

CURRICULUM VITA
Erin A. Chaparro, Ph.D.

Special Education and Clinical Sciences
 Educational and Community Supports
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Updated 10/20/2021

TEACHING AND RESEARCH INTERESTS:

Stemming from the foundations of the theory of instruction, implementation science, innovation diffusion, and evidence-based practices my teaching and research interests target the implementation of scientifically-based reading and behavioral interventions within multi-tiered systems of support. In particular I focus on scaling of the interventions with a special focus on Emerging bilingual students and students at risk for academic and behavioral difficulties.

EDUCATIONAL RECORD:

- 2001 – 2006 Ph.D., University of Oregon, Eugene, OR. Major area of study: School Psychology, dissertation title: *Monitoring the early literacy skills of English language learners in kindergarten and first grades*
- 2001 – 2004 M.S., University of Oregon, Eugene, OR in Special Education
- 1994 – 1998 B.S., Willamette University, Salem, OR. Major: Literature Award, Multicultural Scholar
- 1997 Guest Student, Centro de Lenguas e Intercambio Cultural, Seville, Spain

EMPLOYMENT HISTORY:

- 2020 Research Associate Professor, University of Oregon
- 2015 – 2020 Research Assistant Professor, University of Oregon
- 2015 – 2016 Assistant Research Scientist, Oregon Research Institute
- 2008 – 2015 Research Associate, University of Oregon
- 2006 – 2008 Research Associate, RMC Research Corporation, Center on Teaching and Learning, University of Oregon, Western Regional Reading First Technical Assistance
- 2005 – 2006 Education Program Specialist, Reading First Program, Arizona Department of Education, Phoenix, AZ
- 2004 – 2005 School Psychologist, Maple Elementary School, Springfield, OR
- 1998 – 2001 High School Counselor, St. Mary's Catholic High School, Portland, OR

RESEARCH ACTIVITIES:

A. Refereed Journal Articles

13. **Chaparro, E. A.**, Gunn, B., Smolkowski, K, Vadasy, P., & Dennis, C. (2022). A randomized efficacy trial of direct instruction spoken English (DISE) on newcomers in middle school: Examining differential response and identifying implementation barriers and facilitators. *Accepted for publication*.
12. **Chaparro, E.A.**, Green, A., Linan-Thompson, S., & Batz, R. (2021). Classroom to casa: Implementing multi-tiered systems of support for emerging bilinguals. *Preventing School Failure*, 1–9. <https://doi.org/10.1080/1045988X.2021.1937022>
11. **Chaparro, E. A.**, Massar, M. M., & Blakely, A. W. (2021). Examining the knowledge and skills of systems-level coaches: Supporting durable implementation of effective behavioral and instructional support systems in schools. *Elementary School Journal*. <https://doi.org/10.1086/716909>
10. Nese, R. N. T., Meng, P., Breiner, S., **Chaparro, E. A.**, & Algozzine, B. (2020). Using stakeholder feedback to improve online professional development opportunities. *Journal of Technology in Education*, 52(2), 148-162. <https://doi.org/10.1080/15391523.2020.1726233>
9. **Chaparro, E. A.**, Smolkowski, K., & Ryan Jackson, K. (2020). Scaling up and integrating effective behavioral and instructional support systems (EBISS): A study of one state’s professional development efforts. *Learning Disability Quarterly*, 43(5), 4-17. <https://doi.org/10.1177/0731948719851752>
8. **Chaparro, E. A.**, Stoolmiller, M., Park, Y., Baker, S. K., Basaraba, D., Fien, H., & Mercier Smith, J. (2018). Evaluating passage and order effects of oral reading fluency passages in second grade: A partial replication. *Assessment for Effective Intervention*, 44(1), 3-16. <https://doi.org/10.1177/1534508417741128>
7. Park, Y., **Chaparro, E. A.**, Preciado, J., & Cummings, K. D. (2015). Is earlier better? Mastery of reading fluency in early schooling. *Early Education and Development*, 26(8), 1187-1209. <https://doi.org/10.1080/10409289.2015.1015855>
6. Baker, S. K., Smolkowski, K., **Chaparro, E. A.**, Smith, J. L. M., & Fien, F. (2015). Using regression discontinuity to test the impact of a tier 2 reading intervention in first grade. *Journal of Research on Educational Effectiveness*, 8(2), 218-244. <https://doi.org/10.1080/19345747.2014.909548>
5. Fien, H., Smith, J., Smolkowski, K., Baker, S. K., Nelson, N. J., & **Chaparro, E. A.** (2014). An examination of the efficacy of a multitiered intervention on early reading outcomes for first grade students at risk for reading difficulties. *Journal of Learning Disabilities*, 48(6), 602-621. <https://doi.org/10.1177/0022219414521664>
4. Preciado, J., **Chaparro, E. A.**, Smith, J. L. M., & Fien, F. (2013). K-3 school-wide reading model to improve literacy outcomes for Latino English learners. *Educational Research Journal*, 28(1 & 2), 51-84.
3. **Chaparro, E. A.**, Ryan Jackson, K., Baker, S. K., & Smolkowski, K. (2012). Effective behavioral and instructional support systems: An integrated approach to behavior and

academic support at the district level. *Advances in School Mental Health Promotion*, 5(3), 161-176. <https://doi.org/10.1080/1754730X.2012.707424>

