



Adam Moore, Ph.D.
Associate Professor and
Graduate Program
Coordinator of Special
Education, University of
Rhode Island
Hinesburg, Vermont, USA



What inspired you to apply for the Board of Directors? Learn directly from Adam!

[Access the video.](#)

Biographical Information:

Adam Moore (he/him) is an Associate Professor and Graduate Program Coordinator of Special Education at the University of Rhode Island (URI). As a practitioner-scholar dedicated to high quality educational opportunities for all people with disabilities, he has been a member of the Council for Exceptional Children (CEC) for over a decade. Prior to teaching in higher education, Dr. Moore was a National Board-Certified special education teacher in the Boston Public Schools, where he supported disabled youth in inclusive, co-taught, self-contained, and small group settings.

Spanning over 20 years in the profession, his area of expertise includes special education teacher preparation program design, accreditation, and program improvement. Dr. Moore has served as the Rhode Island CEC Vice President, faculty sponsor of the URI CEC Student Chapter, and in various leadership roles in the CEC Teacher Education Division—including as the Past Chair of the Small Special Education Programs Caucus (SSEPC). His passions and research endeavors focus on inclusive education, family-centered partnerships in special education, the experiences of college students with disabilities, and social justice in teacher preparation.

Dr. Moore is the Co-PI on a \$1.1M Department of Education Office of Special Education Programs (OSEP) grant, Project SUSTAIN, aimed to diversify the special education workforce (2023-2028). He currently serves as a national expert on the CEC Accreditation Commission, as a member of the CEC Teacher Candidate Support Network workgroup, and as a member of the Rhode Island CEEDAR Center Collaborative.

CEC has been a lifeline to Dr. Moore throughout his career. He is honored and humbled to be a candidate for the CEC Board of Directors, particularly committed to ensuring the CEC continues to champion equity, justice, and breaking down silos within the organization. In his free time, he likes to hike with his wife and 8-year-old son.

Candidate Statements:

What makes CEC's mission meaningful to you? (Limit 150 words)

CEC has been my professional home since I was a special education teacher in the Boston Public Schools. I remember then how helpful, collegial, and inclusive the members of the organization were to me as a

new teacher. Twenty-one years later I can say the same about the organization as a teacher educator. CEC's commitment to "promoting diversity, equity, inclusivity, and accessibility," speak to my lifelong commitment to be an ally to all minoritized communities. I have witnessed firsthand how CEC strives to embody this mission across of their divisions. This focus on inclusivity and equity are central to my own personal and professional vocation. We have not arrived at fulfilling this part of the mission, but I want to be part of making strides to ensure CEC's commitment is steadfast, authentic, and intentional in realizing these tenets of social justice.

There is such a great range of individual backgrounds and experiences that cannot be easily conveyed by answering simple demographic questions. Given [CEC's view of diversity](#), what facets of your life provide a context for the various experiences and perspectives you bring to discussions and your work? (Limit 150 words.)

As a white, cisgender, disabled, first generation college student, (now) upper middle-class man, I strive to be aware of the privileges I am given within the context of the United States... of which there are many. My on-going journey to commit as an ally to minoritized people in the US requires deep reflection and being humbled to listen to others who have been oppressed in US society. During my time as an educator, I have committed to disrupting my own biases through professional development (Roger Williams University Diversity Equity and Inclusion Fellowship), course creation (author of the University of Rhode Island EDC 103: Social Justice & Education), and professional responsibilities (PI of an OSEP grant aimed to diversify the special education workforce). Social justice is intimately important to me and something that I center in my work personally and professionally.

Provide three specific examples of how your leadership experiences, including professional and volunteer, have had an impact on fostering change or moving an organization/entity forward. (Limit 300 words)

1) In 2018, I was hired by Roger Williams University to design a special education preparation program. The nine-month process required me to utilize my expertise with CEC Accreditation (as a CEC SPA reviewer for CAEP) and CEC/CEEDAR High Leverage Practices to develop a special education certification program centered on equity, justice, and inclusivity. The program has prepared over 70 special education teachers since 2019. Though I have accepted another position at the University of Rhode Island (URI), I am proud that the Roger Williams University graduate program in special education continues today—the most recent cohort accepting 25 candidates.

2) In 2023, I was honored to be the Principal Investigator on a \$1.1M Office of Special Education Programs (OSEP) Personnel Preparation grant aimed to diversify the workforce. The 5-year funding will allow the URI to fund 30 professionals to receive master's degrees in special education. The first cohort of 15 professionals includes over 70% who identify as persons of color. With partnerships with all urban districts within the state of Rhode Island, this exciting work feels like a culmination of two decades of my life's work.

3) As a member of the Teacher Education Division (TED) of CEC, I have been honored to serve as a leader in the Small Special Education Programs Caucus (SSEPC). Serving as Associate Chair, Chair, and now Past Chair of the organization was a fulfilling way for me to support faculty working in small special education programs across the US. During my time as chair, we saw an increase of over 15% in membership, provided targeted webinars to support our members during the pandemic, and were selected by the TED leadership to receive a 2023 mini grant to fund a series of webinars on how faculty in small programs can diversify the special education workforce.

CEC Membership Information:

Years of CEC Membership: 12 years

Division Membership(s):

Council for Educational Diagnostic Services

Division for Culturally & Linguistically Diverse Exceptional Learners

Division of International Special Education & Services

Division for Learning Disabilities

Teacher Education Division

