

**Iris Rouleau, Ed.D.**  
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**Cullowhee, NC 28723**  
**(704) 516-2273**

## **EDUCATION**

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- Ed.D. Educational Leadership (Curriculum & Supervision)- UNC-Charlotte North Carolina
- M.Ed. Educational Computing- University of Hartford, Connecticut
- M.Ed. Special Education- University of Hartford, Connecticut
- B.A. Speech Pathology & Audio logy- Hunter College, NY

## **CERTIFICATIONS**

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| ▪ 092   | Intermediate Administrator and Supervisor         | CT |
| ▪ 065   | Comprehensive Special Education (PreK-12)         | CT |
| ▪ 00113 | Curriculum Instructional Specialist               | NC |
| ▪ 88099 | Exceptional Children Program Administrator (K-12) | NC |
| ▪ 88001 | Cross Categorical (K-12)                          | NC |

## **EXPERIENCE**

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**2008- present Western Carolina University Cullowhee, NC**

*Position: Instructor/ Assistant Professor*

Responsibilities:

- Teach courses in the Education Department/Human Services (Special Education at the Undergraduate and Graduate level
- Advisor to students
- Work collaboratively with local school system
- Participate in various Advisory Committees
- Develop new courses to meet changing State Certification requirements as well as Students' needs
- Conduct research and publish results

**2001 - 2007 Charlotte Mecklenburg Schools**

**Charlotte, NC**

***Position: Program Specialist- Exceptional Children Department***

Responsibilities: 2003- 2007

- Supervised, provided support and professional development to all teachers/teachers' assistants, related staff providing services to students in LD Resource/Self-Contained and Cross categorical classrooms (2001-2003) in the district
- Supervised, provided support and professional development to all teachers, teacher's assistants and related staff providing services to students in TMD, METRO (separate Special Education school) and LifeSpan (severe/profound) classrooms in the district
- Developed and provided trainings/professional development/workshops based on state requirements, assessment based data and needs of staff
- Developed curriculum
- Help develop system-wide modifications/accommodations for students
- Worked closely with principals/administrators and parents
- Wrote grants
- Attended IEPs (LEA, liaison person, mediator...)
- Translated specific school forms and memos into Spanish.
- Served as interpreter for parents that come to EC Department or specific cases that principals request assistance in, especially IEPs.

**1999 -2001 Darien Board of Education**

**Darien, CT**

***Position: Special Education Teacher***

Responsibilities:

- Developed a model program for children with severe learning/language disabilities in a semi-self-contained classroom and in inclusionary classroom
- Participated and run PPT/IEP meetings
- Participate in Child Study Teams
- Assessed and evaluate children in PK-5
- Provided training to regular education teachers (learning styles, differentiation, and use of technology...)

**1998 -1999 Parent Participation Program**

**Guaynabo, P.R.**

***Position: Director/ Administrator***

Responsibilities:

- Oversee the day to day functions of the program
- Provided training and guidance to staff and parents
- Supervised and evaluated 14 staff members
- Developed a curriculum based on developmentally appropriate practices
- Financial Management and infrastructural planning for the future of the program
- Interviewed prospective staff
- Attend board meetings

**1997 -1998 Georgetown Elementary School**

**Savannah, GA.**

*Position: Special Education Teacher – Resource Room*

Responsibilities:

- Developed objectives and taught approximately 30 children (grades K-5 ) with various special needs in order for them to be successful in their general education classroom setting
- Observed children in general education classrooms that teachers feel are experiencing difficulties; provide teachers with support/guidance needed to help them implement modifications/accommodations in their classrooms to meet the needs of the children
- Scheduled and run PPT meetings.
- Provided support/training to teachers in inclusionary settings

**1989 -1997 Manchester Board of Education**

**Manchester, CT.**

*Position: Administrator/ Special Needs Coordinator/Education Coordinator*

Responsibilities:

- Day to day functioning and operation of the Manchester Head Start Program
- Supervision and evaluation of 25 full time and 10 part-time staff
- Grant writing and fund-raising
- Budget development
- Worked closely with the Superintendent and Assistant Superintendent
- Maintained compliance with Federal regulations (OSPRI)
- Attended Board of Education Meetings as well as Town Meetings
- Supervised PPT meetings
- Interviewed prospective staff
- Development and Implementation of Professional Development
- Worked with families to meet their educational, financial, and social needs

- Introduced the use of technology in classrooms

**1986 -1989 Hartford Board of Education**

**Hartford, CT**

*Position: Special Education Teacher/Special Needs Coordinator*

Responsibilities:

- Supervised four special education teachers at the elementary school level
- Worked in a self-contained /cross-categorical classroom with ESL students
- Developed a curriculum that would meet the needs of the diverse population
- Mentored new teachers
- Worked closely with principal in developing the budget

**1982 -1986 Coventry Board of Education**

**Coventry, CT**

*Position: Special Education Teacher/Special Needs Coordinator*

Responsibilities:

- Developed and expanded the concept of cross-categorical classrooms at the elementary and middle schools
- Interviewed prospective staff
- Developed and implemented curriculum
- Introduced the use of technology in classrooms

**1979 – 1982 Hartford Board of Education**

**Hartford, CT.**

*Position: Teacher for a Pilot Bilingual/Language Delayed/Learning Disabled Classroom*

Responsibilities:

- Classroom teacher for children in grades K-5 that had special needs
- Developed a pilot program that would meet the needs of children whose first language was not English and had language and learning disabilities
- Replication of pilot program

**1976 - 1979 Preschool Intervention Program**

**West Hartford, CT.**

*Position: Resource Coordinator*

Responsibilities:

- Provided train parents of children with behavioral, social/emotional and/or developmental delays to be the most effective teachers of their children.

- Was a liaison between the public schools and the Program.
- Developed a “plan of action” for each family

1972 -1976 Missionary Work

Dominican Republic

*Mission: Help build and administer the first school for children with Special Needs*

Responsibilities:

- Under the Auspices of the Catholic Missionaries Association and the American Embassy obtain and secure funds for a school that would provide services to children from birth to 18 years of age.
- Convinced the government of the need for the school
- Turned a condemned house into a school
- Interviewed prospective staff
- Hired and supervised 12 educational staff, 2 speech pathologists, an O.T. and P.T. person
- Trained staff of 15 in the concepts of “team teaching”, developmentally appropriate practices, and strategies and techniques in special education.

**HONORARY AFFILIATIONS:**

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*Kappa Delta Pi* - International Honor Society in Education

*Phi Beta Delta*- Honor Society for International Scholars

**PROFESSIONAL MEMBERSHIP:**

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American Educational Research Association (AERA)

Association for Supervision and Curriculum Development (ASCD)

North Carolina Association for Supervision and Curriculum Development (NCASCD)

Council for Exceptional Children (CEC)

The International Dyslexic Association

International Learning Disabilities Association

International Reading Association

National Association for the Education of Young Children (NAEYC)

**RESEARCH CONDUCTED:**

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The Use of Lego Logo with Children with Disabilities

Comparative study of the Ten Highest Functioning and Ten Lowest Functioning Schools in a Large Urban District

Use of Websites in the Middle Schools

Pilot Reading program for ESL Students

Parent Involvement in the IEP meeting/knowledge of the law

IDEA and UDL

**RESEARCH INTERESTS:**

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Teaching reading to students who are struggling and/or culturally linguistically diverse students

Use of technology in the classroom

Parent involvements

Parents' understanding of the Individual Education Plan process and their rights

Incorporating the use of Universal Design of Instruction

Differentiation

Multidisciplinary/Interdisciplinary teaching

Learning Styles/Multiple Intelligence