

Bethany M. Hamilton-Jones

Contact Information

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EDUCATION

Ph.D., Special Education, University of Georgia, August 2009; areas of emphasis included autism, collaboration, early childhood special education, and teacher preparation.

M.Ed., Special Education, University of Georgia, Athens GA, 1999; areas of emphasis included learning disabilities and behavioral disorders.

B.A., English Literature, State University of New York at Oswego, 1994

DISSERTATION

Preparing for Collaboration: Preservice Special Education Teachers' Perspectives and Beliefs. The purpose of this qualitative case study was to describe preservice special education teachers' beliefs and perceptions about collaboration as a professional practice. It has been established through national teacher and accreditation standards, through federal policy, and through emphasis from the field of teaching special education that collaboration skills are an important part of teacher training. Document analysis and interviews were used to determine students' perceptions and experiences. Challenges of collaborating as a student teacher were discussed. This research continues a line of research on collaboration and personnel preparation as seen in the publications listed below.

ACADEMIC POSITIONS

2009-current	Assistant Professor (Temporary), SPECTRUM program, Department of Communication Sciences and Special Education, <i>University of Georgia</i> . Develop and instruct classes on instructing students with mild disabilities in distance education program for undergraduate students. Develop supervision guidelines and training modules for distal supervisors.
2008-2009	Instructor, SPECTRUM program, Department of Communication Sciences and Special Education, <i>University of Georgia</i> . Designed practicum and student teaching courses in addition to teaching classes on content area instructional strategies for students with mild disabilities.

- 2006-Present Student Teacher Supervisor, Department of Communication Sciences and Special Education, *University of Georgia*. Observe and evaluate student teaching and practicum teaching for undergraduate students both online and in traditional settings. Develop supervision assignments and rubrics which focus on evidenced based practice and data driven instruction.
- 2006-2008 Graduate Teaching Assistant, SPECTRUM program, Department of Communication Sciences and Special Education, *University of Georgia*. Performed administrative duties for start-up of grant-funded program and assisted instructors in teaching online coursework.

PROFESSIONAL EXPERIENCE

- 2006-Present Professional Development Instructor, *Northeast Georgia Regional Educational Support Association*, Athens, Georgia. Design and instruct 50-hour curriculum on working with students with disabilities in the general education classroom to initial certification and renewal certification teachers from the northeast region of Georgia.
- 2002-2006 Teaching Assistant, Special Education on the Web, Department of Communication Sciences and Special Education, *University of Georgia*. Evaluated student coursework products according to instructor's specifications.
- 2003-2004 Student Teacher Supervisor, Special Education on the Web, Department of Special Education, *University of Georgia*. Observed and evaluated practicum students using video technology and traditional on site visits.
- 2001-2006 Special Education Teacher, elementary level, collaborative and resource classes, *Clarke County School District, Georgia*. Developed Individual Education Plans, provided educational interventions, evaluated student progress, and co-taught with general educators for upper elementary age students with mild disabilities.
- 2000-2001 Special Education Teacher, high school/middle school levels, *Naples Central Schools, New York*. Developed and implemented instructional strategies for content area reading and study skills with middle school and high school aged students with mild disabilities.
- 1999-2000 Special Education Teacher, primary level, resource classroom, *Clarke County School District, Georgia*. Developed Individual Education Plans, provided educational interventions, evaluated

student progress, and collaborated with general educators on behavioral plans for primary age students with mild disabilities.

