

***Elizabeth Witter Freeman***  
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**Education**

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PhD in Educational Psychology  
University of Wisconsin-Madison; Madison, Wisconsin  
December 2007

MA in Educational Psychology  
University of Wisconsin-Madison; Madison, Wisconsin  
December 2005

BA in Psychology  
North Park University; Chicago, IL  
May 2001

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**Relevant Presentations**

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Freeman, E. W., Jensen, D. & Hester, N. N. (2010, March). Secondary Applications of RtI: Considerations, Cautions, and Case Example. Presentation at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Freeman, E. W., O'Connor, E. & Monroe, J. (2010, March). Moving the Mountain: Promoting RtI Through Systems Change. Presentation at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Freeman, E. W. & Faust, J. (2008, May). Moving a mountain: Problem-solving and systems change. Presentation at the bi-annual meeting of the Wisconsin Council of Administrators of Special Services, Madison, WI.

Freeman, E. W. & O'Connor, E. (2008, February). Moving a mountain: Problem-solving and systems change. Presentation at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

Freeman, E. W. & (2006, March). Sample diversity across intervention studies published in school psychology journals. Poster presentation at the annual meeting of the National Association of School Psychologists, Anaheim, CA.

O'Connor, E., Freeman, E. W., & Niebling, B. (2010, March). Bridging Research and Practice: Be the Hyphen. Presentation at the annual meeting of the National Association of School Psychologists, Chicago, IL.

## **Teaching Experience**

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University of Wisconsin-Madison, Spring Semester, 2009-2010

### **Lecturer**

Taught graduate level course on consultation in schools. *Systems of Consultation in School Psychology* provides an overview of consultation theory, research, and practice in psychology and education with an emphasis on the practical application of consultation skills within a problem solving model. The course also provides students with information and practical skills for applying this model for prevention, intervention, and program evaluation.

## **Relevant Clinical Experience**

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Monona Grove High School, 2007-2009

### **School Psychologist**

About 50 hours a week are spent a) providing direct services to students (intervention and assessment), b) consulting with parents and teachers regarding students' academic, social, emotional, and behavioral functioning, c) evaluating programs (i.e., direct instruction in reading classes), d) designing, training, and implementing problem-solving teams, and e) working with the school system to adopt Response-to-Instruction (RTI) model of service delivery.

Monona Grove School District, 2006 – 2007

### **School Psychology Intern**

About 20 hours a week were spent working at the high school and about 30 weeks were spent spread across the Monona Grove School District. Tasks at the high school included a) providing direct services to students (intervention and assessment), b) consulting with parents and teachers regarding students' academic, social, emotional, and behavioral functioning, c) serving as a member of the school building consultation team, d) consulting with higher education institutions regarding student preparedness and documentation requirements for disabilities given the K-12 de-emphasis of IQ-Achievement discrepancies, and e) staff training on the problem-solving model. The remaining time was spent on district efforts through a) teaming with an elementary school to develop summaries to distribute to parents regarding RTI practices; helping to create and select decision rules, screening measures, and progress monitoring tools to guide decision making regarding intervention delivery; observing the selection of an evidence-based reading curriculum; and screening 3 and 4 year old students for exceptional education needs, b) consulting with nearby districts regarding best practices in problem-solving and service delivery to students, and c) attending meetings (i.e., State Superintendents Conference) at the state-level to learn about policies governing service delivery to students. In addition to on-site mentoring and supervision (school administrator and special education teacher), at least 3 hours each week were spent in face-to-face supervision by a doctoral-level school psychologist.

University of Wisconsin-Madison, 2005 - 2006

**Student Assessment Services Clinician**

About twenty hours a week were spent assessing university students who suspect they have a learning disability and writing assessment reports. Additionally, about two hours each week were spent in one-on-one supervision with a licensed psychologist.

Assessments administered include: the Woodcock-Johnson III Tests of Cognitive Abilities, the Woodcock-Johnson III Tests of Achievement, the Nelson-Denny Reading Test, the Comprehensive Test of Phonological Processing, the Scholastic Abilities Test for Adults, the Beck Anxiety Inventory, the Adult Manifest Anxiety Scale for College Students, and the Beck Depression Inventory II.

## **Research Experience**

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University of Wisconsin-Madison, 2004 – 2005

**Project assistant**

\*OSEP-funded grant investigating evidence-based interventions for children with learning and behavior difficulties, the sustainability of interventions, and interventions' effect on the interdependence of students' reading and behavior difficulties, principle investigators: Thomas R. Kratochwill and Stephen N. Elliott.

\*Manage database, consultation in the designing of a new database, score standardized measures, and proficiently use: Microsoft: Word, Excel, and Access.

University of Wisconsin-Madison, 2002-2004

**Project assistant**

\*OSEP-funded grant investigating the effects of individualized testing accommodations on students with and without disabilities, principle investigators: Stephen N. Elliott, Thomas R. Kratochwill, and Daniel Bolt.

\*Contact sites to recruit participants; lead data collection teams for various sites; administer standardized assessments, and data management.

DePaul University, 2001 - 2002

**Research assistant**

\*NIH-funded grant investigating cognitive-behavioral therapy and graded activity interventions for chronic fatigue syndrome, principle investigator: Leonard Jason, Ph.D.

\*Budget management; statistical analysis; manage two databases; prepare manuscripts for publication; review literature; research measures, select measures for use in study; develop measure and treatment protocols; research and purchase study materials and equipment; help assess appropriateness of measures and ethical issues; research topics of interest and write new manuscripts; act as administrative assistant; and proficiently utilize: SPSS and Microsoft: Word, Excel, PowerPoint, and Access.

## **Relevant Committee Work**

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Midwest Leadership Summit, 2006-2009

**Planning Committee Member**

The first and second Midwest conference held in Rochester, MN focused on training practitioners on RtI principles. Relevant activities include: recruiting speakers; produce conference materials; and recruit, train, and manage graduate student volunteers.

Monona Grove High School, 2006-2009

**RtI Work Group**

Coordinated and co-led work group to expand RtI within model of continuous school improvement that focused on staff training, piloting enhanced instruction techniques in the core and evaluating outcomes, problem-solving team development, and program evaluation of secondary tier instruction and intervention.

Monona Grove School District, 2006-2009

**Disproportionality / Minority Student Achievement Committee Member**

Identified the root of the observed disproportionality, studied and researched the causes, and developed plan to lessen the achievement gap for the district. Headed the qualitative data collection of perceptions of alumni, student, and parents of color regarding school district climate.

University of Wisconsin-Madison, 2005–2006

**Educational and Psychological Training Center (EPTC) Committee Member**

Sat on steering committee to help decide direction and scope of EPTC service delivery.

University of Wisconsin-Madison, 2002-2006

**Diversity Committee Member**

Participated in faculty-led student group focused on cultural awareness, diversity, and cultural competence facilitated through discussion, action, and book study.

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