2. **Chaparro, E. A.**, Smolkowski, K., Baker, S. K., Hanson, N., & Ryan-Jackson, K. (2012). A model for system-wide collaboration to support integrated social behavior and literacy evidence-based practices. *Psychology in the Schools*, 49(5), 465-483. <https://doi.org/10.1002/pits.21607>
1. Fien, H., Smith, J. L. M., Baker, S. K., **Chaparro, E. A.**, Baker, D. L., & Preciado, J. A. (2011). Including English learners in a multi-tiered approach to early reading instruction and intervention. *Assessment for Effective Intervention*, 36(3), 143-157. <https://doi.org/10.1177/1534508410392207>

B. Manuscripts Submitted for Publication:

2. **Chaparro, E. A.** & Kittleman, A. (2021). Examining Rural School Implementation of Positive Behavioral Supports Across the Tiers. *Under review*.
1. Cil, G., **Chaparro, E.A.**, Dennis, C., Smolkowksi, K. & Gunn, B. (2021). An economic evaluation of adopting and implementing a new English language curriculum for middle school English learners. *Under review*.

C. Manuscripts in Preparation

2. Anderson, R., **Chaparro, E. A.**, Smolkowski, K., & Cameron, R. (2022). Writing rubric development: Exploring the relation between argument writing and student self-efficacy.
1. **Chaparro, E. A.**, Dennis, C., Vadasy, P. Gunn, B. (2022). A review of literature examining the use of paraprofessionals to effectively support Emerging Bilingual English learning students.

D. Peer-Reviewed Newsletter Articles

1. **Chaparro, E. A.** (2008). The double-edged sword of immigration. *Communiqué: The Newspaper of the National Association of School Psychologists*, 36.

E. National Position Briefs

4. **Chaparro, E.A.**, Horner, R., Algozzine, B., Daily, J., & Nese, R. N. T. (2022). *How School Teams Use Data to Make Effective Decisions: Team-Initiated Problem Solving (TIPS)*. Center on PBIS, University of Oregon.
3. Santiago-Rosario, M. R., **Chaparro, E. A.**, Garbacz, A., McDaniel, S. C., & George, H. P. (2021). *Remote Instruction Strategy Matrix for Collaboration with Families*. Center on PBIS, University of Oregon. www.pbis.org.
2. McDaniel, S. C., **Chaparro, E. A.**, Santiago-Rosario, M. R., Kern, L., & George, H. P. (2020). *Adapting PBIS practices for rural settings: The remote instruction strategy matrix*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. Retrieved from www.pbis.org
1. **Chaparro, E. A.**, Nese, R. N. T., & McIntosh, K. (2015). *Examples of engaging instruction to increase equity in education*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. Retrieved from www.pbis.org

F. Book

1. Ysseldyke, J., **Chaparro, E. A.**, & VanDerHeyden, A. (2022). *Assessment in Special and Inclusive Education* (14th Ed.). PRO-ED LLC. In press.

G. Book Chapters

3. **Chaparro, E. A.**, Horner, R., Nese, R., Algozzine, B., & Todd, A. (2022). The form and function of data-based teams in inclusive schools. In B. Algozzine (Ed.), *Handbook of Inclusive Elementary Schools*. In press. Taylor & Francis.
2. Herman, K., Reinke, W., **Chaparro, E. A.**, W., Pas, E., & Sullivan, A. (2020). Finding and securing grant funding and managing grants. In R. G. Floyd, & T. L. Eckert (Eds.), *Handbook of University and Professional Careers in School Psychology*. Routledge.
1. **Chaparro, E. A.**, Helton, S., & Saddler, C. (2016). Oregon's effective behavioral and instructional support systems initiative: Implementation from district and state level perspectives. In K. McIntosh & S. Goodman (Eds.), *Multi-tiered systems of support: Integrating academic RTI and school-wide PBIS*. The Guilford Press.

