

Michelle Hinzman-Ferris, PhD

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Assistant Professor
Augustana College
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Education

- The University of Iowa
 Doctor of Philosophy
 Teaching and Learning: Special Education

May 2019
- University of Northern Iowa
 Education Specialist
 School Psychology

May 2011
- The University of Iowa
 Master of Arts
 Educational Leadership

May 2019
- University of Northern Iowa
 Master of Arts
 Educational Assessment

July 2009
- Clarke College
 Bachelor of Arts
 Elementary Education
 Reading Endorsement
 Psychology

May 2008

Professional Experiences

Higher Education Experience

2023-Present	Assistant Professor, Augustana College
2021-2022	Course Instructor, Augustana College
2016-2022	Course Instructor, The University of Iowa
2015-2019	Research Assistant, The University of Iowa
2015-2017	Graduate Teaching Assistant, The University of Iowa
2008-2010	Graduate Research Assistant, University of Northern Iowa

School-Based Experience

2019-2023	School Psychologist, Mississippi Bend AEA, Davenport, IA
2018-2019	Special Education Coordinator, Dubuque School District, Dubuque, IA
Summer 2015	AmeriCorps Member, AmeriCorps Partners in Learning, Dubuque, IA
2011-2015	School Psychologist, Keystone Area Education Agency, Dubuque, IA
Summer 2014	Kindergarten Teacher, Dubuque Community Schools, Dubuque, IA
2010-2011	School Psychologist, Mississippi Bend AEA, Bettendorf, IA
Summer 2010	Upward Bound Teacher, University of Northern Iowa, Waterloo, IA
2008-2011	Assessment Intern, AEA 267, Cedar Falls, IA
Spring 2008	Third Grade Student Teacher, Fulton Elementary, Dubuque, IA
2006-2007	Sixth Grade Catechist Teacher, Holy Family Schools, Dubuque, IA

Research Experience

2025-Present	Summer Reading Programs for Elementary Students
2025-Present	After-School Reading Interventions for Elementary Students
2023-Present	Morphology Instruction for Upper Elementary Students
2018-2019	Dissertation: Relationship Between Teachers' Knowledge of Reading, Characteristics of Teachers, and Phonics Reading Instruction
Spring 2018	Iowa Reading Research Center Reading Assessment Tool Synthesis
2017-2018	Self-Monitoring App for Elementary Students with Behavioral Difficulties
Spring 2017	Reading Vocabulary Intervention in the Content Areas for Adolescents
Fall 2016	Reading Comprehension Intervention for Elementary Students
Spring 2016	Reading Vocabulary Intervention for Adolescents
2015-2016	Writing Intervention for Post-Secondary Students with Disabilities
2015-2016	Fluency Intervention for Post-Secondary Students with Disabilities
2015-2016	Phonics Intervention for Post-Secondary Students with Disabilities
2015-2016	Comprehension Intervention for Post-Secondary Students with Disabilities
2011-2015	Brief Experimental Analysis of Reading Fluency Interventions
2011-2015	Brief Experimental Analysis of Mathematics Computation Interventions
2009-2010	Iowa Department of Education Literacy Grant for Elementary Students
2008-2011	Thesis: Educational Implications of Achievement Goal Theory
2007-2008	Undergraduate Thesis: Gender Differences of Locus of Control

University Courses Taught

Developmental Reading Methods 4-6 (EDUC-352) Augustana College, Rock Island, Illinois	2023-Present
Developmental Reading Methods 1-3 (EDUC-351) Augustana College, Rock Island, Illinois	2023-Present
Methods of Inclusion (EDUC-340) Augustana College, Rock Island, Illinois	2023-Present

Reading Diagnosis Clinical (EDUC-456C) Augustana College, Rock Island, Illinois	2023-Present
Elementary Clinical I (EDUC-391F) Augustana College, Rock Island, Illinois	Fall 2023
Remedial Reading Methods (EDUC-354) Augustana College, Rock Island, Illinois	2021-Present
Assessment of Reading Problems (EDUC-456) Augustana College, Rock Island, Illinois	2021-Present
Parent-Teacher Communication (PSQF-4134) The University of Iowa, Iowa City, Iowa	2021-2023
Home/School/Community Partnerships (PSQF-4136) The University of Iowa, Iowa City, Iowa	2022-2023
Assessment Instructional Planning & Practice (EDTL: 2103) The University of Iowa, Iowa City, Iowa	2016-2019
Instructional Decision Making in Education (EDTL: 4982) The University of Iowa, Iowa City, Iowa	Fall 2017
Foundations of Special Education (EDTL: 4900) The University of Iowa, Iowa City, Iowa	Summer 2017
Special Topics: Writing 1 (REA: 0051) The University of Iowa REACH program, Iowa City, Iowa	Spring 2016
<i>Guest Lecturer</i> Academic Assessment and Intervention (MEASRES 6283) University of Northern Iowa, Cedar Falls, Iowa	Spring 2017
Academic Skills for Students with Special Needs (EDTL: 4984) The University of Iowa, Iowa City, Iowa	Spring 2016

