

CURRICULUM VITAE**P. Shawn Irvin, PhD**

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Website: [Behavioral Research & Teaching](#)LinkedIn: [P. Shawn Irvin](#)Email: pirvin@uoregon.eduORCID: [P. Shawn Irvin](#)**SCHOLARSHIP AND RESEARCH INTERESTS**

I research and develop products around the intersection of measurement, assessment, instruction, & equity. I primarily focus on how student-, classroom- and school-level data can be systematized, accessed, modeled, and visualized in novel ways to support improved decision-making, professional development, and student outcomes (e.g., reduction in risk of or negative impact from disability, increasing accessibility in PK-12+ settings). My current work, funded through large federal grants and state department contracts, includes development and implementation of statewide alternate assessments in Oregon and Virginia, and leverages quantitative and qualitative approaches, innovative technologies, and design-based, practitioner-driven development cycles. Specifically, I work to operationalize innovative approaches for linking assessment data and instruction to improve accessibility and academic outcomes for struggling students, especially those experiencing significant disabilities. Collaboration with researchers, practitioners, state departments, and community partners is an integral component to my work and essential for practical, lasting impact.

EDUCATIONAL RECORD

- 2010 – 2015 Doctor of Philosophy completed at the University of Oregon in June, 2015. Major area of study: Educational Methodology, Policy, and Leadership; Dissertation title: *Kindergarten Entry Skills & Early Literacy and Math Achievement*; Dissertation chair: Dr. Gerald Tindal.
- 2004 – 2007 Master of Science (Principal & Teacher Licenses) completed at Antioch University in June, 2007 in Educational Leadership. Terminal project: *What Happens to Students' Perceptions of Violence When Student Centered Deliberation is Used as a Catalyst in the Classroom?*; Advisor: Dr. Marian Glancy.
- 1999 – 2002 Master of Science completed at Miami University in December, 2002 in Geology/Geochemistry. Thesis title: *Tephrostratigraphic and tephrochemical investigation of the Esa Dibo Region, Middle Awash Valley, Ethiopia*; Advisor: Dr. William Hart.
- 1993 – 1997 Bachelor of Arts completed at Miami University in May, 1997. Major: Geology; Minor: Applied Philosophical Ethics.

EMPLOYMENT HISTORY

- 7/2023 – present *Research Associate Professor* – Behavioral Research and Teaching, College of Education, University of Oregon
- 2018 – 6/2023 *Research Assistant Professor* – Behavioral Research and Teaching, College of Education, University of Oregon
- 2015 – 2018 *Research Associate* – Behavioral Research and Teaching, College of Education, University of Oregon
- 2017 – 2018 *Research Consultant* – Eugene 4J School District, Eugene, OR
- 2016 – 2018 *Co-Leader Interdisciplinary Research Team* – College of Education, University of Oregon
- 2013 – 2019 *Technical Adequacy Analyst for PA & HI State Assessments* – Dillard Research Associates, Eugene, OR
- 2011 – 2015 *Research Assistant*, Behavioral Research and Teaching, College of Education, University of Oregon
- 2010 – 2011 *Project Manager* – BEAR Center, University of California, Berkley
- 2008 – 2009 *Adjunct Faculty* – Educational Leadership, Antioch University

RESEARCH ACTIVITIES

A. Refereed Journal Articles

7. Sáez, L. & **Irvin, P. S.** (2022). Preventing reading disabilities in prekindergarten using a technology-aided tool. *Educational Technology Research & Development*, 70, 1391-1413. <https://doi.org/10.1007/s11423-022-10116-w>
6. Anderson, D., Rowley, B. Stegnaga, S., **Irvin, P. S.**, & Rosenberg, J. (2020). Evaluating content-related validity evidence using a text-based, machine learning procedure. *Educational Measurement: Issues and Practice*, 39(4), 53-64. <https://doi.org/10.1111/emip.12314>
5. Scalise, K., **Irvin, P. S.**, ... & 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. <https://doi.org/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. <https://doi.org/10.1177/0741932516678661>
3. Tindal, G., **Irvin, P. S.**, Nese, J. F. T., & Slater, S. (2015). Skills for entering kindergarten. *Educational Assessment*, 20(4), 297-319. <https://doi.org/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. <https://doi.org/10.1111/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. <https://doi.org/10.1002/tea.20437>

B. Books and Book Chapters

2. Anderson, R. C., **Irvin, P. S.**, Bousselot, T., Beard, N., & Beach, P. (2022). Grasping the uncertainty of scientific phenomena: A creative, agentic, and multimodal model of sensemaking. In R. Beghetto and G. Jaeger (Eds.), *Uncertainty: A catalyst for creativity, learning, and development*. Springer. https://doi.org/10.1007/978-3-030-98729-9_9
1. Alonzo, J., **Irvin, P. S.**, Markedonova, Y., & Tindal, G. (2022). *Literature synthesis writing guide*. Behavioral Research and Teaching, University of Oregon. <https://www.brtprojects.org/wp-content/uploads/2022/03/LiteratureSynthesisWritingGuide.pdf>

C. External Funding

Current Projects

2. Virginia Alternate Assessment Program Development & Validation Subcontract. Virginia Department of Education (State Department Contract MOA #7.13-PR9218984-2020), 9/2023 – 8/2026, \$1,900,000 total: Funded.