H. Assessments

4. Fixsen, D., **Chaparro, E. A.**, Ward, C. & Ryan-Jackson, K. (2016). *Observation Tool for Instructional Support Systems (OTISS)*. University of North Carolina, Chapel Hill.
3. Ryan-Jackson, K. M., & **Chaparro, E. A.** (2016). Systems Coach Self-Assessment. University of Oregon, Eugene, Oregon. In K. McIntosh & S. Goodman (Eds.), *Multi-tiered systems of support: Integrating academic RTI and school-wide PBIS*. Guilford.
2. Ward, C., St. Martin, K., Horner, R., Duda, M., Ingram-West, K., Tedesco, M., Putnam, D., Buenrostro, M., & **Chaparro, E. A.** (2015). *District capacity assessment*. University of North Carolina, Chapel Hill.
1. Baker, D. L., Good III, R., Mross, A. P., McQuilkin, E., Watson, J., **Chaparro, E. A.**, Blanco Vega, C. O., Castro Olivo, S., Prediado, J. A., & Sanford, A. K. (2006). Fluidez en la lectura oral IDEL. In Dynamic Measurement Group (Ed), *Indicadores Dinamicos del Exito en la Lectura* (7th ed., pp. 31-40). Dynamic Measurement Group.

I. Manuals

1. Oregon Coaches Task Force. (2011). *K-12 systems coach manual*. Center on Teaching and Learning, University of Oregon, Eugene, OR.

J. Curricula

6. Daily, J., Triplett, D., & **Chaparro, E. A.** (2020). *Coaching for multi-tiered systems of support: Modules 1-7*. [Online Course]. Oregon Department of Education.
5. Marconi, P., Jones, S., Cameron, R., Ramshaw, D., & **Chaparro, E.A.** (2019). *STELLAR Online: Modules 1 – 12*. [Online Course]. Educational and Community Supports.
4. Todd, A., Horner, R., Algozzine, B., **Chaparro, E. A.**, Nese, R., & Daily, J. (2019). *TIPS for Tier 2 Teams Training*. [Online Course]. Educational and Community Supports.

3. McIntosh, K., & **Chaparro, E. A.** (2007). Lesson 10: Letting go of stress. In K. W. Merrell (Ed.), *Strong Kids for Grades 3 – 5: A social emotional learning curriculum* (pp. 137-146). Paul H. Brookes Publishing.
2. McIntosh, K., & **Chaparro, E. A.** (2007). Lesson 10: Letting go of stress. In K. W. Merrell (Ed.), *Strong Kids for Grades 6 - 8: A social emotional learning curriculum* (pp. 137-146). Paul H. Brookes Publishing.
1. McIntosh, K., & **Chaparro, E. A.** (2007). Lesson 10: Letting go of stress. In K. W. Merrell (Ed.), *Strong Kids for Grades 9 - 12: A social emotional learning curriculum* (pp. 137-146). Paul H. Brookes Publishing.

K. External Funding

The STELLAR Project Phase 2. U.S. Department of Education, Institute of Education Sciences (IES, R305A170603).

Role. Principal Investigator

2017 – 2021

Total Funding \$1,400,000

TIPS EdTech: Developing Professional Development and Online Applications to Support Team-Initiated Problem Solving (TIPS) within Multi-Tiered Support Systems. U.S. Department of Education, Institute of Education Sciences (IES, R324A170052).

Role. Principal Investigator

2017 – 2021

Total Award \$1,400,000

Oregon Multi-Tiered Systems of Support (MTSS) Project. U.S. Department of Education, Office of Special Education Programs (OSEP), sub grant to University of Oregon.

Role. Principal Investigator

2016 – 2019

Total Award \$53,000

An Investigation of Direct Instruction Spoken English for At-Risk English Learners. U.S. Department of Education, Institute of Education Sciences (IES, R305A150325).

Role. Co-Investigator, with Dr. Barbara Gunn, Principal Investigator

2015 – 2019

Total Award \$3,495,074

Next Steps: Oregon's Plan to Improve Personnel Development by Scaling for Content, Depth, and Breadth. U.S. Department of Education, Office of special Education Programs (OSEP),

Role. Co-Principal Investigator, with Dr. Ed Kame'enui, Principal Investigator

2011 – 2016

Total Award \$745,000

SPDG Breadth English Language Learner Professional Development. U.S. Department of Education, Office of Special Education Programs (OSEP), sub award to University of Oregon.

Role. Principal Investigator with Dr. Audrey Lucero, Co-Investigator

2015 – 2016

Total Award \$42,000

Effective Behavioral and Instructional Support Systems (EBISS) Literacy Strand. U.S. Department of Education, Office of Special Education Programs (OSEP), sub-award to University of Oregon.

Role. Principal Investigator

2012 – 2014

Total Award \$50,000

Oregon Department of Education Personnel Improvement: Effective Behavioral and Instructional Supports for all Students (EBISS). U.S. Department of Education, Office of Special Education (OSEP), sub-award to University of Oregon.

Role. Co-Principal Investigator with Dr. Scott K. Baker, Principal Investigator

2010 – 2012

Total Award \$851,380

Reading First Sustainability Project and Progress Monitoring Passage Equivalency Project. Sub-award to University of Oregon.

