

CURRICULUM VITAE

Brittany Dorn (Coffey)

6 Orchard Street, #2
Northampton, MA 01060
Phone: (860) 416-0043
Email: Brittanyleecoffey@gmail.com

ACADEMIC BACKGROUND

- Ph.D.
2019 UNIVERSITY OF NORTHERN COLORADO, Greeley, CO.
Doctorate degree in Special Education
National Leadership Consortium in Sensory Disabilities Scholar
- MEd
2011 SMITH COLLEGE, Northampton, MA
Master's degree in Education of the deaf
Recipient of John Clarke Fellowship Award
- B.A.
2008 UNIVERSITY OF CONNECTICUT, Storrs, CT
BA, English, Journalism
Recipient of the Friedman Award
Recipient of the Michael J. Whalen Award for Excellence in Journalism

CERTIFICATIONS

- 2019 DHH (all levels) and K-6 general education certificates, Vermont
- 2018 Substitute Teacher, Colorado
- 2017 Certified Yoga Teacher (CYT), Om Ananda Yoga
- 2013 Massachusetts Initial Educator's License, Deaf and Hard of Hearing (all levels)
- 2013 Massachusetts Speech-Language Pathology Assistant (expired 2018)
- 2012 Connecticut Hearing Impaired Cross-endorsement, pre-K through 12 (Endorsement #057)
- 2010 Connecticut K-6 Provisional Educator's Certificate

UNIVERSITY TEACHING EXPERIENCE

- 2019, Spring **Co-supervisor**
Practicum & Supervision, Deaf/Hard of Hearing
 I co-supervised four graduate students completing their practica with students who are deaf or hard of hearing. In this role, I observed lessons, provided feedback, and communicated with cooperating teachers.
- 2019, Spring **Instructor**
Collaboration: Deaf/Hard of Hearing
 This three-credit graduate level course teaches about the theoretical and practical considerations involved in collaborating with families, service providers, agencies, and as part of school teams. The course involves principles of effective verbal and nonverbal communication, dealing with conflict and resistance, and a discussion of professional and ethical practices. I taught this course for a professor on leave.
- 2018, Fall **Instructor, University Athletics**
 Through a unique collaboration between the special education department and university athletics, I worked individually with seven university athletes to target writing goals.
- 2018, Spring **Graduate Assistant**
Auditory Skill Development: Deaf/Hard of Hearing
 Instructor: Dr. Sandy Bowen
 This three-credit graduate level course helps students develop the knowledge and skills to assess and to teach auditory skill development to individuals who are deaf or hard of hearing. I moderated and provided online presence to the discussion board, added course content to the Canvas module, and provided personalized feedback on course assignments to graduate students.
- 2017, Fall
 2016, Fall **Instructor of Record**
Foundations of Learning & Development
 This three-credit undergraduate level course is designed to prepare first semester college students for college coursework and responsibilities. As an instructor of record, I taught on the topics of motivation, goal-setting and attainment, metacognition, time management, and major and career choice. Instructor of record for two sections (6 credits) in Fall 2016, and two sections (6 credits) in Fall 2017. Taught students in the Center for Human Enrichment (CHE) program (funded through the TRIO program) which is made up of first-generation college students. Guided students through a semester-long research project which culminated in an undergraduate research night. Nominated as “the person at this institution

who has helped you the most in your college success,” by students in Fall 2016 classes.

2017, Spring

Co-Teacher

Collaboration: Deaf/Hard of Hearing

Instructor: Dr. Sandy Bowen

This three-credit graduate level course teaches about the theoretical and practical considerations involved in collaborating with families, service providers, agencies, and as part of school teams. The course involves principles of effective verbal and nonverbal communication, dealing with conflict and resistance, and a discussion of professional and ethical practices. I co-taught this graduate course alongside Dr. Bowen, and assisted in moving the course from Blackboard into Canvas, created three new major assignments and rubrics, offered targeted feedback on assignments and projects, and moderated the discussion board.

