

# Kary Zarate

she/her

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## Education and Professional Experience

### Education

Ph.D.	University of Illinois at Chicago Special Education <b>Dissertation:</b> <i>The Accuracy and Generalizability of Academic Data Collection by Trained Paraeducators: A Randomized Control Trial</i>	2021
M.Ed.	University of Illinois at Chicago Special Education, Early Childhood Certification	2011
BSN	Carroll University, Wisconsin Nursing	2006
Teaching Certification: Special education with an early childhood endorsement PEL license 1939897		

### Languages

Spanish (Native): Read, write, and speak with high proficiency

### Professional Employment

2022-Present	University of Illinois Urbana-Champaign <b>Associate Head &amp; Director of Graduate Studies</b>
2021-Present	University of Illinois Urbana-Champaign <b>Teaching Assistant Professor</b>
2020-Present	Behavioral Disorders, Hammill Institute on Disabilities <b>Editorial Assistant</b> <ul style="list-style-type: none"><li>Assists with operations of a top-tier special education research journal</li></ul>
2020-2021	University of Illinois at Chicago, College of Education <b>Graduate Assistant: Online Course Builder and Remote Learning Consultant</b>
2018- 2021	Loyola University, College of Education, Special Education Department <b>Adjunct Faculty</b>
2014-2020	University of Illinois at Chicago, College of Education, Special Education & Educational Psychology Departments <b>Adjunct Faculty</b>

2012-2018	George B. Swift School, Chicago Public Schools <b>Special Education Teacher</b>
2010-2012	University of Illinois at Chicago, College of Education, Special Education Department <b>Graduate Assistant, Educational Assessment Clinic</b>
2008-2010	North Suburban Special Education District and PACCT Learning Center <b>Paraprofessional</b>
2005-2008	PACE Autism Services, Milwaukee, Wisconsin <b>Program Coordinator, ABA Line Therapist</b>
2006-2007	Kettle Moraine, Wisconsin <b>Paraprofessional</b>
2005-2007	Independence First, Milwaukee, Wisconsin <b>Personal Care Worker</b>

## TEACHING

SPED 414	<b>Assessment in Early Childhood Special Education</b> <ul style="list-style-type: none"> <li>An undergraduate and graduate level course that provided an overview as well as hand-on experience creating, administering, and analyzing assessments for students with and without disabilities</li> </ul>	Fall 2022
SPED 595	<b>Independent Study</b> <ul style="list-style-type: none"> <li>Mentor and guide a doctoral student through the process of a systematic literature review in preparation for their qualifying exams</li> </ul>	Fall 2022
SPED/CI/EPsy/EPOL 550	<b>Methods of Educational Inquiry</b> <ul style="list-style-type: none"> <li>A graduate course on the methods, designs, frameworks, and the ethics of research in the social sciences</li> </ul>	Spring 2022, Fall 2022
SPED 438	<b>Collaborating with Families</b> <ul style="list-style-type: none"> <li>A graduate course on topics related to creating trusting professional partnerships with families</li> </ul>	Summer 2022
Field Supervision	<b>Phase 1 &amp; 2 Supervision</b> <ul style="list-style-type: none"> <li>Providing preservice teacher mentorship on the pedagogy of teaching within special education including academic, behavioral, and social emotional interventions and supports</li> </ul>	Fall 2021, Spring 2022