Grants

Student-Faculty Academic Partnership Grant, Fall 2025: *The Effects of Morphological Analysis Instruction on the Reading Proficiency of Upper Elementary Students At Risk for Reading Difficulties*. (\$3381)

Faculty Summer Research Grant: *The Effects of a Summer Reading Program on the Reading Proficiency of Elementary Students At Risk for Reading Difficulties* (\$1800)

Student-Faculty Academic Partnership Grant, Summer 2025: *The Effects of a Summer Reading Program on the Reading Proficiency of Elementary Students At Risk for Reading Difficulties* (\$3680)

Augustana College New Faculty Research Award, 2025: *The Effects of Instruction in Morphological Analysis on the Vocabulary Learning and Reading Proficiency of English Language Learners in Elementary Grades.* (\$4000)

Augustana College New Faculty Research Award, 2024: *The Effects of Morphological Analysis Instruction on the Vocabulary Learning of English Language Learners in Elementary Grades.* (\$4000)

University of Iowa College of Education Research Fund, 2018: *An Examination of Behavioral Progress Monitoring Tools.* (\$1000)

Graduate Student Research Award, 2018: *The Effects of Concept Mapping Instruction and the RAP Paraphrasing Strategy on the Vocabulary Acquisition and Reading Comprehension of Middle School Students with Learning Disabilities.* (\$500)

Graduate Student Research Award, 2017: *The Effects of Vocabulary Instruction on Reading Comprehension for Students with Learning Disabilities.* (\$500)

Graduate Student Research Award, 2016: *The Effects of Vocabulary Instruction on Reading Comprehension for Elementary Students with Reading Difficulties.* (\$500)

Professional Awards/Recognition

Graduate College Summer Fellowship, University of Iowa, 2018
 Special Education Leaders Applying Research in Schools Fellowship, University of Iowa, 2018
 Iowa Measurement Research Foundations Fellowship, University of Iowa, 2015
 Fulbright U.S. Student Award ETA Selected, 2015
 Graduate Award, University of Northern Iowa, 2008
 Presidential Scholarship, Clarke College, 2003

Professional Associations

Council for Exceptional Children (CEC)
 National Association of School Psychologists (NASP)

Research Journal Editor

Assessment for Effective Intervention, 2016-2017

Invited Presentations

Hinzman, M. (2017). Implementing vocabulary instruction to enhance struggling elementary readers' reading comprehension. Invited presentation to the University of Iowa College of Education Research Series, Iowa City, IA.

Hinzman, M. (2015). Using the functional academic assessment framework to identify effective academic interventions for struggling students. Invited keynote presentation to the Iowa School Psychologists Association Spring Workshop, Cedar Falls, IA.

Hinzman, M., Fields, P., & Pline, B. (2013). Functional academic assessment. Invited presentation to Iowa Area Education Agencies Directors of Special Education, Des Moines, IA.

Hinzman, M. & Pline, B. (2012). Functional academic assessment of reading fluency. Invited presentation to The University of Iowa Center for Disabilities and Development, Iowa City, IA.

Hinzman, M. & Pline, B. (2012). Functional academic assessment of reading fluency. Invited presentation to Keystone Area Education Agency All-Staff Day 2012, Elkader, IA.

Hinzman, M. & Pline, B. (2012). Implementation of functional academic assessment. Invited presentation to Keystone Area Education Agency Board, Elkader, IA.

National Conference Presentations

Hinzman, M. (2018). Implementing story mapping for students with ADHD: A Review. Poster presented to the Annual Convention of the National Association of School Psychologists, Chicago, IL.

Hinzman, M. (2018). Integrated reading and science instruction for adolescents. Poster presented to the Annual Convention of the National Association of School Psychologists, Chicago, IL.

Hinzman, M., Balint Langel, K., & Hua, Y. (2017). Does teaching vocabulary enhance reading comprehension instruction? Paper presented to the Annual Convention of Council of Exceptional Children, Boston, MA.

Hinzman, M. (2017). Implementing vocabulary instruction to enhance reading comprehension. Paper presented to the Annual Convention of the National Association of School Psychologists, San Antonio, TX.

Hinzman, M. (2017). Review of effective vocabulary instruction for students with Learning Disabilities. Poster presented to the Annual Convention of the National Association of School Psychologists, San Antonio, TX.

Hinzman, M. (2016). Vocabulary instruction for students with Learning Disabilities: A review. Poster presented to the Annual Convention of Council of Exceptional Children, St. Louis, MO.

Pline, B., **Hinzman, M.**, DeLong, C., & Fields, P. (2015). Outcomes of training school personnel in brief experimental analysis. Paper presented to the Annual Convention of Council of Exceptional Children, San Diego, CA.

