



Best Practices in Dyslexia Legislation, Screening, Instruction & Intervention

Guest Speaker Information



Nancy J. Nelson
Ph.D.

Nancy J. Nelson, Ph.D., is a Research Assistant Professor at the Center on Teaching and Learning (CTL) at the University of Oregon, CTL's Director of Clinic and Outreach, Core Faculty in UO's Department of Special Education and Clinical Sciences, and a Co-Principal Investigator (Co-PI) at the National Center on Improving Literacy (NCIL). Dr. Nelson is a PI or Co-PI on 15 externally funded projects to develop, implement, or evaluate reading and math interventions, including an award to provide training and implementation support for a national evaluation of multi-tiered systems of support for reading (MTSS-R) in elementary school. Dr. Nelson is a licensed school psychologist and special education teacher with expertise in the implementation of reading and math interventions and the use of data-based decision making to support students in tiered systems of support.



Scott K. Baker Ph.D.

Dr. Scott K. Baker is a Research Professor at the Center on Research and Evaluation (CORE) at Southern Methodist University (SMU), and a Senior Research Associate at the Center on Teaching and Learning (CTL), University of Oregon. He was the founding Executive Director of CORE and the Associate Director and Research Director of CTL. Dr. Baker has been Principal Investigator on numerous education grants from the Institute of Education Sciences and other federal agencies. Dr. Baker is interested in the role of scientific research in education policy and practice, especially related to improving student learning outcomes. He is particularly interested in the challenges faced by English learners and by children struggling with learning difficulties, including dyslexia. Dr. Baker's research has focused on developing and testing academic interventions, and the mechanisms that underlie effective interventions.



Brian Gearin M.Ed.

Brian Gearin, M.Ed. is a doctoral candidate in University of Oregon's Department of Education Methodology, Policy, and Leadership. He is also the co-lead of dissemination at the National Center on Improving Literacy and the Lead for Literacy Center. His research focuses on the intersection of educational psychology and public policy. He has published in outlets such as Journal of Education Policy, Educational Policy, and Trends in Neuroscience and Education. His dissertation examines socioeconomic status and the co-development of executive function and academic achievement in a nationally representative sample of students Kindergarten to Grade 4.



Jess Surles M.Ed.

Jess Surles, M.Ed. is a Research Assistant and Expert Literacy Coach at the Center on Teaching and Learning (CTL), University of Oregon. Jess has over thirteen years of experience in delivering classroom instruction, collaborating with educators and leadership to support program implementation, and designing professional development on literacy and educational practices. As a member of the technical assistance team for both Lead for Literacy and the National Center on Improving Literacy, Jess develops curriculum and provides technical assistance across the nation. She partners with literacy experts and university researchers to integrate current research and instructional practice for educators, leadership, and educational agencies. Jess provides training, on-site coaching, and virtual support to assist with implementation of evidence-based literacy practices.