SPED 517	<b>Disability Issues in Special Education</b> <ul style="list-style-type: none"> <li>• A graduate course in topics related to the education of students receiving services through an individualized education program</li> </ul>	Fall 2021
SPED 405	<b>General Educator's Role in Special Education</b> <ul style="list-style-type: none"> <li>• An introductory course on topics within special education for secondary education majors</li> </ul>	Fall 2021
Phase 1 Practicum	<b>Supervisor</b> <ul style="list-style-type: none"> <li>• Field supervisor for undergraduate students in their first semester of practicum placement</li> </ul>	Fall 2021
TLLSC 340 & 350	<b>Teaching and Learning in an Area of Specialization</b> <ul style="list-style-type: none"> <li>• Field supervisor for undergraduates in Universal Design for Learning (UDL)</li> </ul>	Spring 2020, 2021 Loyola University
CIEP 332	<b>School-wide Applications of Learning and Social, Emotional, and Behavior Support</b> <ul style="list-style-type: none"> <li>• Content on Multi-Tiered Systems of Supports and System's Change for undergraduates</li> </ul>	Fall 2018, 2019, 2020 Loyola University
SPED 576	<b>Internship in Special Education Assessment</b> <ul style="list-style-type: none"> <li>• Clinical Course providing assessment services to the community for graduate level students</li> </ul>	Fall 2014-Spring 2020, Continuous, (18 Semesters) UIC
SPED 416	<b>Methods of Instruction for Exceptional Learners</b> <ul style="list-style-type: none"> <li>• Introductory undergraduate course on teaching using UDL to general education majors</li> </ul>	Fall 2019, 2020 UIC
EPSY 363	<b>Understanding and Applying Research in Human Development</b> <ul style="list-style-type: none"> <li>• Introductory course on research methodology for undergraduates</li> </ul>	Spring 2019 UIC

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### **Research & Scholarship**

**Zarate, K., & Barcus, C.L.** (2022). The Treatment Adherence of Paraprofessional Behavior Training Programs: A Systematic Literature Review. *European Journal of Psychology of Education*. Advance online publication. [10.1007/s10212-022-00646-5](https://doi.org/10.1007/s10212-022-00646-5)

**Zarate, K., Hughes, M.T., & Maggin, D.** (2022). Special education teacher leadership: Towards a

teacher leadership framework for professional development. *Exceptionality*. Advance online publication. <http://dx.doi.org/10.1080/09362835.2022.2100393>

Nelson, G., Crawford, A., Hunt, J., Park, S., Leckie, E., Duarte, A., Brafford, T., Ramos-duke, M., & **Zarate, K.** (2022). A systematic review of research syntheses on students with mathematics learning disabilities and difficulties. *Learning Disabilities Research and Practice*, 0(0), 1–19. <https://doi.org/10.1111/ldrp.12272>

Barcus, C.L., Passmore, A., Tobon, G., **Zarate, K.**, Moles, B., Posey, K., Dorsey, C., Maggin, D.M., & Hughes, M.T., (2021). *Building skills for teacher leadership: Special educator's experiences*. In A. Markelz, (Ed.), TED 2021 Conference Proceedings: Steering into the Future (pp 198-203). Teacher Education Division of the Council for Exceptional Children, Fort Worth, TX.

Nelson, G., Cook, S. C., **Zarate, K.**, Powell, S. R., Maggin, D. M., Drake, K. R., Kiss, A. J., Ford, J. W., Sun, L., & Espinas, D. R. (2021). A systematic review of meta-analyses in special education: Exploring the evidence base for high-leverage practices. *Remedial and Special Education*. <https://doi.org/10.1177/07419325211063491>

Wang, J., Maggin, D., & **Zarate, K.** (2021). Implementation of peer-mediated intervention for supporting positive behavior development. *Beyond Behavior*. <https://doi.org/10.1177/10742956211022045>

Passmore, A. & **Zarate, K.** (2021). *Helping families reach their PEAK: Partnerships that promote family empowerment*. *Teaching Exceptional Children*, 53(4), 310-318. <https://doi.org/10.1177/0040059920958737>

Dorsey, C., & **Zarate, K.** (2020). Advocacy. In *Developing Teacher Leaders in Special Education* (D. Maggin & M. Tejero-Hughes, Eds). Routledge.

**Zarate, K.**, Kiel, L., & Passmore, A. (2020). Using Data. In *Developing Teacher Leaders in Special Education* (D. Maggin & M. Tejero-Hughes, Eds). Routledge.