Role: Co-Principal Investigator, FTE: 0.65 to 0.85.

This project renews a three-year contract with the Virginia Department of Education (VDOE) extending ongoing development and validation of Virginia's Alternate Assessment Program (VAAP), statewide accountability alternate assessments based on alternate achievement standards (AA-AAAS) in Reading, Math, and Science that are designed to measure the academic knowledge and skills of students with significant cognitive disabilities.

1. Oregon Extended Assessment. Oregon Department of Education (State Department Contract), 7/2024 – 6/2025, \$5XX,XXX annually: Funded.

Role: Research Associate – Key Personnel, FTE: 0.15.

This project (renewed annually for over a decade) continues ongoing work to develop, validate, and improve Oregon's Extended Assessments – statewide accountability AA-AAAS in Reading, Writing, Math, and Science that are designed to measure the academic knowledge and skills of students with significant cognitive disabilities.

Completed Projects

8. Virginia Alternate Assessment Program Development & Validation Subcontract. Virginia Department of Education (State Department Contract MOA #7.13-PR9218984-20 20), 7/2020 – 8/2023, \$1,600,000 total: Funded.

Role: Co-Principal Investigator, FTE: 0.85.

This project builds on successful work in Oregon and initiates development and validation of Virginia's Alternate Assessment Program (VAAP), statewide accountability alternate assessments based on alternate achievement standards (AA-AAAS) in Reading, Math, and Science that are designed to measure the academic knowledge and skills of students with significant cognitive disabilities.

7. Oregon Extended Assessment. Oregon Department of Education (State Department

Contract), 7/2021 – 6/2023, \$502,985 annually: Funded.

Role: Research Associate – Key Personnel, FTE: 0.20.

This project (renewed annually for over a decade) continues ongoing work to develop, validate, and improve Oregon's Extended Assessments – statewide accountability AA-AAAS in Reading, Writing, Math, and Science that are designed to measure the academic knowledge and skills of students with significant cognitive disabilities.

6. Project DATA for RTI: Developing Adept Teams for Advancing RTI. U.S. Department of Education (USDE), Institute of Education Sciences (IES), National Center for Special Education Research (NCSE; 84.324A; R324A160032), 7/2016 – 6/2021, \$1,500,000: Completed.

Role: Research Associate, FTE: 0.30 to 0.35.

This project successfully developed an individualized, web-based professional development (PD) program to support teachers' effective implementation of Response to Intervention (RTI) and improve student achievement, especially those with identified reading disability. The PD program is currently being integrated into the easyCBM classroom-based assessment system, used in thousands of school districts by tens of thousands of teachers and students nationwide.

5. Assessment and Data Literacy Training Modules. Oregon Department of Education (State Department Contract, Intergovernmental Agreement No. 12169), 2/2019 – 6/2019, \$139,940: Completed.

Role: Co-Principal Investigator, FTE: 0.35.

This project successfully developed and disseminated animated trainings in English and Spanish to improve parents' assessment and data literacy related to student achievement. Using scripted dialog between demographically representative teachers and parents, we employed evidence-based, data-driven strategies to improve knowledge and partnership among parents, teachers, schools, and districts.

4. Intensifying Cognition, Early Literacy, & Behavior for Exceptional Reading (Project ICEBERG). Office of Special Education Programs (OSEP; H327S150007), 7/2015 – 6/2018, \$1,500,000: Completed.

Role: Lead Research Associate – Key Personnel, FTE: 0.30.

This project developed and disseminated strategies and resources, alongside a comprehensive tablet-based assessment of preschool children's risk for reading disabilities (RD), to bridge assessment-guided decision-making practices across the preschool-kindergarten transition and to promote reading skills growth and reduction in RD risk prior to kindergarten entry.

3. National Research and Development Center on Assessment and Accountability for Special Education Students (NCAASE). USDE, IES, NCSE (R324C110004), 7/2010 – 6/2018, \$11,677,132: Funded.

Role: Research Assistant, FTE: 0.13 – 0.37.

This project linked data from multiple states and conducted large scale investigations into achievement and proficiency classification changes over time, disaggregating student performance, including growth trajectories, by disability group to determine their implications for educational accountability policy.

2. Developing Middle School Mathematics Progress Monitoring Measures. USDE, IES, NCSE (84.324A; R324A100026), 6/2010 – 5/2014, \$1,631,403: Funded

Role: Graduate Research Assistant, FTE: 0.28.

This project developed classroom-based screening and progress monitoring measures aligned with the Common Core State Standards in Grades 6-8, while gathering initial validity evidence for their use to inform classroom-based decisions. These measures are currently part of the easyCBM system.