2019-20

Guest Lecturer

2020, Fontbonne University, Instructor: Katie Jennings

Fontbonne lecture details: 10/21/20, CDS518-02W: Students Who Are Deaf/Hard Of Hearing In Inclusive Settings

1/29/20

Guest lecturer – PACS 519 – psychosocial and educational foundations of deafness. Guest Lecturer, Prof. Dr. Casey Reimer. Washington University
Topic: Panel – DHH students in schools

12/11/19

Guest Lecturer, Katie - CDS 518 Students Who are DHH in Inclusive Settings. Topic: Speaking up as a TOD. In attendance: 3 students

10/28/19

Guest Lecturer, Communication Development for DHH Children (Sal, co-taught with Jenna). Topic: Positive Partnerships. In attendance: 10 students. CDS 531 Communication Development for Children Who are DHH

2017, Exceptional Students in the Regular Classroom. Instructor: Kaitlyn Millen. This course is designed to provide teacher licensure candidates with information about students with exceptionalities and other unique needs. The course includes current research and practices related to issues in the field of special education with the goal of guiding students in the adaptation of instruction for students with a wide range of exceptionalities. Guest lectured in two classes (two different semesters) on the topic of collaboration between general and special education teachers.

MEDIA

Vermont Association of the Deaf (VTAD):

<https://www.facebook.com/Lauradorable25/videos/10104254077256940>

My Champlain Valley, VT:

<https://www.mychamplainvalley.com/news/communication-barriers-during-covid-19/>

Council for Exceptional Children Convention, Portland, OR:

<https://www.youtube.com/watch?v=RjIiuWxnVwo&list=PLGVe6BxyFHNUvrtU4sMfCdDv-VIkKV74t&index=6&t=0s>

Hampshire Gazette, MA:

<https://www.gazettenet.com/Archives/2014/07/clarkeschool-hg-072614>

Division for Communication, Language, and Deaf/Hard of Hearing/CEC:

<https://dccec.org/invite/>

NLCSD/Salus University: <http://www.nlcsdproject.org/brittany-dorn>

K-12 ACADEMIC TEACHING EXPERIENCE

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| 2022-Present | Massachusetts Mainstream Coordinator, Clarke Mainstream Services, MA Supervise mainstream services for students who are deaf or hard of hearing across the state of Massachusetts. Directly oversee four regional supervisors who supervise 15 teachers of the deaf. |
| 2021-2022 | Teacher of the Deaf, Clarke Mainstream Services, Westhampton, MA Collaborated on a team of two teachers of the deaf and one speech-language pathologist to serve 10 students with hearing loss in a mainstream regional high school. |
| 2019-2021 | Manager, K-12 Educational Services, Nine East Network, VT Supervised team of eight teachers. Consulted with teachers and administrators in service with students with hearing loss across the state of Vermont. |
| 2018-2019 | Substitute Teacher, Fort Collins, CO Taught second grade, fourth grade, and special education. |
| 2012-2018 | Teacher, Clarke Summer Camp, Northampton, MA Designed and implemented thematic, hands-on lessons to deaf and hard of |

hearing students ages 12-14 at two-week residential camp for the last six summers. Fostered language, self-advocacy, and social skills among students. Coordinated the day program in 2013.

2011-2015

Itinerant Teacher for Students who are Deaf or Hard of Hearing, Clarke Mainstream Services, Northampton, MA

Taught students pre-K through grade twelve who are deaf and hard of hearing using self-created lesson plans that aligned with state standards and addressed Individualized Education Program (IEP) objectives. Direct service targeted self-advocacy skills, language, social skills, and academic support. Consulted with teachers, speech language pathologists, and school administrators on accommodations and teaching strategies for students. Created and presented in-service presentations to school staff.

2008-2010

Second Grade Teacher, Moylan School, Hartford, CT

Taught all subjects (reading, writing, math, phonics, grammar, and science) to 23 second grade students. Differentiated lessons to meet the needs of a diverse group of learners. Tracked student progress using a combination of assessments: district, unit, curricular, and NWEA. Led a daily 90-minute reading workshop that included phonics instruction, a shared reading lesson, differentiated guided reading, and independent center work. Communicated with parents through frequent phone calls, letters home, and parent-teacher conferences. Collaborated with reading and curriculum leaders, as well as with service providers to meet the needs of students. Attended PPT and IEP meetings to discuss student progress. Organized and fundraised for multiple field trips, including a college-awareness trip to the University of Connecticut. Collaborated with grade-level teachers during weekly data-team meetings. Regional nominee for Sue Lehmann Excellence in Teaching Award.

