progress: Utilizing a simulated IEP meeting in teacher preparation. *NASET: Special Educator e-Journal*, 17(10), 11-26.

Conference Presentations

Toledo, C. (2022, November). *Role Playing the IEP Meeting: "It's something I can actually accomplish."* Presentation at Teacher Education Division of Council for Exceptional Children Annual Conference, Richmond, VA.

- Howerter, C. & Toledo, C. (2022, November). *Co-Teaching Professional Development: Did it work? Yes, no, maybe so!* Presentation at Teacher Education Division of Council for Exceptional Children Annual Conference, Richmond, VA.
- Toledo, C. & Shannon-Baker, P. (2022, December). *Choosing Qualitatively Oriented Mixed Methods Research*. Presentation at Australian and New Zealand Academy of Management, Virtual.
- Howerter, C.S. & Toledo, C. (2021, November). *Double Trouble: An Overview of the Successes and Challenges of a Co-Teaching Professional Development*. Presentation at Teacher Education Division of Council for Exceptional Children Annual Conference, Fort Worth, TX.
- Shannon-Baker, P., Weeks, T., Anderson, L., Zhang, Y., & Toledo, C. (2021, June). *Theorizing and Reflecting on Representation in Film, Texts, and Schooling: Applications of Qualitative Approaches*. Curriculum Studies Summer Collaborative Conference, Virtual.
- Toledo, C. (2020, February). *Creating a Co-Teaching Triad: A Unified Partnership Between the University Supervisor, Clinical Supervisor, and Pre-Service Teacher*. Presentation at the National Association for Professional Development Schools Conference, Atlantic City, NJ.
- Toledo, C. (2020, February). *How can the university and P-12 school partnership develop and sustain a program to integrate service dogs into classrooms to support students with Emotional Behavior Disorders?* Presentation at the National Association for Professional Development Schools Conference, Atlantic City, NJ.
- Reyes, A., Jensen, L., Toledo, C., & Huling, H. (2019, June). *How Can We Become What We Cannot See?: Imagining Possible Selves in Underresourced Spaces*. Presentation at the Curriculum Studies Summer Collaborative Conference, Savannah, GA.
- Howerter, C.S., Davis, L., & Toledo, C. (2018, November). *The Implementation of an Elementary and Special Education Dual Certification Program*. Presentation at Teacher Education Division of Council for Exceptional Children Annual Conference, Las Vegas, NV.
- Crawford, K., Newkirk, A., Huling, H., & Toledo, C. (2018, March). *So that's what teachers do at pre-planning: A pilot of a true full year internship in a classroom*. Presentation at the National Association for Professional Development Schools Conference, Jacksonville, FL.

Memberships and Organizations

Council for Learning Disabilities (CLD)

National Association of Professional Development Schools (NAPDS)

National Association of Special Education Teachers (NASSET)

Teacher Education Division of the Council for Exceptional Children (TED CEC)

Council for Exceptional Children (CEC)

Pi Lambda Theta Member (2016- Present)