

Psychometrician: Job Duties and Requirements

Psychometricians require significant formal education. Learn about the degree programs, job duties and requirements to see if this is the right career for you.

Essential Information

Psychometricians construct tests and interpret results for the purpose of assessing a person's intelligence, personality, skills or other psychological attributes. They ensure the accuracy and validity of exams and gather data that will be instrumental to improving the performance of an individual, diagnose an impairment or determine aptitude for particular tasks. Most work for colleges and universities and hold master's or doctoral degrees. Few schools offer psychometry degrees, so most individuals interested in this field study statistics, educational assessment or another relevant area.

[http://education-portal.com/articles/Psychometrician Job Duties and Requirements.html](http://education-portal.com/articles/Psychometrician_Job_Duties_and_Requirements.html)

psy·cho·me·tri·cian

noun \-mə-'tri-shən\

Definition of PSYCHOMETRICIAN

- 1: a person (as a clinical [psychologist](#)) who is skilled in the administration and interpretation of objective [psychological](#) tests
- 2: a psychologist who devises, constructs, and standardizes [psychometric](#) tests

<http://www.merriam-webster.com/dictionary/psychometrician>

CRESST

Li Cai - Co-Director

Li Cai is an associate professor in the Advanced Quantitative Methodology program in the UCLA Graduate School of Education and Information Studies, where he also serves as Co-Director of the National Center for Research on Evaluation, Standards, and Student Testing (CRESST). Additionally, he is affiliated with the UCLA Department of [Psychology](#) in the quantitative area, where Cai also teaches and trains students.

Broadly speaking, his methodological research agenda involves the development, integration, and evaluation of innovative latent variable models that have wide-ranging applications in educational, **psychological**, and health-related domains of study.

A key component on this agenda is statistical computing, particularly as related to item response theory (IRT) and multilevel modeling. Close collaborations with David Thissen (UNC) and Stephen du Toit (Scientific Software International, Inc.) in the past several years have led to the development of a completely new multidimensional IRT software program for item analysis and test scoring (IRTPRO).

Dr. Cai has also collaborated with substantive researchers at UCLA and elsewhere on projects examining measurement issues in **mental health**, substance abuse treatment, and patient-reported outcomes research. In 2012, President Obama named Associate Professor Cai as a Presidential Early Career Scientist based on his early contributions to improved measurement methods, particularly in the area of statistical computing.

Eva L. Baker - Co-Director

Biography/Research

Distinguished Professor in the divisions of **Psychological** Studies in Education and Social Research Methodology at the UCLA Graduate School of Education and Information Studies, Eva L. Baker has directed the UCLA Center for the Study of Evaluation (CSE) since 1975. She is also Director of the National Center for Research on Evaluation, Standards, and Student Testing (CRESST), a competitively awarded national institution funded by the U.S. Department of Education.

Dr. Baker is a member of the National Academy of Education and a recipient of the 2007 ETS Henry Chauncey Award for Distinguished Service to Assessment and Educational Science. She was a congressionally appointed member of the National Council on Education Standards and Testing and chair of the Board on Testing and Assessment, National Research Council, The National Academies (2000-2004). Dr. Baker is a former president of the American Educational Research Association (2006-2007), former president of the Educational **Psychology** Division of the American **Psychological** Association, and a former editor of Educational Evaluation and Policy Analysis. She was co-chair of the committee to revise the Standards for Educational and **Psychological** Testing (1999). She has an extensive bibliography.

Dr. Baker's research is focused on the integration of instruction and measurement, including design and empirical validation of principles for developing instructional systems, and new measures of complex human performance. She is presently involved in the design of technologically sophisticated testing and evaluation systems of assessment in large-scale environments for both military and civilian education.

Bob Linn - Co-Director

Biography/Research

Robert L. Linn is Distinguished Professor emeritus of Education at the University of Colorado at Boulder. He received his Ph.D. from the University of Illinois at Urbana-Champaign with a specialization in **psychometrics** in 1965. He worked as a Senior Research **Psychologist** and Director of Developmental Research at Educational Testing Service and as a Professor of Education and of **Psychology** at the University of Illinois at Urbana-Champaign before moving to Colorado in 1987.

He is a member of the National Academy of Education. He is a former President of the Division of Evaluation and Measurement of the American **Psychological** Association, former President of the National Council on Measurement in Education, and former Vice President of the American Educational Research Association for the Division of Measurement and Research Methodology, and former President (2003-2004) of the American Educational Research Association. He served as Editor of the Journal of Educational Measurement and of the Third Edition of Educational Measurement. He was Vice-Chairperson of the Joint Committee that developed the 1985 Standards for Educational and **Psychological** Testing. He was a member of the National Research Councils Board on Testing and Assessment from 1993 until 2000 and served as the Board's Chairperson from 1997 to 2000. He has published over 250 journal articles and chapters in books dealing with a wide range of theoretical and applied issues in educational measurement and has received several awards for his contributions to the field, including the ETS Award for Distinguished Service to Measurement, the E. L. Thorndike Award, the E. F. Lindquist Award, the National Council on Measurement in Education Career Award, and the American Educational Research Association Award for Distinguished Contributions to Educational Research. He is a member of the National Academy of Education and Lifetime National Associate of the National Academies.

Noelle Griffin - Associate Director

Biography/Research

Noelle Griffin is Associate Director of the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA. Through her work at CRESST she has led program evaluations in a variety of educational settings, including evaluations of professional development, science instruction, math instruction, and social services programs. Dr. Griffin has particularly focused on the evaluation of arts-based education and its integration into the K-12 curriculum and, in addition to her work with the Webplay program, she also led the national evaluation of the Leonard Bernstein Center Artful Learning Model. Prior to returning to CRESST in 2006, she served as director of assessment for Loyola Marymount University and has a continued interest in assessment and evaluation issues at the higher education level.

Education

PhD, USC, in Educational **Psychology**
MSEd, USC, in Counseling **Psychology**
BA, UCLA in **Psychology**

Jamal Abedi - Professor of Education

Biography/Research

Dr. Jamal Abedi's research interests include **psychometrics** and test and scale development. His recent work includes validity studies for the National Assessment of Educational Progress (NAEP) focusing on the impact of language background on students' performance and the dimensionality of NAEP math sub scales.

Education

Post-Doctoral, 1978-1979, University of California, Los Angeles
Research Methods and Evaluation, 1977, University of California, Los Angeles
PhD, 1974, George Peabody College of Vanderbilt University Specialization: **Psychology**
MA, 1971, George Peabody College of Vanderbilt Specialization: **Psychology**
MA, 1969, University of Tehran Specialization: **Psychology**
BA, 1967, University of Tehran Major: **Psychology**

Alison Bailey

Biography/Research

Language and cognitive development, acquisition of literacy, bilingualism, atypical language development, narrative analysis and research design and methods.

Education

EdD, 1995, Human Development and **Psychology**, Harvard University

Michlene Chi - Professor, Arizona State University

Biography/Research

Professor
Division of Educational Leadership and innovation
Mary Lou Fulton Teachers College
Arizona State University

Maria Orlando Edelen

Biography/Research

Maria Orlando Edelen is a senior behavioral scientist at RAND, where she focuses on **mental health** and health care quality. Her research has involved smoking, adolescents, depression, nursing homes, and community-based treatment programs, among other topics. Edelen received her Ph.D. in **psychology** from the University of North Carolina at Chapel Hill.

Education

Ph.D. in **quantitative psychology**, University of North Carolina-Chapel Hill

Noel Enyedy - Associate Professor, UCLA GSE&IS

Biography/Research

My research investigates how people learn through interaction and conversations. Theoretically, I am attempting to reconcile cognitive and sociocultural theories of teaching and learning in order to design better learning environments. My work is grounded in the disciplines of mathematics and science education. Additionally, my work explores how to use technology to spark and support productive conversations in classrooms.

