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Publications

Books and Monographs


Refereed Articles, Book Chapters and Professional Papers


Extramural Funding


Embedded Instruction for Early Learning: California Pilot Project, Pat Snyder, PI; Mary McLean, Co-PI. $308,000.00, July 1, 2015 – June 30, 2016. Funding Agency - California Department of Education, Special Education Division, through Fresno Unified School District.

Expansion of Learning Progressions, Mary McLean, PI, Pat Snyder, Co-PI, $114,938.00, December 1, 2014 - May 5, 2015, Johns Hopkins University and Maryland State Department of Education.

Preparation and Retention of Early Intervention/Early Childhood Special Education Personnel: Preparing for Evidence-Based Practice in High Need Settings (Project Prepare), Mary McLean, PI, $248,311.00, January 1, 2015 - December 31, 2015, ($1,232,603 across five years). Funder is U.S. Department of Education, Office of Special Education Programs.


Head Start National Center on Quality Teaching and Learning, subcontract from University of Washington to University of Wisconsin-Milwaukee, September 15, 2010 to September 14, 2014.

Preparation and Retention of Early Intervention/Early Childhood Special Education
Personnel in High-Need Communities: Connecting Evidence-Based Professional Development and Practice (Project EI/EC CONNECT). Submitted by Mary McLean, Department of Exceptional Education, University of Wisconsin-Milwaukee. Funded by the U.S. Office of Education, Office of Special Education Programs for $1,175,977 across four years, beginning January 1, 2011.

Impact of Professional Development on Preschool Teachers’ Use of Embedded Instruction Practices. Submitted by Pat Snyder (University of Florida), Mary Louise Hemmeter (Vanderbilt University), Mary McLean (University of Wisconsin-Milwaukee) and Susan Sandall (University of Washington). Funded by the Institute of Education Sciences, U.S. Department of Education, beginning March 1, 2007.


Interdisciplinary Field-Based Preparation of Personnel Serving Preschool/Primary Children and Families in Culturally and Linguistically Diverse Settings. Submitted by Mary McLean, Exceptional Education Department, Paula Rhyner, Department of Communication Sciences and Disorders, and Bonnie Kennedy, Occupational Therapy Department. Funded by the U.S. Office of Education for $734,864 across four years, beginning December 1, 2001.


Collaborative On-Line Course Instruction in Early Childhood Special Education. Submitted by Patti Caro, M. Marchel, Ann Hains, Mary McLean, and Linda Tuchman. Funded by the Undergraduate Teaching and Learning Grant Program, University of Wisconsin System for $30,000, Fall, 1999-Spring, 2000.

Collaborative Course Development in Early Childhood Special Education Across the State of Wisconsin. Submitted by Dr. Patti Caro, Principal Investigator, in collaboration with Ann Hains, Mary McLean, Linda Tuchman, Ann Riall, and David Franks. Funded by the Undergraduate Teaching Improvement Grant Program, University of Wisconsin System, for $23,044, Fall, 1998-Spring, 1999.

Interdisciplinary Pre-service Preparation for Personnel Serving Preschool/Primary
Children and Families in Culturally and Linguistically Diverse Urban Settings. Submitted by Paula Rhyner, Department of Communication Sciences and Disorders, Bonnie Kennedy, Department of Occupational Therapy, Ann Hains and Mary McLean, Department of Exceptional Education. Funded by the U.S. Office of Education, $168,889/year for three years, beginning December 1, 1998.


Field-Based Preparation of Early Intervention Personnel for Rural and Reservation Areas of North Dakota. A five-year grant awarded by the Office of Special Education and Rehabilitative Services, U.S. Department of Education, Washington, DC, $100,173 per year, beginning July 1, 1992, University of North Dakota.

Preparing for Early Intervention in Rural Settings: A Field-Based approach. A five-year grant awarded by the Office of Special Education and Rehabilitative Services, U.S. Department of Education, Washington, DC, $80,182 per year, beginning October 1, 1991, Auburn University.


Fifth Year Graduate Training Program in Early Childhood Education for the Handicapped. A three-year grant awarded by the Office of Special Education and Rehabilitative Services, U.S. Department of Education, Washington, DC, $72,050 per year, beginning June 1, 1988, Auburn University.

