

Talya Kemper, PhD

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University of Washington

Eduya

Provided specialized lectures to students in graduate and undergraduate classes on topics including:

- Inclusion for Secondary Students with Severe Disabilities
- Inclusion for the Non-Verbal Student in Academic Classes
- Implementing Assistive Technology in General Education for Students with Severe Disabilities
- Augmentative and Alternative Communication: Practical Applications in General Education and Special Education Settings
- Augmentative and Alternative Communication (AAC): An Introduction for Early Childhood Educators

Supervised graduate students enrolled in the severe/low incidence program
 Worked with local school districts to establish practicum placement settings for graduate students and maintained long term professional relationships with school district personnel
 Observed and evaluated student teacher performance in field work and practicum seminar
 Developed instructional topics and led seminar classes

Developed the first program in the district designed specifically for secondary students who use AAC
 Taught high school students to become independent communicators using different AAC technologies
 Supervised, trained, and evaluated paraprofessionals
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teachers; develop online and in-person training on co-teaching in special education and co-teaching in inclusive settings



Kemper, T., & Fleury, V. P.

Kemper, T., Delport, J., & Slemrod, T.

Kemper, T., & McCollow, M.

Kemper, T. (2016, January).

CSU East Bay

CSU East Bay

CSU East Bay

California Council on Teacher Education

California State University, Chico

California Faculty Association

Represented the College of Education in the area of Special Education
Addressed matters that affected graduate students

Mentored and evaluated special education student teachers
Provided a classroom-based training site for implementing instructional and behavioral plans with students
Collaborated with university supervisor to monitor the progress of student teachers and create development opportunities

Advisor for 15 MA in Education students specializ0 GaS

[REDACTED]

[REDACTED]

Collaborate with Executive Director and staff to assure alignment to organization mission to secure for all people with developmental disabilities the opportunity to choose and realize their goals of where and how they learn, live, work, and play.

Review annual budget and asses spending priorities

Support the management of respite programs, work programs, and retail stores

Support training, community outreach, and fundraising events

Work with a collaborative team to improve adult services for individuals with autism spectrum disorder

Advise the Work Training Center in how to support their clients who have complex communication needs

Review and make recommendations for curriculum and program goals

Collaborated with Executive Director to assure alignment to organization mission to reduce intimate partner violence through crisis intervention services,

community education, and the promotion of healthy relationships

Supported training, community outreach, and fundraising events

Provided consultation services to Puget Sound area schools seeking to include students with severe disabilities

Provided professional development sessions for school teachers on topics including: inclusion, modification of instructional materials, team teaching, high tech communication systems, and incorporating AAC into academics

Provided professional support to structured social groups for students with autism spectrum disorder

[REDACTED]

[REDACTED]

Review special education programs from universities across the state

Review institutions to ensure compliance with the CTC standards and provide feedback

[Redacted]

Review institutions to ensure compliance with the CTC standards
Participate in site visits and contribute to written reports to provide institutions feedback on program standards

[Redacted]

Review the education specialist credential for upcoming statewide revisions
Make recommendations for changes to the education specialist credentials, program standards, and Teacher Performance Expectations



[Redacted]

[Redacted]

[Redacted]

Represent the CFA at the CTA to determine future legislative goals of the CTA

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