1. Reliability and Validity Evidence for Progress Measures in Reading. USDE, IES, NCSE (R324A100026), \$1,631,403: Funded

Role: Graduate Research Assistant, FTE: 0.24.

The purpose of this project was to gather technical adequacy evidence (reliability and validity) for the use of the easyCBM classroom-based assessment reading measures to inform teachers' instruction within a RTI framework of assessment-guided decision-making.

Unfunded Projects

24. Project ACCES: Accessible Career Employment Survey for Transition Age Youth. U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research (NCSE; 84.324A), 7/2023 – 6/2027, \$2,000,000: Unfunded.

Role: Co-Principal Investigator, FTE: 0.30.

This resubmitted project extends our work in statewide alternate assessment and seeks to develop and collect preliminary validity evidence for an open-source, student-directed, tablet-based employment assessment for transition-aged youth (TAY; ages 14-21) with intellectual, developmental, and multiple disabilities (IDD). Results from the proposed assessment system will support TAY with IDD and the special educators who are mandated to facilitate their transition planning to employment.

23. Project GrAASP: Growing Agency for Sensemaking of Scientific Phenomena. National Science Foundation (NSF), Level 2, Early Stage and Design and Development, DRK-12, Teaching Strand (20-572), 8/2022 – 7/2026, \$801,032: Unfunded.

Role: Principal Investigator (sub-award), FTE: 0.30.

This resubmitted proposal aimed to understand how students develop agentic and creative engagement in multimodal scientific sensemaking (through linguistic metaphor and drama-based gesture/enactment) and how students' embodied learning process in science unfolds. Further, we sought to understand classroom conditions and instructional skills necessary to establish multimodal approach as a continuous formative assessment practice that grows students' sensemaking skill, and to test, evaluate, refine, and disseminate a teacher professional development program to gauge its effectiveness to improve student science learning outcomes.

22. Malleable Systemic Factors Relating to Inequities in Educational Outcomes: School Exclusions and Absenteeism. USDE, IES, National Center on Education Research (NCER; 84.305A), 7/2022 – 6/2026, \$1,699,905: Unfunded.

Role: Senior Key Personnel, FTE: 0.15 to 0.20.

This original proposal sought to link and analyze longitudinal data across three states to explore how racial and socioeconomic disproportionality in school exclusions and absenteeism relate to observed disparities in achievement, with a focus on building toward a systems-level intervention to increase equity. Malleable factors like educators' readiness to engage in systems-

level reform would be documented, while exploring how differing philosophies, policies, and practices relate to exclusions, absenteeism, disproportionality, and, ultimately, achievement.

21. Project IMPEL: Improving and Measuring Response to Intervention Practice. USDE, IES, NCSER (84.324A), 7/2022 – 6/2026, \$2,583,123: Unfunded.

Role: Co-Principal Investigator, FTE: 0.30.

Extending NCSER #R324A160032 and set within a Response to Intervention (RTI) framework, this original proposal sought to conjoin classroom-interim and statewide-summative assessment data across districts to disaggregate student learning loss before and during pandemic recovery. Follow-up (RCT) intervention aimed to build skills in analyzing growth trajectories, focused on differential patterns for subgroups with observed achievement inequities, identifying practices to accelerate learning recovery, and implementing targeted professional development.

20. Project ACCES: Accessible Career Employment Survey for Transition Age Youth. USDE, IES, NCSER (84.324A), 2021 – 2025, \$1,985,675: Unfunded.

Role: Co-Principal Investigator, FTE: 0.20.

This original proposal extended work in statewide alternate assessment and sought to develop and collect preliminary validity evidence for an open-source, student-directed employment assessment for transition-aged youth (TAY; ages 14-21) with intellectual, developmental, and multiple disabilities (IDD). The proposed assessment sought to support TAY with IDD and the special educators who are mandated to facilitate their transition planning to employment.

19. Project PATS: Performance Assessment Technology System (Project PATS). USDE, IES, NCSER (84.324A), 7/2021 – 6/2025, \$1,996,125: Unfunded.

Role: Co-Principal Investigator, FTE: 0.30.

This resubmitted proposal aimed to develop, test, refine, scale, and disseminate performance assessments aligned with the Next Generation Science Standards (NGSS). The primary outcome was a technically adequate online test and reporting system for use in elementary science classrooms nationwide to be embedded in the easyCBM classroom-based assessment system.

18. Project GrAASP: Growing Agency for Sensemaking of Scientific Phenomena. NSF, Level 2, Early Stage and Design and Development, DRK-12, Teaching Strand (20-572), 7/2021 – 6/2025, \$1,444,054: Unfunded.

Role: Principal Investigator, FTE: 0.30.

This resubmitted proposal aimed to understand how students develop agentic and creative engagement in multimodal scientific sensemaking (through linguistic metaphor and drama-based gesture/enactment) and how students' embodied learning process in science unfolds. Further, we sought to understand classroom conditions and instructional skills necessary to establish multimodal approach as a continuous formative assessment practice that grows students' sensemaking skill, and to test, evaluate, refine, and disseminate a teacher professional development program to gauge its effectiveness to improve student science learning outcomes.

