

CURRICULUM VITAE

Stephanie M. Hammerschmidt-Snidarich

PERSONAL INFORMATION

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EDUCATION

- Ph.D. UNIVERSITY OF MINNESOTA, Department of Educational Psychology
 Minneapolis, MN
Major: Special Education
- M.S. MINNESOTA STATE UNIVERSITY, Department of Special Education
 Mankato, MN
Major: Special Education
- B.A. GUSTAVUS ADOLPHUS COLLEGE
 St. Peter, MN
Major: Art/Art Education
Minor: Art History

LICENSES and CERTIFICATIONS

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| Current | Licensed Special Education Teacher (K12) SLD/EBD |
| Current | Licensed Art Teacher (K12) |

PROFESSIONAL EXPERIENCE

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| 2026-present | <i>Associate Scientist</i> , Oregon Research Institute, Springfield, OR |
| 2025-present | <i>Implementation Research Scientist</i> , Georgia College and State University, Milledgeville, GA |
| 2025-2026 | <i>Researcher</i> , University of Florida, Gainesville, FL |
| 2024-2025 | <i>Senior Research Coordinator</i> , Research and Evaluation, Lastinger Center, University of Florida, Gainesville, FL |
| 2022-2024 | <i>Research Coordinator</i> , Research and Evaluation, Lastinger Center, University of Florida, Gainesville, FL |
| 2020-2022 | <i>Researcher / Literacy Implementation Coordinator</i> , Literacy Team, Lastinger Center, University of Florida, Gainesville, FL |

2018-2020	<i>Research Associate and Project Specialist</i> , Department of Educational Psychology, University of Minnesota, Minneapolis, MN
2016-2018	<i>Assistant Director of Innovative Programming</i> , ServeMinnesota, Minneapolis, MN.
2015-2016	<i>Research Associate</i> , Formative Assessment System for Teachers (FAST) Lab, Department of Educational Psychology, University of Minnesota, Minneapolis, MN
2014-2016	<i>Master Reading Coach & Trainer</i> , Reading Corps, ServeMinnesota, Minneapolis, MN
2014-2016	<i>Master Math Coach</i> , Math Corps, Reading and Math Inc., Minneapolis, MN
2011-2014	<i>Special Educator</i> , Minnesota Online High School, St. Paul, MN
2005-2011	<i>Special Educator</i> , Rosemount, Apple Valley, Eagan Public Schools, Rosemount, MN
2002-2005	<i>Art Educator</i> , Nay Ah Shing School, Onamia, MN

PROFESSIONAL DEVELOPMENT/TRAINING

2024-2025	<i>Reading Instruction Observation Data Collector Training</i> . Lastinger Center for Learning, Gainesville, FL.
2023-2024	<i>Master Instructor Credential Observation and Portfolio Assessment</i> . Lastinger Center for Learning, Gainesville, FL.
2022	<i>Florida Department of Education, State Regional Literacy Directors</i> , Lastinger Center for Learning, Gainesville, FL. Florida Literacy Coach Endorsement Institute.
2022	<i>Fast for Success</i> , Minneapolis, MN. Trained district educators in vocabulary instruction and how to use instruction plans.
2022	<i>Flamingo Small Group Instruction Model</i> , Lastinger Center for Learning, Gainesville, FL. Designed and developed online professional development for educators to learn how to implement the Flamingo Small Group Instruction model for reading. Developed assessments, interactive media activities, handouts, and video modules.
2022	<i>Florida Literacy Coach Endorsement</i> , Lastinger Center for Learning, Gainesville, FL. Project manager. Led initial development of online modules to train Florida educators to be literacy coaches and earn their Florida Literacy Coach Endorsement. Developed assessments, assignments, handouts, interactive media activities, and video modules. Developed instructor training modules.

