

P. Shawn Irvin
Curriculum Vita

Address: Behavioral Research and Teaching Email: pirvin@uoregon.edu
 175 Lokey Education Telephone: (541) 346-3535 (Office)
 5262 University of Oregon (541) 346-5689 (FAX)
 Eugene, OR 97403-5262

EDUCATION

Ph.D.	Educational Methodology, Policy and Leadership , University of Oregon, Eugene, OR	June 2015
M.S., Principal License	Educational Leadership , Antioch University McGregor, Yellow Springs, OH	May 2007
M.S.	Geology , Miami University, Oxford, OH	Dec 2002
B.A.	Geology , Miami University, Oxford, OH	May 1997

CURRENT ACADEMIC APPOINTMENT

Research Assistant	University of Oregon	03/2018 – present
Professor	<i>Behavioral Research and Teaching</i>	

CURRENT PROJECTS

Project DATA for RTI: Developing Adept Teams for Advancing RTI
 Institute of Education Sciences, National Center for Special Education Research (Award: \$1.5 million for 2016-2020, #R324A160032)
 Title: Research Associate/Data Analytic Manager FTE: 0.30 Years 1 & 4; 0.35 Years 2 & 3
Extended (Alternate) Assessment Development for Oregon Department of Education
 Oregon Department of Education (Contract Budget: \$315,974 for 2018-2021)
 Title: Research Associate FTE: 0.30-.50 seasonally-dependent over 2018-19
easyCBM Classroom Assessment System
 Title: Assessment-guided and Data-based Decision-making Specialist FTE: 0.10-0.20

PENDING PROJECTS

Project GrAASP: Growing Agency for Sensemaking of Scientific Phenomena
 National Science Foundation – DRK-12 (Award: 2.1 million for 2020-2024)
 Title Principal Investigator FTE: 0.40 Years 1-4 Status: Pending
Performance Assessment Technology System (Project PATS)
 Institute for Education Sciences, NCSER (Award: \$1.4 million for 2020-2024)
 Title: Co-Principal Investigator FTE: 0.30 Status: Pending
Between-School Variance in Achievement Gaps: An Inter-State Collaborative Using Computational and Mixed-Methods
 Institute for Education Sciences, NCER (Award: \$1.4 million for 2020-2024)
 Title: Research Associate FTE: 0.05 Years 1-2; 0.20 Year 3; 0.20 Year 4 Status: Pending

RECENTLY COMPLETED and SUBMITTED/UNFUNDED PROJECTS

Assessment and Data Literacy Training Modules

Oregon Department of Education (Contract Budget: \$139,940)

Title: Lead Developer FTE: 0.20 February 2019-June 2019 Status: Completed

Intensifying Cognition, Early Literacy, and Behavior for Exceptional Reading Growth to Improve Preschool and Kindergarten Data-Based Decision-Making and Prevent Reading Disabilities (Project ICEBERG)

Office of Special Education Programs (Award: \$1.5 million 2015-2018, #H327S150007)

Title: Research Associate FTE: 0.30 annually Status: Completed

University of Oregon Comprehensive Center

Office of Elementary and Secondary Education (OESE): Comprehensive Centers (CC) Program (Award: \$3,312,440 2019-2024)

Title: Director of Distance Learning FTE: 0.50 Years 1-5 Status: Unfunded

Performance Assessment Initiative

Competitive Grants for State Assessments, USDE (Award: \$1,551,342 2019-2023)

Title: Co-Principal Investigator FTE: 0.25 Years 1-4 Status: Unfunded/Unsubmitted

Measures of Application and Reasoning in Science (Project MARS; Grades 3-5)

National Science Foundation – DRK-12 (Award: 1.9 million for 2019-2023)

Title: Lead Principal Investigator FTE: 0.50 Years 1-4 Status: Unfunded

Measures of Application and Reasoning in Science (Project MARS; Grades K-2)

Institute for Education Sciences, NCSER (Award: \$1.4 million for 2019-2023)

Title: Lead Principal Investigator FTE: 0.40 Years 1-4 Status: Unfunded

Test Practices and Use: Deepening Stakeholder Understanding of Assessment Literacy

NCME Mission Grant Fund (Award: \$15,675 for 2019)

