



MICHELLE R. MURPHY
Assistant Professor of Education –
Special Education
School of Education
Francis Marion University
Florence, South Carolina, USA



REMEMBER TO VOTE!
Oct. 11 -26, 2021

Learn what inspired Michelle to apply for the Board of Directors.

[Watch the video.](#) [Read the transcript.](#)

Biographical Information:

Dr. Michelle R. Murphy's professional experiences include K-5 teaching in general and special education; undergraduate/graduate level university teaching; developmental therapy; coordinating a post-secondary program for students with intellectual/cognitive disabilities; directing/coordinating graduate-level teacher preparation programs in Special Education; independent educational consulting; research; service; and advocacy.

She taught general education for three years, and special education for five years, across a variety of service delivery models: self-contained, small-group pull-out/push-in, and full-inclusion through co-teaching. She decided to become a teacher educator to positively impact more students than she could personally teach by preparing and professionally developing pre-service/in-service teachers.

She completed her doctoral studies in Special Education at the University of South Carolina. She was Program Coordinator for CarolinalIFE for one year. She was a graduate assistant and instructor teaching courses related to exceptional children, effective instruction for at-risk learners, and inclusion at the undergraduate/graduate levels. She worked under two OSEP funded grants and a State Personnel Development grant, furthering her research/practical interests, including:

- Specific Learning Disabilities;
- Teacher preparation/professional development;
- Teachers' data-based instructional decision-making practices;
- Effective instruction for at-risk students/students with disabilities, in reading/math;
- Collaboration between general and special education disciplines; and
- Inclusive practices and service delivery models for providing instruction aligned with curricular standards, such as:
 - Co-teaching models
 - Universal Design for Learning and Assistive Technology
 - Multi-Tiered Systems of Support, particularly Response to Intervention

Presently, she is Assistant Professor of Education – Special Education at Francis Marion University in Florence, SC. She served as Director of Graduate Studies/Special Programs; and Coordinator for Instructional Accommodations Program (M.Ed.) and Learning Disabilities Programs (M.Ed. and M.A.T.) for one year. She taught/teaches courses related to case study, small-group action research; legal foundations and characteristics of exceptional learners; behavior management; IEP implementation and

instructional planning; and teaching reading/written language to exceptional learners. Additionally, she supervises teacher candidates in clinical settings.

Candidate Statements:

Describe how your leadership experiences, professional or volunteer, have had an impact on fostering change.

My professional experiences include K-5 teaching in both general and special education classroom settings; undergraduate and graduate level university teaching; developmental therapy; coordinating a post-secondary program for students with intellectual and cognitive disabilities; directing and coordinating graduate-level teacher preparation programs in Special Education: Learning Disabilities and Instructional Accommodations; independent educational consulting; research; service; and advocacy. My leadership experiences as a teacher, researcher, and advocate have provided opportunities for me to foster change. Being a classroom teacher and teacher educator has allowed me to conduct action research and refine my data-based instructional decision-making skills to impact change through improved learning outcomes for my own P-12 students with and without exceptionalities; and foster change in other educators' classrooms by teaching safe and effective evidence-based and high-leverage practices, strategies, and professional dispositions to current and future teachers. As a researcher, including work under two OSEP funded grants and a State Personnel Development grant, I have fostered change through work and professional development focused on teachers' data-based instructional decision-making practices, effective instruction for at-risk students/students with disabilities, collaboration between general and special education disciplines, and inclusive practices and service delivery models like co-teaching, Universal Design for Learning, and Multi-Tiered Systems of Support. Leadership on executive committees of my state's Advisory Council on the Education of Students with Disabilities and CEC-Teacher Education Division has allowed me to foster change through advocating for the unmet educational needs of children with disabilities by providing feedback on regulations, policies, and data; and professional development needs of educators that best promote the development and success of children with exceptionalities.

People who apply to a Board of Directors usually stress their communication and collaboration skills. Describe up to three additional skills you would bring to the board and how you believe they would be beneficial.

Three additional skills beyond communication and collaboration that I would bring to the board include organization, attention to detail, and resourcefulness. These would be beneficial to the Board of Directors because each is connected to how I reflect the core values and mission of CEC. As a planner, I set short and long-term goals. My organizational skills such as prioritizing, multi-tasking, making checklists/to-do-lists, scheduling/managing time are beneficial in terms of planning and follow-through on tasks. I listen more than I talk which allows me to gain various perspectives from individuals and data sources, remain objective, observe and pay close attention to details. My attention to detail demonstrates both my value of the facts and other's ideas as well as my thoroughness and accuracy which are beneficial in informed decision-making and productivity. As a life-long learner, I am resourceful and not afraid to ask questions, which demonstrates my willingness to take ownership and accountability and is beneficial in terms of commitment.

Describe up to three major achievements and/or experiences that will help you be successful on the board and why.

In addition to holding leadership positions on executive committees of my state’s Advisory Council on the Education of Students with Disabilities and CEC-Teacher Education Division as well as departmental committees at my university, my experiences with coordinating academic programs, facilitating IEP team meetings, and education consulting will aid in my success on the board because they have helped me to develop strong leadership skills upon which I can continue to build. As a past program coordinator for both CarolinaLIFE and graduate programs in my department, I learned how to motivate, empower, and support others as well as how to delegate. As a current contracted facilitator for IEP Team Meetings in my state, a voluntary early dispute resolution option for families and schools, I have honed my skills in effective listening and handling conflicts. Through education consulting, I have learned to take initiative and think critically in order to analyze and evaluate situations and needs so that I can offer supports that are most adequate.

Professional Position and Education:

Primary Professional Position: Assistant Professor of Education – Special Education

Highest Degree: Ph.D. in Special Education, University of South Carolina, 2016

CEC Membership Information:

Years of CEC Membership: 8 years

Division Membership(s):

- Division for Learning Disabilities (DLD),
- Teacher Education Division (TED)

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