**CURRICULUM VITAE**

**Alison Bateson-Toupin, Ed.D.**

**CONTACT**

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**EDUCATION**

**Doctor of Education,** 2013, Johnson & Wales University, Educational Leadership, Elementary-Secondary Education; **Dissertation:** The Relevance of Oral Language Skills to Performance on State Literacy Testing

**Certificate of Advanced Graduate Studies**, 2011, Johnson & Wales University, Educational Leadership

**Master of Arts**, 1976, The George Washington University, Speech and Language Pathology

**Bachelor of Arts**

1975, University of Mary Washington, Speech and Language Pathology (major), Psychology (minor), Cum Laude

University of Virginia, 1974-75, (speech language pathology program)

**CERTIFICATION**

**Current**

Administrator Certification Prekindergarten- Grade 12 through the Rhode Island Principal

Residency Network (PRN), Center for Leadership and Educational Equity

Rhode Island Department of Education (RIDE); Administrator

Rhode Island Department of Education (RIDE): Speech Language Pathologist

Orton-Gillingham Academy (OGA); previously Academy of Orton-Gillingham Practitioners and Educators (AOGPE; Certified level completed at the Consortium of Literacy Educators (COLE), MA, 2004-2007

**Previous**

American Speech Language and Hearing Association; Certificate of Clinical

Competence

RI Department of Health, speech and language pathologist

Academy of Orton-Gillingham Practitioners and Educators (AOGPE); Associates level of

completed at The Bradford Dunn Institute, RI, 2002-2003

**EXPERIENCE**

**2011-Present, Adjunct Professor, University of Rhode Island, Kingston, RI**

Cocreator of the Graduate Certificate in Dyslexia Knowledge and Practice, aligned with the International Dyslexia Association Teachers of Reading Knowledge and Practice Standards; instructor for the Certificate

**Graduate and undergraduate reading courses taught:**

EDC 527 Language Study for Teachers of Reading (required for the Masters in Reading, Masters in Special Education, and Dyslexia Certificate)

EDC 544, Reading Acquisition and Reading Disability: Research and Implications for Practice (required for Dyslexia Certificate)

EDC 562, Methods of Intervention for Literacy Difficulties (required for Masters in Reading, Dyslexia Certificate)

EDC 566, Intervention in Reading and Writing Difficulties (clinical practicum) (required for Masters in Reading, Masters in Special Education, and Dyslexia Certificate)

EDC 427 Language Study for Teachers of Reading (required for undergraduate special education majors)

EDC 424 Teaching Literacy in the Primary Grades(required for undergraduate elementary and early childhood education students; major professional reading course).

EDC 423 Comprehension and Response in Elementary School (required for undergraduate elementary education students; major professional reading course)

Graduate workshops in morphology and syntax

**2016-Present CoAdministrator of St. Peter’s Preschool,** Narragansett, RI; headed revision of curriculum, updating of facility and equipment, materials while aligning preschool with BrightStars and the RI Early Childhood Learning Standards

**2014-2015 Resident Principal**

**Pleasant View Elementary School**, Providence Public School Department, Providence, RI

Highlights include a) action research project targeting reading gaps/struggling readers, b) provision of instructional leadership and coaching (e.g., staff development via workshops, modeling of teaching targeting literacy skill development, c) creation and implementation of committees addressing behavior (Kingian nonviolence) and attendance in collaboration with City Year and the Full Service Community

**1993-2014 Speech Language Pathologist, South Kingstown School Department**, South Kingstown, RI

Highlights include a) creation and implementation of a model program addressing language based learning differences, b) coaching, mentoring around a specialization in language based learning disabilities including implementation of language/literacy interventions, c) member of Reading Committee; School Improvement Team, Governance Team, Inclusion Team, School Accountability for Learning and Teaching (SALT) preparation team, district Response to Intervention (RTI) team, Multidisciplinary team member, d) data analysis of standardized test results in collaboration with principal and update of the school improvement plan written in collaboration with principal

**2003 Literacy Teacher**

**The Hamilton School at Wheeler**, Providence, RI, a school within

 a school for students with learning differences; Classroom teacher for grades 2-3;

 Intensive summer program targeting language/literacy skill development for students with

 dyslexia; five days per week; Orton-Gillingham, Project Read, Visualizing and Verbalizing and

Read, additional language interventions

**1985-1993 Chief Speech Language Pathologist/Cognitive Rehabilitation Coordinator**

**Ocean State Rehabilitative Services, Inc.;** Cranston, RI; Highlights include a) specialization in neurological disorders and cognitive rehabilitation b) in collaboration with the Rhode Island Department of Education (RIDE), the development and publication of Cognitive Educational Reintegration Guidelines for students with head injury

**1978-1985 Speech Language Pathologist**

**Rhode Island Hospital, Providence, RI** Highlights include a) inpatient rehabilitation coordinator, b) collaborative development of a cognitive rehabilitation program c) specialization in neurological disorders and laryngectomee rehabilitation d) collaborative development of an early intervention language program for preschool children and their families, e) outreach services to Head Start children in Providence, RI and Woonsocket, RI

**1976-1978 Speech Language Pathologist**

**Burbank Hospital, Fitchburg, MA** Highlights include a) development of an early intervention program targeting language and early literacy development for Head Start children, b) specialization in and creation of a program for laryngectomee

rehabilitation

**Practicum Experience 1974-1976**

Walter Reed Army Medical Center, Washington, DC

Columbia Hospital, Washington, DC

St. Maurice School, Potomac, Maryland; a school specializing in learning disabilities

George Washington University Speech and Hearing Center, Washington DC

University of Virginia Speech and Hearing Center, Charlottesville, Virginia

**PRESENTATIONS/ ADVOCACY (recent)**

2019 Rhode Island State House, Providence, RI: advocating for improved

teacher preparation in the area of reading disabilities and dyslexia; Governor’s office and RI General Assembly

2018-Present RI General Assembly Dyslexia Commission

2017 Rhode Island State House, Providence, RI: advocating for improved

teacher preparation in the area of reading disabilities and dyslexia; Governor’s office and RI General Assembly

2016 Providence Journal Editorial: Helping RI students with dyslexia; coauthor,

Susan Brady

2014 The New England Research on Dyslexia Society (NERDY) at the MGH Institute

of Health Professions, Boston, MA; co presenters Susan A. Brady, Ph. D., Robert K. Gable, Ed.D.

