LINDY J. JOHNSON

(she/her/hers)

Foundations and Social Advocacy Department
State University of New York, Cortland
lindy.johnson@cortland.edu
(607) 753–2447

Website:
https://www.lindyjjohnson.com
ORCiD
https://orcid.org/0000-0002-2769-4642

EDUCATION

Ph.D. **Special Education** 2026
Michigan State University
National Center for Leadership in Intensive Intervention Scholar
Dissertation Title: (Re)Imagining Assessment As Justice: A DisCrit and QuantCrit Investigation of Equity in Educational Praxis
Committee: Adrea Truckenmiller, Gary Troia, Dorinda Carter Andrews, Ryan Bowles, Rebecca Cruz

B.S. **Psychology** 2020
Central Michigan University
summa cum laude

B.A. **Elementary Education** 2001
Calvin University
Minors: English Language Arts, Mathematics

ACADEMIC APPOINTMENTS

Assistant Professor of Inclusive Education (tenure-track) 2026–Present
Foundations and Social Advocacy Department
State University of New York, Cortland

GRANTS

FUNDED SUPPORT

Doctoral Scholar ($26,000/year stipend + tuition + travel) 2021–2026
National Center for Leadership in Intensive Intervention Fellowship
Office of Special Education Programs, U.S. Department of Education – funded training grant #H325H190003

Summer Research Fellowship ($7000) Summer 2025
Department of Counseling, Educational Psychology, & Special Education
Michigan State University

Summer Research Fellowship ($7000) Summer 2024
College of Education
Michigan State University

Scholarship for Education Research ($2800) Summer 2023
Inter-University Consortium for Political and Social Research
University of Michigan

Summer Research Fellowship ($7000) Summer 2023
College of Education
Michigan State University

Summer Research Development Fellowship ($6000) Summer 2022
College of Education
Michigan State University

Joyce & Gary DeWitt Endowed Scholarship 2020
Central Michigan University

UNFUNDED SUPPORT

Summer Research Fellowship ($7000) Summer 2025
College of Education
Michigan State University

PUBLICATIONS

PEER-REVIEWED PUBLICATIONS

***Denotes equal authorship**
***^Denotes undergraduate student mentee**

Novelli, C., Hennenfent, L., **Johnson, L. J.**, Truckenmiller, A. J. (In press). Instructional practices for the component skills of writing: A theoretically based synthesis. *Scientific Studies of Reading*.

Johnson, L. J., Moura, P., ^Bourgeois, S., ^Friedman, E., Truckenmiller, A. J. (2026). Linguistic justice in action: A QuantCrit investigation of culturally responsive scoring practices in writing. *Topics in Language Disorders (46)*2, 47–59. https://doi.org/10.1097/TLD.0000000000000381

Johnson, L. J., Hines, K. (2026). Culturally responsive assessment and intervention for diverse learners. *Topics in Language Disorders (46)*2, 33–34. https://doi.org/10.1097/TLD.0000000000000384

Cruz, R. A., Firestone, A. R., Mawene, D., Cunningham, M. C., **Johnson, L. J.** (2025). Past as prologue: A critical spatial analysis of exclusionary discipline. *Behavioral Disorders*. Advance online publication. https://doi.org/10.1177/01987429251382146

Truckenmiller, A., Valentine, K., Sarmiento, C., Hennenfent, L., **Johnson, L. J.**, Moura, P., Bachmann, J., ^Friedman, E., ^Bourgeois, S. (2025). Analysis of student informational writing to personalize writing instruction. *Intervention in School and Clinic, (61)*1, 8–18. https://doi.org/10.1177/10534512251346794

Barrett, C. A.*, **Johnson, L. J.***, & Truckenmiller, A. J.*, VanDerHeyden, A. M. (2023). Comparing the cost-accuracy ratios of multiple approaches to reading screening in elementary schools. *Remedial and Special Education (45)*2, 71–84. https://doi.org/10.1177/07419325231190809 Preprint: https://psyarxiv/2q7sm

MANUSCRIPTS UNDER REVIEW

^Denotes undergraduate student mentee

Johnson, L. J., Truckenmiller, A. J., Johnson, L. C., ^Bourgeois, S., ^Friedman, E. (In review). Redefining correctness in writing assessments: A Delphi study on culturally responsive scoring. Preprint: https://osf.io/preprints/edarxiv/xj6zr_v1

Johnson, L. J. (In review). Murmuration as method: What starlings teach us about research, uncertainty, and collective response.

MANUSCRIPTS IN PREPARATION

Johnson, L. J. (In preparation). (Re)imagining special education assessments: An integrative framework for antiracist and anti-ableist praxis.

Johnson, L. J. (In preparation). What counts and for whom? A dominance analysis of writing component skills across student groups and scoring approaches.