Role. Co-Principal Investigator with Dr. Scott K. Baker, Principal Investigator

2008

Total Award \$50,000.00

Federal – Lead Grant Writer

ESC of Northeast Ohio Literacy Partnership. Ohio's Comprehensive Literacy State Development Grant, Ohio Department of Education awarded to Educational Service Center of Northeast Ohio.

Role. Lead Grant Writer for ESC of Northeast Ohio

2020 – 2022.

Total Award. \$2,100,000

Oregon Multi-Tiered Systems of Support (MTSS) Project. U.S. Department of Education, Office of Special Education Programs (OSEP), State Personnel Development, Discretionary Grant.

Role. Lead Grant Writer for Oregon Department of Education

2016 – 2021.

Total Award \$5,089,992

Federal – Research Team

Enhancing Core Reading in First Grade: Evaluating a Response to Intervention System that Incorporates Multiple tiers of Instruction and Data-Based Decision Making Through Comprehensive Professional Development (Project ECRI). U.S. Department of Education, Institute of Education Sciences (IES).

Role. Research Coordinator

2009-2013

Total Award \$5,115,878

Federal – Funding Decision Pending

Evaluation of TIPS (Team-Initiated Problem Solving): A Replication of a Widely-Used Problem-Solving Process for Data Teams Implementing Schoolwide Behavior Supports, (IES, 84.305R).

Role. Principal Investigator

2021-2026

Pending \$4,500,000.00

Evaluation of third quest parallel universe: an accelerated path to literacy recovery for middle schoolers with or at risk for learning disabilities. (IES, 84.324X).

Role. Co-Principal Investigator
2021-2026.
Pending \$3,000,000

K. PRESENTATIONS

Invited

25. Chaparro, E. A. (2021). *Part 1: Team Initiated Problem Solving for Tier 2 Teams & Part 2: The Importance of Monitoring Fidelity of Tier 2 Interventions using the TIPS Framework*. California PBIS Conference, Sacramento, CA.
24. Chaparro, E. A. (2021). *Scaling Up Oregon MTSS: PBIS & Academics*. Invited Presentation at the Association of Positive Behavior Supports (APBS) Annual Convention, Virtual.
23. Chaparro, E. A. (2021). *Instructional Engagement to Increase Equity in the Classroom*. Invited Presentation at the NWPBIS Network's Annual Conference, Virtual.
22. Buckley, J., Chaparro, E. A., Duppong Hurley, K., McLeod, B., Sutherland, K (2020). *Creating Fidelity Rubrics: The Nuts and Bolts of Measuring Implementation*. Invited Panel at the IES Project Director's Annual Meeting, Washington, DC.
21. Chaparro, E. A. (2019) *Evidence-based Practices for Long-Term English Learners*. Oregon Response to Instruction and Intervention Annual Conference, Eugene, OR.
20. Gaunt, B., Chaparro, E. A., Goodman, S., & Ross, S. (2019). *Lessons from the Field: Strategies for Stakeholder Engagement and Effective Data-Based Decision-Making*. Association for Positive Behavior Supports Annual Conference, Washington, D.C.
19. Chaparro, E. A. (2018). *Education Research: A cloud or a rainbow?* Research Showcase, College of Education, University of Oregon, Eugene, OR.
18. Chaparro, E. A. (2018). *Equity and Academic Instruction*. National PBIS Leadership Forum, Chicago, IL.
17. Chaparro, E. A. (2018). *Increasing Equity in Instruction by Using Explicit and Engaging Instruction*. Texas Behavior Conference, Houston, TX.
16. Chaparro, E. A. (2017). *Promote Equity in Your Classroom by Increasing Opportunities for Students to Respond*. Texas Equity Conference, South Padre Island, TX.
15. Chaparro, E. A. (2017). *Increasing Equity in Instruction by using Explicit and Engaging Instruction*. Texas Behavior Conference, Houston, TX.
14. Chaparro, E. A. (2017) *Evidence-based Practices for Long-Term English Learners*. Oregon Response to Instruction and Intervention Annual Conference, Eugene, OR.
13. Chaparro, E. A., Nakayama, N, Martinez, J., Niedermeyer, H., Winter, L. (2016). *Measuring Fidelity & Action Planning with the Tiered Fidelity Inventory*. 2016 National PBIS Leadership Forum, Chicago, IL.
12. Chaparro, E. A., & St. Martin, K. (2015). *Using Fidelity Measure for Implementation of Tiered Literacy Practices*. National PBIS Leadership Forum, Chicago, IL.