Training Opportunities for Preschool Teachers in Alabama. A three-year grant awarded by the Alabama State Department of Education, $100,000 per year, beginning July 1, 1987.
Early Childhood Education for the Handicapped Graduate Training Program. A three-year grant awarded by the Office of Special Education and Rehabilitative Services, U.S. Department of Education, Washington, DC, $70,101 per year, beginning June 1, 1985, Auburn University.

Papers and Other Presentations at Academic and Professional Meetings


Snyder, P. & McLean, M. Linking the DRDP, Curricula and Embedded Instruction, 2015 California State Inclusion Collaborative, Santa Clara California, October 29, 2015


McLean, M. Assessment in Head Start: Why, How and How to Use Results. Head Start


Sandall, S & McLean, M.  *Making Inclusion Work: Focus on Ongoing Assessment and*


McLean, M. Using Assessment to Understand our Students and Transform our Teaching. Chancellor’s Academy, University of Illinois, Champaign, IL, June 18, 2013.

McLean, M. Interpreting and Using Aggregated Data. Chancellor’s Academy, University of Illinois, Champaign, IL, June 19, 2013.


McLean, M., Bagnato, S. & Snyder, P. *Putting Authentic Assessment Principles into Practice*, Division for Early Childhood International Conference, November 18, 2011, Washington DC.


McLean, M. Ongoing Child Assessment. Oregon Head Start Professional Development Summit, Bend, Oregon, June 29, 2011


Hebbeler, K. McLean, M. Robinson, C. & Rous, B., DEC Showcase Session:


McLean, M. (2003, August 5). *Current issues and recommended practices in assessment.* Minnesota Early Intervention Summer Institute. St John’s University, Collegeville, MN.


progress of preschool children receiving services for disabilities. Division for Early Childhood International Conference, Washington, DC.


McLean, M. (1996, August). *Assessment in early childhood: Recommended practices and recent innovations.* Keynote address at the Minnesota Early Intervention Summer Institute, St. John's University, Collegeville, MN.

McLean, M. (1996, June). *Promising practices in assessing young children with special needs.* Presentation at the Louisiana Summer Institute on Early Intervention, NE Louisiana University, Monroe, LA.


McLean, M. (1994, February). *Creating a common vision*. Keynote address to the Georgia Early Intervention/Preschool Interagency Conference, Tifton, GA.


McLean, M. (1990, July). \textit{Assessment of infants and young children with multiple disabilities}. Presentation at the Southeast Regional Division for Early Childhood Conference, Atlanta, GA.

McLean, M. (1990, April). \textit{Assessment of infants and young children with severe disabilities}. Presentation at the Early Intervention Conference, University of Connecticut Health Center, Cromwell, CT.

McLean, M. (1990, April). \textit{Assessment of infants for intervention planning}. Presentation at the Infant Intervention Conference, Children's Hospital Medical Center, Akron, OH.


McLean, M. (1988, November). *Assessment and intervention with preschool handicapped children.* Georgia Learning Resources Center, Columbus, GA.


McLean, M. (1980, February). *Handicapping conditions and their effect on young children.* Presentation to Title XX teachers, Corpus Christi State University, Corpus Christi, TX.


Branston, M. (1979, February). *Sensori-motor development.* Presentation to Portage Project parents meeting, Rio, WI.


Quality early childhood education (ECE) is critical in preparing children for future learning. As an early childhood educator, you will have an integral role in promoting children’s development from birth to age 12 within the following five domains: cognitive, social, emotional, language and physical. In the ECE program, you will engage in theoretical studies along with practical applications. Moreover, professional practice and ethics will guide you in working with families, understanding pedagogy and fostering belonging and well-being in children. Upon completion of your program, you will have Classes you may take when studying HDFS could include: child guidance and parenting, contemporary family issues, multiethnic society, early childhood education, human sexuality, child development, lifespan development, psychology, and sociology. College Factual, located in Troy, New York, is a leading source of college data analytics and insights, with a strong focus on student outcomes. Scholarships and Aid. In addition to having the region’s most affordable tuition, we offer thousands of dollars in scholarships every year. Learn more about scholarships and financial aid for your early childhood degree at Wayne State College. Apply for Scholarships Tuition and Aid. Our Focus is Results.