Truckenmiller, A. J., Sarmiento, C. M., Valentine, K. A., **Johnson, L. J.**, Cho, E., Troia, G. A., Bourgeois, S., Friedman, E., Hennenfent, L., Bachmann, J., Moura, P. & Perreault, M. (Pre-Registration). Adapting writing instruction to students' development: A randomized controlled trial of the Writing Architect. https://osf.io/5nszj

PRODUCTS

Outreach

Hennenfent, L., **Johnson, L. J.**, Novelli, C., Sharkey, E. (2022). *Intensive intervention practice guide: Explicit morphology instruction to improve overall literacy skills in secondary*

students. U.S. Department of Education, Office of Special Education Programs. https://nclii.org/wp-content/uploads/2022/12/Explicit_Morphology_Instruction.pdf

Invention

Truckenmiller, A. J., Troia, G. A., Sarmiento, C. M., Valentine, K., **Johnson, L. J.**, Cho, E., Bourgeois, S., Friedman, E., Perreault, M., Petty, J., & Eckert, T. L. (2024). *The Writing Architect, versions 1 & 2*. Michigan State University invention disclosure #TEC2024-0130.

PRESENTATIONS

INTERNATIONAL AND NATIONAL

^Denotes undergraduate mentee

Johnson, L. J., Truckenmiller, A. T., Johnson, L. C., ^Friedman, E., ^Bourgeois, S. [Accepted]. *Redefining correctness in writing assessments: A Delphi study on culturally responsive scoring*. American Educational Research Association Annual Meeting. Los Angeles, CA. United States.

Cruz, R. A., Firestone, A. R., Mawene, D., Cunningham, M., **Johnson, L. J.** [Accepted]. Past as prologue: A critical spatial analysis of exclusionary discipline. In J. H. Hitchcock (chair), *Mixed methods integration: Theory-driven joint displays for visualizing equity policy*. American Educational Research Association Annual Meeting. Los Angeles, CA. United States.

Wang, J. J., **Johnson, L. J.,** Bishop, S., Castillo, W., Duchesneau, N., Peko-Spicer, S., (2025, October 8–11). *Just keep swimming: Critical research amidst the storm*. [Moderated discussion panel]. Society for Research on Educational Effectiveness Annual Conference, Chicago, IL, United States.

Moura, P., **Johnson, L. J.** (2025, October 8–11). Identifying Spanish-influenced spelling patterns in multilingual learners. [Poster presentation]. Society for Research on Educational Effectiveness Annual Conference, Chicago, IL, United States.

Truckenmiller, A. T., Valentine, K., Sarmiento, C. M., **Johnson, L. J.**, Cho, E., Hines, K., Hennenfent, L., Randle, J., Moura, P. & Troia, G. (2025, July 16–19). Where do we start when teaching informational writing in grades 4 and 5? In H. Gerde (chair), *Innovative approaches to examining children's writing development and assessment from preschool to grade five.* Society for the Scientific Study of Reading, Calgary, Canada.

Johnson, L. J., Moura, P., Truckenmiller, A. T., ^Bourgeois, S., ^Friedman, E., Sarmiento, C. M., Valentine, K., Hennenfent, L., Randle, J., & Troia, G. A. (2025, April 23–27). Toward linguistic justice: A QuantCrit analysis of bias in writing assessment scoring. In

B. O'Neal Turner (chair), *Innovative approaches to quantitative analysis: Addressing bias, model constraints, and intersectionality in social research*. American Educational Research Association Annual Meeting. Denver, CO, United States.

Novelli, C., Hennenfent, L. G., Truckenmiller, A. J., & **Johnson L. J.** (2024, October 24–26). *Evidence-based practices for the component skills of writing* [Paper presentation]. International Dyslexia Association (IDA), Dallas, TX, United States.

Wang, J. J., **Johnson, L. J.,** Boveda, M., Cruz, R. A., González, T., Shikarpurya, S. (2024, September 18–21). *Equity by design: Integrating criticality principles in special education research*. [Moderated discussion panel]. Society for Research on Educational Effectiveness Annual Conference, Baltimore, MD, United States.

Johnson, L. J., Truckenmiller, A. J., Sarmiento, C. M., Valentine, K. A., Hennenfent, L., ^Friedman, E., Bachmann, J., & Moura, P. (2024, July 10–13). Constructs for benchmark writing assessment shared with reading in late elementary grades. In E. Lembke (chair), *Recent Innovations in Writing Research*. [Symposium]. Society for the Scientific Study of Reading, Copenhagen, Denmark.

Johnson, L. J. (2024, April 11–14). *Assessing bias in writing assessments: A QuantCrit exploration of a culturally responsive modified scoring approach*. Division H: Research, Evaluation, & Assessment in Schools. [Roundtable session]. American Educational Research Association Annual Meeting. Philadelphia, PA, United States.