2008

Corps Member, Teach for America Summer Institute Philadelphia, PA

Co-taught summer school to students who had failed first grade. Attended professional development workshops to improve teaching effectiveness. Regularly met with the program director to target and enhance specific areas of my teaching. Developed long and short-term plans for each subject taught. Implemented effective data-tracking system.

K-12 SOCIAL EMOTIONAL LEARNING (SEL) TEACHING EXPERIENCE

2019

Kids Yoga, Moxi Yoga Works, Fort Collins, CO

Co-created curriculum and led five-week session of kids' yoga, incorporating mindfulness, mind-body awareness, problem-solving, and communication activities to children ages 4-12.

- 2018 **Co-Founder, Camp Connections, Greeley, CO**
Secured a grant to fund camp so that it would be free to all children who attended. Collaborated with the school district to plan and organize camp. Created a daily schedule, planned field trips, and led daily activities for 17 campers, culminating in a field trip to Denver Museum of Nature and Science. Communicated with families, school district, and grantor (University of Northern Colorado) to ensure that camp ran smoothly.
- 2018 **Co-Curriculum Developer, “Hear’s to You!”, Boulder, CO**
Co-created pre and post-assessment probing self-advocacy skills for deaf and hard of hearing campers. Designed daily schedule, targeted lessons and activities, and games for campers. Helped supervise seven graduate students (four SLP graduate students and three AuD graduate students) as they worked at the camp as part of their practicum. Collaborated with two CU professors, CU graduate students, and a colleague at University of Northern Colorado to ensure the camp went smoothly.
- 2018 **Instructor, Kids Yoga, Om Ananda Yoga Studio, Fort Collins, CO**
Completed 200-hour training to gain knowledge in anatomy, philosophy, meditation, asana (postures), and teaching methodology. Taught kids yoga, partner yoga, Iyengar yoga, and community yoga. Om Ananda Yoga Studio is a long-standing, non-profit organization located in Fort Collins, CO, which offers accessible yoga classes and workshops to the community.
- 2014 **Teacher and Day Coordinator, Clarke Camp, Northampton, MA**
Directed the day program for camp. In this role, I chose the camp theme, created the curriculum, and organized field trips and on-site activities. Supervised three teachers. Established relationships with students, staff, and parents. Assisted in the vision for camp six months prior, as well as day-to-day responsibilities once camp was in session.
- 2012-2014 **Staff, Explore the Outdoors Camping Program for DHH Teens, Goshen, MA**

RESEARCH INTERESTS

Inclusive practices for all students, self-advocacy and social opportunities for students with disabilities, consultation and collaboration between classroom teachers, special education teachers, and outside service providers, and practices to support success for first-generation college students.

PUBLICATIONS

Vaughan, A. L., **Dorn, B.**, Rose, J. S., Ward, C., & Hauck, A. (2020). Intersection between TRIO/SSS programs and FYS: Effects on first-generation students. *Journal of Higher Education Theory and Practice*, 20(15).

Dorn, B. & Millen, K. (2019, July). *Raising and educating deaf children*. Self-determination and friendships among students who are deaf or hard of hearing. Retrieved from <http://www.raisingandeducatingdeafchildren.org/2019/07/12/self-determination-and-friendships-among-students-who-are-deaf-or-hard-of-hearing>, July 18, 2019

Dorn, B. & Stredler-Brown, A. (2019) Development of listening and language skills in children who are deaf or hard of hearing. In Hull, R. (Eds.), *Introduction to Aural Rehabilitation*.