11. Chaparro, E. A., & Helton, S. (2015). *Equity and Academic Instruction: Introducing "Examples of Engaging Instruction to Increase Equity in Education."* National PBIS Leadership Forum, Chicago, IL.
10. Chaparro, E. A. (2015). *Using Fidelity Measures for Implementation of Tiered Literacy Supports.* Guest Lecture for Dr. Hank Fien, SPSY 610, College of Education, University of Oregon, Eugene, OR.
9. Chaparro, E. A. (2015). *Educational Assessment from a Systems-Level Perspective.* Guest Lecture for Dr. Angela Whalen, SPSY 674, College of Education, University of Oregon, Eugene, OR.
8. Chaparro, E. A. (2015). *Evidence-based Literacy Instruction for English Learners: A Summary of the IES Practice Guide.* Invited Presentation at the Oregon RTI Spring Conference, Bend, OR.
7. Chaparro, E. A. (2015). *Systems Coaching at the District Level.* Invited Presentation at the Oregon RTI Spring Conference, Bend, OR.
6. Chaparro, E. A. (2014). *Explicit and Engaging Literacy Instruction for English Learners.* Invited Presentation at the Oregon RTI Spring Conference, Sun River, OR.
5. Goodman, S., & Chaparro, E. A. (2013). *Coaching for Academic and Behavior Integration.* National PBIS Leadership Forum, Chicago, IL.
4. Chaparro, E. A. (2011, April 8). *District-wide implementation of school-wide behavior support and reading models.* Keynote speaker at 3rd Annual Educational, School & Counseling Psychology Conference, MO.
3. Chaparro, E. A. (2009). *Comprehension Module: Application to State Professional Development.* U.S. Department of Education's National Literacy Leadership Conference on Comprehension, Atlanta, GA.
2. Chaparro, E. A. (2004). *English Language Learners and Special Education: A Proactive Approach.* Guest Lecture at the University of Oregon Teacher Education Program, ED 607, Instructor Abby Lane.
1. Chaparro, E. A. (2004). *Effective Interventions and Instruction for use with English Language Learners: Strategies for Teachers.* Presented for Eugene 4J school district, Howard Elementary School and River Road Elementary School, Eugene, OR, Dr. Brianna Stiller.

Peer-Refereed National & Regional

30. Chaparro, E. A., & Smolkowski, K. (2020). *An Evaluation of Direct Instruction on Middle School Emerging Bilingual Students.* Poster presentation for 28th Annual Pacific Coast Research Conference, San Diego, C.A.
29. Chaparro, E. A., Smolkowski, K., Dennis, C., & Gunn, B. (2020). *Final Impacts of a Randomized Controlled Trial of Direct Instruction Spoken English (DISE) on the Development of English Oral Language Skills of Emergent Bilingual Middle School Students.* Poster presentation for Annual Principal Investigators Meeting, Institute of Education Sciences (IES), Washington, D.C.

28. Chaparro, E. A., Smolkowski, K., Dennis, C. & Gunn, B. (2019). *An Investigation of Direct Instruction Spoken English (DISE) on Newcomers in Middle School: Examining Differential Response and Identifying Randomized Controlled Trial Implementation Barriers and Facilitators*. Poster presentation for Annual Meeting of the Society for Prevention Research, San Francisco, CA.
27. Chaparro, E. A., Smolkowski, K., Dennis, C., & Gunn, B. (2019). *Preliminary Findings of a Randomized Controlled Trial of Direct Instruction Spoken English (DISE) on the Development of English Oral Language Skills of Emergent Bilingual Middle School Students*. Poster presentation for Annual Principal Investigators Meeting, Institute of Education Sciences (IES), Washington, D.C.
26. Chaparro, E. A. & Nese, R. T. (2019). *Team-Initiated Problem Solving (TIPS): An Introduction and a Preview of Online Tools for Data Teams*. PBIS Leadership Forum, Chicago, IL.
25. Chaparro, E. A., Meng, P., Breiner, S., & Todd, A. (2019). *Team-Initiated Problem Solving (TIPS): An Introduction of Online Tools for Data Teams*. 17th Annual Northwest PBIS Conference, Portland, OR.
24. Tobin, T., Chaparro, E. A., & Vincent, C. (2015). *Exploring Ideas for Improving School Outcomes for Native Americans*. Northwest Positive Behavioral Interventions and Supports (NWPBIS) Fall Conference, Seattle, WA.
23. Chaparro, E. A. (2014). *Data-Based Decision Making for Behavior and Academic Teams*. Northwest Positive Behavioral Interventions and Supports (NWPBIS) Fall Conference, Portland, OR.
22. Tobin, T., & Chaparro, E. A. (2014). *Culturally Responsive Teaching and Academic Success*. Northwest Positive Behavioral Interventions and Supports (NWPBIS) Fall Conference, Portland, OR.
21. Chaparro, E. A., Ryan Jackson, K., McIntosh, K., Reinke, W., Herman, K., & Smolkowski, K. (2013). *A Tale of Three Measures: Validating Fidelity of Implementation Tools*. Symposium at the Annual National Association of School Psychologist Convention, Seattle, WA.
20. Ryan Jackson, K., & Chaparro, E. A. (2013). *Blending PBIS and the School-wide Reading Model: A District Self-Assessment*. Paper presentation at the Annual National Association of School Psychologist Convention, Seattle, WA.
19. Chaparro, E. A., Smokowski, K, Baker, S. K., Fien, H., & Smith, J. L. M. (2012). *An Examination of Treatment Effects of a First Grade Literacy Intervention Using a Regression Discontinuity Design*. Poster presentation at the Spring Conference of the Society for Research on Educational Effectiveness: Understanding Variation in Treatment Effects.
18. Chaparro, E. A., Smolkowski, K., Fien, H., Baker, S. K., & Smith, J. L. M. (2012). *Using Regression Discontinuity Design to Evaluate Early Literacy Instruction in an RTI System*. Poster presentation at the 20th Annual Pacific Coast Research Conference.
17. Park, H., & Chaparro, E.A. (2011). *The Importance of Early Mastery of Basic Reading Skills*. Round table presentation for the American Educational Researcher Association Annual