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- 2021 *Being Intentional: Selecting Efficient and Effective Instructional Practices that Align with Student Needs*, Invited presentation for Florida Reading League.
- 2021 *Fast for Success*, Minneapolis, MN. Trained district educators in vocabulary instruction and how to use instruction plans.
- 2020-2022 *The Literacy Matrix*, Lastinger Center for Learning, Gainesville, FL. Designed and managed implementation of comprehensive online professional development system for inservice and preservice teachers on the Science of Reading. Developed practicum activities, interactive media activities, handouts, and video modules; hired, trained, and managed 50+ course instructors.
- 2019-2020 *The Literacy Matrix*, Lastinger Center for Learning, Gainesville, FL. Implementation of the comprehensive online professional development system for inservice and preservice teachers on the Science of Reading. Specific responsibilities include creating practicum activities with case study students that could be completed during COVID, and training course assessors to evaluate educators' practicum submissions. The Florida Department of Education supported 500 educators to complete the Literacy Matrix. Results indicated that teachers completing the Literacy Matrix made an 82% gain in the knowledge of the science of reading.
- 2019 *FastBridge Learning*, Minneapolis, MN. Screening to Intervention Instruction Plans. Webinar Series, Ask the Experts: FastBridge Learning.
- 2018-2020 *Fast for Success*, Minneapolis, MN. Trained district educators in the science of reading and evidence-based reading interventions and data-based decision making.
- 2014-2018 *Minnesota Math Corps Master Coach*, Minneapolis, MN. Trained and coached AmeriCorps math tutors in the science of reading and to implement evidence-based math interventions with fidelity.
- 2014-2018 *Minnesota Reading Corps Master Coach and Trainer*, Minneapolis, MN. Trained and coached AmeriCorps reading tutors in the science of reading and to implement evidence-based early reading interventions with fidelity.
- 2017 *Minnesota Department of Education*, St. Paul, MN. The Real Meaning of Tier 2 and How to Do It. Invited keynote presentation at the annual meeting for Alternative Delivery of Specialized Instructional Services (ADSIS), Minnesota Department of Education, Saint Paul, MN.
- 2017 *Minnesota Department of Education*, St. Paul, MN. *Evidence-based Practices in Reading*. Invited presentation at the annual meeting for Alternative Delivery of Specialized Instructional Services (ADSIS).
- 2017 *Minnesota Department of Education*, St. Paul, MN. Monthly Tuesday Talks with educators participating in the Alternative Delivery of Specialized

	Instructional Services (ADSIS) program. Topics included evidence-based reading interventions and data-based decision making.
2014	<i>Minneapolis Public Schools</i> , Minneapolis, MN. Trained summer school volunteer tutors to implement evidence-based fluency intervention

RESEARCH

Current Investigations

2024-2026	Co-I: Stealth assessment of oral reading fluency.
2024-2025	Co-I: Literacy Micro-Credentials: Effects on teaching practices and student outcomes.
2024-2025	Co-I: Effects of the Literacy Matrix on teacher knowledge and practices and corresponding student outcomes.
2023-2025	Co-I: Coaching practices after participating in the Florida Literacy Coach Endorsement.

Past Investigations

2022-2024	Research Coordinator: Effects of the small group model for differentiating reading instruction.
2021-2024	Research Coordinator: Relation of educator certification to the development of reading knowledge and practice.
2019-2021	Co-PI: Meta-analysis of dosage in reading fluency intervention research.
2019	PI: Instruction Solutions: Effects of Instruction Plans on Educators' Instructional Choices.
2018-2020	Research Associate and Project Specialist: Formative Assessment System for Teachers (FAST): Scaling up data-based decisions and the teacher-scientist model (Fast for Success project and continued research on computerized personalized systems of instruction).
2019-2020	Co-I: Instruction solutions: Examining the usability and acceptability of a technology-based letter-sound practice activity.
2019-2020	Co-I: Instruction solutions: Examining the effects and efficiency of a technology-based letter-sound practice activity on letter-sound fluency.
2019	Research Associate: Pilot study of the letter-sound letter-name game.
2018	Research Associate: Decision rule research project: Evaluating choice of and confidence in trend lines calculated using an ordinary least squares regression or Bayesian method, with and without video training.

2017-2018	Co-I: Evaluating the effects of repeated reading and continuous reading using a standardized dosage of words read.
2016-2018	Co-I: Refining decoding assessment: Validation of a decoding Inventory comprised of low-frequency words.
2016-17	Research Associate: Leveraging technology to meet individual needs: A personalized system of instruction to teach sight words.
2015-16	Research Associate: Pilot study of a Personalized System of Instruction (PSI) to teach sight words.
2015-16	Co-PI: Data based decision making skills: Reading tutors' interpretation of CBM progress monitoring data.
2015	PI: Examining effects of a repeated reading intervention and predictive effects of student inputs.
2014	Co-I: Making the most of graphed data: Teachers' interpretation of CBM progress monitoring graphs.
	Co-I: A standardized tier 2 protocol targeting specific reading skills: Effects during a summer school program.
	Research Assistant: The utility of real and nonsense words.
2013-14	Lead Researcher: Procedural fidelity and learning: The importance of student responses during word sorts.
2011-2014	Research Assistant: Path To Reading Excellence in School Sites.
2012	Research Assistant: Technology for early reading interventions: Effects on engagement and learning.

GRANT FUNDING

Funded Projects/Research

2024-2026	Role: Co-I: Literacy Micro-Credentials: Effects on teaching practices and student outcomes. James Patterson. \$500,000. (PI: Mary Bratsch-Hines)
2024-2026	Role: Co-I: Effects of the Literacy Matrix on teacher knowledge and practices and corresponding student outcomes. James Patterson. \$200,000. (PI: Mary Bratsch-Hines)
2024-2026	Role: Co-I: Stealth assessment of oral reading fluency. Research Opportunity Support Fund, University of Florida. \$99,952. (PI: Walter Leite).
2021-2022	Role: Literacy Implementation Coordinator: Florida Literacy Coach Endorsement. Florida Department of Education. \$3,000,000. (PI-Paige Pullen).