17. Community, Opportunity, and Disparity in Education Systems: Project CODES. USDE, IES, NCER (84.305A), 7/2021 – 6/2025, \$1,698,568: Unfunded.

Role: Research Associate, FTE: 0.20.

This resubmitted proposal sought to explore relations among malleable systemic factors that relate to achievement gaps: disciplinary school exclusions and chronic absenteeism. Based on evidence of relations, we sought to develop a framework for reducing achievement disparities

through systems-level intervention at the school and district levels.

16. Project PATS: Performance Assessment Technology System (Project PATS). USDE, IES, NCSE (84.324A), 7/2020 – 6/2024, \$1,399,811: Unfunded.

Role: Co-Principal Investigator, FTE: 0.30.

This original proposal aimed to develop, test, refine, scale, and disseminate performance assessments aligned with the Next Generation Science Standards (NGSS). The primary outcome was a technically adequate online test and reporting system for use in elementary science classrooms nationwide to be embedded in the easyCBM classroom-based assessment system.

15. Community, Opportunity, and Disparity in Education Systems: Project CODES. USDE, IES, NCER (84.305A), 7/2020 – 6/2024, \$1,399,808: Unfunded.

Role: Research Associate, FTE: 0.05 – 0.20.

This original proposal sought to explore relations among malleable systemic factors that relate to achievement gaps: disciplinary school exclusions and chronic absenteeism. Based on evidence of relations, we sought to develop a framework for reducing achievement disparities through systems-level intervention at the school and district levels.

14. Project GrAASP: Growing Agency for Sensemaking of Scientific Phenomena. NSF, Level 2, Early Stage and Design and Development, DRK-12, Teaching Strand (17-584), 7/2020 – 6/2024, \$2,317,416: Unfunded.

Role: Principal Investigator, FTE: 0.40.

This original proposal aimed to understand how students develop agency and creative engagement during scientific sensemaking using multimodal approaches (3D modeling, linguistic metaphor, and drama-based gesture/enactment) set within broader social-emotional and cultural forms of meaning-making. Students' embodied learning process was investigated, along with classroom conditions and instructional skills necessary to establish multimodal approaches to grow sensemaking skills, bolstered by a teacher professional development program to gauge the effectiveness of the approaches at improving student science learning.

13. University of Oregon Comprehensive Center. USDE, Office of Elementary and Secondary Education (OESE), Comprehensive Centers (CC) Programs (84.283B), 9/2019 – 9/2024, \$16,567,754: Unfunded.

Role: Director of Distance Learning, FTE: 0.50.

This original proposal, a partnership across three research units at the University of Oregon, sought to build a Region 16 networked improvement community that relied on a central digital network hub to connect SEA, LEA, and schools to develop, adopt, implement, and sustain evidence-based practices around developing common goals, shared understanding, and strategies that ensure effective approaches for implementation within and across systems. Evaluation utilizes multiple mixed methods designs to address the project objectives, including convergence, complementarity, expansion, sampling, and continuous improvement, and in answering formative and summative project research questions.

12. Oregon Performance Assessment Initiative, USDE, OESE, Competitive Grants for State Assessments (CGSA; 84.368A), 8/2019 – 7/2023, \$1,551,342: Unfunded.

Role: Co-Principal Investigator, FTE: 0.25.

This original proposal, a partnership between BRT and the Oregon Department of Education Assessment Team, sought to leverage and adapt existing proprietary software products to

develop, refine, and validate a system of performance assessments in science, mathematics, writing, and speaking for use in Grades 3-12 classrooms across Oregon, that included an online Learning Management System for teacher training.

11. *Project MARS: Measures of Application and Reasoning in Science (Grades K-2)*. USDE, IES, NCSE (84.324A), 7/2019 – 6/2023, \$1,399,890: Unfunded.

Role: Principal Investigator, FTE: 0.40.

This original proposal, adapted from an earlier NSF submission and modeled after work completed via IES/OSEP funding in Math and Literacy, sought to develop and disseminate primary school, classroom-based assessments aligned with essentialized Next Generation Science Standards (NGSS). The four-year development and validation cycle was designed to ensure the utility of the measures for measuring early elementary science achievement, with particular sensitivity to struggling students with or at risk of disabilities, and attention to helping teachers cater their instruction to support students' growth in science proficiency.

10. *Project MARS: Measures of Application and Reasoning in Science (Grades 3-5)*. NSF, Level 2, Early Stage and Design and Development, DRK-12, Assessment Strand (17-584), 7/2019 – 6/2023, \$1,871,901: Unfunded.

Role: Principal Investigator, FTE: 0.50.