**Zarate, K.** & Maggin, D. M. (2020). *Using and intensifying video modeling for students with emotional and behavioral disorders*. *Beyond Behavior*. 30(1), 24-31. <https://doi.org/10.1177/1074295620922536>

**Zarate, K.**, Maggin, D. M., & Passmore, A. (2019). *Meta-analysis of mindfulness training on teacher well-being*. *Psychology in the Schools*, 56(10), 1700–1750. <https://doi.org/10.1002/pits.22308>

### **Manuscripts Under Review**

**Zarate, K.**, Yang, V., & Maggin, D.M., (n.d.). Training paraprofessionals to Collect Reading Fluency Data with Accuracy. Manuscript under review.

### **Manuscripts in Preparation**

**Zarate, K.,** Tarconish, E., Mason, E., Ray, A., Hardy, J., Corr, C., & Schutz, M. (n.d.). Across the grading spectrum: A survey of student's perspectives of varying grading practices. In Preparation.

### **Peer-Reviewed Scholarly Presentations and Materials**

**Zarate, K.&** Tarconish, E. (2022, November 19). Across the grading spectrum: Student perspectives of agency. [Presentation]. *Original Lilly Conference on College Teaching. Illinois Council for Exceptional Children Conference*, Naperville, IL.

**Zarate, K.** (2022, November 4). Ten tips for improving teacher to paraprofessional collaboration. Presentation at the *Illinois Council for Exceptional Children Conference*, Naperville, IL.

Barcus, C.L., Passmore, A., Tobon, Geraldo, **Zarate, K.**, Moles, B., Posey, K., Dorsey, C., Maggin, D.M., & Hughes, M.T., (2022, April 21-25). Teacher leadership: Perceptions and experiences of special education teachers. [Presentation]. *American Education Research Association Annual Meeting*, San Diego, Ca

**Zarate, K.** (2022, January). Engaging paraprofessionals for successful classroom outcomes: 10 tips for team collaboration. [Presentation]. *Council for Exceptional Children Conference*, Virtual.

**Zarate, K.** (2022, January). The accuracy and reliability of data collection by trained paraprofessionals: A randomized control trial. [Presentation] *Council for Exceptional Children Conference*, Virtual.

Barcus, C.L., Passmore, A., & **Zarate, K.**, (2021, November 2-5). Building Skills for Teacher Leadership: Special Educator's Experiences. [Presentation]. *Teacher Education Division Conference*, Fort Worth, TX

Nelson, G., Cook, S., Powell, S. R., Maggin, D. M., & **Zarate, K.** (2021). *Instructional practice briefs*. Progress Center, American Institutes of Research.  
<https://promotingprogress.org/resources/instructional-briefs>

Maggin, D., Nelson, G., Powell, S.R., & **Zarate, K.** (2021). Six key instructional practices for accelerating learning and promoting progress for students with disabilities [Webinar]. Progress Center. <https://promotingprogress.org/resource/six-key-instructional-practices-webinar>

**Zarate, K.,** Hughes, M. T., & Maggin, D. (2021, April 8-12). Measuring teacher leadership: Characteristics of special and general education teachers [Paper presentation]. *Annual Meeting American Educational Researcher Association*, Virtual.

Espinas, D., Cook, S., **Zarate, K.**, Maggin, D., Nelson, G., Powell, S., (2021, March). The evidence-

base of the CEC's high-leverage practices in special education. [Presentation]. *Council for Exceptional Children Conference*, Virtual.

**Zarate, K.** (2021, March). Short dosage video training for paraprofessionals in intensive settings. Presentation at the *Council for Exceptional Children Conference*, Virtual.

Brown, C., Van Acker, E.V., **Zarate, K.**, & Maggin, D.M. (2020, November). Lessons learned: Building research practice partnerships with alternative school settings. [Presentation]. *Teaching Exceptional Children with Behavioral Disorders Conference*, Virtual.

**Zarate, K.** & Tobon, G. (2020, February). Increasing special education teacher leadership using data-based individualization. [Presentation]. *Council for Exceptional Children Conference*, Portland, OR.

**Zarate, K.** & Passmore, A. (2020, February). The impact and implications of in mindful practices among teachers: A meta-analysis. [Presentation]. *Council for Exceptional Children Conference*, Portland, OR.