Meeting, New Orleans, LA.

16. McIntosh, K., Reinke, W., Herman, K., Chaparro, E. A., & Merrell, K. (2010). *Enhancing School Readiness: Preventing Multiple Challenges in Preschool and Kindergarten*. Symposia for the American Psychologist Association Annual Conference, San Diego, CA.
15. Basaraba, D. Chaparro, E. A., & Travers, T. (2010). *Making Sense of Nonsense Word Fluency: Tools for Interpreting Student Performance*. Poster presentation for the American Educational Researcher Association Annual Meeting, Denver, CO.
14. Chaparro, E. A., Smith, J. L., Baker, D. L., Sanford, A., Park, H., & Travers, T. (2010). *When the Growing Gets Tough: A Discussion About Growth Measures*. Symposia for the National Association of School Psychologists Annual Conference, Chicago, IL.
13. Fien, F., Smith-Mercier, J. L., & Chaparro, E. A. (2009). *Evaluating the Effectiveness of the Oregon Reading First Program*. Paper presentation at the National Association of School Psychologists Annual Conference, Boston, MA.
12. Chaparro, E. A., & Carnine, L. (2009). *Just Right Fluency Instruction and Assessment*. Featured Speaker at the Annual DIBELS Summit, Albuquerque, NM.
11. Chaparro, E. A. (2008). *Response to Instruction: Making the Connection between Rtl and Reading First*. Presentation for the Alaska Department of Education at the Annual Reading First Summit, Anchorage, AK.
10. Chaparro, E. A. (2007). *ABC's of Assessment with English Language Learners*. Presentation for U.S. Department of Education at the National Reading First Conference, St. Louis, MO.
9. Chaparro, E. A. (2007). *What's working: Teaching Reading to English Language Learners*. Presented at the National Association of School Psychologists Annual Conference, New York City, NY.
8. Chaparro, E. A., & Smith, J. L. M (2006). *What's the Word? The Latest Research on ELL Literacy Development and Interventions*. Presented at the National Association of School Psychologists Annual Conference, Anaheim, CA.
7. Denning, A., & Chaparro, E. A. (2006). *Implementing Progress Monitoring at the State wide Level*. Presented at the Annual DIBELS Summit, Albuquerque, NM.
6. Chaparro, E. A. (2006). *Reading First and English Language Learners: Is it Working?* Presented at the National Association of School Psychologist Annual Conference in Anaheim, CA.
5. Smith, J. L., & Chaparro, E. A. (2005). *The Importance of Spanish Phonological Awareness Skills for English and Spanish Reading Outcomes*. Presented at the National Association of Bilingual Education Annual Conference in San Antonio, TX.
4. Chaparro, E. A., & Castro Olivo, S. (2004). *Effective Interventions and Instructional Practices for English Language Learners*. Mini-skills workshop presented for the National Association of School Psychologists Annual Conference, Dallas, TX.
3. Chaparro, E. A., & McIntosh, K. (2004). *Monitoring Response to Intervention: Implications*

for *Academic and Behavioral Assessment*. Mini-skills workshop presented for the National Association of School Psychologists Annual Conference, Dallas, TX.

2. Orton, K., Putnam, L., Nakayama, N., Chaparro, E. A., Sanford, A., Flindt, N., & Good, R. H. (2003). *Leave No Child Behind: DIBELS Assessment to Support Reading Health*. Two-day workshop at the National Direct Instruction Conference and Institutes, Eugene, OR.
1. Isava, D., McGraw, K., Chaparro, E. A., & Kaminski, R. (2003). *Cooperative Activities for Problem Solving: A Case Study of First Graders*. Presented at the National Association of School Psychologists Annual Conference, Toronto, Canada.

