Elizabeth J. Hart

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EDUCATION

2026	PhD	Doctor of Philosophy, Department of Special Education Learning Disabilities and Behavior Disorders Program The University of Texas at Austin, Austin, TX
2020	MEd	Master of Education, Dept. of Curriculum & Instruction Behavior Disorders and Positive Behavior Interventions and Supports Program Texas State University, San Marcos, TX
2018	BS	Bachelor of Science, Dept. of Curriculum & Instruction Special Education Teacher Certification Texas State University, San Marcos, TX

TEACHING EXPERIENCE

Texas State University
Department of Curriculum & Instruction, San Marcos, TX

Spring 2026 Fall 2025 Summer 2025 Summer 2024 Spring 2024	Course Instructor (SPED 4344) Educating Students with Mild Disabilities
Spring 2023	Course Instructor (SPED 4374) Classroom/Behavior Management Strategies for Students with Disabilities

San Marcos Consolidated Independent School District
DeZavala Elementary, San Marcos, TX

2018-2021	Special Education Teacher Behavior Inclusion Program

PUBLICATIONS

Peer-Reviewed Journal Articles

Didion, L., Filderman, M. J., **Hart, E. J.**, Payne, S. B., Vitale, J., Olmstead, C, & Wexler, J. (accepted). High-quality special education professional development improves teacher

and student outcomes: A meta-synthesis. *Journal of Special Education.* Advance online publication: https://doi.org/10.1177/00224669261423924

Hart, E. J., Toste, J. R., Shogren, K. A., Didion, L., & Hardeman, E. (2025). Self determination to accelerate response to reading intervention for elementary-aged students: First, we set a goal! *TEACHING Exceptional Children.* Advance online publication: https://doi.org/10.1177/00400599251352784

Chandler, B., Toste, J. R., **Hart, E. J.**, & Kearns, D. M. (2024). Instruction to support word-level reading skills for adolescent learners with learning disabilities. *Journal of Adolescent & Adult Literacy, 68*(4), 380–391. https://doi.org/10.1002/jaal.1399

Under Review

Didion, L., Filderman, M. J., Chow, J. C., Wexler, J., Vitale, J., **Hart, E. J.**, Payne, S. B., Olmstead, C, & Rogers, D. B. (resubmission under review). The effects of high-quality professional development on teachers' skills, beliefs, and knowledge: A meta-analysis. Preprint available on the Open Science Framework, https://osf.io/preprints/osf/ukjbz_v1

Feuer, B., Toste, J. R., Shogren, K. A., & **Hart, E. J.** (resubmission under review). An examination of goals set by secondary students: Relations between goal type and goal attainment by disability status and race/ethnicity.

Hart, E. J., Toste, J. R., Mason, S, & Lui, Y. (resubmission under review). A meta-analytic review of school based trauma-informed interventions for k-12 students.

Hart, E. J., Toste, J. R., Farris, E. A., Trevino, R., Whetsone, N. A. (under review). Social emotional learning using audio stories in elementary classrooms: An initial program evaluation.

Toste, J. R., Shogren, K. A., Maclay, M, **Hart, E. J.**, Raley, S., & Alsaeed, A. (under review). Adapting the Self-Determined Learning Model of Instruction for elementary reading: Design-based development and feasibility of the SDLMI-R.

Didion, L., Rogers, D. B., Payne, S. B., Vitale, J., **Hart, E. J.** (under review). Beyond business as-usual: A meta-analysis of active control comparisons in teacher professional development.

Mason, S. A., Toste, J. R., **Hart, E. J.**, Ling, Y. (under review). A meta-analytic review of the relations between internalizing symptomatology and reading achievement for K-12 students.

Payne, S. B., Didion, L., Vitale, J., **Hart, E. J.** (under review). Supporting secondary educators: Examining the role and impact of professional development.

Toste, J. R., Shogren, K. A., **Hart, E. J.**, Chandler, B. W., Maclay, M., Didion, L., Alsaaed, A., Fall, A., M., Hardeman, E. B., & Nordby Chen, N. (under review). Initial investigation of the impact and implementation of the Self-Determined Learning Model of Instruction for Reading.

Other Publications

Hart, E. J., Doyle, L., Cantero, C., & Garrington, F. O. (2022). *Practice guide: Teaching self regulation skills to students with disabilities (K-12)*. Washington, DC: US Department of Education, Office of Special Education Programs.