Title: Co-Lead Researcher FTE: Contract Status: Unfunded

NCS-FO: Collaborative Research: Invoking Student Science Simulation Strategies To Strengthen Problem Solving Knowledge, Skills and Practices

National Science Foundation, ECCS – Integrated Strategies for Understanding Neurological and Cognitive Systems (Award: \$395,280 Nov. 2018- Oct. 2020)

Title: Research Associate FTE: 0.04 Status: Unfunded

PRIOR ACADEMIC APPOINTMENTS and RESEARCH TRAINING

Research Associate	University of Oregon <i>Behavioral Research and Teaching</i>	06/2015 – 02/2018
Graduate Research Fellow	University of Oregon <i>Behavioral Research and Teaching</i>	01/2011 – 06/2015
Graduate Research Assistant	Miami University <i>Geology Department</i>	08/1999 – 12/2001

EDUCATION RESEARCH PROFESSIONAL HISTORY

Jan. 2013 – Present	Technical Adequacy Specialist, Dillard Research Associates, Eugene, OR
Jan. 2011 – Present	Research Assistant Professor, Research Associate, and Graduate Research Fellow, Behavioral Research and Teaching, University of Oregon, Eugene, OR
Aug. 2017 – June 2018	Research Consultant, Eugene 4J School District, Eugene, OR
Nov. 2016 – Feb. 2018	Interdisciplinary Research Team, University of Oregon, Eugene, OR
Sept. 2010 – Apr. 2011	Project Manager of Measurement Team, Berkeley Evaluation and Research (BEAR) Center, University of California, Berkeley, CA

POST-SECONDARY TEACHING

Oct. 2019 – Dec. 2019	Survey of Education Research Methods, EMPL, UO
Apr. 2019 – Aug. 2019	Executive Leadership Institute, EMPL, UO
Apr. 2019 – Jun. 2019	Professional Writing III, Educational Methodology, Policy and Leadership, Univ of Oregon, Eugene, OR
July 2018 – Aug. 2018	Survey of Education Research Methods, Educational Methodology, Policy and Leadership, Univ of Oregon, Eugene, OR
Jan. 2014 – Mar. 2014	Supervised College Teaching, Professional Writing, Educational Methodology, Policy and Leadership, Univ of Oregon, Eugene, OR
Mar. 2013	Guest Lecturer, Professional Writing, Educational Methodology and Leadership, Univ of Oregon, Eugene, OR
Jan. 2008 – Dec. 2008	Adjunct Faculty, Antioch Univ McGregor, Professional Writing, Yellow Springs, OH
Aug. 1999 – Dec. 2001	Head Teaching and Field Assistant, Miami University, Geology, Oxford, OH

RELATED TEACHING

July 2006 – June 2010	Lead STEM Teacher, Beavercreek City Schools, STARBASE Wright-Patterson AFB, Dayton, OH
Apr. 2009 – Dec. 2009	STEM Coordinator ACES/ACES2, Avetec, LLC., Springfield, OH
June 2007 – Feb. 2008	Principal Internship, Yellow Spring High School and McKinney Middle School, Yellow Springs, OH
Aug. 2004 – June 2006	Lead Science Teacher, New Choices Comm School, Dayton, OH

SCHOLARSHIP

A. Peer-Reviewed Articles:

- [11] Anderson, D., Rowley, B. Stegnaga, S., **Irvin, P. S.**, & Rosenberg, J. (In press) Evaluating content-related validity evidence using a text-based, machine learning Procedure. *Educational Measurement: Issues and Practice*.
- [10] Rowley, B., Anderson, D., Tindal, S., **Irvin, P. S.**, & Tindal, G. (2019-2020) *What's behind options A, B, & C?* Manuscript in preparation.
- [9] Sáez, L., & **Irvin, P. S.** (2019). *Reducing reading difficulty risk through a prekindergarten assessment-guided instructional approach*. Manuscript in preparation.