Empirically the model of learning I am developing is driven by studies that examine:

- The ways in which material, representational tools (e.g., visual and computationally enhanced displays, symbol systems, etc.) shape the mathematical activity, reasoning, and learning of students
- The ways individuals construct meaning around these tools and representations
- The ways that mathematical discourse and discourse communities shape the learning process

Robert Gibbons - Director, Center for Health Statistics, Univ. of Chicago

Biography/Research

Robert Gibbons is a statistician interested in the areas of biostatistics, environmental statistics, and **psychometrics**. Major themes in his work include development of linear and non-linear mixed effects regression models for analysis of longitudinal data, analysis of environmental monitoring data and inter-laboratory calibration, item response theory and computerized adaptive testing, and the development of new statistical methods in pharmacoepidemiology and drug safety. Dr. Gibbons is an elected member of the Institute of Medicine of the National Academy of Sciences.

Education

B.A. Chemistry & Mathematics, University of Denver, 1976

Ph.D. Statistics & **Psychometrics**, University of Chicago, 1981

Publications

1. Gibbons R.D., & Hedeker D.R. Full-information item bi-factor analysis. **Psychometrika**, 57, 423-436, 1992.
2. Gibbons R.D., Meltzer D., Duan N. Waiting for Organ Transplantation, *Science*, 287, 237-238, 2000.
3. Gibbons R.D. and Bhaumik D. Weighted random-effects regression models with application to inter-laboratory calibration. *Technometrics*, 43, 192-198, 2001.
4. Hedeker D. & Gibbons R.D. *Longitudinal Data Analysis*. New York, John Wiley & Sons, 2006.
5. Gibbons R.D., Segawa E., Karabatsos G., Amatya A.K., Bhaumik D.K., Brown C.H, Kapur K., Marcus S., Hur K., Mann J.J. Random-effect Poisson regression analysis of adverse event reports: The relationship between antidepressants and suicide. *Statistics in Medicine*, 27, 1814-1833, 2008

Yih-ing Hser - Professor-in-Residence

UCLA Dept. of **Psychiatry** & Behavioral Science

Biography/Research

Dr. Yih-Ing Hser is Professor-in-Residence in the Department of **Psychiatry** and Behavioral Sciences at the UCLA Integrated Substance Abuse Programs and the Director of the Center for Advancing Longitudinal Drug Abuse Research. As a trained quantitative **psychologist**, she has extensive experience in health services research, treatment evaluation, and long-term follow-up research, derived from her prior and ongoing research projects. She has been conducting research in the field of substance abuse and its treatment since 1980 and has extensive experience in research

design and advanced statistical techniques applied to substance abuse data. In addition to gender-related issues in substance abuse and treatment, Dr. Hser has published in the areas of treatment evaluation, epidemiology, natural history of drug addiction, and innovative statistical modeling development and application.

Education

National Taiwan University, B.S., **Psychology**, 1976
University of Texas at El Paso, M.A., Experimental **Psychology**, 1979
University of California, Los Angeles, Ph.D., **Cognitive Psychology**, 1986

Steve Hull

Office of Research & Sponsored Programs, CSU San Bernadino

Biography/Research

Steve has a MS in Systems Management from USC and a MS in Computer Science from Air Force Institute of Technology (AFIT). He has extensive expertise in Department of Defense Programs and government grants as prior Director of the National Center for Excellence in Distance Learning (NCEDL). He has 22 yrs military background in Aviation, Space Guidance Systems, federal contracting, and Base Operations.

Roy Levy - Associate Professor

Arizona State University

Biography/Research

Dr. Levy's research and teaching interests include methodological investigations and applications in **psychometrics** and statistical modeling, focusing on item response theory, structural equation modeling, and Bayesian approaches to inference and modeling. He also works in areas of assessment design, focusing on evidentiary principles and applications in simulation-based assessments. Dr. Levy received his B.A. in Philosophy from the University of Maryland in 2001, M.A. in Measurement, Statistics & Evaluation from the University of Maryland in 2002, and his Ph.D. in Measurement, Statistics & Evaluation from the University of Maryland in 2006. He was awarded a Harold Gulliksen **Psychometric** Research Fellowship by Educational Testing Service for 2005-2006 to support his doctoral dissertation research. In 2008 he was presented with the Brenda H. Loyd Outstanding Dissertation Award by the National Council on Measurement in Education for this work. Dr. Levy was named a 2010 recipient of the Presidential Early Career Award for Scientists and Engineers.

Publications

David L. Wodrich, Randa Jarrar, Jeffrey Buchhalter, Roy Levy, Catherine Gay. Knowledge about epilepsy and confidence in instructing students with epilepsy: Teachers' responses to a new scale. *Epilepsy & Behavior* (2011).

Marina A. Bornovalova, Matthew T. Tull, Kim L. Gratz, Roy Levy, Carl W. Lejuez. Extending models of self-harm and suicide to inner-city substance users. **Psychological Trauma: Theory, Research, Practice, and Policy** (2011).

Morris A. Okun, Rebecca Rios, Aaron V. Crawford, Roy Levy.. Does the relation between volunteering and well-being vary with health and age?. *International Journal of Aging and Human Development* (2011).

Roy Levy. Bayesian data-model fit assessment for structural equation modeling. *Structural Equation Modeling: A Multidisciplinary Journal* (2011).

Roy Levy. Posterior predictive model checking for conjunctive multidimensionality in item response theory. *Journal of Educational and Behavioral Statistics* (2011).

Roy Levy, Dubravka Svetina. A generalized dimensionality discrepancy measure for dimensionality assessment in multidimensional item response theory. **British Journal of Mathematical and Statistical Psychology** (2011).

Marcia Linn - Professor

Graduate School of Education, UC Berkeley

Biography/Research

Marcia Linn directs one of the 13 Centers for Learning and Teaching funded by the National Science Foundation: the Technology-Enhanced Learning in Science (TELS) center. A fellow of the American Association for the Advancement of Science, she investigates science teaching and learning, gender equity, and design of learning environments. In 1998, the Council of Scientific Society Presidents selected her for its first award in educational research. From 1995-96 and 2001-02 she was a fellow at the Center for Advanced Study in the Behavioral Sciences. In 1994, the National Association for Research in Science Teaching presented her with its Award for Lifelong Distinguished Contributions to Science Education. The American Educational Research Association bestowed on her the Willystine Goodsell Award in 1991 and the Women Educator's Research Award in 1982. Twice she has won the Outstanding Paper Award of the *Journal of Research in Science Teaching* (1975 and 1983). She has accepted invitations to contribute as a Fulbright Professor at the Weizmann Institute in Israel; as a Visiting Fellow at University College, London; and as a Visiting Fellow at the Institute J. J. Rousseau in Geneva, Switzerland, where she worked with Jean Piaget. Her board service includes the American Association for the Advancement of Science board, the Graduate Record Examination board of the Educational Testing Service, the McDonnell Foundation Cognitive Studies in Education Practice board, and the Education and

Human Resources Directorate at the National Science Foundation. Her publications include Computers, Teachers, PeersScience Learning Partners, with S. Hsi (Lawrence Erlbaum Associates, 2000); Internet Environments for Science Education, with E. Davis et al. (Lawrence Erlbaum Associates, 2004); "The Tyranny of the Mean: Gender and Expectations," in Notices of the American Mathematical Society(1994); and Designing Pascal Solutions, with M. C. Clancy (W. H. Freeman, 1992).

Education

Ph.D., Stanford University, Educational **Psychology**

Felipe Martinez - Assistant Professor

UCLA GSE&IS

Biography/Research

Research interests include educational measurement and quantitative methods applied to educational assessment systems and program evaluation.