2014 Educational Leadership Research Symposium, Johnson & Wales University,

Providence, RI

2014 New England Educational Research Organization (NEERO), West Dover, VT;

co presenters Susan A. Brady, Ph. D., Robert K. Gable, Ed.D.

2013 Multisensory Writing Interventions, Paul Cuffee School, Providence, RI; staff development

2012 Rhode Island State House, Providence, RI: Oral and written testimony on the

educational needs of students with reading disabilities and dyslexia

2009 Multisensory Interventions, The Hasbro Center for Teaching

Excellence and The Dunn Institute, St. Michael’s School, Newport, RI; staff development

2008 Multifaceted Intervention: Examining a Successful School Model; The Hasbro

Center for Teaching Excellence and The Dunn Institute, Learning Differences Awareness Conference, Providence College, Providence, RI; co presenter, Michelle Burg Little

2008-2013

South Kingstown School Department; South Kingstown, RI, embedded staff professional development; multisensory teaching of phonemic awareness, phonics, orthography, fluency, vocabulary, comprehension, and written expression

2008-2009

South Kingstown School Department; South Kingstown, RI, staff professional development; multisensory teaching of phonics, phonemic awareness, orthography, and oral reading fluency

Previous Presentations

National Head Injury Foundation: Cognitive Reintegration Program National Association of School Psychologists-Educational Reintegration Program Following Head Injury Easter Seal Society of New Hampshire/Vermont: Head Injury: Cognitive Assessment and Rehabilitation R.I. Head Injury Foundation: Cognitive Rehabilitation

**CONTINUING EDUCATION (more recent)**

Orton-Gillingham Academy Conference, 2021, The Depth and Breath of the Orton-Gillingham Approach

Fellow Webinar 2020 Academy of Orton-Gillingham Practitioners and Educators: Are Your Lesson Plans Fulfilling the 12 Orton Gillingham Principles?

University of Connecticut, Confratute 2015, an international conference/

institute on educating gifted and talented children and youth

Rhode Island Early Childhood Learning and Development Standards (RIELDS) Foundations, 2015

Finding and Making EBooks to Use with Students, The Highlander-Dunn Institute, Providence, 2012

Using Technology to Enhance Student Learning, The Highlander-Dunn Institute,

Providence, RI, 2011

Using Tough Technology to Inspire and Motivate Learners, The Highlander-Dunn Institute, Providence, RI, 2011

Hanson Initiative for Language and Literacy (HILL), Leadership for Literacy:

Response to Intervention (RTI) As a Service Delivery Model, MGH Institute of Health Professions, Boston, MA, 2010

Project Read Phonics Facilitators; Training District Trainers, Bloomington, MN,

2009

Certified level of the Academy of Orton-Gillingham Practitioners and

Educators (AOGPE); Consortium of Literacy Educators (COLE), 2004-2007

The Carroll School, Lincoln, MA, Garside Institute for Teacher Training; Orton-Gillingham Advanced Seminar: Beyond the Basics, 2005

The Carroll School, Lincoln, MA, Garside Institute for Teacher Training; Integration of Orton-Gillingham Across the Curriculum, 2005

The Picture Exchange Communication System (PECS), Boston, MA, 2005

Associates level of the Academy of Orton-Gillingham Practitioners and

Educators (AOGPE); The Bradford Dunn Institute, Providence, RI, 2002-2003

Project Read Trainings: Framing Your Thoughts (written expression);

Report Form (reading comprehension); Story Form (reading comprehension); and Phonics, Providence, RI and Seekonk, MA, 2003-2004

Lindamood-Bell Trainings: Visualizing and Verbalizing; Lindamood Phoneme Sequencing Programming for Phonemic Awareness, Reading, and Spelling (LIPS); On Cloud Nine Math, Stamford, CT and Billerica, MA, 1999-2005

Dyslexia, Fluency, & the Double-Deficit Hypothesis, Dr. Maryanne Wolf,

Providence, RI, 2002

Special Education Law in Rhode Island, Warwick, RI, 2001

Students with Attentional Disorders: Meeting Their Needs, Providence, RI, 2001

Reading with Telian Learning Concepts: Teaching Reading with TLC; Parts I and II, MA, 2000

**RECENT AND PREVIOUS AFFILIATIONS**

Orton-Gillingham Academy (OGA)

Rhode Island Association of School Principals (RIASP)

The International Dyslexia Association (IDA)

The RI Branch of the International Dyslexia Association (Board Member)

American Speech-Language-Hearing Association RI Speech and Hearing Association (ASHA)

RI Chapter of the National Head Injury Foundation (Advisory and Board Member)

**COMMUNITY**

St. Peter’s by the Sea Episcopal Church, Narragansett, RI: Junior Warden Vestry member,Lay Eucharistic Minister, Music Committee Chair**,** Choir member, previous Director of the Sunday School

Previous Board Member, Point Judith Country Club, Narragansett, RI

Previous President and Vice President of the PTO, Msgr.Clarke School, Wakefield, RI

Previous Parent Representative, The Wheeler School, Providence, RI