Dorn, B. (2018). The changing role of teachers of students who are deaf or hard of hearing: Consultation as an increasing part of the job. *Journal of Educational and Psychological Education*, 1-18. doi:10.1080/10474412.2018.1502087

Dorn, B. (2018). Meeting consulting needs in general education settings: Five strategies for itinerant teachers of students who are deaf or hard of hearing. *Odyssey: New Directions in Deaf Education*, 19, 16-21.

Millen, K., **Dorn, B.**, & Luckner, J. L. (2019). Friendships and self-determination among students who are deaf or hard of hearing. *American Annals of the Deaf*, 163(5), 576.

Luckner, J. & **Dorn, B.** (2017). Job satisfaction of teachers of students who are deaf or hard of hearing. *Journal of Deaf Studies and Deaf Education*, 22(3), 336-345. doi:10.1093/deafed/enx016

PRESENTATIONS

Dorn, B. (2023). *Meeting Student Needs in a Consultation-Only Model*. 2023 Supporting success virtual conference. Virtual conference January - March 2023. <https://successforkidswithhearingloss.com/2023-sschl-conference/>

Dorn, B. (2023). *Using Research-Based, High Leverage Practices with DHH Students: An Introduction*. 2023 Supporting success virtual conference. Virtual conference January - March 2023. <https://successforkidswithhearingloss.com/2023-sschl-conference/>

Dorn, B. and Snow, E. (2022, January). *Reimagining the in-service: Ditching the one-and-done team training in favor of consistent communication with teams*. Poster presentation at the Council for Exceptional Children Conference. Orlando, FL.

Dorn, B. (2021, June). *Lessons learned: A panel discussion*. Panelist at DCD/CEC online event. Delivered synchronously and asynchronously through Zoom/recording to DCD members. <https://youtu.be/0E-3K0m6PZM>

Troiano, C., **Dorn, B.**, Sexton, J., Harris, R., Jennings, K. (2021, May). *Mainstream boulevard: The houses on the block*. Presentation at 2021 Hearing Loss in the School event, Nemours Children's Specialty Care, Jacksonville, FL. Delivered virtually/synchronously through Zoom live-streamed on YouTube. 250 participants in attendance. <https://www.youtube.com/watch?v=UcREugyed14>

Dorn, B. (2021, February). *Effective consultation for teachers of the deaf within the confines of Covid-19*. Two-hour webinar. Delivered synchronously through Zoom. Audience: 60 teachers of the deaf in Canada.

Dorn, B. (2020, September-November). *Working together with other adults: Demystifying consultation and collaboration for teachers of the deaf*. Three-part series. Each 75-minute session delivered synchronously through Zoom. The Online Itinerant. <https://www.theonlineitinerant.com/store/fctTXrXo>

Millen, K., and **Dorn, B.**, (2020, February). *Advocacy takes practice*. Presentation at the Council for Exceptional Children Conference, Portland, OR.

Dorn, B., (2020, February). *Collaboration in deaf education*. Poster presentation at the Council for Exceptional Children Conference, Portland, OR.

Dorn, B., (2019, October). *Positive Partnerships*. Presentation at the Clarke Mainstream Conference, Hartford, CT.

Dorn, B., (2019, September). *Working together with other adults: Demystifying consultation and collaboration for teachers of the deaf*. Two-hour recorded webinar. The Online Itinerant. www.theonlineitinerant.com.

Moore, S., **Dorn, B.**, Graham, M. & Vaughan, A. (2019, February). *Four-year persistence and first-year seminar: A quasi-experimental design*. First Year Experience Conference, Las Vegas, NV.

Dorn, B., Rose, J., Vaughan, A., Ward, C., & Lail, D. (2019, February). *Intersection between TRIO/SSS programs and university programs: The effect on first-semester college students*. Poster presentation at the First Year Experience Conference, Las Vegas, NV.

Dorn, B., Stinson, H., & Kachelmeyer, A. (2018, June). *Cultivating connections, facilitating friendships: A rationale for social programming for students who are deaf or hard of hearing*. Presentation at the AG Bell 2018 Convention, Scottsdale, AZ.

Millen, K. & **Dorn, B.** (2018, February). *Relationship Between Self-Determination and Quantity and Quality of Friendships Among Students who are Deaf or Hard of Hearing*. Poster presentation at the Annual International Association of College Educators-DHH Conference, Tucson, AZ.