This original proposal, adapted from a previous NSF submission and modeled after work completed via IES/OSEP in Math and Literacy, sought to develop and disseminate classroom-based, formative NGSS assessments in Grades 3-5. The assessments and reporting system used a design-based approach co-designing test items with teachers and content area experts to yield a formative snapshot of science learning dynamic to teachers' instructional design/schedule.

1 – 9. Submissions prior to 2019 (one-year post-reclassification).

D. Presentations

International Conference Presentations

14. **Irvin, P. S.** & Rowley, B. (June, 2024). *Examining the Benefits of Vertical Scaling in Statewide Alternate Assessment Contexts*. Symposium presented at the Council of Chief State School Officers (CCSSO) 2024 National Conference on Student Assessment (NCSA), Seattle, Washington.
13. Sáez, L., & **Irvin, P. S.** (2020, February). *Using assessment-guided instructional support practices to prevent reading disability risk in prekindergarten*. Training presented at the Council for Exceptional Children (CEC) Special Education Convention, Portland, OR.
12. **Irvin, P. S.**, & Sáez, L. (2019, September). *Assessment-guided decision-making in prek: A reconceptualization of seminal practices*. Poster presented at the National Council for Measurement in Education (NCME) Classroom Assessment, Boulder, CO.
11. 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.

10. 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.
9. **Irvin, P. S.**, Tindal, G., & Slater, S. (2017, April). *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.
8. **Irvin, P. S.**, Tindal, G., & Slater, S. (2017, April). *Examining the factor structure and measurement invariance of a large-scale kindergarten entry assessment*. Paper presented at meeting of the American Educational Research Association (AERA), San Antonio, TX.
7. 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.
6. 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.
5. 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 American Educational Research Association (AERA), Chicago, IL.
4. Tindal, G., **Irvin, P. S.**, & Nese, J. F. T. (2013, April). *Learning to read: A review of research on growth in reading skills*. Paper presented at the meeting of the National Council for Measurement in Education (NCME), San Francisco, CA.
3. **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.
2. 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.
1. Timms, M., Scalise, K., Moorjani, A., Clark, L., Holtermann, K., & **Irvin, P. S.** (2011, April). *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.

National Conference Presentations

6. Hinkle, H., **Irvin, P. S.**, Pilger, M., & Sáez, L. (2018, February). *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.

5. **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.
4. 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.
3. **Irvin, P. S., Park, B. J., Alonzo, J., & Tindal, G.** (2013, February). *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.
2. Park, B. J., **Irvin, P. S., Alonzo, J., & Tindal, G.** (2013, February). *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.
1. Alonzo, J., Lai, C-F., Anderson, D., Park, B. J., & **Irvin, P. S.** (2012, February). *Spanish CBM: Assessing literacy in a transparent language*. Poster presented at the Pacific Coast Research Conference (PCRC), San Diego, CA.

Regional and Local Presentations

12. **Irvin, P. S.** (2021, October). *Alternate assessment to support decision-making for students experiencing significant disability*. College of Education, University of Oregon, Eugene, OR.
- 9-11. **Irvin, P. S.** (2018-2020, October). *Kindergarten Entry: Focus on Criterion Validity and Utility*. College of Education, University of Oregon, Eugene, OR.
8. **Irvin, P. S., Rowley, B., & Tindal, G.** (2018, October). *Oregon Kindergarten Assessment: Implications for decision-making and preventing learning disability*. Eugene, OR: Oregon Kindergarten Entry Panel, Coalition of Oregon School Administrators (COSA) & Oregon Department of Education, Eugene, OR.
7. **Irvin, P. S. & Basaraba, D.** (2017, July). *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.** (2017, July). *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.** (2015, November). *Oregon Kindergarten Assessment: Implications for research and practice*. Presentation at the Oregon Kindergarten Entry Panel, Oregon Department of Education, Salem, OR.
4. **Irvin, P. S., Tindal, G., & Nese, J. F. T.** (2014, August). *Oregon Kindergarten Assessment: A theoretical and empirical view*. Presentation at the Oregon Summer Assessment Institute, Eugene, OR.
3. **Irvin, P. S.** (2014, April). *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. (2013, April). *Texas Essential Knowledge and Skills (TEKS) alignment to easyCBM reading*. Behavioral Research and Teaching, University of Oregon, Eugene, OR.
1. Wray, K. A., **Irvin, P. S.**, Alonzo, J., & Tindal, G. (2013, April). *Texas Essential Knowledge and Skills (TEKS) alignment to easyCBM math*. Behavioral Research and Teaching, University of Oregon, Eugene, OR.