- [8] **Irvin, P. S.**, Tindal, G., & Slater, S. (2019). *The relation of kindergarten entry skills to emergent literacy and mathematics achievement*. Manuscript in preparation.
- [7] **Irvin, P. S.**, Saven, J. L. S., Tindal, G. (2019). *Growth in elementary mathematics skills: A comparison of standards-based interim measures*. Manuscript in preparation.
- [6] **Irvin, P. S.**, Huna, Y., Tindal, G. (2019). *Considerations in evaluating teachers and schools: Comparing models of student change*. Manuscript in preparation.
- [5] Scalise, K., **Irvin, P. S.**, Alresheed, F., Zvoch, K., Yim, H., Park, S., Landis, B., Meng, P., Kleinfelder, B., Halladay, L., & Partsafas, A. (2018). Accommodations in digital interactive STEM assessment tasks: Current accommodations and promising practices for enhancing accessibility for students with disabilities, *Journal of Special Education Technology*, 33(4), 219-236. doi:10.1177/0162643418759340
- [4] Farley, D., Anderson, D., **Irvin, P. S.**, & Tindal, G. (2016). Modeling reading growth in grades 3-5 with an alternate assessment. *Remedial and Special Education*. 38(4), 195-206. doi:10.1177/0741932516678661
- [3] Tindal, G., **Irvin, P. S.**, Nese, J. F. T., & Slater, S. (2015). Skills for entering kindergarten. *Educational Assessment*, 20, 297-319. doi:10.1080/10627197.2015.1093929
- [2] Anderson, D., **Irvin, P. S.**, Alonzo, J., & Tindal, G. (2015). Gauging item alignment through online systems while controlling for rater effects. *Educational Measurement: Issues and Practice*, 34(1), 22-33. doi:0.1111/emip.12038
- [1] Scalise, K., Timms, M., Moorjani, A., Clark, L., Holtermann, K., & **Irvin, P. S.** (2011). Student learning in science simulations: Design features that promote learning gains. *Journal of Research in Science Teaching*, 48(9), 1050-1078. doi:10.1002/tea.20437

B. National Conferences:

- [19] Sáez, L., & **Irvin, P. S.** (2020, February). Using assessment-guided instructional support practices to prevent reading disability risk in prekindergarten. Poster presented at the Council for Exceptional Children (CEC) Special Education Convention, Portland, OR.
- [18] **Irvin, P. S.**, & Sáez, L. (2019, September). Assessment-guided decision-making in prekindergarten: A reconceptualization of seminal practices. Poster presented at the National Council for Measurement in Education (NCME) Special Conference on Classroom Assessment, Boulder, CO.
- [17] Anderson, D., Rowley, B., Stegenga, S., **Irvin, P. S.**, & Rosenberg, J. (2019, April). *Evaluating content-related validity evidence using text modeling*. Paper presented at the meeting of the National Council for Measurement in Education (NCME), Toronto, Ontario, CA.
- [16] Alonzo, J., & **Irvin, P. S.** (2018, April). *Test of Teacher RTI Knowledge and Skill: Field Test Results*. Poster presented at the meeting of the American Educational Research Association (AERA), New York, NY.
- [15] Hinkle, H, **Irvin, P. S.**, Pilger, M., & Sáez, L. (February, 2018). Data-Based Decision-Making: Exploring Preschool Teachers' Role in Reading Disability Prevention. Poster presented at the meeting of the Council Learning Disabilities (CLD), Portland, OR.
- [14] **Irvin, P. S.**, Tindal, G., & Slater, S. (April, 2017). *Examining the relation between kindergarten entry and emerging literacy and math achievement*. Paper presented at the meeting of the National Council for Measurement in Education (NCME), San Antonio, TX.
- [13] **Irvin, P. S.**, Tindal, G., & Slater, S. (April, 2017). *Examining the factor structure and measurement invariance of a large-scale kindergarten entry assessment*. Paper presented at the meeting of the American Educational Research Association (AERA), San Antonio, TX.