- 2021-2022 Role: Literacy Implementation Coordinator: The Literacy Matrix, Florida Department of Education. **\$3,000,000**. (PI: Paige Pullen).
- 2021-2022 Role: Literacy Implementation Coordinator: The Literacy Matrix, Florida Department of Education. **\$1,000,000**. (PI: Paige Pullen).
- 2019-2021 Role: Grant author: Alternative Delivery of Specialized Instructional Services. Minnesota Department of Education, Minnesota Online High School. **\$140,000**.
- 2019 Role: Research Staff: Decision Rule Research Project: Curriculum-based measurement in reading. Institute for Educational Sciences. Award # R324A130161. **\$1,599,000**. (PI: Theodore J. Christ).

Submitted Proposals

- 2026 PI: Chapter 3. Submitted to National Science Foundation
- 2026 PI: InterLACE. Submitted to National Institutes of Health.
- 2026 Co-I: Storiza Sagas. Submitted to Renaissance Philanthropy (PI: Walter Leite)
- 2026 Co-I: Project INSPIRE: Intelligent Support for Personalized Individual Reading Experiences. Submitted to National Science Foundation (PI: Walter Leite).
- 2025 Co-I: ORF-TECH: Storiza. Submitted to Tools Competition. (PI: Walter Leite).
- 2024 Co-I: Project INSPIRE: Intelligent Support for Personalized Individual Reading Experiences. Submitted to National Science Foundation (PI: Walter Leite).
- Co-I: Building Positive Algebra Experiences (B-PAX) Through Engagement with the Math Matrix Micro-Credential. Submitted to Education Innovation Research (PI: Chris Engeldowl).
- 2023 Co-I: Project Connect: Using technology to leverage English learners' first language to increase second language vocabulary and reading comprehension skills. Submitted to National Institutes of Health (PI: Paige Pullen).
- 2022 Research Staff, Grant Author: The Effects of Virtual Small Group Reading Instruction on Students Decoding Skills. Submitted to National Institutes of Health (PI: Paige C. Pullen).
- 2021 Research Staff: Validation of a Reading Knowledge and Practice Assessment Measure. Submitted to Institute of Education Sciences (PI: Paige C. Pullen).

- 2020 Research Staff, Grant Author: Development and Evaluation of Flamingo Literacy Coaching: Bridging the Science of Reading to Teachers' Instructional Practice. Submitted to Institute of Education Sciences (PI: Paige C. Pullen).
- 2019 Co-PI: Examining reading intervention dosage to understand, prevent, and alleviate reading difficulties and disabilities. Submitted to the Learning Disabilities Foundation of America (PI: Kathrin E. Maki).

Department Funded

- 2014 PI: Examining Effects of a Repeated Reading Intervention and Predictive Effects of Student Inputs, Path to Reading Excellence in School Sites (PRESS), Minnesota Center for Reading Research
- 2013 Co-I: A Standardized Tier 2 Protocol Targeting Specific Reading Skills: Effects During a Summer School Program. Path to Reading Excellence in School Sites (PRESS), Minnesota Center for Reading Research. (PI: Jennifer McComas, Matt Burn, Lori Helman).

JOURNAL ARTICLES

Refereed Publications

1. Edwards L. M., Hammerschmidt-Snidarich S. M., Christ, T. J., White, M. J., & Thayer, A. J. (2026) Efficiently building the essential skill of letter sound fluency: A randomized controlled trial of a technology-based activity. *Journal of School Psychology, 117, 101553*.
<https://doi.org/10.1016/j.jsp.2026.101553>
2. Leite, W. L., Hammerschmidt-Snidarich, S., Huggins-Manley, A. C., Karakis, H. K., Lane, H., Rahimi, S., Shen, Q., Tai, X., & Schmidt, M. (2025). Storiza: A platform to support children's oral reading fluency development with generative AI. In Rajala, A., Cortez, A., Hofmann, R., Jornet, A., Lotz-Sisitka, H., & Markauskaite, L. (Eds.), Proceedings of the 19th International Conference of the Learning Sciences – ICLS 2025 (pp. 1574-1578). *International Society of the Learning Sciences*.
<https://doi.org/10.22318/icls2025.108238>
3. Maki, K. E., Hammerschmidt-Snidarich, S. M., & Adams, S. R. (2022). Reading Fluency Intervention Dosage: A Novel Research Synthesis. *Journal of School Psychology, 92, 148-165*.
4. Hammerschmidt-Snidarich, S. M., Wagner, D., Parker, D. C., & Wagner, K. (2020). Reading Tutors' Interpretation of Curriculum-Based Measurement Graphs. *Assessment for Effective Intervention, 1534508420963193*.
5. Hammerschmidt-Snidarich, S. M., Edwards, L. M., Christ, T. J., & Thayer, A. J. Leveraging technology: A multi-component personalized system of instruction to teach sight words. (2019). *Journal of School Psychology, 72, 109-127*.