National & Regional Training Workshops

11. Chaparro, E. A. (2011). *Effective Instructional Strategies for Elementary English Learners*. One-day workshop for the Read to Achieve Colorado State Initiative Professional Development Conference, Denver, CO.
10. Chaparro, E. A. (2011). *Elementary ELs: What's the word?* Half-day workshop for Desert Canyon Best Practices Institute, Cambium Learning Group, Tucson, AZ.
9. Chaparro, E. A. (2010). *Effective and Explicit Instructional Strategies for 3-5th grades*. The New Mexico State Performance Plan Improvement Project Summer Institute hosted by the Northeast Regional Education Cooperative, Las Vegas, NM.
8. Chaparro, E. A. (2009). *Effective and Explicit Vocabulary Instruction*. The New Mexico State Performance Plan Improvement Project Summer Institute hosted by the Northeast Regional Education Cooperative, Las Vegas, NM.
7. Jankowski, E. A., Chaparro, E. A., & Carnine, L. (2007). *Effective Vocabulary and Comprehension Instruction for Elementary Students At-Risk of Reading Failure*. Three-day workshop for New Mexico Public Education Department, Santa Ana Pueblo, NM.
6. Chaparro, E. A., Jankowski, E. A., & Carnine, L. (2007) *Effective Vocabulary and Comprehension Instruction for Elementary Students At-Risk of Reading Failure*. Three-day workshop for Bureau of Indian Education, Phoenix, AZ.
5. Bronaugh, L., & Chaparro, E. A. (2006). *DIBELS Administration and Scoring*. For Olympia School District, WA.
4. Chaparro, E. A., Carrizales, D., McKenna, M. (2004). *Now What? How to Use DIBELS to Inform Instructional Practices*. Two-day workshop for the Philadelphia School District, PA.
3. Mercier, J., & Chaparro, E. A. (2004). *Dynamic Indicators of Basic Early Literacy Skills: Using DIBELS to Improve Reading Outcomes*. Two-day workshop for teachers, administrators, and school psychologists in Portland, OR.
2. Mercier, J., Chaparro, E. A., & Sanford, A. (2003). *An Introduction to DIBELS and IDEL: What It Really Means to Leave No Child Behind*. Two-day workshop for Region 19 of the Texas Reading Initiative. Participants from 44 school districts, El Paso, TX.
1. Mercier, J. L., & Chaparro, E. A. (2003). *Using DIBELS and IDEL to Plan and Evaluate Instructional Support for Grades 1-3*. Four-day training for Canutillo School District

Teachers of Grades K - 3, Canutillo, TX.

INSTRUCTIONAL AND ADVISING ACTIVITIES:

A. List of Courses Taught at the University of Oregon

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| 2012 – 2017 | Instructor, EDLD 618, Data-Based Decision-Making for Literacy University of Oregon, College of Education, Eugene, OR |
| 2003 – 2005 | Graduate Teaching Fellow for Doctoral Research, SPSY Seminar: Dr. R. Good & Dr. R. Kaminski. University of Oregon, Eugene, OR |
| 2003 – 2004 | Graduate Teaching Fellow for EDLD Diversity in Education: Dr. C. Martinez. University of Oregon, Eugene, OR |
| 2001 – 2002 | Teaching Assistant for EDST Foundations of Teaching and Interventions, Dr. M. Shinn, University of Oregon, OR |

B. Other Teaching Experience

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| 2010 | Special Education Consultation, College of Education, Willamette University, Salem, OR |
| 2003 | Special Education Practicum Teacher Grades 3 - 5, Bethel School District, Bethel, OR |
| 1999 – 2000 | SAT Prep Course, St. Mary's Academy, Portland, OR |

C. List of Service on Graduate Student Committees

Jessica Daily (2021, Exploring the Impact of Online Team-Initiated Problem-Solving Professional Development on Teachers' Perceptions of Efficacy and Problem-Solving Skills). Education, Measurement, Policy, & Leadership Department

Kayla Vargas (2020, Latina Transfer Students' Academic and socio-Cultural Resource Use and Persistence) Counseling Psychology Department

Michelle Massar (2017, Effects of Coach-Delivered Prompting and Performance Feedback on Teacher Use of Evidence-Based Classroom Management Practices and Student Behavior Outcomes) Special Education and Clinical Services Department

Allison Blakley (2017, District Capacity and the Implementation of Positive Behavior Interventions and Supports: An Exploratory Study Using Multilevel Modeling) Special Education and Clinical Services Department