- [12] **Irvin, P. S.**, & Alonzo, J. (2017, February). *Field-testing a Test of Teacher RTI Knowledge and Skill*. Poster presented at Pacific Coast Research Conference (PCRC), San Diego, CA.
- [11] Anderson, D., **Irvin, P. S.**, Alonzo, J., & Tindal, G. (2015, April). *National middle school mathematics within-year growth norms*. Paper presented at the meeting of the American Educational Research Association (AERA), Chicago, IL.
- [10] Farley, D., Anderson, D., **Irvin, P. S.**, Saven, J. L. S., & Tindal, G. (2015, April). *Modeling reading growth for alternate assessments based on alternate achievement standards (AA-AAS)*. Paper presented at the meeting of the American Educational Research Association (AERA), Chicago, IL.
- [9] Thier, M., **Irvin, P. S.**, Alonzo, J., & Tindal, G. (2015, April). *Examining kindergarten-entry skills in literacy and mathematics across the urban-suburban-town-rural continuum*. Paper presented at the meeting of the American Educational Research Association (AERA), Chicago, IL.
- [8] Alonzo, J., **Irvin, P. S.**, & Nese, J. F. T. (2014, February). *Love those curves: Analyzing comparability of easyCBM CCSS Math test forms*. Poster presented at the Pacific Coast Research Conference (PCRC), San Diego, CA.
- [7] Tindal, G., **Irvin, P. S.**, & Nese, J. F. T. (2013, April). Learning to read: A review of research on growth in reading skills. In J. J. Stevens (Chair), *Research and development on assessment and accountability for special education*. Symposium conducted at the meeting of the National Council for Measurement in Education (NCME), San Francisco, CA.
- [6] **Irvin P. S.**, Anderson, D. A., Saven, J. L., Alonzo, J., & Tindal, G. (2013, April). *Within-year growth in math: Implications for progress-monitoring using RTI*. Paper presented at the meeting of the American Educational Research Association (AERA), San Francisco, CA.
- [5] Anderson, D. A., **Irvin P. S.**, Alonzo, J., & Tindal, G. (2013, April). *Modeling rater effects in a formative mathematics alignment study*. Paper presented at the meeting of the National Council for Measurement in Education (NCME), San Francisco, CA.
- [4] **Irvin, P. S.**, Park, B. J., Alonzo, J., & Tindal, G. (February, 2013). *easyCBM K-5 Math alignment to the Common Core State Standards*. Poster presented at the meeting of the National Association of School Psychologists (NASP), Seattle, WA.
- [3] Park, B. J., **Irvin, P. S.**, Alonzo, J., & Tindal, G. (February, 2013). *easyCBM 6-8 Math alignment to the Common Core State Standards*. Poster presented at the meeting of the National Association of School Psychologists (NASP), Seattle, WA.
- [2] Alonzo, J., Lai, C-F., Anderson, D., Park, B. J., & **Irvin, P. S.** (February, 2012). *Spanish CBM: Assessing literacy in a transparent language*. Poster presented at the Pacific Coast Research Conference (PCRC), San Diego, CA.
- [1] Timms, M., Scalise, K., Moorjani, A., Clark, L., Holtermann, K., & **Irvin, P. S.** (April, 2011). *Student learning in science simulations: Design features that promote learning gains*. Paper presented at the meeting of the National Association for Research in Science Teaching (NARST), Orlando, FL.

C. Technical Reports:

- [30] **Irvin, P. S.**, Sáez, L., Pilger, M., Alonzo, J., Squires, J., Twombly, L., & Tindal, G. (2018). *Project ICEBERG exploration: Using implementation science to guide preschool reading disabilities prevention*. (Technical Report No. 1802). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [29] **Irvin, P. S.** (2016). *Distributed Item Review: Administrator user guide*. (Technical Report No. 1603). Eugene, OR: Behavioral Research and Teaching, University of Oregon.