Dorn, B. (2018, January). *Working together: Demystifying negotiation and collaboration in special education*. Presentation at the Courage to Risk Conference, Colorado Springs, CO.

Dorn, B., Stinson, H., & Kachelmeyer, A. (2017, October). *Cultivating connections, facilitating friendships: A rationale for social programming for students who are deaf or hard of hearing*. Presentation at the Clarke Mainstream Conference, Marlborough, MA.

Bowen, S. & **Dorn, B.** (2017, February). *The role of mentoring, coaching and supervision in family-centered early intervention (FCEI) programs: Preparing for fidelity of intervention*. Presentation at ACE-DHH, San Antonio, TX.

Dorn, B. (2016, October). *Speaking up as a teacher of the deaf: How to make your voice heard and negotiate effectively*. Presentation at the Clarke Mainstream Conference, Springfield, MA.

Dorn, B. & Stinson, H. (2015, October). *Including audiologists on students' education teams: Rationale and strategies*. Presentation at the Clarke Mainstream Conference, Marlborough, MA.

Dorn, B. & Stinson, H. (2015, June). *Including audiologists on students' education teams: Rationale and strategies*. Presentation at the Education Audiology Association Conference, St. Petersburg, Florida.

Domingos, S. & **Dorn, B.** (2014, October). *Getting started: An orientation to hearing loss*. Presentation at the Clarke Mainstream Conference, Sturbridge, MA.

Troiano, C. & **Dorn, B.** (2014, September). *Back to school: Supporting students with hearing loss in mainstream classrooms*. Webinar presentation in the Wednesday Webinar Series by Clarke Mainstream Services, Northampton, MA.

Dorn, B. & Kachelmeyer, A. (2014, June). *Can you SPEAK UP? How to build and foster self-advocacy skills*. Presentation at the AG Bell Convention, Orlando, Florida.

Dorn, B. & Kachelmeyer, A. (2013, October). *Can you SPEAK UP? How to build and foster self-advocacy skills*. Presentation at the Clarke Mainstream Conference, Springfield, MA.

PANEL FACILITATION

- 2018 **Dorn, B.**, Millen, K., Corce, H., Berman, R., & Richardson, E. (2018, March). *Detection to Connection: A Panel on Social/Cultural Connections of Deaf and Hard of Hearing Children and their Families*. Early Hearing Detection & Intervention 2018 Annual Meeting, Denver, CO.

INVITED PRESENTATIONS

- 2021 **Dorn, B.** (2021, February). *Effective consultation for teachers of the deaf within the confines of Covid-19*. Two hours delivered synchronously through Zoom. Audience of 40 teachers of the deaf in Canada.
- 2020 **Dorn, B.**, (2020, September-November). *Working together with other adults: Demystifying consultation and collaboration for teachers of the deaf*. Three-part series. Each session was 75 minutes delivered synchronously through Zoom. Each session had between 30-65 attendees. The Online Itinerant. www.theonlineitinerant.com.
- 2021 RIT Conference (2020, July). New York. Keynote speaker. CANCELLED DUE TO PANDEMIC
- 2018 **Dorn, B.** & Jennings, K. (2018, October). Roundtable discussion for itinerant teachers. Clarke Mainstream Conference, Marlborough, MA.
- 2017 Troiano, C., **Dorn, B.**, Sexton, J., Harris, R., Jennings, K. (2017, June). *Mainstream boulevard: The houses on the block*. Presentation at the AG Bell Listening and Spoken Language Symposium, Washington, D.C.
- 2017 **Dorn, B.** (2017, July). Invited presentation on the topic of consultation and collaboration to 11 staff members at Clarke Schools for Hearing and Speech (Boston Area Campus), July 2017.

INTERNAL GRANTS

- 2019 Applied and received grant money from the Graduate Student Association to attend the FYS Conference in Las Vegas, NV. Amount awarded: \$600.
- 2017 Co-PI on grant to fund four-day summer program targeting self-advocacy skills for students who are deaf or hard of hearing. \$4,700 granted; funded through Bresnahan-Halstead Center. Co-PIs: Kaitlyn Millen, MEd, John Luckner, Ed.D.