PRESENTATIONS

Submitted

Presented

Toste, J. R., Sanyika, R., & **Hart, E. J.** (2026, October). *Analysis of self-determination programs on elementary students' behavior and reading* [Panel presentation]. Council for Learning Disabilities (CLD) Annual International Conference, Fort Worth, TX.

Price, A. D., Hardeman, E., **Hart, E. J.**, Sanyika, R., Maclay, M., Silva, R., Shogren, K. A., & Toste, J. R. (2026, July). *Integrating self-determination instruction in reading intervention: Examining student-generated goals and reading performance* [Poster presentation]. Society for the Scientific Study of Reading (SSSR), Rotterdam, Netherlands.

Toste, J. R., Shogren, K. A., & Maclay, M., **Hart, E. J.**, & Didion, L. (2026, July). Testing the added value of self-determination instruction in reading intervention for upper elementary students with or at-risk for reading disability: A randomized controlled trial of the SDLMI-R. In C. Richter (Chair), *Social and emotional factors in reading and learning disabilities: From early childhood to adolescence.* [Symposium]. Society for the Scientific Study of Reading (SSSR), Rotterdam, The Netherlands.

Chandler, B. W., Vargas-Bell, I., **Hart, E. J.**, Agyeman-Duah, E. (2026, February). *Project SPELL: Training caregivers to deliver evidence-based spelling instruction at home*. [Poster Presentation]. Pacific Coast Research Conference, Long Beach, CA.

Maclay, M., **Hart, E. J.**, Toste, J. R., Shogren, K. A., Didion, L., & Alsaeed, A. (2026, March). *Goal chasers in action: Applying the SDLMI-R to intensify reading intervention.* [Presentation]. Council for Exceptional Children (CEC) Annual Conference, Salt Lake City, UT.

Didion, L., Filderman, M. J.., Singell, E., **Hart, E. J.**, Payne, S. B., & Vitale, J. (2026, February). *PD that works: Customizing learning for educators by what, who, and how.* [Panel presentation]. Council for Exceptional Children (CEC) Annual Conference, Salt Lake City, UT

Toste, J. R., Shogren, K. A., **Hart, E. J.**, Maclay, M., & Alsaeed, A. (2025, March). *Goal chasers: Enhancing reading achievement and self-determination in upper elementary students with the SDLMI-R.* [Presentation]. Council for Exceptional Children (CEC) Annual Conference, Baltimore, MA.

Hart, E. J., Toste, J. R., Shogren, K. A., & Silva, R. (2025, February). *Analysis of student-generated goals: Self-Determined Learning Model of Instruction for Reading* [Poster presentation]. Pacific Coast Research Conference (PCRC), Coronado, CA.

Mason, S. A., Toste, J. R., Farris, E. A., & **Hart, E. J.** (2025, February). *Relations between self-determination and psychosocial difficulties in students with reading disabilities.* [Poster presentation.] Pacific Coast Research Conference (PCRC), Coronado, CA.

Hart, E. J., Mason, S. A., Maclay, M., Toste, J. R., Chandler, B. W., Shogren, K. A (2024, July). *An observation study of the frequency and nature of motivational language during upper elementary reading intervention* [Poster presentation]. Society for the Scientific Study of Reading (SSSR), Copenhagen, Denmark.

Mason, S. A., **Hart, E. J.**, Toste, J. R. (2024, March). *Trauma-informed practices: Promoting resilience in your classroom* [Presentation]. Council for Exceptional Children (CEC) Annual Conference, San Antonio. Texas.

Hart, E. J., Toste, J. R., & Mason, S. A. (2024, February). *Investigation of the features and*

effects of school-based trauma-informed interventions: A synthesis [Poster presentation]. Pacific Coast Research Conference (PCRC), Coronado, CA.

Mason, S. A., Toste, J. R., **Hart, E. J.**, & Liu, Y. (2024, February). *Relations between internalizing symptomatology and reading achievement for K-12 students: A Meta Analysis* [Poster presentation]. Pacific Coast Research Conference (PCRC), Coronado, CA.

Mason, S. A., **Hart, E. J.**, Toste, J. R., Liu, Y. (2024, February). *A meta-analysis of the relations between internalizing symptomatology and reading* [Poster presentation]. National Association of School Psychologists Annual Convention, New Orleans, Louisiana.

Hart, E. J., Toste, J. R., Maclay, M., Shogren, K. A., Raley, S., & Alsaaed, A. (2023, March). *Who's talking: Observation study of motivational language during reading intervention* [Poster presentation]. Council for Exceptional Children (CEC) Annual Conference, Louisville, KY.