- [28] **Irvin, P. S.**, Pilger, M., Sáez, L., & Alonzo, J. (2016). *Innovation Need Survey: Implementing a technology tool to improve early data-based decisions to address and prevent learning disabilities* (Technical Report No. 1602). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [27] Saven, J. L., Tindal, G., **Irvin, P. S.**, Farley, D., & Alonzo, J. (2014). *easyCBM Norms 2014 Edition*. (Technical Report No. 1409). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [26] Anderson, D., Alonzo, J., Tindal, G., Farley, D., **Irvin, P. S.**, Lai, C. F., Saven, J. L., & Wray, K. A. (2014). *Technical manual: easyCBM* (Technical Report No. 1408). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [25] Anderson, D., Saven, J. L., **Irvin, P. S.**, Alonzo, J., & Tindal, G. (2014). *Teacher practices and student growth in mathematics: Grades 6-8* (Technical Report No. 1401). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [24] **Irvin, P. S.**, Saven, J. L., Alonzo, J., Park, B. J., Anderson, D., & Tindal, G. (2013). *The development and scaling of the easyCBM CCSS elementary mathematics measures: Grade K* (Technical Report No. 1314). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [23] Saven, J. L., **Irvin, P. S.**, Park, B. J., Alonzo, J., Anderson, D., & Tindal, G. (2013). *The development and scaling of the easyCBM CCSS elementary mathematics measures: Grade 1* (Technical Report No. 1315). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [22] **Irvin, P. S.**, Saven, J. L., Alonzo, J., Park, B. J., Anderson, D., & Tindal, G. (2013). *The development and scaling of the easyCBM CCSS elementary mathematics measures: Grade 2* (Technical Report No. 1316). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [21] Saven, J. L., **Irvin, P. S.**, Park, B. J., Alonzo, J., Anderson, D., & Tindal, G. (2013). *The development and scaling of the easyCBM CCSS elementary mathematics measures: Grade 3* (Technical Report No. 1317). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [20] **Irvin, P. S.**, Saven, J. L., Alonzo, J., Park, B. J., Anderson, D., & Tindal, G. (2013). *The development and scaling of the easyCBM CCSS elementary mathematics measures: Grade 4* (Technical Report No. 1318). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [19] Saven, J. L., **Irvin, P. S.**, Park, B. J., Alonzo, J., Anderson, D., & Tindal, G. (2013). *The development and scaling of the easyCBM CCSS elementary mathematics measures: Grade 5* (Technical Report No. 1319). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [18] Sáez, L., **Irvin, P. S.**, Alonzo, J., & Tindal, G. (2013). *Alignment with the Common Core State Standards: EasyCBM K-3 word reading* (Technical Report No. 1303). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [17] **Irvin, P. S.**, Park, B. J., Alonzo, J., & Tindal, G. (2012). *The alignment of the easyCBM Grades 6-8 math measures to the Common Core Standards* (Technical Report No. 1230). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [16] Park, B. J., **Irvin, P. S.**, Alonzo, J., & Tindal, G. (2012). *The alignment of the easyCBM Grades 3-5 math measures to the Common Core Standards* (Technical Report No. 1229). Eugene, OR: Behavioral Research and Teaching, University of Oregon.

- [15] **Irvin, P. S.**, Park, B. J., Alonzo, J., & Tindal, G. (2012). *The alignment of the easyCBM Grades K-2 math measures to the Common Core Standards* (Technical Report No. 1228). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [14] Saéz, L., **Irvin, P. S.**, Alonzo, J., & Tindal, G. (2012). *Phoneme segmenting alignment with the Common Core Foundational Skills Standard Two: Grades K-1* (Technical Report No. 1227). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [13] Anderson, D., **Irvin, P. S.**, Alonzo, J., & Tindal, G. (2012). *The alignment of easyCBM Middle School Mathematics CCSS Measures to the Common Core State Standards*. (Technical Report No. 1208). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [12] Anderson, D., **Irvin, P. S.**, Patarapichayatham, C., Alonzo, J., & Tindal, G. (2012). *The development and scaling of the easyCBM CCSS Middle School Mathematics Measures* (Technical Report No. 1207). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [11] **Irvin, P. S.**, Alonzo, J., Lai, C. F., Park, B. J., & Tindal, G. (2012). *Analyzing the reliability of the easyCBM reading comprehension measures: Grade 7* (Technical Report No. 1206). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [10] **Irvin, P. S.**, Alonzo, J., Park, B. J., Lai, C. F., & Tindal, G. (2012). *Analyzing the reliability of the easyCBM reading comprehension measures: Grade 6* (Technical Report No. 1205). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [9] Park, B. J., **Irvin, P. S.**, Lai, C. F., Alonzo, J., & Tindal, G. (2012). *Analyzing the reliability of the easyCBM reading comprehension measures: Grade 5* (Technical Report No. 1204). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [8] Park, B. J., **Irvin, P. S.**, Alonzo, J., Lai, C. F., & Tindal, G. (2012). *Analyzing the reliability of the easyCBM reading comprehension measures: Grade 4* (Technical Report No. 1203). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [7] Lai, C. F., **Irvin, P. S.**, Park, B. J., Alonzo, J., & Tindal, G. (2012). *Analyzing the reliability of the easyCBM reading comprehension measures: Grade 3* (Technical Report No. 1202). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [6] Lai, C. F., **Irvin, P. S.**, Alonzo, J., Park, B. J., & Tindal, G. (2012). *Analyzing the reliability of the easyCBM reading comprehension measures: Grade 2* (Technical Report No. 1201). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [5] Patarapichayatham, C., Anderson, D., **Irvin, P. S.**, Kamata, A., Alonzo, J., & Tindal, G. (2011). *easyCBM slope reliability: Letter Names, Word Reading Fluency, and Passage Reading Fluency* (Technical Report No. 1111). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [4] **Irvin, P. S.**, Park, B. J., Anderson, D., Alonzo, J., & Tindal, G. (2011). *A cross-validation of easyCBM reading cut scores in Washington: 2009-2010* (Technical Report No. 1109). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [3] Park, B. J., **Irvin, P. S.**, Anderson, D., Alonzo, J., & Tindal, G. (2011). *A cross-validation of easyCBM reading cut scores in Oregon: 2009-2010* (Technical Report No. 1108). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [2] Anderson, D., Park, B. J., **Irvin, P. S.**, Alonzo, J., & Tindal, G. (2011). *Diagnostic efficiency of easyCBM reading: Washington State* (Technical Report No. 1107). Eugene, OR: Behavioral Research and Teaching, University of Oregon.