6. Hammerschmidt-Snidarich, S. M., Maki, K. E., & Adams, S. R. (2019). Evaluating the effects of repeated reading and continuous reading using the standardized dosage of words read. *Psychology in the Schools*.
7. Hammerschmidt-Snidarich, S. M., McComas, J. J., Simonson, G. R. (2019). Individualized goal setting during repeated reading: Improving growth with struggling readers using data based instructional decisions. *Preventing School Failure: Alternative Education for Children and Youth*, 1-11, DOI: 10.1080/1045988X.2019.1611535
8. Wagner, D., Snidarich, S. H., Espin, C., Seifert, K., & McMaster, K. L. (2017). Pre-service teachers' interpretation of CBM progress monitoring data. *Learning Disabilities Research and Practice*, 32(1), 22-31.

Invited Publications

In Preparation

1. Hammerschmidt-Snidarich, S. M. & Maki, K. E. Taking the next step with intervention dosage: Refinements to make research and practice more precise, efficient, effective, and equitable. Submitted to *Journal of School Psychology*.
2. Hammerschmidt-Snidarich, S. M., Christ, T. J., Dejardins, C. D., & White, M. J. Educators' preferences for progress monitoring slopes. *Assessment for Effective Intervention*.

In Progress

Submitted

1. Hammerschmidt-Snidarich, S. M., McComas, J. J., Burns, M. K. & Helman, L. A standardized tier 2 protocol targeting specific reading skills: Effects during a summer school program. Submitted to the *Journal of Applied School Psychology*.
2. Hammerschmidt-Snidarich, S. M., Simacek, J. J., McComas, J. J., Burns, M. K., & Helman, L. The effects of brief experimental analysis on oral reading fluency growth within a multitiered system of support. Submitted to the *Journal of Behavior Education*.

In Preparation

1. Hammerschmidt-Snidarich, S. M. & Scheibel, G. Intervening in the dark: A systematic review of dosage in intervention research.
2. Hammerschmidt-Snidarich, S. M., Bratsch-Hines, M., Pullen, P.C., & Duggins, S. Predictors of reading knowledge and practice.
3. Pullen, P. C., Pico, D. L. & Hammerschmidt-Snidarich, S. M. Understanding text types: Strategically selecting books to support students' reading development.

4. Hammerschmidt-Snidarich, S. M., Edwards, L. M., Christ, T. J. Using a multi-component personalized system of instruction to teach sight words: Patterns of acquisition.
5. Hammerschmidt-Snidarich, S. M., Edwards, L. M., Christ, T. J. Using a multi-component personalized system of instruction to teach sight words with peer dyads: Differences for learners and helpers.

BOOK CHAPTERS/SECTIONS

1. Hammerschmidt-Snidarich, S. M. (2025). Literacy microcredentials to complement STEM microcredentials and enhance STEM learning. *Mapping the Landscape of STEM Microcredentials: Frameworks, Applications, and Future Directions*. Springer Switzerland AG.
2. Maki, K. E. & Hammerschmidt-Snidarich, S. M. (2023). Strategies for multi-syllabic words and continuous reading. *Reading Intervention Case Studies for School Psychologists*. Routledge.
3. Christ, T. J., Snidarich, S., & Thayer, A. J. (2018). Progress monitoring. *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation* (pp. 1321-1322). Sage.

NON-REFEREED PUBLICATIONS, TECHNICAL REPORTS, TRAINING MATERIALS, PROGRAM EVALUATIONS

Dissertation

1. Hammerschmidt-Snidarich, S. M. (2015). *Examining effects of repeated reading and predictive effects of student inputs*. University of Minnesota.

Technical Reports

1. Hammerschmidt-Snidarich, Christ, T. J. (2019). *Best practices for conducting webinars and web-based meetings*. (Report No. 46). Minneapolis, MN: University of Minnesota, Department of Educational Psychology.
2. Hammerschmidt-Snidarich, S. M., Edwards, L. M., White, M. J., & Christ, T. J. (2019). *Reading development continuum: A review of the literature*. (Report No. 34). Minneapolis, MN: University of Minnesota, Department of Educational Psychology.
3. Hammerschmidt-Snidarich, Christ, T.J., & Desjardins, C. D., and White, M. J. (2018). *Educators' preferences for progress monitoring slopes* (Report No. 20). Minneapolis, MN: University of Minnesota, Department of Educational Psychology.
4. Hammerschmidt-Snidarich, S. M., Christ, T. J., & White, M. J. (2018). *Using I:Button Studios to record videos* (Report No. 34). Minneapolis, MN: University of Minnesota, Department of Educational Psychology.

