

Kasey Dye

dyeke@vcu.edu

Education

Virginia Commonwealth University
2020 - 2023

Doctor of Philosophy
Special Education and Disability Policy
Richmond, VA

College of William and Mary
2016 - 2017

Master of Arts in Education
Curriculum & Instruction
Special Education K-12, General Curriculum
Williamsburg, VA

Longwood University
2010 - 2014

Bachelor of Arts in History
Social Sciences Secondary Education
Farmville, VA

Technical Skills

- Proficient in R, Microsoft Office (including Excel), and Git
- Experience with logistic regression, chi-square, multilevel modeling, and more data analyses
- Experience with large secondary data sets, data cleaning, data collection, quantitative and qualitative analyses, data visualization, and explaining results to in non-technical terms to stakeholders and leaders
- Website I created in R: <https://kaseydye.netlify.app/>

Licenses and Certifications

Virginia

Special Education, General Curriculum K-12
Social Studies Education 6-12

Program Evaluations

Dye, K., (2022, August 18). *Actively learn report: Examination of actively learn data from 21-22*. Evaluation of curriculum Actively Learn sponsored by Chesterfield County Public Schools.

Dye, K., Wallace, M. K., Ogston-Nobile, P. (2022, June 30). *Petersburg partnership: 2021 - 2022 evaluation report*. Evaluation of professional development sponsored by Petersburg Public Schools and Virginia Commonwealth University School of Education, Metropolitan Educational Research Consortium at Virginia Commonwealth University.

Dye, K., Wallace, M. K., Dawes, S., & Naff, D. (2021, June 30). *Petersburg partnership and urban educator collaborative: 2020 - 2021 evaluation report*. Evaluation of professional development sponsored by Petersburg Public Schools and Virginia Commonwealth University School of Education, Metropolitan Educational Research Consortium at Virginia Commonwealth University.

Publications

Dye, K., Spence, C., & Brock, J. (2023). Reflections on the Infant Mental Health Endorsement® process in Virginia. *Infant Mental Health Journal*. <http://doi.org/10.1002/imhj.22058>

Dye, K. (2023). Relationships impacting special education teacher burnout. *Kappa Delta Pi Record*, 58(1). <https://doi-org.proxy.library.vcu.edu/10.1080/00228958.2022.2134949>

Dye, K., Wallace, M., Thompkins, K., Dawes, S. (2022). An urban partnership: Embracing collaboration and feedback. *Journal of Community Engagement and Scholarship*, 14(2). <https://jces.ua.edu/articles/10.54656/jces.v14i2.38>

Dye, K., & Walker Bowman, R.W. (in press). Leadership matters: Self-contained special educators' perceptions of administrator support. *Journal of the American Academy of Special Education Professionals*.

Becker, J., Robnolt, V., **Dye, K.**, & Ross, E. (2021). *Will they stay or will they go? Analysis of the VDOE working conditions survey*. Richmond, VA: Metropolitan Educational Research Consortium. <https://merc.soe.vcu.edu/reports/published-reports/will-they-stay/>

Monnin, K., Day, J., Strimel, M., & **Dye, K.** (2021). Why now is the perfect time to solve the special education teacher shortage. *Special Education TODAY*. <https://exceptionalchildren.org/blog/why-now-perfect-time-solve-special-education-teacher-shortage>

Service

2014 - 2016

Peace Corps

Chengdu, China

Volunteer English Teacher

- Instructor at Chengdu Normal University
- Improved students' confidence and speaking skills
- Trained over 100 Chinese English teachers
- Organized lesson planning workshops
- Facilitated discussions about American culture