D. Guest Lectures

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| 2020 | SPED 607 Disrupting the School to Prison Pipeline, Rhonda Nese |
| 2019 | SPSY 674 Educational Assessment, Ben Clarke |
| 2019 | EDLD 623 Cultural Adaptation Evidence-Based Practices, Ruby Batz |
| 2018 | SPSY 674 Educational Assessment Spring, Ben Clarke |
| 2017 | SPSY 674 Educational Assessment Spring, Ben Clarke |
| 2015 | SPSY 631 Academic and Behavioral Intervention, Hank Fien |

2015 SPSY 674 *Educational Assessment*, Angela Whalen

SERVICE ACTIVITIES:

National Service

A. Editorial Board Reviewing

2020 – 2022	Editorial Board, Special Education Quarterly
2020 – 2022	Editorial Board, Journal of School Psychology
2019 – Present	Adhoc Review, Journal of Research on Education Effectiveness
2014 – 2016	Editorial Board, School Psychology Quarterly
2014	Adhoc Reviewer, Contemporary School Psychology
2013 – Present	Adhoc Reviewer, Elementary School Journal
2012 – Present	Adhoc Reviewer, Bilingual Research Journal
2012 – Present	Adhoc Reviewer, Reading and Writing Quarterly
2010 – 2019	Adhoc Reviewer, Journal of School Psychology
2011	Adhoc Reviewer, Reading and Writing Quarterly
2009	Adhoc Reviewer, Psychology in the Schools

B. Grant Review Panel

2017 – 2025	Principal Member, Institute of Education Sciences (IES), Reading, Writing, and Language Development Scientific Grant Review Panel
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C. Grant Advisory Board Membership

2019 – 2023	Scientific Advisory Board, IES National Research & Development Center for Rural Schools, University of Missouri, Columbia: PI, Dr. Wendy Reinke
2018 – 2021	Scientific Advisory Board, IES Goal 5, Identifying Discrete and Malleable Indicators of Culturally Responsive Instruction and Discipline: PI, Dr. Keith Herman
2013 – 2016	Advisory Board Member, IES Goal 2 The Classroom Check-Up: Supporting elementary Teachers in Classroom Management (CCU) Using a Web-based Coaching System: PI, Dr. Wendy Reinke
2009 – 2012	Advisory Board, Preparing Autism Specialist for Schools Project, University of Oregon: Dr. Cynthia Herr

State Service

A. State Work Groups and Advisory Boards

2017 – 2020	SPDG Leadership Advisory Group, Oregon Department of Education, Jennifer Ecklund
2016 – 2017	Implementation Science Advisor, Oregon Department of Education, Dr. Jan McCoy
2008 – 2011	Invited Member, State Work Group for Scaling Up Evidence-Based Practices in Education, Oregon Department of Education

College of Education Service

A. Committees

- 2019 Leadership Committee for College of Education's Celebration 50th Anniversary of Project Follow-Through, Co-Chair (Included invited Speakers Drs. Russell Gersten, David Chard, and Beth Harn)
- 2017 – 2019 Dean's Faculty Advisory Committee, College of Education
- 2016 – 2017 University-wide Diversity Committee, College of Education Representative

Research Unit Service

A. Committees

- 2017 – 2020 Climate, Culture, and Equity Committee
- 2019 – Present Standing Committee on Policy

B. Community Service

- 2019 – Present Board Chair, Board of Directors, All Are We Water Collective, 501.C3, <http://allarewe.org/meet-the-board>, Fundraising and Event Support
- 2016 – 2019 Volunteer, Civil Liberties Defense Center, 501.C3, Legal Tent at Standing Rock, ND, & Fundraising

AWARDS AND PROFESSIONAL ACTIVITIES:

A. Awards and Honors

- 05/23-27/16 *Competitively Selected Institute Participant.* Institute for Education Sciences and Teachers College, Columbia University, Center for Benefit-Cost Studies of Education Training Institute, Santa Monica, CA.
- 08/13-17/12 *Travel Award.* Institute for Educational Sciences, Research Training Institute: Within-study Comparisons and Designs. Northwestern University, Evanston, IL.
- 06/19-30/11 *Travel Award.* Institute for Educational Sciences, Research Training Institute: Cluster Randomized Trials. Northwestern University, Evanston, IL.
- 2007 *Hope Baney Fund Award.* Faculty exchange to study Mexican education system, College of Education, University of Oregon, Eugene, OR.
- 2005 DIBELS Student Research Support Award. College of Education, University of Oregon, Eugene, OR.

B. Professional Organizations and Activities

- 2018 – Present Society for Prevention Research
- 2015 – 2020 Society for Research on Education Effectiveness
- 2019 – Present Western Implementation Society for Practice & Research (Founding Member)
- 2019 – Present Global Implementation Society (Founding Member)

2012 – 2013
2004 – 2011
2002 – 2006

American Psychological Association
National Association of School Psychologist
Oregon Association of School Psychologist