Education

Ph.D., Education, UCLA, 2004

Richard Mayer – Professor

Psychology, UC Santa Barbara

Biography/Research

Richard E. Mayer is Professor of **Psychology** at the University of California, Santa Barbara (UCSB) where he has served since 1975. He received a Ph.D. in **Psychology** from the University of Michigan in 1973, and served as a Visiting Assistant Professor of **Psychology** at Indiana University from 1973 to 1975. His research interests are in educational and cognitive **psychology**. His current research involves the intersection of cognition, instruction, and technology with a special focus on multimedia learning and computer-supported learning. He is past President of Division 15 (Educational **Psychology**) of the American **Psychological** Association, past Vice President of the American Educational Research Association for Division C (Learning and Instruction), former editor of the Educational **Psychologist**, former co-editor of Instructional Science, and former Chair of the UCSB Department of **Psychological** & Brain sciences. He is the year 2000 recipient of the E. L. Thorndike Award for career achievement in educational **psychology**, and the winner of the 2008 Distinguished Contribution of Applications of **Psychology** to Education and Training Award from the American **Psychological** Association. He was ranked #1 as the most productive educational **psychologist** in the world for 1991-2002 and for 2003-2008 by Contemporary

Educational **Psychology**. He has received more than 30 extramural grants (as PI or co-PI), totaling more than \$10,000,000, including funding from the Institute of Education Sciences, National Science Foundation, and Office of Naval Research. He currently is on the editorial boards of 14 journals mainly in educational **psychology**. He has served as an elected local school board member in Goleta, California since 1981. He is the author of more than 400 publications including 25 books, such as the Handbook of Research on Learning and Instruction (editor, with P. Alexander, 2011), Applying the Science of Learning (2010), Multimedia Learning: Second Edition (2009), Learning and Instruction: Second Edition (2008), E-Learning and the Science of Instruction: Second Edition (with R. Clark, 2008), and the Cambridge Handbook of Multimedia Learning (editor, 2005).

Robert Mislevy

Frederic M. Lord Chair in Measurement & Statistics

Biography/Research

Robert Mislevy is the Frederic M. Lord Chair in Measurement and Statistics at ETS. He was previously Professor of Measurement and Statistics at the University of Maryland, and Affiliate Professor of Survey Methods and of Second Language Acquisition. Dr. Mislevy's research applies developments in technology, statistical methods, and cognitive science to practical problems in assessment. He developed the 'plausible values' methodology for analyzing data from the National Assessment of Educational Progress. His publications include *Automated Scoring of Complex Tasks in Computer-Based Testing* (with Williamson and Bejar), the BILOG computer program (with R. Darrell Bock), and the chapter on **Cognitive Psychology** in *Educational Measurement* (4th Ed.). His current projects include the NSF-supported PADI project, which is developing an assessment design system with a focus on science inquiry, and work with Cisco and CRESST on simulation- and game-based assessments. He received AERA's Lindquist award for career contributions, TOEFL's Samuel J. Messick Memorial Lecture Award, and NCME's Career Contributions Award and Award for Technical Contributions. He is a past-president of the **Psychometric** Society and a member of the National Academy of Education.

Education

Dr. Mislevy earned his PhD at the University of Chicago in Research Methodology in 1981. He has Masters (1974; with honors) and Bachelors (1972; summa cum laude) degrees in mathematics from Northern Illinois University.

Publications

Selected publications:

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Mislevy, R.J. (2006). Cognitive **psychology** and educational assessment. In R.L. Brennan (Ed.), *Educational Measurement*(Fourth Edition) (pp. 257-306). Phoenix, AZ: Greenwood.

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Mislevy, R.J. (1994). Evidence and inference in educational assessment. ***Psychometrika***, 59, 439-483.

Mislevy, R.J. (1991). Randomization-based inference about latent variables from complex samples. ***Psychometrika***, 56,177-196.

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Allen Munro - Professor of Research

Co-Director, Center for Cognitive Technology

University of Southern California

Biography/Research

Allen Munro serves as the Co-Director of the Center for Cognitive Technology at USC's Rossier School of Education. He designs computer-based-training authoring systems (e.g., Rivets and iRides) with an emphasis on the use of interactive graphical simulations and games for training and learning. These authoring systems are now being used to develop advanced learning environments, which can serve as controlled environments for studying complex adult learning and problem-solving.

He is a graduate of Stanford University and earned his Ph.D. in cognitive **psychology** at the University of California, San Diego. Since 1981 he has been designing and developing tutor-development systems with an emphasis on interactive graphical simulations. His goal is to make graphical simulation and tutorial development so cost-effective that it will be practical to apply these technologies to a very wide range of learning objectives.

Harry O'Neil

Biography/Research

Harry O'Neil is a professor of educational **psychology** and technology at the University of Southern Californias Rossier School of Education and a project director at the UCLA National Center for Research on Evaluation, Standards, and Student Testing (CRESST). His research interests include the computer-based assessment of workforce readiness, particularly problem-solving and collaboration skills, the teaching and measurement of self-regulation skills, the role of motivation in

testing, and the training effectiveness of games. Dr. O'Neil has conducted cross-cultural research in Japan on the role of test anxiety and performance, and in Taiwan and Korea on the role of self-regulation and achievement. In all of these research areas, he is interested in technology applications. He has published extensively. He is a Fellow of the American **Psychological** Association, a Certified Performance Technologist, and a former member of the Army Science Board and various Defense Science Board task forces. He is editor of the book *What Works in Distance Learning: Guidelines*, published in 2005 by Information Age Publishing.

Rohit Prasad

Deputy Manager for Speech, Language, Multimedia Business Unit
Raytheon BBN Technologies

Education

MBA, MIT Sloan School of Management, 2008
M.S. Electrical Engineering, Illinois Institute of Technology, 1999
B.E. Electronics and Communication Engineering, Birla Institute of Technology, 1997

Stanley Rabinowitz

Director, Assessment & Standards Development Services

Biography/Research

Stanley N. Rabinowitz directs WestEd's Assessment and Standards Development Services. As Program Director, Rabinowitz oversees program activities, directs assessment development for the Kentucky and Nevada statewide assessment programs, and consults extensively with policymakers and assessment staff at the national, regional, and state levels. Rabinowitz directs the WestEd/CRESST Assessment and Accountability Comprehensive Center. He has authored a number of published papers on issues related to the use of integrated standards and assessment systems in high-stakes state programs and worker-training initiatives. Previously, Rabinowitz directed the statewide assessment program for the New Jersey Department of Education.

Education

BA **Psychology**, Brooklyn College
MS, Ph. D Educational **Psychology** and Statistics, State University of New York, Albany

Robert Rueda - Professor of Education

Rossier School of Education, University of Southern California

Biography/Research

Robert Rueda is the Stephen H. Crocker Professor of Education in the area of **Psychology** in Education at the Rossier School of Education at the University of Southern California. He completed his doctoral work at the University of California at Los Angeles in Educational **Psychology** and completed a postdoctoral fellowship at the Laboratory of Comparative Human Cognition at the University of California, San Diego. His research has centered on the sociocultural basis of motivation, learning, and instruction, with a focus reading and literacy in English learners, and students in at-risk conditions, and he teaches courses in learning and motivation. He served as a panel member on the National Academy of Science Report on the Overrepresentation of Minority Students in Special Education, and also served as a member of the National Literacy Panel (SRI International and Center for Applied Linguistics) looking at issues in early reading with English language learners. He is a fellow of the American **Psychological** Association and of the American Educational Research Association, and recently served as the associate editor of the American Educational Research Journal. He serves on the editorial boards of several educational journals, and is a member of the International Reading Association and the National Reading Conference.

Education

Ph.D. University of California, Los Angeles, California. Major Program: Educational **Psychology**. Specialization: Special Education, 1979

Post-Doctoral Research Fellow, Laboratory of Comparative Human Cognition, University of California, San Diego, 1981-1982.

M.S.W., University of Southern California, Los Angeles, California Specialization: **Psychiatric** Social Work, 1974

B.A. University of California, Los Angeles, California. Major: **Psychology**, 1972

Michael Seltzer

Biography/Research

Michael Seltzer is an associate professor in the Social Research Methodology program in the Department of Education, Graduate School of Education and Information Studies, at UCLA. His research focuses on the development and application of statistical techniques for studying change and analyzing multi-site evaluation data. This work has been funded through CRESST's Validity of Measures of Progress project and through grants from the National Academy of Education and the

National Science Foundation. He has conducted workshops on techniques for longitudinal analysis and multilevel modeling at various universities in the U.S. and Norway, and for the National Center for Education Statistics and the U.S. General Accounting Office.