TEACHING AND SUPERVISION EXPERIENCE

- SPED 4200 Math, Science, & Social Studies Instruction for Individuals with Mild Disabilities (online Summer 2007; 2008; 2009)
- SPED 2000 Introduction to Special Education (online Summer 2009)
- SPED 5400 Collaboration among Families & Professionals (Fall 2007; online Fall 2008; 2009)
- SPED 6000 Positive Behavior Support for Young Children (May 2007)
- SPED 3040 Introduction to Individuals with Special Needs (online Fall 2007)
- SPED 4100 Literacy Instruction for Individuals with Mild Disabilities (online Spring 2007)
- SPED 4440C Final Practicum in Special Education (online Fall 2008; 2009)
- SPED 5460 Student Teaching in Special Education (online Spring 2007; 2008; 2009)

ACADEMIC SERVICE

- 2009-present Member, Special Education Undergraduate Program Committee, University of Georgia. Investigate the expansion of undergraduate program to include multiple degree options. Participate in marketing and recruitment for department.
- 2009-present Member, Hiring Committee, Communication Sciences & Special Education Department, University of Georgia. Collaborated with other faculty on the hiring of an assistant professor at UGA Griffin campus.
- 2008-2009 Member, NCATE Development and Evaluation Team, Special Education program, University of Georgia. Created and revised standards- based rubrics and aggregated data for NCATE accreditation review.
- 2007-present Conference coordinator, SPECTRUM semi-annual professional development workshop for student teachers, University of Georgia. Planned and developed one-day workshop for students entering final semester of undergraduate program. Presented relevant seminars on collaboration and professional ethics.

2006-2007 Doctoral Student Member, Higher Education Consortium of Early Interventionists of Georgia. Participated in state-wide dialogue about the personnel preparation of early childhood special educators.

SCHOLARLY WORKS

Barnes, A., Hamilton-Jones, B., & Vail, C. O. (in review) Exploring reactions to co-teaching in the higher education classroom. *Teaching and Teacher Education*.

Vail, C.O., Hamilton-Jones, B., & Davis, A. (in review) Co-teaching in higher education: What is the state of the art? *Teacher Education and Special Education*.

MANUSCRIPTS IN PROGRESS

Hamilton-Jones, B. Preparing for collaboration: Preservice special education teachers' perceptions and beliefs.

Hamilton-Jones, B. Play-based interventions for young children with autism: A review of the literature.

Hamilton-Jones, B & Ayres, K. Effective teaching in special education.

CONFERENCE PRESENTATIONS

Hamilton-Jones, B., & Nealy, A. (2009, April). *Helping your Struggling Reader at Home*. Presented at Clarke County School Districts' Family Connections workshop.

Hamilton-Jones, B. (2008, December). *Today's menu at the world café – co-teaching and your professional practice!* Presented at University of Georgia's SPECTRUM Professional Development seminar.

Hamilton-Jones, B., Barnes, A., & Vail, C. (2008, November). *Co-teaching in a Higher Education Classroom*. Paper presented at the annual meeting of Teacher Education Division (CEC), Dallas, TX.

Hamilton-Jones, B., & Vail, C. (2008, April). *Play-based interventions for young children with autism*. Poster presented at the annual meeting of Council for Exceptional Children, Boston, MA.

Vail, C., Hamilton-Jones, B. & Davis, A. (2007, November). *Co-teaching in higher education: What is the state of the art?* Paper presented at the annual meeting of Teacher Education Division (CEC), Milwaukee, WI.

INVITED LECTURES

Differentiated Instruction (2009, October) presented to Elementary Education undergraduates, *University of Georgia*.

Learning Disabilities, RTI, and the Early Education Classroom (2009, September) presented to Elementary Education undergraduates, *University of Georgia*

Collaboration in the Early Childhood Setting (2009, April) presented to Early Childhood Education undergraduates, *University of Georgia*.

CURRENT RESEARCH INTERESTS

Co-teaching in P-12 education; collaboration among teachers and families; teacher efficacy; instructional supervision; effective teacher behaviors for inclusive settings; early interventions for children with autism spectrum disorder.

CURRENT TEACHING INTERESTS

Collaboration among families and professionals, advanced behavior management techniques, positive behavior supports for the classroom; characteristics of students with mild disabilities; evidenced-based instructional strategies for the inclusive classroom; assessment and instructional design; early childhood special education policy and practice.

PROFESSIONAL AFFILIATIONS

Autism Society of America
Council for Exceptional Children (CEC)
 Division of Early Childhood (DEC)
 Teacher Education Division (TED)
 Division for Learning Disabilities (DLD)