Hinzman, M., DeLong, C., & Pline, B. (2015). Training school personnel to conduct brief experimental analysis in reading. Paper presented to the Annual Convention of the National Association of School Psychologists, Orlando, FL.

Hinzman, M., Pline, B., & DeLong, C. (2015). Using brief experimental analysis to identify phonics interventions. Poster presented to the Annual Convention of the National Association of School Psychologists, Orlando, FL.

Hinzman, M., Pline, B., DeLong, C. Field, P., & Penno, A. (2014). Using brief experimental analysis to identify reading decoding interventions. Poster presented to the Annual Convention of Association of Behavior Analysis International, Chicago, IL.

Pline, B., **Hinzman, M.**, DeLong, C., Fields, P., & Penno, D. (2014). Outcomes of training school personnel in brief experimental analysis. Poster presented to the Annual Convention of Association of Behavior Analysis International, Chicago, IL.

Hinzman, M. (2014). Identifying effective math computation strategies for struggling students. Paper presented to the Annual Convention of National Council of Teachers of Mathematics, New Orleans, LA.

Hinzman, M. & Pline, B. (2014). Outcomes of training school personnel in brief experimental analysis. Paper presented to the Annual Convention of National Association of School Psychologists, Washington, DC.

Hinzman, M., Pline, B., & Fields, P. (2014). Using brief experimental analysis to identify math computation interventions. Paper presented to the Annual Convention of National Association of School Psychologists, Washington, DC.

Hinzman, M. & Pline, B. (2013). Using brief experimental analysis to identify mathematics interventions. Poster presented to the Annual Convention of Association of Behavior Analysis International, Minneapolis, MN.

Hinzman, M., Pline, B., Fields, P., & Penno, D. (2013). Implementing reading fluency interventions identified through brief experimental analysis. Poster presented to the Annual Convention of Association of Behavior Analysis International, Minneapolis, MN.

Fields, P., **Hinzman, M.**, Penno, D., & Pline, B. (2013). Implementing fluency interventions identified through brief experimental analysis. Paper presented to the Annual Convention of Council for Exceptional Children, San Antonio, TX.

Hinzman, M., Fields, P., Penno, D., & Pline, B. (2013). Implementing fluency interventions identified through brief experimental analysis. Paper presented to the Annual Convention of the National Association of School Psychologists, Seattle, WA.

Hinzman, M. & Haselhuhn, C. (2012). Educational applications of achievement goal theory. Paper presented at the Annual Convention of the National Association of School Psychologists, Philadelphia, PA.

Peterson, A., Kliwer, C., Schoeppner, A., **Hinzman, M.**, Lund, S., & Walz-Garrett, J. (2010). Supporting comprehensive literacy opportunities for all beginning in early childhood. Paper presented to the Annual Convention on Inclusive Education PEAK Parent Center, Denver, CO.

Publications

Woods-Groves, S., Balint-Langel, K., Rodgers, D.B., & **Hinzman-Ferris, M. L.** (2022). Efficacy of a combined electronic essay writing and editing strategy with postsecondary students with developmental disabilities. *Education and Training in Autism and Developmental Disabilities*, 57(2), 177-195.

Hirsch, S. E., Driver, M. K., **Hinzman-Ferris, M.**, & Bruhn, A. L. (2022). Delivering intensive, individualized interventions to children and youth with learning and behavioral disorders. In M. Tankersley, B. G. Cook, and T. J. Landrum. (Eds.), *Advances in learning and behavioral disorders*, Volume 32 (pp.7-28). Emerald Group Publishing Limited.

Hua, Y., **Hinzman, M. L.** , Yuan, C., & Balint Langel, K. (2020). Comparing the Effects of Two Reading Interventions: A Demonstration of Randomized Alternating Treatment Design. *Exceptional Children*, 86(4). <https://doi.org/10.1177/0014402919881357>

Woods-Groves, S., Hughes, C. A., Rodgers, D. B., Balint-Langel, K., Alqahtani, S. S., Neil, K. M., & **Hinzman, M.** (2020). Efficacy of a computer-based strategy with postsecondary students with intellectual and developmental disabilities. *Education and Training in Autism and Developmental Disabilities*, 55(2), 142-157.

Hinzman, M. L., Hua, Y., & Woods-Groves, S. (2017). Improving reading comprehension using a paraphrasing strategy for young adults with intellectual disability. *Think College: Fast Facts*, (15).

Hua, Y., Yuan, C., Monroe, K., **Hinzman, M. L.**, Alqahtani, S., Alwahbi, A., & Kern, A. (2016). Effects of the reread-adapt and answer-comprehend and goal setting intervention on decoding and reading comprehension skills of young adults with intellectual disabilities. *Developmental Neurorehabilitation*, 21(5), 279-289. <https://doi.org/10.3109/17518423.2016.1139011>