- [1] Park, B. J., Anderson, D., **Irvin, P. S.**, Alonzo, J., & Tindal, G. (2011). *Diagnostic efficiency of easyCBM reading: Oregon* (Technical Report No. 1106). Eugene, OR: Behavioral Research and Teaching, University of Oregon.

D. Research Briefs:

- [4] Nese, J.F.T., Anderson, D., **Irvin, P. S.**, & Alonzo, J. (2018). *In-Brief: Reliability of the slope of the easyCBM® math measures*. (Technical Report No. 1804). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [3] Nese, J.F.T., Anderson, D., **Irvin, P. S.**, & Alonzo, J. (2018). *In-Brief: Reliability of the slope of the easyCBM® reading measures*. (Technical Report No. 1803). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [2] **Irvin, P. S.**, Alonzo, J., Nese, J. F. T., & Tindal, G. (2013). *Learning to read: Kindergarten readiness growth in reading skills*. Retrieved from the National Center on Assessment and Accountability (NCAASE) website: <http://ncaase.com/publications/in-briefs>
- [1] Alonzo, J., & **Irvin, P. S.** (2013). *Measuring math growth: Implications for progress monitoring*. Retrieved from the National Center on Assessment and Accountability (NCAASE) website: <http://ncaase.com/publications/in-briefs>

E. Invited Research Presentations:

- [9] **Irvin, P. S.** (October, 2019). *Kindergarten Entry: Focus on Criterion Validity and Decisions*. Presentation at Evidence-based Decision-making (EDLD 643), University of Oregon, Eugene, OR.
- [8] **Irvin, P. S.** (October, 2018). *Kindergarten Entry: Focus on Criterion Validity and Decisions*. Presentation at Evidence-based Decision-making (EDLD 643), University of Oregon, Eugene, OR.
- [7] **Irvin, P. S.** & Basaraba, D. (July, 2017). *A Focus on Academics / Assessment: Screening & Progress Monitoring*. Presentation at the Executive Leadership Institute (ELI), University of Oregon, Eugene, OR.
- [6] Basaraba, D. & **Irvin, P. S.** (July, 2017). *A Focus on Academics / Assessment: Instruction Whole Group, Small Group, & Intervention*. Presentation at the Executive Leadership Institute (ELI), University of Oregon, Eugene, OR.
- [5] **Irvin, P. S.**, Rowley, B., & Tindal, G. (November, 2015). *Oregon Kindergarten Assessment: Implications for research and practice*. Presentation at the Oregon Kindergarten Entry Panel, Salem, OR.
- [4] **Irvin, P. S.**, Tindal, G., & Nese, J. F. T. (August, 2014). *Oregon Kindergarten Assessment: A theoretical and empirical view*. Presentation at the Oregon Summer Assessment Institute, Eugene, OR.
- [3] **Irvin, P. S.** (April, 2014). *Kindergarten 'Readiness': The relation of entering self-regulation and social skills to achievement growth over kindergarten*. Poster presented at the University of Oregon Graduate Student Research Forum, Eugene, OR.
- [2] **Irvin, P. S.**, Wray, K. A., Alonzo, J., & Tindal, G. (April, 2013). *Texas Essential Knowledge and Skills (TEKS) alignment to easyCBM reading*. Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [1] Wray, K. A., **Irvin, P. S.**, Alonzo, J., & Tindal, G. (April, 2013). *Texas Essential Knowledge and Skills (TEKS) alignment to easyCBM math*. Eugene, OR: Behavioral Research and Teaching, University of Oregon.