Training Materials

1. Hammerschmidt-Snidarich, S. M. & Bratsch-Hines, M. (2024). Reading Instruction Observation (RIO) data collector training: Observing reading instruction with fidelity. *Data collector training series. Lastinger Center for Learning*
2. Hammerschmidt-Snidarich, S.M. (2020). Literacy Matrix navigator training: Assessing with fidelity. *Navigator training series. Lastinger Center for Learning.*
3. Hammerschmidt-Snidarich, S. M, Edwards, L., & White, M. J. (2019). Screening to Intervention Instruction Plans. *Webinar, Ask the Experts: FastBridge Learning.*
4. Hammerschmidt-Snidarich, S. M (2018). Screening to intervention plans. *Video tutorial, Theodore J. Christ and Colleagues.*
5. Hammerschmidt-Snidarich, S. M (2018). Screening to intervention plans: Whole group. *Video tutorial, Theodore J. Christ and Colleagues.*
6. Hammerschmidt-Snidarich, S. M (2018). Screening to intervention plans: Small group. *Video tutorial, Theodore J. Christ and Colleagues.*
7. Hammerschmidt-Snidarich, S. M (2019). Reading the data: Aligning your instruction with individual and group needs. *Webinar, Ask the Experts: FastBridge Learning.*
8. Hammerschmidt-Snidarich, S. M (2018). Progress-monitoring data: How we know what's working. *Video tutorial, Theodore J. Christ and Colleagues.*
9. Smith, M., Clay-Smith, C., Hammerschmidt-Snidarich, S. M., Edwards, L. M., White, M. J., & Christ, T. J. (2018). *Team workbook for staff: Fast for Success.*
10. Smith, M., Clay-Smith, C., Hammerschmidt-Snidarich, S. M., Edwards, L. M., White, M. J., & Christ, T. J. (2018). *Facilitator manual: Fast for Success.*
11. Hammerschmidt-Snidarich, S. M. (2018). *Video tutorial: Instructional hierarchy part A.*
12. Hammerschmidt-Snidarich, S. M. (2018). *Video tutorial: Instructional hierarchy part B.*
13. Hammerschmidt-Snidarich, S. M. (2018). *Video tutorial: Instructional hierarchy part overview: Why you care.*
14. Hammerschmidt-Snidarich, S. M. (2018). *Video tutorial: Reading development and the simple view of reading.*

15. Hammerschmidt-Snidarich, S. M. (2018). *Video tutorial: Reading development and the simple view of reading: The importance of fluency.*
16. Parson, L., Bollman, K., & Hammerschmidt-Snidarich, S. M. (2017-18). Introduction to Reading, *Minnesota Reading Corps Training Manual.*
17. Hammerschmidt-Snidarich, S. M. (2017). Core instruction support strategies. *Total Learning Classroom Procedural Manual.*
18. Hammerschmidt-Snidarich, S. M. (2017). Master Coach Manual. *Total Learning Classroom Procedural Manual.*
19. Hammerschmidt-Snidarich, S. M. & Sieler, J. (2016). Small group behavior support strategy training 2.0, *Minnesota Reading Corps*
20. Hammerschmidt-Snidarich, S. M. (2016). Small group behavior support strategy training, *Minnesota Reading Corps.*

Program Evaluations

1. Hammerschmidt-Snidarich, S. M. & Banks, J. (2025). Agora Schools - 2024.
2. Hammerschmidt-Snidarich, S. M. (2025). Lee County Schools Evaluation Report – 2024-25.
3. Hammerschmidt-Snidarich, S. M. (2024). Lee County Schools Evaluation Report – 2023-24.
4. Hammerschmidt-Snidarich, S. M. (2024). Literacy Micro-Credentials – 2023-2024.
5. Hammerschmidt-Snidarich, S. M. (2024). Literacy Matrix and Florida Literacy Coach Endorsement Annual Evaluation – 2023-2024.
6. Hammerschmidt-Snidarich, S. M. (2024). Manatee County Schools Evaluation Report– 2023-2024.
7. Hammerschmidt-Snidarich, S. M. (2024). Monroe County Schools Evaluation Report– 2023-2024.
8. Hammerschmidt-Snidarich, S. M. (2024). Palm Beach County Evaluation Report– 2023-2024.
9. Hammerschmidt-Snidarich, S. M. (2024). Pinellas County Master Instructor Credential Evaluation Report– 2023-2024.
10. Hammerschmidt-Snidarich, S. M. (2024). Polk County Schools Evaluation Report– 2023-2024.
11. Hammerschmidt-Snidarich, S. M. (2024). Sarasota Schools - 2024.