E. Technical Reports

49. **Irvin, P. S.**, Nese, J. F. T., Swinehart, J., Zopluoglu, C., Tindal, S., Rowley, B., Megert, R., Tindal, G., & Virginia Department of Education. (2024). *Technical Documentation of the Virginia Alternate Assessment Program: 2023-2024*. Behavioral Research and Teaching, University of Oregon.
48. **Irvin, P. S.**, Nese, J. F. T., Swinehart, J., Townshend, E., Zopluoglu, C., Tindal, S., Rowley, B., Megert, R., Tindal, G., & Virginia Department of Education. (2023). *Technical Documentation of the Virginia Alternate Assessment Program: 2022-2023*. Behavioral Research and Teaching, University of Oregon.
47. **Irvin, P. S.**, Swinehart, J., Loan, C. M., Nese, J. F. T., Tindal, S., Rowley, B., Tindal, G., & Virginia Department of Education. (2023). *Technical Documentation of the Virginia Alternate Assessment Program 2020-2022*. Behavioral Research and Teaching, University of Oregon.
46. Virginia Department of Education & **Behavioral Research and Teaching**. (2023). *Technical report on the alignment and accessibility of Virginia Alternate Assessment Program (VAAP) test items to the Virginia Essentialized Standards of Learning (VESOL)*. Behavioral Research and Teaching, University of Oregon. (Note. Served as lead author; published via parent organizations)
45. Virginia Department of Education & **Behavioral Research and Teaching**. (2023). *Technical report on the development of the Virginia Essentialized Standards of Learning (VESOL)*. Behavioral Research and Teaching, University of Oregon. (Note. Served as lead author; published via parent organizations)
44. Sáez, L., & **Irvin, P. S.** (2020). *Development of the prekindergarten learning receptiveness assessment (LRA) greenhouse: Process and preliminary findings* (Technical Report 2001). Behavioral Research and Teaching, University of Oregon.
43. Behavioral Research & Teaching (2020). *Pennsylvania Alternate Assessment Technical Report*. Behavioral Research and Teaching, University of Oregon.
42. Behavioral Research & Teaching (2019). *2018-2019 Technical Report for Oregon's Alternate Assessment System: Peer Review Documentation*. Behavioral Research and Teaching, University of Oregon.
41. Dillard Research Associates (2019). *Pennsylvania Alternate System of Assessment (PASA) ELA & Math Item Quality Analyses*. Dillard Research Associates.
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30. Dillard Research Associates & BRT (2016). *Pennsylvania Alternate System of Assessment (PASA) Technical Report on Standard Setting Reading & Math*. Dillard Research Associates & Behavioral Research and Teaching, University of Oregon.
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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). Behavioral Research and Teaching, University of Oregon.
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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). 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). Behavioral Research and Teaching, University of Oregon.

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F. 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>
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G. Trainings, Measures, and Products

23. **Irvin, P. S.** & Swinehart, J. (2025). *Virginia teacher committee review of proposed VESOL in Reading and Mathematics for the Virginia Alternate Assessment Program (VAAP)*. Behavioral Research and Teaching, University of Oregon, & Oregon Department of Education.
22. **Irvin, P. S.** & Swinehart, J. (2025). *Virginia Department of Education Office of Instruction review of 2022-23 VESOL in Reading and Mathematics for linkage to the 2024 Standards of Learning for the Virginia Alternate Assessment Program (VAAP)*. Behavioral Research and Teaching, University of Oregon, & Oregon Department of Education.
21. **Irvin, P. S.** & Swinehart, J. (2024). *Virginia teacher committee review of 2024-25 field-test items for the Virginia Alternate Assessment Program (VAAP)*. Behavioral Research and Teaching, University of Oregon, & Oregon Department of Education.
20. Virginia Department of Education, **Behavioral Research and Teaching**, & Pearson Assessments (2021-2025). *Virginia Alternate Assessment Program (VAAP)*. Virginia Department of Education, Behavioral Research and Teaching (University of Oregon), & Pearson Assessments.
19. **Irvin, P. S.** & Swinehart, J. (2021). *Virginia Alternate Assessment Program (VAAP) Performance Level Descriptors review & feedback training*. Behavioral Research and Teaching, University of Oregon, & Oregon Department of Education.
18. **Irvin, P. S.**, Siler, S., & Swinehart, J. (2021). *Review of test items for the Virginia Alternate Assessment Program (VAAP): Supporting the participation of visually impaired students*.

