

VITA
DENNIS TREVAUGHN SISCO-TAYLOR
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Current Position

2021-present Assistant Professor School Psychology Gonzaga University

Academic Degrees

| | | | |
|------|-------|--------------------------|-------------------------------------|
| 2014 | Ph.D. | School Psychology | University of California, Riverside |
| 2012 | M.A. | School Psychology | University of California, Riverside |
| 2009 | B.A. | Psychology | California State University, Fresno |
| 2009 | B.A. | African-American Studies | California State University, Fresno |

Certification or Licensing

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|------|---|------------|
| 2019 | Professional Educator License (School Psychologist, K-12) | Utah |
| 2015 | National Certification in School Psychology (NCSP) | |
| 2014 | Pupil Personnel Services Credential (School Psychology) | California |

Internships, Specialized Training

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|-----------|---|
| 2018-2020 | Psychology Residency (Post-Doctoral Supervision Hours), Jordan School District, West Jordan, UT |
| 2013-2014 | Pre-Doctoral School Psychology Internship, San Diego Unified School District, San Diego, CA |

Professional Experience

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|--------------|-----------------------------|---------------------|-------------------------------------|
| 2021-present | Assistant Professor | School Psychology | Gonzaga University |
| 2018-2021 | School Psychologist | K-12 | Jordan School District |
| 2016-2017 | Lecturer | Teacher Education | University of San Diego |
| 2014-2018 | School Psychologist | K-12 | San Diego Unified School District |
| 2013-2014 | School Psychologist Intern | K-6 | San Diego Unified School District |
| 2009-2013 | Graduate Student Researcher | School of Education | University of California, Riverside |
| 2004-2008 | Tutor | Stone Soup, Fresno | Federal Work Study Program |

Faculty Teaching and Administrative Load

Fall 2021

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|----------|----------------------------------|-----------|
| EDCE 639 | Counseling Theories | 3 credits |
| EDSS 630 | Assessment in School Settings | 3 credits |
| EDSS 610 | Foundations in School Psychology | 3 credits |

Spring 2022

| | | |
|----------|---|-----------|
| EDCE 587 | Child and Adolescent Counseling | 3 credits |
| EDSS 655 | Multi-Tiered/Multi-Disciplinary Systems of Support | 3 credits |
| EDSS 660 | Consultation and Collaboration in School Psychology | 3 credits |

Current Collegiate Assignments

2021-present Member Social Justice Committee

Research Interests

Multi-tiered Systems of Support (MTSS) Implementation
Academic Assessment
Academic Intervention
School-based Consultation
Special Education Law

Current Professional and Academic Associate Memberships – Outside of University

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|--------------|--------|---|
| 2009-present | Member | National Association of School Psychologists* |
| 2020-present | Member | American Psychological Association – Division 16 |
| 2021-present | Member | Washington State Association of School Psychologists* |

Current Professional Service, Leadership & Consultation

Program development with Cusick School District (Cusick, WA); assisting district team with multi-tiered systems of support (MTSS) implementation

Program development with Deer Park Elementary (Deer Park, WA); assisting school team with universal screening implementation for early literacy

Publications – Refereed

Articles

Sisco-Taylor, D., Fung, W., & Swanson, H.L. (2014). Do curriculum-based measures predict performance on word problem solving measures? *Assessment for Effective Intervention*, 40(3), 131-142. Retrieved from <https://doi.org/10.1177%2F1534508414556504>

Publications – Non Refereed

Articles

Sisco-Taylor, D.T. (2014). *Identifying students for intervention in math problem solving: An evaluation of fluency-based word problem solving measures* (Publication No. 3682043) [Doctoral dissertation, University of California, Riverside]. ProQuest Dissertations and Theses Database.

Sisco-Taylor, D.T. (2012). *Pseudo-words vs. real words: Predicting reading outcomes for culturally and linguistically diverse students* (Publication No. 1529552) [Master's thesis, University of California, Riverside]. ProQuest Dissertations and Theses Database.

Professional Papers presented or Poster Presentations

National & International

Sisco-Taylor, D.T. (2014, February). *Integrating word problem solving fluency measures in formative assessment processes*. Poster session presented at the annual meeting of the National Association of School Psychologists, Washington, DC.

Garcia, N.M., Swanson, H.L., Sisco-Taylor, D.T., & Lussier, C. (2013, April). *Cognitive predictors of English reading performance in Spanish-speaking English language learners (ELLs): A longitudinal investigation*. Paper session presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Sisco-Taylor, D.T., Hatch, A., Garcia, N.M., & Tipton, L.A. (2013, February). *Strategies for improving math computation skills: Two single case studies*. Paper session presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.

Sisco-Taylor, D.T., Rios, J.A., Garcia, N.M., & Swanson, H.L. (2012, April). *Improving word problem solving in children with math disabilities: A longitudinal investigation*. Paper session presented at the annual meeting of the American Educational Research Association, Vancouver, BC, Canada.

Sisco-Taylor, D.T. (2012, February). *Nonsense words versus real words: Which predict best for ELLs?* Paper session presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

Sisco-Taylor, D.T., & Garcia, N.M. (2012, February). *The role of teacher acceptance in sustaining positive behavioral support*. Paper session presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

Regional & Local

Cohen, S.R., Sisco-Taylor, D.T., duBois, B., & Wong, A. (2015, May). *Implications of Common Core State Standards (CCSS) for children with disabilities: Issues related to assessment and curriculum implementation*. Discussion panel presented at the University of California San Diego Education Studies and Center for Research in Educational Equity, Assessment and Teaching Excellence (UCSD-EDS-CREATE) Conference, San Diego, CA.

Grants

Funded

Sisco-Taylor, D.T. (2019). *Jordan Educator Grant*. Jordan School District Board of Education. December 2019-June 2020, awarded \$3000.

Recognition and Awards

Assessment for Effective Intervention Article of the Year 2015 (awarded at the annual meeting of the Council for Exceptional Children for the work of: Do curriculum-based measures predict performance on word problem solving measures?)

Past Professional Service, Leadership, and Consultation

- Course/Program Development, Jordan School District; assisted in the development of a Dialectal Behavior Therapy (DBT) course for teens (2021)
- Internship Supervisor, Jordan School District (2020-2021)
- School Psychology Practicum Supervisor, Jordan School District (2019-2021)
- School Psychology Practicum Supervisor, San Diego Unified School District (2016)
- Chair, Program Governance Team – San Diego Unified School District School Psychology Department (2017)