Johnson, L. J., Hennenfent, L., Truckenmiller, A. J., Johnson, L. C., Sarmiento, C. M. (2023, July 20–22). How to adjust curriculum-based measurement rules for dialect variation. In A. Truckenmiller & D. Reed (Chairs), *Exploring sources of bias in writing assessment*. [Symposium]. Society for the Scientific Study of Reading, Port Douglas, Queensland, Australia.

Wang, J. J., **Johnson, L. J.** (2023, July 24–26). *Comorbid language-based learning disabilities (LBLD)*. [Poster presentation]. OSEP Leadership and Project Directors' Conference, Arlington, VA, United States.

Barrett, C. A., **Johnson, L. J.**, & Truckenmiller, A. J. (2022, March 23–25). *Comparing the cost-effectiveness of multiple approaches to early elementary reading screening*. [Conference session]. Badar-Kauffman Conference, Kent, OH, United States.

LOCAL AND REGIONAL

^Denotes undergraduate mentee

Johnson, L. J. (2024, December 11). Validity evidence for the OWLS-II Written Expression Scale: A Rasch measurement approach. [Poster presentation.] Michigan State University, East Lansing, MI, United States.

^Friedman, E., Blackwood, C., Berch, I., Truckenmiller, A. J., Valentine, K., **Johnson, L. J.** (2024, April 12). *Motivation matters: A factor analysis of motivation survey data in grades 4-5 informational writing*. [Poster presentation]. University Undergraduate Research and Arts Forum, Michigan State University, East Lansing, MI, United States.

Johnson, L. J., & Truckenmiller, A. J. (2023, December 6). The building blocks of writing: Quality writing in grades 4 & 5. [Poster presentation.] Michigan State University, East Lansing, MI, United States.

^Bourgeois, S., ^Friedman, E., **Johnson, L. J.**, & Truckenmiller, A. J. (2022, April 8). *Assessing writing in children who use African American English: The impact of a culturally responsive scoring approach in grades 3–4*. [Poster presentation]. University Undergraduate Research and Arts Forum, Michigan State University, East Lansing, MI, United States. †

† Won 2022 Grand Prize for Social Sciences, Humanities, and Arts category

INVITED TALKS

Johnson, L. J. (2022, June 28). *Cost-accuracy analysis of reading screening assessments*. [Invited presentation to Oakridge Public Schools to assist the district in data-based decision making regarding reading screening].

Truckenmiller, A. J., & **Johnson, L. J.** (2021, October 6). *Key assessment practices for acceleration: Implementation in action*. [Invited webinar]. Accelerated Learning Webinar Series, Michigan Department of Education and the MiMTSS Technical Assistance Center. https://youtu.be/uO_NG6CRORI

RESEARCH EXPERIENCE

Graduate Research Assistant 2021–Present
Department of Counseling, Educational Psychology, & Special Education
Michigan State University
Project: *Writing Architect: A Web-based Tool for Adapting Writing Instruction to Meet Students' Needs,* Institute for Education Sciences Award #R305A210061
Principal Investigator: Adrea Truckenmiller, Ph.D.

Graduate Research Assistant 2021–2022

Department of Counseling, Educational Psychology, & Special Education
Michigan State University
Project: *Regulation of Emotional Lability in Autism Spectrum Disorder through Caregiver Supports (ReLACS)*
Principal Investigator: Kristin Rispoli, Ph.D.

Undergraduate Researcher 2020
Department of Psychology, Central Michigan University
Thesis: "*Examining the Effects of the PEERS® Curriculum on Social Skills in Adolescents with Autism Spectrum Disorder and Social Anxiety*"
Advisor: Katrina Rhymer, Ph.D., Department Chair

Undergraduate Research Assistant 2020
Department of Psychology, Central Michigan University
Project: "*The Effect of the PEERS® Curriculum on Social Anxiety in Adolescents with Autism Spectrum Disorder*"
Advisor: Katrina Rhymer, Ph.D., Department Chair

TEACHING

UNIVERSITY TEACHING

Graduate Teaching Assistant Fall 2023
CEP 452: Assistive Technology for Students with Disabilities
Michigan State University

Invited Guest Lecturer Spring 2023
CEP 240: Introduction to Exceptional Learners
Presentation: *Assessment Equity for Linguistically-Minoritized Students*
Michigan State University

COURSE DEVELOPMENT

Introduction to Culturally & Linguistically Diverse Students in Special Education Fall 2025
National Center for Leadership on Intensive Intervention

Academic Screening Tools Chart Training of Trainers Fall 2024
National Center for Intensive Intervention at the American Institutes for Research

PROFESSIONAL LEARNING SESSIONS

Academic Screening Tools Chart Training of Trainers October 2024
National Center for Intensive Intervention at the American Institutes for Research