- Behavioral Research and Teaching, University of Oregon, & Oregon Department of Education.
17. **Irvin, P. S.** Siler, S., & Swinehart, J. (2021). *Teacher alignment study: Review of test items for the Virginia Alternate Assessment Program*. Behavioral Research and Teaching, University of Oregon, & Oregon Department of Education.
 16. **Irvin, P. S.** Siler, S., & Swinehart, J. (2020). *Virginia Essentialized Standards of Learning (VESOL): General education linkage review & validation study for the Virginia Alternate Assessment*. Behavioral Research and Teaching, University of Oregon, & Oregon Department of Education.
 15. **Irvin, P. S.** Siler, S., & Swinehart, J. (2020). *Virginia Essentialized Standards of Learning (VESOL): Teacher review & validation study for the Virginia Alternate Assessment — Results & validation discussion*. Behavioral Research and Teaching, University of Oregon, & Oregon Department of Education.
 14. **Irvin, P. S.** Siler, S., & Swinehart, J. (2020). *Virginia Essentialized Standards of Learning (VESOL): Teacher review & validation study for the Virginia Alternate Assessment*. Behavioral Research and Teaching, University of Oregon, & Oregon Department of Education.
 13. **Irvin, P. S.** & Swinehart, J. (2020). *Content area essentialization: Training & workgroup*. Behavioral Research and Teaching, University of Oregon, & Oregon Department of Education.
 12. **Irvin, P. S.** & Swinehart, J. (2020). *Essentialization: Making grade-level standards of learning accessible*. Behavioral Research and Teaching, University of Oregon, & Oregon Department of Education.
 11. **Irvin, P. S.**, & Alonzo, J. (2020) *Parent Assessment and Data Literacy: Bilingual Training Modules and Supports*. Behavioral Research and Teaching, University of Oregon, & Oregon Department of Education.
 10. Tindal, S., Rowley, B., & **Irvin, P. S.** (2020) *Oregon Extended Assessment Online Training and Proficiency System*. Behavioral Research and Teaching, University of Oregon.
 9. Alonzo, J. & **Irvin, P. S.** (2019). *DATA for RTI Online Teacher Training System*. Behavioral Research and Teaching, University of Oregon.
 8. Sáez, L. & **Irvin, P. S.** (2019). *ICEBERG Learning Receptiveness and Greenhouse Application Online Teacher Training System*. 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*. Behavioral Research and Teaching, University of Oregon.
 6. Sáez, L. & **Irvin, P. S.** (2017). *Implementation Assets and Challenges Survey*. Behavioral Research and Teaching, University of Oregon.

5. **Irvin, P. S.**, Alonzo, J., & Sáez, L. (2016). *Administrator Feasibility & Value, Organizational Change Survey*. Behavioral Research and Teaching, University of Oregon.
4. Sáez, L. & **Irvin, P. S.** (2016). *Implementation Needs and Solutions Survey*. Behavioral Research and Teaching, University of Oregon.
3. **Irvin, P. S.**, Farley, D., & Tindal, G. (2016). *The Distributed Item Review System Introduction*. 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*. 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*. Behavioral Research and Teaching, University of Oregon.

TEACHING EXPERIENCE

2014 – present	<i>Multiple Positions (see Courses Taught, below)</i> , College of Education, University of Oregon
2008 – 2009	<i>Adjunct Faculty</i> , Educational Leadership, Antioch University
1999 – 2002	<i>Graduate Assistantship</i> , Department of Geology, Miami University
2006 – 2010	<i>Lead Elementary STEM Teacher</i> , STARBASE Wright-Patterson & Beavercreek City Schools, Beavercreek, OH
2008 – 2010	<i>STEM Coordinator ACES/ACES²</i> , Avetec, LLC, Springfield, OH
2007 – 2008	<i>Principal Internship</i> , Yellow Springs Schools, Yellow Springs, OH
2004 – 2006	<i>Lead Middle School Science Teacher</i> , New Choices Community School, Dayton, OH

INSTRUCTIONAL AND ADVISING ACTIVITIES

A. Courses Taught

EDLD 696 (11825)	<i>Professional Writing I</i> – University of Oregon (Fall 2024)
EDLD 696 (11657)	<i>Professional Writing I</i> – University of Oregon (Fall 2023)
EDLD 698 (34344, 34347)	<i>Professional Writing III</i> – University of Oregon (Spring 2022)
EDLD 698 (31978, 37063)	<i>Professional Writing III</i> – University of Oregon (Spring 2021)
EDUC 611 (37225)	<i>Survey of Education Research Methods</i> – University of Oregon (Spring 2020)
EDLD 692 (26810, 26811)	<i>Research Writing</i> – University of Oregon (Winter 2020)

EDUC 611 (12094, 17325)	<i>Survey of Education Research Methods</i> – University of Oregon (Fall 2019)
EDLD 698 (35691, 37063)	<i>Professional Writing III</i> – University of Oregon (Spring 2019)
EDLD 607 (37072)	<i>Executive Leadership Institute</i> – University of Oregon (Spring 2019)
EDUC 611 (40797)	<i>Survey of Education Research Methods</i> – University of Oregon (Summer 2018)
EDLD 610 (42187, 42341)	<i>Professional Writing I Foundations</i> – University of Oregon (Summer 2016)
EDL 411	<i>Research for School Improvement</i> – Antioch University (Winter 2008, 2 sections; Winter 2009, 2 sections)
GLG 411/511	<i>Geology Field Camp</i> – Miami University (Summer 2001)
GLG 115.L (undergraduate)	<i>Understanding the Earth</i> – Miami University (1999 – 2002, 6 sections)