David Thissen – Professor

Graduate School of **Psychology**, University of North Carolina

Biography/Research

Welcome. I am at the Department of **Psychology**, and the L.L. Thurstone **Psychometric** Laboratory, at the University of North Carolina at Chapel Hill. I teach in the graduate program in quantitative **psychology**, and in the undergraduate program in **psychology**---mostly on topics in the areas of **psychological** testing and measurement and item response theory.

In addition, in collaboration with graduate students here and colleagues elsewhere, I am involved in research on contemporary developments in the theory of educational and **psychological** testing. Support from the North Carolina Department of Public Instruction and the National Institutes of Health facilitates this work.

Education

Ph.D., Behavioral Sciences, The University of Chicago

Publications

Selected Recent Publications:

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Tassé, M.J., Schalock, R.L., Balboni, G., Bersani, Jr., H., Borthwick-Duffy, S.A., Spreat, S., Thissen, D., Widaman, K.F., Zhang, D. (2012). The construct of adaptive behavior: Its conceptualization, measurement, and use in the field of intellectual disability. *American Journal on Intellectual and Developmental Disabilities*, 117, 291-303.

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Edwards, M.C., Flora, D.B., & Thissen, D. (2012). Multi-stage computerized adaptive testing with uniform item exposure. *Applied Measurement in Education*, 25, 118-141.

Carle, A. C., Cella, D., Cai, L, Choi, S. W., Crane, P. K., Curtis, S. M., Gruhl, J., Lai, J., Mukherjee, S., Reise, S., Teresi, J., Thissen, D., & Wu, E. J., Hays, R. (2011). Advancing PROMIS's methodology: Results of the third PROMIS **Psychometric** Summit. *Expert Review of Pharmacoeconomics & Outcomes Research*, 11, 677-684.

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Thissen, D. & Steinberg, L. (2010). Using item response theory to disentangle constructs at different levels of generality. In S. Embretson (Ed.), *Measuring psychological constructs: Advances in model-based approaches* (Pp. 123-144). Washington, DC: American Psychological Association.

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Thissen, D. & Steinberg, L. (2009). Item response theory. In R. Millsap & A. Maydeu-Olivares, *The Sage handbook of quantitative methods in psychology* (Pp. 148-177). London: Sage Publications.

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Edwards, M. C. & Thissen, D. (2007). Exploring potential designs for multi-form structure computerized adaptive tests with uniform item exposure. In D. J. Weiss (Ed.), *Proceedings of the 2007 GMAC Conference on Computerized Adaptive Testing*. At www.psych.umn.edu/psylabs/CATCentral/.

Bjorner, J.B., & Chang, C.-H., Thissen, D., Reeve, B.B. (2007). Developing tailored instruments: item banking and computerized adaptive assessment. *Quality of Life Research*, 16, 95-108.

Thissen, D., Reeve, B.B., Bjorner, J.B., & Chang, C.-H. (2007). Methodological issues for building item banks and computerized adaptive scales. *Quality of Life Research*, 16, 109-116.

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Reeve, B.B., Hays, R.D, Bjorner, J.B., Cook K.F., Crane, P.K., Teresi, J.A., Thissen, D., Revicki, D.A., Weiss, D.J., Hambleton, R.K., Liu, H., Gershon, R., Reise, S.P., & Cella, D (2007). **Psychometric** evaluation and calibration of health-related quality of life items banks: Plans for the patient-reported outcome measurement information system (PROMIS). *Medical Care*, 45, S22-31.

Jones, L.V. & Thissen, D. (2007). A history and overview of **psychometrics**. In C.R. Rao and S. Sinharay, *Handbook of Statistics*, 26: **Psychometrics** (Pp. 1-27) Amsterdam: North Holland.

Edelen, M.O., Thissen, D., Teresi, J.A., Kleinman, M., & Ocepek-Welikson, K. (2006). Identification of differential item functioning using item response theory and the likelihood-based model comparison approach: application to the **Mini-Mental Status Examination**. *Medical Care*, 44, S134-142.

Steinberg, L., & Thissen, D. (2006) Using Effect Sizes for Research Reporting: Examples using Item Response Theory to Analyze Differential Item Functioning. **Psychological Methods**, 11, 402-415.

Cai, L., Maydeu-Olivares, A., Coffman, D.L., & Thissen, D. (2006). Limited information goodness-of-fit testing of item response theory models for sparse 2p tables. *British Journal of Mathematical and Statistical Psychology*, 59, 173-194.

Woods, C.M. & Thissen, D. (2006). Item response theory with estimation of the latent population distribution using spline-based densities. **Psychometrika**, 71, 281-301.

Rodebaugh, T.L., Woods, C.M., Thissen, D., Heimberg, R.G., Chambless, D.L., & Rapee, R.M. (2004). More information from fewer questions: The factor structure and item properties of the original and brief fear of negative evaluation scale. **Psychological Assessment**, 16, 169-181.

Orlando, M. & Thissen, D. (2003). Further investigation of the performance of S-X2: An item fit index for use with dichotomous item response theory models. **Applied Psychological Measurement**, 27, 289-298

McLeod, L., Lewis, C., & Thissen, D. (2003). A Bayesian method for the detection of item preknowledge in computerized adaptive testing. **Applied Psychological Measurement**, 27, 121-137.

Thissen, D. (2001). **Psychometric** engineering as art. **Psychometrika**, 66, 473-486.

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Kurt Vanlehn - Professor of Computer Science and Engineering

Arizona State University

Biography/Research

Kurt VanLehn is a Professor in the School of Computing, Informatics and Decision Science Engineering at Arizona State University. He received a Ph. D. from MIT in 1983 in Computer Science, was a post-doc at BBN and Xerox PARC, joined the faculty of Carnegie-Mellon University in 1985, moved to the University of Pittsburgh in 1990 and joined ASU in 2008. He founded and co-directed two large NSF research centers (Circle; the Pittsburgh Science of Learning Center). He has published over 125 peer-reviewed publications, is a fellow in the Cognitive Science Society, and is on the editorial boards of *Cognition and Instruction*, and the *International Journal of Artificial Intelligence in Education*. Dr. VanLehn's research focuses on applications of artificial intelligence to education. Some of his projects are, starting from the most recent ones: LAITS, a system to help student learn by authoring intelligent tutoring systems; AMT, a meta-tutoring system combined with an affective learning companion; Why2-Atlas and Cordillera, two intelligent tutoring systems that pioneered the use of natural language dialogues for science teaching and have been shown to be just as effective as expert human tutors; Pyrenees, an intelligent tutoring system that successfully caused inter-domain transfer by implicitly teaching a meta-cognitive strategy; Andes, an intelligent tutoring system for a full year of college/high school physics that improves students grades by approximate a letter grade and is in daily use around the world; and Cascade, a highly accurate cognitive model of human students learning physics that accounts for the interaction of self-explanation and analogy.

Education

B. S. Mathematics, Stanford University, 1974

M. S. Computer Science, Massachusetts Institute of Technology, 1978.

Ph. D. Computer Science, Massachusetts Institute of Technology, 1983.

Jason H. Wong

Human Factors Scientist

Biography/Research

Jason Wong is a Human Factors Scientist at the Naval Undersea Warfare Center (NUWC). He received his Ph.D. in 2009 from George Mason University and focused on theoretical and applied issues of visual attention and working memory. At NUWC, he is working on projects examining the human factors aspects of complex undersea systems and investigating objective measures of individual and team performance.

Jason is also focused on developing and assessing innovative training methodologies for sailors and submariners. This includes the use of immersive virtual environments to help students visualize complex spatial concepts and train on novel data visualization tools. Additionally, is part of a team creating and assessing an intelligent tutoring system for Naval shiphandling to augment human instruction. His goal is to improve the usability of military computer systems and more effectively train soldiers through a warfighter-centered approach.