12. Hammerschmidt-Snidarich, S. M. (2024). Hillsborough County Schools - 2024.
13. Bratsch-Hines, M. & Hammerschmidt-Snidarich, S. M. (2023). Literacy Matrix and Florida Literacy Coach Endorsement Annual Evaluation – 2022-2023.
14. Hammerschmidt-Snidarich, S. M. (2022). Take Stock in Children 2022-2023 Formative Evaluation.
15. Hammerschmidt-Snidarich, S. M. (2022). Take Stock in College 2022-2023 Formative Evaluation.
16. Hammerschmidt-Snidarich, S. M. (2017). Total Learning Classroom 2016-17 Evaluation.
17. Hammerschmidt-Snidarich, S. M. (2016). Total Learning Classroom 2015-16 Evaluation.

PEER-REFEREED PRESENTATIONS

- 2025
- Snidarich, S. M. (2025, October 4-7). *Let's work together across nations and optimize learning to read and write* [Conference session]. Baltic Sea Conference on Literacy, Tallin, Estonia.
- Snidarich, S. M. (2025, October 4-7). *The relation between literacy and STEM: Supporting student success in accessing challenging text-based STEM content* [Conference session]. Baltic Sea Conference on Literacy, Tallin, Estonia.
- Wagner, K. & Hammerschmidt-Snidarich, S. M. (2025, February 18-21). *Using practice schedules to optimize instructional time* [Poster presentation]. National Association of School Psychologists Annual Convention, Seattle, WA, United States.
- 2024
- Hammerschmidt-Snidarich, S. M. (2024, April 2-4). *Efficiently building letter-sound fluency using a technology-based practice platform* [Conference session]. Badar-Kauffman Conference, Kent: OH, United States.
- 2023
- Hammerschmidt-Snidarich, S. M. (2023, March). *Reading fluency intervention dosage: Questions, issues, and directions for research* [Conference session]. Badar-Kauffman Conference, Kent, OH, United States.
- Snidarich, S. M., Leuschen de Pico, D., Bratsch-Hines, M., & Pullen, P. C. (2023, February). *Relation of educator certification to reading knowledge and practice* [Poster presentation] Pacific Coast Research Conference, Coronado, CA, United States.

- Reed, D. K., Pullen, P.C. & Snidarich, S. M. (2023, August) Evolving research on fluency and implications for practice [Symposium]. International Academy for Research on Learning Disabilities Conference: Gainesville, FL, United States.
- Duggins, S., Giovanni, L., Pico, D., Bratsch-Hines, M., & Snidarich, S. M. (2023, November 29-December 3). *Families as First Teachers: Supporting Home Literacy Environments with a State-Sponsored Large-Scale Book Distribution Program* [Conference presentation]. Literacy Research Association Conference, Atlanta, GA, United States.
- 2022 Bratsch-Hines, M., Pullen, P. C., & Snidarich, S. M. (2022, February). *Predictors of reading knowledge and practice* [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.
- 2021 Hammerschmidt-Snidarich, Maki, K. E. (2021, February). *Conceptualizations of dosage in reading fluency intervention and implications for research and practice* [Panel presentation]. Pacific Coast Research Conference, Coronado, CA, United States.
- 2020 Pullen C. P., Hammerschmidt-Snidarich, S., Duggins, S., Maki, K., Lane, H.B., Pico, D.L., O'Dea, M., Richards, J., Bratsch-Hines, M. (February, 2020). *Multicomponent Reading Interventions Effectiveness: Lessons from Research and the Field* [Panel presentation]. Pacific Coast Research Conference, Coronado, CA, United States.
- 2019 Hammerschmidt-Snidarich, S. M., Maki, K. E., Zaslofsky, A. F., & Symons, F. (2019, April). *Reconceptualizing intervention dosage: The confluence of equity, causal mechanisms, and pragmatic issues* [Panel presentation]. Badar-Kauffman Conference, Kent, OH, United States.
- Hammerschmidt-Snidarich, S. M., Maki, K. E., Zaslofsky, A. F., & Varma, S. (2019, February) *Theoretical mechanisms: Designing interventions for increased effectiveness, efficiency, and engagement* [Symposium presentation]. National Association for School Psychologists Annual Convention, Atlanta, GA, United States.
- Hammerschmidt-Snidarich, S. M., Maki. (2019, February). *Reading fluency intervention dosage: A novel research synthesis*. [Poster presentation] National Association for School Psychologists Annual Convention, Atlanta, GA, United States.
- Hammerschmidt-Snidarich, S. M., Maki. (2019, February). *Does reading beget reading? Examining cognitive mechanisms of repeated versus continuous reading* [Multi-presentation]. Council for Exceptional Children Annual Convention, Indianapolis, IN, United States.
- 2018 Hammerschmidt-Snidarich, S. M., Maki, K. E., Zaslofsky, A. F., & Varma, S. (2018, February) *Inter-disciplinary collaboration: Designing interventions for increased effectiveness, efficiency, and engagement*. Panel

presentation at the annual Pacific Coast Research Conference, San Diego, CA, United States.