ADDITIONAL UNIVERSITY TEACHING EXPERIENCE

2018, Fall -2019 **Instructor, Group Fitness**
UNC Recreation Center, Greeley, CO
Designed yoga and meditation classes to target fitness goals for college students, faculty, and community members. Attended training, workshops, and staff meetings with recreation staff. Taught the following workshops: Meditation 101, stand-up paddleboard yoga, and partner yoga. Taught power yoga and yin yoga.

UNIVERSITY RESEARCH EXPERIENCE

2018 **Research Assistant**
Dr. Angela Vaughan
Created academic materials for Foundations of Learning and Development course; assisted in designing, collecting, and analyzing data for qualitative study exploring the intersectionality of one FYS program and TRIO support program; *see teaching experience*

2016-2018 **Research Assistant**
Dr. Sandy Bowen
Collaborated to create, disseminate, and analyze a nationwide survey to identify supervision, mentoring, and coaching practices among early intervention providers working with children who are deaf or hard of hearing; *see presentations*

2017 **Research Assistant**
Dr. John Luckner
Collaborated to create, disseminate, and analyze a nationwide survey to gauge job satisfaction for teachers of students who are deaf and hard of hearing; *see publications*

ADDITIONAL COURSEWORK

Educational Leadership and Policy Studies (ELPS) courses in leadership, systems-level change, and administration (9 credits). ASL 1 & ASL II. Courses in special education strategies & ABA. Focus Group Training, CEEDAR, Department of Education, February 2017.

FELLOWSHIPS AND AWARDS

2015-2019 National Leadership Consortium in Sensory Disabilities (NLCSD)
Scholar, Office of Special Education Programs, U.S. Department of
Education

- 2010 John Clarke Fellowship Award Recipient, Smith College
- 2009 Sue Lehmann Excellence in Teaching Award, *regional nominee*, Teach for America
- 2008 Friedman Award & Michael J. Whalen Award for Excellence in Journalism Recipient, University of Connecticut

UNIVERSITY SERVICE

- 2019 Judge, Undergraduate Research Day (April 11)
- 2017-2018 Secretary, Special Education Doctoral Student Organization (SEDSO)
- 2016-2017 Member, Special Education Doctoral Student Organization (SEDSO)
- 2016 Non-voting member, Search Committee for Assistant Professor of Special Education with an emphasis on teaching diverse learners, in the School of Special Education at the University of Northern Colorado
- 2015 Volunteer, Respite Night, Student Council for Exceptional Children (SCEC), Greeley, CO

RELATED SERVICE

- 2020 Reviewer, CEC Conference presentations
- 2019 Reviewer, Journal of Language and Education
- 2019 Reviewer, Volta Review
- 2019 Reviewer, OpenStax, Textbook on First Year Seminar Course
- 2017 Reviewer, Journal of Vision Impairment & Blindness (JVIB)
- 2017 Member, Planning Committee, National Leadership Consortium for Sensory Disabilities (NLCSD), San Antonio, TX

PROFESSIONAL ASSOCIATION PARTICIPATION

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| 2021 | DCD DHH Committee Chair (attend monthly meetings, contribute to quarterly newsletters, present at annual conference). |
| 2020 | Interim, DCD DHH Committee Chair (interim; 3/1/20-1/1/21). Role included monthly constituent newsletters, bimonthly board meetings (as of July 2020, 368 members in DCD). |
| 2019-2020 | Member, Division for Communication, Language, Deaf/Hard of Hearing (DCD), Council for Exceptional Children (CEC): Author of May 2019 constituency message. |
| 2017-2018 | Member, The Association for Supervision and Curriculum Development (ASCD) |
| 2016-2017 | Member, The American Educational Research Association (AERA) |
| 2015-2016 | Member, Council for Exceptional Children (CEC) |
| 2014-2015 | Member, Alexander Graham Bell Association for the Deaf and Hard of Hearing |