Education

B.S., 2004, University of Illinois, Urbana-Champaign

Ph.D., 2009, George Mason University

CRESST Senior Staff

Bill Bewley

Assistant Director of Technology

Biography/Research

Dr. Bewley is the Assistant Director of Technology at CRESST. He works primarily in the area of educational technology, focusing on computer-based assessment, decision support, information visualization, and distance learning. Dr. Bewley's graduate work was in cognitive **psychology** and computer science, and he has many years of experience in management, software development, and advanced technology applications for education and training.

Education

PhD, 1969, University of Wisconsin, specializations in **psychology** and computer science
MA, 1966, University of Wisconsin, specializations in **psychology** and computer science
BA, 1964, Stanford University, **psychology**

Rebecca Buschang

Senior Researcher

Biography/Research

Rebecca Buschang is a senior researcher at the National Center for Research on Evaluation, Standards, and Student Testing (CRESST). She earned her M.S. and Ph.D. in Educational **Psychology** from the University of California Los Angeles. Her research interests focus on the assessment of teacher knowledge, developing effective professional development, and the use of innovative strategies, particularly technology, in science and math classrooms.

Prior to joining CRESST, Rebecca was a middle and high school science teacher and a professional development provider for science teachers.

Kilchan Choi

Assistant Director: Principal Scientist in Statistical and Methodological Innovations

Biography/Research

Kilchan Choi is the CRESST Assistant Director/Principal Scientist for Statistical and Methodological Innovations. His expertise is in the development and application of advanced statistical methodologies and hierarchical modeling to applied problems in multi-site evaluation, growth modeling, and school effectiveness/accountability in a large-scale assessment system. He has developed a new value-added model applied to multiple-school, multiple-cohort longitudinal data in estimating different cohort effects and teacher effects. His current research focuses on integrating item response theory, latent variable regressions, longitudinal analysis, and hierarchical models into a general comprehensive statistical model.

Girlye C. Delacruz

Senior Researcher

Biography/Research

Girlie Delacruz has been working on a broad number of CRESST research projects since 2002. Her research interests involve investigating how to use various forms of technology including computers, video games, mobile devices, and sensor-based networks to understand and measure learning in both military and educational contexts. In the area of assessment, her research focuses on issues of validity, assessment design, and the use of advanced computational models to support formative assessment and adaptive training.

She has published numerous articles in scholarly journals and has written book chapters on the topic of technology in education. Dr. Delacruz is currently conducting CRESST research on the design of inquiry-based assessments for computational thinking and video-games to facilitate young children's scientific reasoning and problem solving in physics.

Ph.D. **Psychological** Studies in Education Graduate School of Education and Information Sciences University of California, Los Angeles Advisor: Eva L. Baker November 2010 Doctoral Thesis: Games as Formative Assessment Environments: Examining the Impact of Scoring Scheme Explanation and Incentive on Learning and Game Performance B.A. in **Psychology** with a Minor in Applied Developmental **Psychology** University of California, Los Angeles 1998

Mark Hansen

Senior Researcher

Biography/Research

Dr. Hansen's work focuses on the use of latent variable models (item response theory and cognitive diagnosis models, in particular) to support the design of assessments used in educational, **psychological**, and health-related research. This has included the development and evaluation of methods for estimating such models and for examining the extent to which they fit real data. Hansen is also interested in approaches for characterizing the validity and reliability of assessment-based judgments. Hansen currently serves as a senior researcher at CRESST.

Margaret Heritage ???

Biography/Research

Margaret Heritage is Assistant Director for Professional Development at the National Center for Research on Evaluation, Standards and Student Testing (CRESST) at UCLA. Her current work at CRESST focuses on data use for school improvement, including formative assessment, and on teacher evaluation.

Prior to joining CRESST she had many years experience in schools in the U.K and the U.S., including a period as a County Inspector of Education in the U.K., and as Principal of the University

Elementary School, the laboratory school of the Graduate School of Education and Information Studies at UCLA. Heritage was also member of the faculty in the Department of Education at the University of Warwick, England, and in the U.S. has taught courses in the Departments of Education at UCLA and at Stanford University.

Her most recent publications include a co-authored paper, published in *Education Measurement: Issues and Practice*, on teachers use of formative assessment evidence (2009), a contribution on student self-assessment to a special issue of the *National Middle School Association Journal* (2009), a paper co-authored with W.J. Popham on professional development for formative assessment use, published by the Educational Testing Service (2008), and a co-authored a book with Alison Bailey, *Formative Assessment for Literacy and Academic Language*, published in 2008. Her latest book, *Formative Assessment: Making It Happen in the Classroom* (2010), is published by Corwin Press.

Joan Herman - Co-Director (Emeritus)

Biography/Research

Joan Herman is Co-Director Emeritus of the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA. Her research has explored the effects of testing on schools and the design of assessment systems to support school planning and instructional improvement. Her recent work focuses on the validity and utility of teachers' formative assessment practices and the assessment of deeper learning. She also has wide experience as an evaluator of school reform.

Dr. Herman is noted in bridging research and practice. Among her books are *Turnaround Toolkit*; and *A practical Guide to Alternative Assessment*, both of which have been popular resources for schools across the country. A former teacher and school board member, Dr. Herman also has published extensively in research journals and is a frequent speaker to policy audiences on evaluation and assessment topics. She is past president of the California Educational Research Association; has held a variety of leadership positions in the American Educational Research Association, National Organization of Research Centers, and Knowledge Alliance; and is a frequent contributor at the National Academy of Education. Dr. Herman is current editor of *Educational Assessment*, serves on the Joint Committee for the Revision of *Standards for Educational and Psychological Testing*, and chairs the Board of Education for Para Los Niños.

Markus Iseli

Biography/Research

Dr. Markus Iseli is a Senior Researcher at UCLA/CRESST with a focus on integration and application of artificial intelligence algorithms for technology-based learning and assessment

systems. Prior to working at CRESST, he was a lecturer for digital speech processing at UCLA. He has 10 years of industrial expertise as a technology consultant and hardware and software engineer.

Education

Dr. Iseli holds a PhD and MS degree from UCLA and a MS degree from ETH Zuerich, Switzerland, all in Electrical Engineering. His specialization is in digital signal processing, speech and image analysis, and pattern matching.

John Lee - Senior Researcher

Biography/Research

Dr. Lee's current research is related to technology-based assessments in a variety of military contexts.

Through funding from the Office of Naval Research (ONR), he is working on the development of a computer-based assessment tool for assessment of Tactical Action Officers (TAO) in a simulated CIC (Combat Information Center) onboard Navy ships called the Multi-Mission Team Trainer (MMTT). He is also working on a game or simulation based assessment project for the Navy related to assessment of complex skills (damage control and shiphandling) using Bayesian networks for real time and after action assessment of skills including situation awareness, decision making and communication.

He is also working on a project funded through DARPA/ONR called the DCAPS (Detection & Computational Analysis of **Psychological** Signals) project, which involves the processing of honest signals from many sources with relation to stress and depression with post deployment soldiers, including post-traumatic stress and mild traumatic brain injury.

A third project is the development of curriculum analysis and development tools for the Federal Medical Simulation Training Consortium's Educational Framework Initiative (EFI).

His research interests include data-informed decision making, ontology creation and analysis, and simulation-based assessment.

Education

Ph.D., 1999, UCLA, **Psychological** Studies in Education

M.Div., 1993, Princeton Theological Seminary

B.S. Biology, 1986, University of Michigan, Ann Arbor

Ayesha Madni - Senior Researcher

Biography/Research

Ayesha Madni is a CRESST senior researcher. Her research interests include educational games, student motivation, social and emotional learning, and human learning and memory. Her current work involves students' self-efficacy and social and emotional learning within educational games. She also has a strong interest in enhancing performance of students with special needs. Prior to her work at CRESST, Dr. Madni taught at the Rossier School of Education, University of Southern California and worked as a senior researcher for Intelligent Systems Technology Inc. She has also worked as a learning specialist providing targeted interventions to facilitate student learning and motivation across a variety of student populations. She received her doctorate in Educational **Psychology** from the University of Southern California.