Rater reliability training for WRITE Lab 2022–Current
Reliability training for CIWS scoring for elementary students' writing
Michigan State University

K–12 TEACHING

Title One Reading Interventionist 2018–2021
Oakridge Public Schools
Muskegon, Michigan

Special Education Instructional Assistant 2017–2018
Fruitport Community Schools
Fruitport, Michigan

First Grade Teacher 2002-2005
Saugatuck Public Schools
Saugatuck, Michigan

MENTORSHIP

PRACTICUM COMMITTEE

Committee Member Spring 2025
Pamella Moura
Title: "Latent profile analysis using WIDA-Access and i-Ready reading scores to guide decision-making for multilingual learners"

Committee Member Fall 2024
Amy Edlefson
Title: "How are we teaching phonics? A content analysis of three popular phonics curricula"

Committee Member Fall 2024
Alexis Patterson
Title: "Voices of autonomy: Exploring self-perception in IDD individuals during transition"

MENTORED STUDENTS WHO HAVE RECEIVED AWARDS

Sam Bourgeois

Undergraduate Research Award Spring 2022
University Undergraduate Research and Arts Forum Conference, Michigan State University

Grand Prize Research Award (Social Sciences, Humanities, and Arts category) Spring 2022
University Undergraduate Research and Arts Forum Conference, Michigan State University

Ellie Friedman

Undergraduate Research Award Spring 2022
University Undergraduate Research and Arts Forum Conference, Michigan State University

Grand Prize Research Award (Social Sciences, Humanities, and Arts category) Spring 2022
University Undergraduate Research and Arts Forum Conference, Michigan State University

SERVICE TO PROFESSION

EDITORIAL SERVICE

Guest Editor 2026
Topics in Language Disorders
Issue on culturally relevant and sustaining assessment and intervention

AD HOC REVIEWER

Journal of Speech, Language, and Hearing Research 2025
Society for Research on Educational Effectiveness Conference 2025
School Psychology Review 2024
British Journal of Educational Psychology 2023

OTHER SERVICE

Graduate Student Committee (Chair, 2025–2026) 2024–present
Critical Quantitative Methodologies SIG
American Educational Research Association (AERA)

Co-Organizer 2023–2024
(un)Learning Committee
Quant4What Collective

Member Spring 2023
Technical Review Committee (Academic Screening Tools)
National Center for Intensive Intervention

SERVICE TO INSTITUTION

Committee Member 2023–present
Literacy Colloquy
Michigan State University

SERVICE TO STATE EDUCATIONAL AGENCIES

Reviewer 2025
Essential Instructional Practices in Literacy: Grades 4 to 5
Michigan Association of Intermediate School Administrators

Member-at-Large, Defined 2024–present
Special Education Advisory Committee
Michigan Department of Education

PROFESSIONAL TRAINING

Inter-University Consortium for Political and Social Research (ICPSR) Summer Program Summer 2023
University of Michigan
Courses Taken: Race, Ethnicity, and Quantitative Methodology I; Measurement, Scaling, and Dimensional Analysis; Introduction to the R Statistical Computing Environment; Multilevel Models I: Introduction and Application

Quant4What? Dreaming Toward Quantitative Paradigms for Anti-Racist Transformation Conference Series October 21–23, 2022 + continued virtual sessions
University of Pittsburgh

Selected participant for four-part hybrid conference series to identify action steps that center ethical approaches and anti-racist goals in quantitative methods

Mediation and Moderation Workshop Summer 2022
Michigan State University (virtual)
Instructor: Amy Nuttall, Ph.D.

AWARDS & LICENSURE

Dean's List 1998–2001
Calvin University
Standard Elementary Teaching Certificate
State of Michigan, #IF0000000005944

PROFESSIONAL AFFILIATIONS

American Educational Research Association, Student Member
Society for Research on Educational Effectiveness, Student Member
Society for the Scientific Study of Reading, Student Member
Council for Exceptional Children, Student Member

MEDIA & PUBLIC ENGAGEMENT

Downs, J. (Host). (2024, January 19). Cost & accuracy of third grade reading screeners (Ep. 47) [Audio podcast episode]. In *Teaching Literacy Podcast*. https://podcasts.apple.com/us/podcast/e47-cost-accuracy-of-third-grade-reading-screeners/id1482475731?i=1000642183814

Brauer, B., Finerty, C., & Smith, C. (2023, January 30). *Honoring Dr. Martin Luther King Jr. at MSU*. James Madison College News. https://jmc.msu.edu/news/honoring-king-jr-at-msu.html

Teachout, G. (2022, June 17). *UURAF 2022 grand prize winners announced*. Michigan State University Undergraduate Education Press Release. https://undergrad.msu.edu/news/2022/06-uuraf-2022-grand-prize-winners