Hart, E. J., Toste, J. R., & Mason, S. (2023, February). *A review of the relations between trauma and academic achievement for students in pre-k to 12th grade* [Poster presentation]. Pacific Coast Research Conference, Coronado, CA.

Chandler, B. W., Toste, J. R., & **Hart, E. J.** (2023, February). *A systematic review of the What Works Clearinghouse's intervention evidence: Are Black students represented?* [Poster presentation]. Pacific Coast Research Conference, Coronado, CA.

Maclay, M., Toste, J. R., **Brown, E.,** Chandler, B., Mason, S., Shogren, K., Raley, S., Alsaeed, A. (2023, February). *Development of the SDLMI-R: Psychosocial mechanisms to intensify intervention* [Poster presentation]. Pacific Coast Research Conference (PCRC), Coronado CA.

Toste, J. R., Shogren, K. A., Raley, S., Alsaaed, A., **Brown, E.**, & Maclay, M. (2022, October). *Self-determined learners: How motivation theories can inform and enhance academic intervention* [Paper presentation]. Council for Learning Disabilities (CLD) Annual Conference, Richmond, VA.

WORKSHOPS & GUEST PRESENTATIONS

Mason, S. A., **Hart, E. J.** (2023, August). *School-wide and classroom trauma-informed practices* [Professional Development]. Blazier Elementary, Austin ISD.

Mason, S. A., **Hart, E. J.** (2023, May). *Trauma-informed classroom practices* [Symposium]. Texas Education START Summer Institute, Austin, TX.

FELLOWSHIPS & AWARDS

2021-2025	U.S. Department of Special Education, Office of Special Education Programs, *National Center for Leadership in Intensive Intervention-2* (NCLII-2; https://nclii.org), $147,780 total funding.
Spring 2025	Candace S. Bos Innovative Project Grant Division for Learning Disabilities, Council for Exceptional Children ($1,000 – Funded Spring 2025) Goal Chasers: Effects of Self-Determination Instruction for Students with Disruptive Behaviors

RESEARCH EXPERIENCE AND SCHOLARSHIP

2025-present *Research Consultant; Project SPELL: Supporting Parents in Enhancing Language and Literacy (PI: Chandler; 2025–2026; Building Caregiver Capacity for Structured Literacy at Home: A Parent Leader Implementation Pilot (PI: Chandler; 2026–2027)*
Georgia State University, Department of Learning Sciences

- Advised on research design, data management systems, and study procedures to support rigorous implementation and data integrity.
- Contributed to coordination of project workflows, including alignment of data collection, fidelity procedures, and analytic planning.

2025-2026 *Application of Motivational, Agentic, and Self Theories (MAST) to Special Education Intervention Practices.* University of Texas at Austin. U.S. Department of Education, Institute of Education Sciences

- Conduct systematic review of literature
- Oversee screening and full-text review
- Data management

2021-2025 *The Self-Determined Learning Model of Instruction for Reading (SDLMI-R): Improving Outcomes of Upper Elementary Students with or At-Risk for Reading Disability.* University of Texas at Austin. U.S. Department of Education, Institute of Education Sciences

- Development of intervention curriculum
- Provide cross-site trainings for researcher-delivered assessments and intervention
- Deliver assessment batteries and manage data collection activities
- Implementation of intervention with fourth and fifth grade students with or at-risk for reading disabilities
- Oversee ongoing implementation fidelity and provide ongoing support and feedback to implementers

2021-2022 *Camp SELway Efficacy Study.* University of Texas at Austin. U.S. Department of Education, Institute of Education Sciences

- Oversee recruitment of schools, teachers, and students
- Deliver assessment batteries and manage data collection activities
- Provide trainings for teacher-delivered intervention
- Oversee ongoing implementation fidelity and provide ongoing support and feedback to implementers
- Conduct follow-up focus groups with implementers

PROFESSIONAL EXPERIENCES

2021-2026	Graduate Research Assistant, The University of Texas at Austin Advisor: Jessica Toste, Ph.D.
2021-2025	National Center for Leadership in Intensive Intervention, NCLII-2, A consortium funded by the Office of Special Education Programs (OSEP), prepares special education leaders to have expertise in meeting the "intense service needs" of students with complex and comorbid learning disabilities and behavior disorders (CLBD)
2018-2021	Special Education Teacher, FOCUS – Behavior Inclusion Program, SMCISD, San Marcos, TX