Christine Ong - Senior Researcher

Biography/Research

Christine Ong is a senior researcher at the National Center for Research on Evaluation, Standards, and Student Testing (CRESST). Having worked in the field of evaluation for over 10 years, she currently directs evaluation activities for the Mobilize project, an innovative computer science initiative for high school students funded by the National Science Foundation (NSF). She is also a key collaborator on the NSF-funded Formative Assessment in Math (FAM) research study which examines K-12 teachers' use of formative assessment within classroom instruction. Prior to her work at CRESST, Dr. Ong worked as a research analyst at First 5 LA and participated in the planning and dissemination of several large-scale evaluation studies, including the Los Angeles Universal Preschool Child Outcome Study (UPCOS) and the LA County Healthy Kids Insurance evaluation. She began her career in education as an early childhood teacher and museum educator.

Julia Phelan - Senior Research Associate

Biography/Research

Julia Phelan is a CRESST senior research associate. Currently she is working on a large-scale study of the effects of assessments of conceptual understanding on mathematics learning and performance at the middle school level. Previously she worked on a project to integrate science education and assessment research in the construction of Web-based assessment tools for middle school science teachers. Her experience also includes curriculum and assessment development in math and science at the K-12 and college level with a focus on developing materials based on deep understanding of big ideas across the curriculum. Other research interests include elementary math education, the development of mathematical concepts across grade levels and social/emotional development in

young children with developmental disorders. She was the recipient of the UCLA College of Letters and Sciences Certificate in Distinction in Teaching in 2001.

She holds a BA in **Psychology** and PhD in Educational **Psychology** from UCLA.

Jia Wang

Biography/Research

Dr. Jia Wang is a senior researcher and project director for the National Center for Research on Evaluation, Standards, and Student Testing at UCLA. Her research interests emphasize applied educational measurement by designing and managing research studies to evaluate the effectiveness of multi-site intervention programs over time, investigating how school, teacher, and student factors affect student achievement, and developing, validating, and evaluating assessment systems.

Dr. Wang currently directs three evaluation studies – evaluation of magnet school assistance programs at 10 school districts across the country (3-year program), resident teacher training program (5-year program), and voluntary school choice program (5-year program). She just finished a four-year evaluation study of the statewide evaluation of after school programs in California and a five-year study of a turnaround charter school in Los Angeles. Both studies used a mixed-method approach and analyzed a wide range of student outcome measures. Previously, Dr. Wang led the quantitative part of a statewide evaluation of California Mathematics and Science Partnerships, investigating the relationship between teacher professional development and student outcomes.

Dr. Wang publishes often in professional journals, and has authored various technical reports and book chapters. She is a member of the editorial board for the journals Educational Evaluation and Policy Analysis, Educational Assessment, and Social Science and Medicine. Additionally, Dr. Wang teaches graduate research and statistics courses at UCLA, including Survey Research, Experimental Design, and Linear Statistical Models.

Dr. Wang received her PhD from UCLA's Graduate School of Education and Information Studies with a specialization in Social Research Methodology. Prior to her current position at UCLA, Dr. Wang was vice president of research at a non-profit educational consulting firm, Assistant Director for the UCLA's Global Center for Health and Education, and a statistics analyst for the UCLA Civil Rights Project.

Korbil Kim - Visiting Scholar

Biography/Research

Dr. Ki-Seok “Korbil” Kim is a CRESST visiting scholar and professor (emeritus) from Seoul National University. Dr. Korbil earned his Ph.D. in Educational Policy Studies from the University

of Wisconsin-Madison and is an author or contributing author to more than ten books on education. He is currently conducting research on the topics of access, equity and competitiveness in Korean higher education as well as quality education to end poverty.

Education

Ph.D., University of Wisconsin-Madison, Educational Policy Studies (1980-1985)

M.Ed., Seoul National University, Curriculum and Instruction (1975-1977)

B.A., Seoul National University, Education (1967-1972)

Young Gon Kim - Visiting Scholar

Biography/Research

Young Gon Kim studies educational standards, evaluation, and school accountability. In Korea, he has held a number of distinguished positions, primarily supporting the Ministry of Education, Science & Technology. Mr. Kim holds an M.S. in Education from Indiana University and is currently a Visiting Scholar at CRESST.

Education

Ph.D. candidate in Education, Department of Education in Dongkuk University, Seoul, Korea (2002-)

M.S. in Education, Department of Instructional Systems Technology, Indiana University, Bloomington, Indiana, U.S.A. (1998-1999)

B.A. in Literature, Department of Education, Seoul National University, Seoul, Korea (1987-1992)

Jong Hyun Wi - Visiting Scholar

Biography/Research

Jong Hyun Wi is an associate professor of Chung-Ang University and president of Game Contents Research Center at Chung-Ang University, Korea. Also, He is president of the Contents Management Institute, vice president of Japanese Online Game Focused Association, advisory member of the Korean government and National Assembly, and consultant of many Korean and foreign game companies and governments. He is an expert and well-known researcher throughout the Asian online game industry, and has published numerous books, academic papers, white papers and business reports.

SBAC Executive Committee 07/15/2014

Juan D'Brot

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Executive Director, Offices of Assessment, Accountability, and Research

West Virginia Department of Education

August 2013 – July 2014 (1 year)Charleston, West Virginia

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Responsibilities also include working with **psychometricians** to determine appropriate statistical analysis relevant to assessments and research, costing all projects, maintaining budgets, and working with a variety of offices within the department to drive the division's and department's initiatives. Position also requires proficiency in data analysis, report preparation, and dissemination of findings to appropriate audiences.

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Executive Director of Assessment and Accountability

West Virginia Department of Education

July 2010 – August 2013 (3 years 2 months)

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Responsibilities also include working with **psychometricians** to determine appropriate statistical analysis relevant to assessments and research, costing all projects, maintaining budgets, and working with a variety of offices within the department to drive the division's and department's initiatives. Position also requires proficiency in data analysis, report preparation, and dissemination of findings to appropriate audiences.

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Research and Evaluation Coordinator

West virginia Department of Education

December 2009 – July 2010 (8 months)

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Position requires proficiency in research and evaluation techniques, including a diverse set of quantitative and qualitative approaches to data analysis, familiarity and understanding of **psychometric** principles in large-scale assessment, and the ability to present findings to stakeholder groups of varying levels of expertise (i.e., general population to technical audiences).

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Instructor

Rue Education Services

July 2008 – December 2008 (6 months)

Instructor for: Ethics and Moral Philosophy, Introduction to **Psychology**, and Introduction to Sociology

.....

Education

Capella University

Ph.D., Industrial-Organizational Quantitative Psychology

2006 – 2011

West Virginia University

M.A., Communication Theory and Research

2005 – 2006

Activities and Societies: Lambda Pi Eta National Communication Association

Colby College

Biochemistry & Music Performance

<https://www.linkedin.com/pub/juan-d-brot/2/5ba/537>

Juan D’Brot, Michael Hock, Charles Lenth, Joseph Martineau, Mike Middleton, Patty Reiss, Deb Sigman, Luci Willits, Beverly Young

Smarter Balance Assessment Consortium Staff & Advisors

Smarter Balanced staff and advisors work with member states to develop a balanced assessment system aligned to the Common Core State Standards that will accurately measure student achievement and growth. To contact Smarter Balanced staff and advisors, please click here.

<http://www.smarterbalanced.org/about/smarter-balanced-staff/>

Christyan Mitchell – WestEd Project Manager

Christyan Mitchell is a senior research associate at WestEd and serves as project lead overseeing the development of high-stakes online state assessments for general and special student populations (e.g., English language learners, students with disabilities). Currently, he is a project manager for the

SMARTER Balanced Assessment Consortium, overseeing day-to-day operations and ensuring that work progresses according to Consortium requirements.

Mitchell received his bachelor's of science from the State University of New York at Binghamton in **experimental psychology**. He later earned a master's of education from Northeastern University, where he focused on educational research and statistics, and a Ph.D. from the University of Minnesota in **educational psychology**, with a concentration in measurement and **cognitive psychology**.

After completing his doctoral studies and research, Mitchell worked at the Massachusetts Department of Education as chief data analyst and as a senior program manager at Harcourt Assessment before joining WestEd.