B. List of Advisees & Service on Graduate Student Committees

15. Angela Meyer, D.Ed., College of Education, Advisor/ Committee Chair (present).
14. Susan Olds, D.Ed., College of Education, Advisor/ Committee Chair (present).
13. Adam Watkins, D.Ed., College of Education, Advisor/ Committee Chair (present).
12. Marin Miller, D.Ed., College of Education, Advisor/ Committee Chair (present).
11. Melissa Barnes-Dholakia, D.Ed., College of Education, Advisor/ Committee Chair (present).
10. Gary Roberts, D.Ed., College of Education, Advisor/ Committee Chair (present).
9. Eric Nichols, D.Ed., College of Education, October 23, 2024, Core Committee Member.
Dissertation Title: *The Networking of Rural School Administrators*
8. Matthew Jurick, D.Ed., College of Education, May 27, 2024, Core Committee Member.
Dissertation Title: *K12 Educator Mindsets Toward Instructional Technology: Effects from the Year of Emergency Distance Education*
7. Suzanne Haynes-Grissom, D.Ed., Educational Methodology, Policy, and Leadership, February 15, 2022, Core Committee Member.
Dissertation Title: *Teacher Selfies and Parent Portraits: The Relationship Between Teacher Communication and School-Family Partnerships in Low Socioeconomic Schools.*
6. Jessica Daily, D.Ed., Educational Methodology, Policy, and Leadership, June 17, 2021, Core Committee Member.
Dissertation Title: *Exploring the Impact of Online Professional Development on Teacher's Perceptions of Efficacy and Problem-Solving Skills.*
5. Amy Earhart, D.Ed., Educational Methodology, Policy, and Leadership, May 21, 2021, Core Committee Member.

Dissertation Title: *Bringing Professional Development and Response to Intervention Together.*

4. Regina Wilde, D.Ed., Educational Methodology, Policy, and Leadership, May 21, 2020, Core Committee Member.

Dissertation Title: *Project PASS: Implementation and Impact of Collaborative Monitoring and Embedded Coaching in Tier 2 Behavioral Intervention.*

3. Thomas Charboneau, D.Ed., Educational Methodology, Policy, and Leadership, May 20, 2020, Core Committee Member.

Dissertation Title: *Screening Pre-Kindergarten Students for Appropriate Literacy Instruction.*

2. Erin Beard, D.Ed., Educational Methodology, Policy, and Leadership, May 19, 2020, Core Committee Member.

Dissertation Title: *Student-Involved Assessment for Learning Professional Development Case Study.*

1. Brenda Kleinfelder, D.Ed., Educational Methodology, Policy, and Leadership, April 25, 2019, Core Committee Member.

Dissertation Title: *Grant Proposal to Conduct a Needs Assessment for Community-Based Partnership Opportunities in Three Oregon High Schools to Adapt the Mobile Mental Health Community Resources.*

SERVICE ACTIVITIES

A. University

10/2022 – present	<i>Member, Educational Leadership Continuous Improvement Planning (ELCIP) Team, College of Education, University of Oregon</i>
10/2019 – present	<i>Union Steward, United Academics of the University of Oregon, College of Education, University of Oregon</i>
10/2019 – 2023	<i>Core Member, Social Systems Data Science Network, College of Education, University of Oregon</i>
2/2019 – present	<i>Leader, Writing Group, Behavioral Research and Teaching, College of Education, University of Oregon</i>
2/2019	<i>Interview Panelist, Research Development Officer, Research Development Services (RDS), University of Oregon</i>

B. Community

2015 – present	<i>Educator, Forest Field Days, <u>Forests Today & Forever</u></i>
3/2022 – 8/2022	<i>Member, Stewardship Council, <u>New Dream Family Center</u></i>
9/2019 – 8/2020	<i>Member, Board of Governors, <u>New Dream Family Center</u></i>
6/2012 – 6/2016	<i>Member, Family Partnership Committee, <u>Habitat for Humanity of Central Lane County Oregon</u></i>

PROFESSIONAL ACTIVITIES

A. Professional Development Workshops & Courses Attended

- 9/2018 – 12/2018 *Introductory Educational Data Science*, EDLD 651 (CRN 12074),
University of Oregon
- 7/2018 – 8/2018 *Research Training Institute on Cluster-Randomized Trials*, Institute for
Policy Research, Northwestern University
- 9/2017 *DataCamp with R*, Learning Data Science Online
- 4/2017 – 6/2017 *Exploring Data with R*, EDLD 610 (CRN 17214), University of Oregon

B. Peer Review

Ad-hoc peer-reviewer (number of reviews in parentheses):

Reading Research Quarterly (RRQ; 7 — 2 since January 2022)

Early Education and Development (EE&D; 6 — 3 since January 2022)

Education Policy Analysis Archives (EPAA/AAPE; 4 — 2 since January 2022)

I have also served as a peer-reviewer for the annual conferences of the *American Educational Research Association* (AERA; 2017) and the *Council for Exceptional Children* (CEC; 2016).

C. Professional Organizations and Activities

3. American Educational Research Association (AERA)

Division D - Measurement & Research Methodology

Division H - Research, Evaluation & Assessment in Schools

2. National Council on Measurement in Education (NCME)

1. Council for Exceptional Children (CEC)