Passmore, A. & **Zarate, K.** (2020, February). Family empowerment through collaborative workshops and school resource centers. [Presentation]. *Council for Exceptional Children Conference*, Portland, OR.

**Zarate, K.** (2019, November). The fidelity of paraprofessional trainings: A systematic review. [Poster session]. *Teacher Education Division Conference*, New Orleans, LA.

Passmore, A & **Zarate, K.** (2019, November). Helping families reach their PEAK: Partnerships of empowerment, accessibility, and knowledge for students with disabilities. [Poster session]. *National Association of Early Childhood Educators conference*, Nashville, TN.

**Zarate, K.** & Passmore, A. (2018, October). Educator wellbeing interventions: Teaching doesn't have to hurt. [Presentation]. *Illinois Council for Exceptional Children Conference*, Naperville, IL.

**Zarate, K.**, Maggin, D., & Passmore, A. (2018, October). The effects of mindfulness interventions on in-service teachers: A meta- analysis. [Poster session]. *Illinois Council for Exceptional Children Conference*, Naperville, IL.

### **Invited Talks & Media Presentations**

**Zarate, K., Tarconish, E., Hardy, J., & Corr, C.**, (2022, October 6). From traditional to ungraded: Student perspectives on a spectrum of grading practices. [Virtual presentation]. *Art of Teaching: Lunchtime Seminar Series*. University of Illinois Center for Innovation in Teaching & Learning. [https://mediaspace.illinois.edu/media/t/1\\_toxfilcw](https://mediaspace.illinois.edu/media/t/1_toxfilcw)

**Zarate, K.** (Guest). (2022, November 16). Ungrading [Audio podcast]. Teach, Talk, Listen, Learn.

<https://play.acast.com/s/627a99bbbe84d10012ebb942/629e1ca903e41800122d7137>

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## SERVICE

### **National**

Reviewer	Assessment for Effective Intervention	2022
Reviewer	Journal of Special Education Preparation	2022
Reviewer	Disability and Rehabilitation	2021
Reviewer	Teaching Exceptional Children	2020-Present

Conference Proposal Reviewer	American Educational Research Association	2020-2021
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Reviewer	Journal of Positive Behavior Interventions	2020
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Professional Development Series Delivery	Posen School District, Research Practice Partnership	2019-2020
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Conference Volunteer	Midwest PBIS Conference, Chicago, IL	2018
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### **State**

Member at Large	Illinois Division for Culturally and Linguistically Diverse Exceptional Children (IDDEL)	2022
Treasurer	Illinois Council of Children with Behavioral Disorders (ICCBD)	2022
Professional Development Series Delivery	Posen School District, Research Practice Partnership	2019-2020

### **University**

Learning Behavior Specialist Program Re- Design Committee	Department Level Service	2022-Present
Academic Programs Committee	College Service at UIUC	2022-Present
Senate Department Representative	University Service at UIUC	2022-Present
Council of Conduct Governance	University Service at UIUC	2022-Present

Ad-hoc member, qualifying exams committee.	Department Service at University of Illinois Urbana	2022
Search Committee Member	Department Service at UIUC	2021
Social Committee Member	Department Service at UIUC	2021-Present
Student Representative	Graduate Student Council, UIC	2018-2020

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## AWARDS AND GRANTS

2022-2023	<b>Hardie Faculty Fellow</b> Awarded an internal grant of \$20,000 to pursue a research project titled <i>Paraprofessional Data Collection of Challenging Student Behaviors</i>
2017-2021	<b>Special Education Leaders for Urban Centers of Tomorrow (SELECT) Doctoral Fellowship.</b> Funding of \$24,000 yearly through the US Office of Special Education Programs
2019	<b>Kaleidoscope, CEC Research Poster Winner</b> Teacher Education Division
2018	<b>A Collaborative Community Engagement Grant, \$5,000</b> University of Illinois at Chicago "Project PEAK: Partnerships of Empowerment, Accessibility, and Knowledge"
2017-2018	<b>Golden Apple Distinguished Educator</b> Golden Apple Foundation
2005-2006	<b>President of the Year</b> Circle K International