Smarter Balanced Assessment Consortium Staff

Tony Alpert - Executive Director

Tony Alpert serves as executive director for the Smarter Balanced Assessment Consortium, where he oversees the fiscal operations of Smarter Balanced, collaborating with Washington as the lead fiscal state; and provides expert guidance on assessment design and technology.

Prior to joining Smarter Balanced, Alpert—who is recognized as a leading expert in statewide computer-based and adaptive testing—served as the director of assessment for the Oregon Department of Education. He also served on the U.S. Department of Education's National Technical Advisory Committee where he provided technical counsel. Alpert earned his master's degree at the University of Oregon.

EMPLOYMENT

Director of Assessment **July 2005 – Current**
OREGON DEPARTMENT OF EDUCATION SALEM, OR

Directs the Office of Assessment with a budget of approximately \$10 million per year. Develops policies, long and short term goals and objectives for Assessment Office relating to statewide online and paper pencil based assessments including item writing, **psychometrics**, test design, test administration and reporting. Oversees production of reports of Adequate Yearly Progress (AYP) and Oregon's state report card and school and district performance reports. Oversees collection and analysis of key accountability data including dropouts, graduates and attendance. Conducts statistical analyses, evaluates programs, progress, time lines and risks for the office. Presents materials to State Board as required for policy decisions. Coordinates with agency partners, local, statewide and national organizations.

Education

B.A **Psychology** and Sociology

M.S. **Psychology**, Sociology, Decision Sciences

Selected Publications

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Duncan, T.E., Alpert, A., Duncan, S.C., & Hops, H. (1996). Multilevel covariance structure analysis of sibling substance use and intra-family conflict. Journal of **Psychopathology** and Behavioral Assessment. 18(4), p.347-369.

.....

Sheeber, L., Hops, H. , Alpert, A., Davis, B., Andrews, J. (1997). Family support and conflict: Prospective relations to adolescent depression . Journal of Abnormal Child **Psychology**, 25(4), p. 333-344.

Sheeber, L., Hops, H., Andrews, J.A., Alpert, A., & Davis, B. (1998). Interactional processes in families with depressed and nondepressed adolescents: Reinforcement of depressive behavior. Journal of Abnormal **Psychology**.

http://webcache.googleusercontent.com/search?q=cache:StR0_3geengI:https://www2.ed.gov/programs/racetothetop-assessment/bios/anthony-alpert.doc+&cd=2&hl=en&ct=clnk&gl=us

Luci Willits - Deputy Executive Director

Luci Willits is the deputy executive director for the Smarter Balanced Assessment Consortium. As deputy executive director, she oversees the consortium's external relations including communications, state services, and partnerships. Willits has more than a decade of state agency and state board of education experience. Prior to joining the Consortium, she served as the Chief of Staff of the Idaho Department of Education for eight years where she ran the day-to-day operations of the 140 person agency and represented the Superintendent at the Idaho Legislature. Willits also worked for the Idaho State Board of Education and as a Communications Director for Congressman Mike Simpson. She grew up in rural Idaho and is a product of Idaho's public schools, graduating from Idaho State University.

Paisha Allmendinger - Finance and Operations Manager

Paisha Allmendinger serves as the finance and operations manager for Smarter Balanced Assessment Consortium. Paisha is responsible for the financial and business operations of Smarter Balanced. Prior to joining Smarter Balanced, Paisha served as Business Manager for UCLA TIES for Families, a program dedicated to children in foster care.

She has experience in diverse aspects of executive leadership, operations management, fiscal management, and strategic planning. Paisha has a great passion for education and volunteers her time with organizations that inspire underserved students to go to college. She received her BA in Economics from UCLA and her MBA from UCLA Anderson School of Management.

Magda Y. Chia, Ph.D.
Deputy Director, System Design
Director of Support for Under-Represented Students

Dr. Chia serves as the deputy director of system design for the Smarter Balanced Assessment Consortium. Chia leads the Consortium's efforts to ensure the assessment system is designed to effectively serve the needs of all students, including students with disabilities, English language learners, and English language learners with disabilities. Chia also helps identify, prioritize, and manage changes and improvements to the Consortium's system while helping to ensure that the formative, interim and summative components of the system are aligned. She provides support to Smarter Balanced work groups and advisory committees, and facilitates input from outside experts and stakeholders on assessment development and teacher supports.

Chia received her Ph.D. in education, equity, and cultural diversity at the University of Colorado, Boulder. Her research addresses validity and fairness in assessments across diverse student populations. She specializes in the relationship between cultural and linguistic diversity and assessment development, implementation, data use, and classroom instruction. In addition to teaching in public schools for a number of years, Chia has worked with OECD, AIR, CAE and state and district assessment agencies. Chia received her master's degree at New York University.

Shelbi Cole, Ph.D.
Deputy Director, Content

Shelbi Cole serves as the deputy director of content for the Smarter Balanced Assessment Consortium. Cole is responsible for ensuring that the assessments measure the depth and breadth of the Common Core State Standards. She oversees the processes used for item writing, item quality, item alignment, item sensitivity, and bias and data reviews, as well as the production of formative assessment and professional development materials for mathematics and English language arts. Cole served as the director of mathematics for Smarter Balanced prior to stepping into the role as deputy director of content.

Before joining Smarter Balanced, Cole served as a mathematics education consultant for the Connecticut State Department of Education, overseeing the development of the state's high school mathematics assessment and contributing to the state's transition plan for the Common Core State

Standards. Prior to that role, she was a high school mathematics teacher. Cole received her master's of secondary education and Ph.D. in educational **psychology** with an emphasis on gifted and talented education from the University of Connecticut, Storrs.

Nikki Elliott-Schuman
Director, English Language Arts and Literacy

Nikki Elliott-Schuman is the director of English language arts and literacy for the Smarter Balanced Assessment Consortium. Elliott-Schuman works to ensure that the assessments effectively measure the depth and breadth of the Common Core State Standards in ELA/literacy. She also co-chairs the Performance Task Work Group for Smarter Balanced and is the State Writing Assessment Specialist for the Office of Superintendent of Public Instruction (OSPI) in Washington.

Elliott-Schuman has more than 30 years of expertise in ELA assessment and curriculum as a teacher and administrator. Past roles include District Curriculum Coordinator for K-12 Reading and Writing in Vancouver, Washington, and the State Evaluation Specialist for Nevada Writing at the Nevada State Department of Education. She began her career as a high school English teacher. Elliott-Schuman received her master's of education in curriculum and instruction at the University of Nevada, Reno.

Rachel Kachchaf, Ph.D.
Director of Supports for Students

Rachel Kachchaf serves as the director of supports for students for the Smarter Balanced Assessment Consortium. Kachchaf oversees the Consortium's efforts to consider the needs of the English language learners throughout the development of the full assessment system. She provides support to Smarter Balanced work groups, advisory committees, advocacy groups, and assessment experts to improve assessments for diverse learners.

Kachchaf received her Ph.D. in educational equity, and cultural diversity from the University of Colorado, Boulder. Her research interests center on the linguistic and cultural issues in the testing of linguistic minorities. She utilizes mixed methods to address ways in which testing practices in large-scale assessment can be improved to attain validity for English language learners. She has conducted research for the National Science Foundation and the Institute of Education Sciences, in addition to having experience teaching in public schools. Kachchaf earned a Masters degree in Spanish language and linguistics from New York University.

Jacqueline E. King, Ph.D.
Director, Higher Education Collaboration

Jacqueline King serves as the director of higher education collaboration for the Smarter Balanced Assessment Consortium. As an expert in higher education access, student financial aid, and alignment with K-12, King helps ensure that Smarter Balanced meets the needs of postsecondary institutions for determining student readiness for entry-level credit-bearing courses in English language arts/literacy and math.

King spent 15 years at the American Council on Education, serving most recently as assistant vice president and policy research advisor. At ACE, she founded the Center for Policy Analysis and led the K–16 alignment agenda, including efforts to ensure that higher education faculty had direct input on the Common Core State Standards. King received a doctorate in higher education from the University of Maryland, College Park. She also holds a master’s degree in student personnel administration from Teachers College, Columbia University.