Edwards, L. M., Hammerschmidt-Snidarich, S. M., Becker, D. M., & Kulkarni, T. (2018, February). *Best academic apps for your dollar*. [Conference session]. National Association of School Psychologists Annual Convention, Chicago, IL, United States.

Hammerschmidt-Snidarich, S. M., Edwards, L. M., Christ, T. J., & Thayer, J. A. (2018, February). *Personalized learning: Addressing Individual Needs at a Tier 1 Level* [Conference session]. National Association of School Psychologists Annual Convention, Chicago, IL, United States.

Hammerschmidt-Snidarich, S. M., Maki, K. E., Adams, S. A. (2018, February). *Repeated reading versus continuous reading: Examining whether reading begets reading* [Conference session]. National Association of School Psychologists Annual Convention, Chicago, IL, United States.

Kiss, A., Becker, D. M., Edwards, L. M., & Hammerschmidt-Snidarich, S. M. (2018, February). *Multi-tiered applications of data-based decision making in math* [Conference session]. National Association of School Psychologists Annual Convention, Chicago, IL, United States.

Pulles, S. M., Patton, K., & Hammerschmidt-Snidarich, S. M. (2018, February). *Going beyond the traditional model: Equitable practices within an MTSS* [Poster presentation]. National Association of School Psychologists Annual Convention, Chicago, IL, United States.

2017 Hammerschmidt-Snidarich, S. M. & Wagner, D. (2017, April). *Data based decision making skills: Reading tutors' interpretation of CBM progress monitoring data* [Conference session]. Council for Exceptional Children Annual Convention, Boston, MA, United States.

2015 Snidarich, S. & Maki, K. E. (February, 2015). *Alleviating the summer slide: Effects of a summer fluency intervention* [Conference session]. National Association of School Psychologists Annual Convention, Orlando, FL, United States.

Maki, K. E., Hammerschmidt-Snidarich, S. M. (2015, February). *Predicting student reading: The utility of real and nonsense words*. [Poster presentation]. National Association of School Psychologists Annual Convention, Orlando, FL, United States.

Simacek, J., Dimian, A., McComas, J., Hammerschmidt-Snidarich, S. (May, 2015). *Telepresence as a service delivery mechanism for communication intervention* [Conference session]. Pacific Rim International Conference on Disability and Diversity, Honolulu, HI, United States.

- 2014 Simacek, J., Hammerschmidt-Snidarich, S., McComas, J., Burns, M. K., & Helman, L. (2014, April). *Targeting individualized and intensive reading intervention to student needs* [Conference presentation]. Council for Exceptional Children Annual Convention, Philadelphia, PA, United States.
- Wagner, D., Espin, C., McMaster, K., Seifert, K., Hammerschmidt-Snidarich, S., & Christ, T. (2014, February). *Making the most of graphed data: Teachers' interpretation of CBM Progress Monitoring Graphs* [Poster presentation]. Pacific Coast Research Conference, San Diego, CA, United States.
- 2013 Wagner, D., Hammerschmidt-Snidarich, S., Espin, C., McMaster, K., Seifert, K., & Christ, T. (2014, February). *Teacher candidates' interpretation of CBM progress monitoring data* [Conference session]. Teacher Education Division of the Council for Exceptional Children Annual Convention, Fort Lauderdale, FL, United States.
- Hammerschmidt-Snidarich, S., McComas, J. J., & Burns, M. (2013, May). *Testing hypotheses pertaining to acquisition, retention, and generalization within a brief experimental analysis of reading skill* [Symposium chair]. Association for Behavioral Analysis International Annual Convention, Minneapolis, MN, United States.
- Snidarich, S., & Simacek, J. McComas, J., Burns, M. K., & Helman, L. (2013, April). *Path to reading excellence in school sites: Implementation, effects, and implications for K-3 literacy in urban schools*. Paper presented at the annual conference for the Council for Exceptional Children, San Antonio, TX, United States.
- 2012 Burns, M., Snidarich, S., & Christofferson, M. (October, 2012). *PRESS model: A framework for ensuring early reading success for all students*. Poster presented at the annual conference for the Midwest Instructional Leadership Council, Saint Paul, MN, United States.
- 2011 Robinson, S & Snidarich, S. (2011, February). *The effects of real time texting software on the engagement and academic work of middle school students with disabilities*. Poster presented at the annual Pacific Coast Research Conference, San Diego, CA, United States.