F. Original Research – Dissertation and Thesis:

- [2] **Irvin, P. S.** (2015). *The relation of kindergarten entry skills to early literacy and mathematics achievement*. Doctoral Dissertation, University of Oregon. 109 p.
- [1] **Irvin, P. S.** (2002). *Tephrostratigraphic and tephrochemical investigation of the Esa Dibo Region, Middle Awash Valley, Ethiopia*. Master's Thesis, Miami University, 151 p.

G. Education Products and Trainings:

- [10] Tindal, S., Rowley, B., & **Irvin, P. S.** (2019) Oregon Extended Assessment Online Training and Proficiency System. Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [9] Alonzo, J. & **Irvin, P. S.** (2017-19). DATA for RTI Online Teacher Training System. Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [8] Saez, L. & **Irvin, P. S.** (2017-19). ICEBERG Learning Receptiveness and Greenhouse Application Online Teacher Training System. Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [7] **Irvin, P. S.** (2017). Data-based Decision-Making: Accessing, Interpreting, and Using Evidence at the School and District Levels. Eugene, OR: Executive Leadership Institute (ELI), University of Oregon.
- [6] Sáez, L. & **Irvin, P. S.** (2017). Implementation Assets & Challenges Survey. Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [5] **Irvin, P. S.**, Alonzo, J., & Sáez, L. (2016). Administrator Feasibility & Value, Organizational Change Survey. Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [4] Sáez, L. & **Irvin, P. S.** (2016). Implementation Needs & Solutions Survey. Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [3] **Irvin, P. S.**, Farley, D., & Tindal, G. (2016). The Distributed Item Review System Introduction. Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [2] Farley, D., **Irvin, P. S.**, Jonas, S., & Tindal, G. (2015). Oregon Extended Item Development: Essentialization, Test Blueprint, Development Process, Item Writer Trainings, Item Development and Specifications, and Item Reviews. Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [1] Farley, D., **Irvin, P. S.**, Jonas, S., & Tindal, G. (2015). Oregon Assessment Frameworks (EAFs) – 2015-2016 User Guide. Eugene, OR: Behavioral Research and Teaching, University of Oregon.

PROFESSIONAL DEVELOPMENT and COURSES TAKEN

- EDLD 610: Introduction to Data Science with R, University of Oregon, Fall 2019
- Cluster-Randomized Trials, Institute for Policy Research, Northwestern University, Summer 2018
- DataCamp with R, Learning Data Science Online (<https://www.datacamp.com>)
- Exploring Data with R, College of Education, University of Oregon, Spring 2017

PROFESSIONAL SERVICE and AFFILIATIONS

- Core Member (2-year appointment) of the Social Systems Data Science (SDS) Network
College of Education, UO
- United Academic (UA) Union Steward, College of Education, UO
- Member Connected Lane County Data & Evaluation
- UO Doctoral Dissertation Committees (current of 5 doctoral committees)
- Leader of BRT Writing Group
- UO Research Development Services (RDS) Interview Panel Member
- Ad hoc Reviewer for Reading Research Quarterly (RRQ)
- Ad hoc Reviewer for Early Education and Development (EE&D)
- Ad hoc Reviewer for Education Policy Analysis Archives (EPAA/AAPE)
- Reviewer annual conference for the Council for Exceptional Children (CEC)
- American Educational Research Association (AERA)
 - Division D - Measurement and Research Methodology
 - Division H - Research, Evaluation and Assessment in Schools
- National Council on Measurement in Education (NCME)
- Council for Exceptional Children (CEC)