

Lois Moulin

EDUCATION

Ph. D, 1984: Joint doctoral program, University of California, Berkeley and San Francisco State University: Educational Psychology, Program emphasis special education

M.S., 1971: Exceptional Child Education, State University College at Buffalo, New York

B.S., 1967: Home Economics, Child Development, State University College at Buffalo, New York

NTL Institute for Applied Behavioral Science: Human Interaction and Group Dynamics, 1974, 1975

CERTIFICATION

New York State Permanent Certification: Learning Disabilities, Emotionally Handicapped

California Specialist: Learning Handicapped Clear Credential and California Resource Specialist Certificate: to be renewed 2012

Center for Bilingual Multicultural Studies, Cuernavaca, Mexico, certification 60 hour Spanish language program, July 1988

PROFESSIONAL EXPERIENCES

Supervisor: 2007-currently. Field-based supervisor for CSU East Bay (CSUEB) Educational Psychology Department, Special Education Division. Supervise candidates in the mild-moderate Special Education credential program in Bay area local school districts, elementary-high school programs.

Independent Consultant: Directed the Graduate Internship Program in Special Education, CSU East Bay. California Teacher Credential Program: 4/08-8/08. Coordinated grant activities with 24 school districts and CSUEB, wrote program review.

Program Specialist: 1992-2007 Oakland Unified School District, Programs for Exceptional Children. Coordinated the IEP process at district level with staff and parents, guided and assisted special education teachers and IEP team members with eligibility, assessment, instructional planning, and teaching, classroom and individual

behavior management strategies (pre-school-post HS young adult programs). Facilitated the placement of students in special education programs, developed and implemented staff development activities.

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Lecturer and Field Supervisor: 1986-1992 San Jose State University (Full-time 1986-1989, Department of Special Education) and California State University, Hayward (Full time 1989-1992, Educational Psychology Department/Special Education division). Instructed graduate level courses for Learning Handicapped credential and M.S. degree in special education, supervised fieldwork and Masters' projects, student advisement.

Coordinator: 1984-1986 (half-time). Faculty Research and Development Center, School of Education, San Francisco State University. Identified and disseminated federal, state and private foundation funding opportunities and assisted in the development, editing and submission of proposals for School of Education Faculty. Facilitator (1985-1986) San Francisco Unified School District with San Francisco State University, School Improvement Process Project. Assisted cross-role cadres in applying school improvement literature to develop and implement plans to improve recently de-segregated schools in SFUSD.

Staff Development Specialist: 1979-1983 Special Education Resource Network, California Department of Education, Office of Special Education. Designed and facilitated a statewide parent/staff in-service model training program: "Parent Tech: Parent Training in Education Cooperation for the Handicapped". Authored training manual and developed and implemented a two year leadership training program. Provided consultation and supervision to teams who disseminated the in-service program throughout California.

Instructor and Fieldwork Supervisor: 1973-1976 State University College at Buffalo, Department of Learning and Behavioral Disorders, instructed graduate and undergraduate students in assessment, curriculum practices and behavior management for learning disabled and emotionally disturbed students. Supervised field placement in public schools and residential facilities. Designed and facilitated seminars in encouraging self-awareness for effective teaching.

Teacher, Resource Specialist, Educational Diagnostician, Coordinator and Program Developer: 1967-1973 Board of Cooperative Educational Services, Buffalo, New York. Assessed students, planned, implemented, and evaluated programs and curriculum for students with learning and behavioral problems. Provided technical assistance and in-service training to teachers and parents with alternative educational strategies in home and school settings.

CONSULTANT EXPERIENCE AND RESEARCH GRANTS

PEERS Outreach Project, “Collaboration for Inclusive Education”, Napa, CA: 1993, 1994, and 1995.

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New Haven Unified School District, “Collaborative Consultation”, New Haven, CA: 1991.

We Care Center, “Mainstreaming”, Concord, CA: 1991.

Newark Unified School District. Training for Teacher Assistants, Newark, CA: 1989, 1990.

California Department of Education. Project Director, “Parent Professional Collaborative Training Programs for Transitions: A Synthesis of Strategies”: 1987.

Richmond Unified School District. “Special Education Vocation Transition Project”, Consultant: 1985.

SRI International, Menlo Park, California. Research and Evaluation consultant, “Evaluation of Special Education Master Plan in California schools”: 1978-1979.

Center for Independent Living, Berkeley, California. Program Development and Evaluation Consultant for “The Kids Project” (Keys to Introducing Disabilities in the Schools Projects): 1978-1979.

Buffalo State Hospital, Adolescent Unit, Teacher Training consultant: 1973-1976.

Buffalo City Schools, Kenmore Schools, and St. Augustine Center, Diagnostic Teaching consultant, Buffalo, New York: 1970-1973.

PUBLICATIONS

Dick, M., Moulin, L., Pellegrini, S., and Traub, J. (1988). Building Bridges: Strategies for Parent Professional Collaboration Training for Transition. The California State Department of Education.

Dick, M., Moulin, L., Pellegrini, S., and Traub, J. (1987). Parent Professional Collaborative Training Programs for Transition: A Synthesis of Strategies. The California State Department of Education.

Moulin, L (1984). Parent Participation in IEP Development and the Achievement of Educationally Handicapped Students. Doctoral dissertation, University of California, Berkeley.

Kaney, H. and Moulin, L. (1982). Parent T.E.C.H. Training Manual. California Special Education Resource Network, Office of Special Education, California Department of Education. Unpublished manuscript.

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Jones, R.J., Jameson, J., Moulin, L. and Towner, A. (1981). Attitudes and Mainstreaming: Theoretical Perspectives. In: Bates, P. and Reynolds, M (Eds.), Our Current Knowledge Base Regarding Mainstreaming. University of Minnesota Press.

Moulin, L (1980). Instructional Resources for Attitude Change Toward the Handicapped. Unpublished manuscript.

Moulin, L and Perley, S (1970). A pilot summer program. In: R. Reger (Ed.) Pre-school Programming of Children with Disabilities. Illinois: Charles Thomas.

PRESENTATIONS

Numerous presentations for professional associations, school districts, governmental agencies, and parent groups throughout New York State and California

International Council for Exceptional Children, statewide (New York and California) and national conferences (1983, 1982, 1981, 1979, 1973).

Specific topics and locations furnished upon request

LJM:2008