TEACHING

Courses Taught

F2017	EPSY 5016: Teaching Students with Special Needs in Inclusive Settings
S2016	EPSY 5638: Core Practices in Special Education: IEP Writing
F2015	EPSY 5720 200: Special Topics: Special Education
S2011-S2015	SPED 548: Behavior Management and Learning Environments for Diverse Learners

S2014	SPED 410: Assessment, Evaluation, and Planning for Diverse Learners
F2012	EPSY 5616: Applied Behavior Analysis and Classroom Management

Courses as Teaching Assistant

F2011	EPSY 5616: Applied Behavior Analysis and Classroom Management
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SERVICE AND COMMUNITY OUTREACH

Guest Lectures and Invited Talks

May, 2019	<i>Reading Intervention Basics.</i> Invited lecture at the University of Wisconsin, River Falls. River Falls, WI.
May, 2017	<i>The Real Meaning of Tier 2 and How to Do It.</i> Invited keynote presentation at the annual meeting for Alternative Delivery of Specialized Instructional Services (ADSIS), Minnesota Department of Education, Saint Paul, MN.
May, 2017	<i>Evidence-based Practices in Reading.</i> Invited presentation at the annual meeting for Alternative Delivery of Specialized Instructional Services (ADSIS). Minnesota Department of Education, St. Paul, MN.
February, 2015	<i>Systematic Early Reading Instruction.</i> Invited lecture at University of St. Thomas, St. Paul, MN.
February, 2015	<i>Are They Getting What You're Giving?</i> Invited presentation at the annual meeting for Minnesota Council for Exceptional Children, Edina, MN.

Inservice/Workshops/Community Presentations

May, 2019	<i>Panel Discussion with the FAST Content Creators.</i> Invited panel presentation member at the annual FAST Forward Convention, Saint Paul, MN.
February, 2019	<i>Ask the experts: Reading the data: Aligning your instruction with individual and group needs.</i> Invited webinar presentation, FastBridge Learning, Minneapolis, MN
February, 2018	<i>The Total Learning Classroom Model.</i> Presentation at the annual ServeMinnesota National Meeting, Minneapolis, MN
February, 2017	<i>The Promise Model: An Equitable Approach to High Level Need.</i> Presentation at the annual ServeMinnesota National Meeting, Saint Paul, MN.
January, 2017	<i>Building Reading Comprehension: The Role of Fluency.</i> Invited professional development presentation at Nellie Stone Johnson Community School, Minneapolis, MN.

June, 2014 Reading Intervention Training for Volunteers In Service To America (VISTA), Minneapolis Public Schools, Minneapolis, MN.

Research

2016-2017 Research associate, Center for Applied Research and Educational Improvement (CAREI), University of Minnesota, St. Paul, MN.

Academic Consulting

2018-2019 Consultant to the members of the data based decision-making leadership teams at school sites, Fast for Success Project.

May, 2017 Coaching and Teams for Fidelity and Dosage. Online cohort presentation for Alternative Delivery of Specialized Instructional Services (ADSIS), Minnesota Department of Education, Saint Paul, MN.

February, 2017 Problem Analysis and Intervention for Broad Reading and Comprehension. Online cohort presentation for Alternative Delivery of Specialized Instructional Services (ADSIS), Minnesota Department of Education, Saint Paul, MN.

January, 2017 Problem Analysis and Intervention for Automaticity. Online cohort presentation for Alternative Delivery of Specialized Instructional Services (ADSIS), Minnesota Department of Education, Saint Paul, MN.

December, 2016 Problem Analysis and Intervention for Accuracy. Online cohort presentation for Alternative Delivery of Specialized Instructional Services (ADSIS), Minnesota Department of Education, Saint Paul, MN.

January, 2016 Nerstrand Elementary School, Nerstrand, MN.

Editorships and Review Boards

2025 to present Co-Editor, *Exceptionality*

2021-2024 Associate Editor, *Exceptionality*

2019 to present Editorial Board, *Journal of Behavior Education*

2015 Student Review Board, *Assessment for Effective Intervention*

Community Advisory Board Service

2021-present Committee Member, Badar-Kauffman Conference on Special Education, Kent, OH.

2017-2022 Board Secretary, Minnesota Online High School (MNOHS), St. Paul, MN.

2014-2016 Board Member, Minnesota Online High School (MNOHS), St. Paul, MN.

2011-2013 Board President, Minnesota Online High School (MNOHS), St. Paul, MN.

2004-2005 Perpich Center for Art Education, Arts Best Practice Network

Guest Reviewing

Journal of Behavior Education, Assessment for Effective Intervention
Review of Educational Research

Current Professional Affiliations

International Academy for Research on Learning Disabilities
National Association for School Psychologists (NASP)
Minnesota Reading Association
Oregon RTI