“It is important to note that, while the **CCSS define the knowledge and skills** that students **must** possess in mathematics and English language arts in order to be ready for college-level work, they do not set—or even suggest—minimum standards for college or university admission.” - *Implementing the Common Core State Standards: An Action Agenda for Higher Education, 2011*

<http://www.acenet.edu/news-room/Documents/Implementing-the-Common-Core-State-Standards-2011.pdf>

Marty McCall, Ph.D.
Lead **Psychometrician**

Marty McCall is the lead **psychometrician** for the Smarter Balanced Assessment Consortium. McCall is responsible for managing test development activities and **psychometric** and statistical analysis projects; providing technical assistance; monitoring procedures for item writing; monitoring test construction, test review, scoring and reporting; developing interpretive documents; and providing technical documentation related to projects and activities.

Prior to joining Smarter Balanced, McCall was with Northwest Evaluation Association, where she led the development of multiple facets of computer adaptive test design. She also worked as a **psychometrician** for the Washington State Office of Superintendent of Public Instruction (OSPI). McCall is also a former teacher, and throughout her career she has authored more than a dozen academic papers and has presented to conferences across the country. McCall received her Ph.D. in Systems Science from Portland State University.

Chrystyna V. Mursky, Ph.D.
Director, Professional Learning

Chrystyna Mursky is the director of professional learning for the Smarter Balanced Assessment Consortium. Mursky oversees the Consortium’s development of formative assessment strategies and

professional development opportunities for teachers. With more than 30 years of education experience, Mursky has taught or served as an administrator at every level, from K-12 to higher education.

Mursky most recently served as the statewide program director for the Wisconsin Department of Public Instruction, where she oversaw reforms designed to improve equity and student performance. Mursky also designed and implemented professional development activities on educator effectiveness, curriculum development, effective instructional strategies, balanced assessment systems, response to intervention, and the Common Core State Standards. She received her Ph.D. in educational policy and leadership from Marquette University.

Brandt Redd

Chief Information Officer/CTO

As Chief Information Officer / CTO for Smarter Balanced, Brandt Redd ensures that the consortium is supported by a robust information and technology infrastructure. Redd previously served as Senior Technology Officer for education programs at the Bill & Melinda Gates Foundation. Redd has three decades of experience in the information technology sector. He co-founded Folio Corporation, an innovator in electronic publishing software, and Agilix Labs, a developer of learning solutions. In a diverse career, he has served as a software engineer, project manager, database administrator, chief scientist, and chief technology officer for companies like Ancestry.com. Redd received a bachelor's degree in computer science and an MBA from Brigham Young University.

Nicole Siegel

Communications Specialist

Nicole Siegel serves as communications specialist for the Smarter Balanced Assessment Consortium. Siegel is responsible for building awareness and support for the Consortium through day-to-day coordination of varying communications functions, including monitoring and updating web content, managing social media presence, and assisting with media relations.

Siegel has spent six years working in the education space, most recently serving as assistant to the faculty chair in the Department of Government at American University's School of Public Affairs. In this role, she administered the departmental assessment committee's review of undergraduate curriculum, contributed to the revision of course learning objectives, and helped redefine the measurement for student success. Siegel received a bachelor's degree in anthropology from North Carolina State University and a master's degree in public administration from American University.

Advisors

Sue Gendron, Ph.D.
Policy Coordinator

Sue Gendron serves as the policy advisor and coordinator for the Smarter Balanced Assessment Consortium. She leads the Consortium's outreach to state education chiefs and acts as a consultant to the Council of Chief State School Officers (CCSSO), coaching states on the implementation of the Common Core State Standards.

In 2010, Gendron was named a senior fellow for the International Center for Leadership in Education. As senior fellow, she leads the International Center's consulting services to local districts and state education departments for development of comprehensive assessment systems and 21st century-based technology plans. Prior to joining Smarter Balanced, Gendron served as the president of CCSSO. She also served as the commissioner of education in Maine from 2003 to 2010.

Linda Darling-Hammond, Ph.D. ???
Senior Research Advisor

Linda Darling-Hammond serves as a senior research advisor and has contributed to the Consortium's effort to create a balanced system of assessments. She is Charles E. Ducommun Professor of Education at the Stanford University School of Education. She also serves on the Board of Directors for the Wallace Foundation and the Alliance for Excellent Education, the Education Leadership Advisory Council for the Stuart Foundation, and the Executive Board for the National Academy of Education.

Darling-Hammond has received the McGraw Hill Prize for Innovation in Education, the Friend of the NEA Award from National Education Association, and the Outstanding Teaching Award from the Stanford University School of Education. She is a past president of the American Educational Research Association. Darling-Hammond received her Ed.D. from Temple University.

SMARTER BALANCED
TECHNICAL ADVISORY COMMITTEE

The Technical Advisory Committee (TAC) provides guidance on technical assessment matters pertaining to validity and reliability, accuracy, and fairness. Members of the TAC are highly regarded national experts who have been widely published in their fields. Areas of expertise include: assessment design; computer adaptive testing (CAT); assessment accommodations; uses of tests; mathematics, and English language arts/literacy.

Jamal Abedi, Ph.D.

Jamal Abedi is a professor in the School of Education at the University of California, Davis and a research partner at the National Center for Research on Evaluation, Standards, and Student Testing (CRESST). He also currently serves as the advisor to the UK national assessment department, Office of Qualifications and Examination Regulation. In 2003, Abedi received the National Professional Service Award from the American Educational Research Association. He is also the recipient of the 2008 Lifetime Achievement Award by the California Educational Research Association. Abedi received his Ph.D. from Vanderbilt University.

Post-Doctoral

1978-1979, University of California, Los Angeles. Research Methods and Evaluation

1977, University of California, Los Angeles. Summer session in Research Methods and Evaluation

Ph.D., **Psychology** – (**Psychometrics**) – George Peabody College of Vanderbilt University, Nashville

MA 1971, George Peabody College of Vanderbilt University Specialization: **Psychology** (statistics and measurement)

<http://education.ucdavis.edu/faculty-profile/jamal-abedi>

Randy Bennett, Ph.D.

Randy Bennett is the Norman O. Frederiksen Chair in Assessment Innovation for the Research & Development Division of the Educational Testing Service (ETS) in Princeton, New Jersey.

From 1999 through 2005, Bennett directed the NAEP Technology Based Assessment project, which explored the use of computerized testing for the National Assessment of Educational Progress (NAEP). He received the ETS Senior Scientist Award in 1996 and the ETS Career Achievement Award in 2005. Bennett is a graduate of the doctoral program at Teachers College, Columbia University.

Bennett, R. E., H. Persky, A. Weiss, and F. Jenkins. 2007. Problem solving in technology rich environments: A report from the NAEP Technology-based Assessment Project, Research and Development Series (NCES 2007-466). U.S. Department of Education, National Center for Education Statistics. Washington, DC.

Use Technology to Achieve Substantive Goals

The final claim is that future assessments will need to use technology to do what can't be done as well (or at all) with traditional tests. Among those uses will be to measure existing competencies more effectively (and efficiently), for example, by scoring complex responses automatically or administering tests adaptively. A second use will be to measure new competencies. New competencies could include aspects of competencies we currently measure; for example, current tests measure the result of problem solving **but technology also could be used to measure**

features of the examinee's problem-solving process (Bennett, Persky, Weiss, and Jenkins, 2010).
Preparing for the Future: What Educational Assessment Must Do _____ Randy Elliot Bennett
Educational Testing Service,

http://www.gordoncommission.org/rsc/pdfs/bennett_preparing_future_educational_assessment.pdf

“The next generation of large-scale electronic tests will steadily incorporate advances in technology, psychometrics, and to a growing extent, cognitive science.”

Reinventing Assessment by Randy Elliot Bennett

Derek C. Briggs, Ph.D.

Derek Briggs is associate professor, Research and Evaluation Methodology, in the School of Education at the University of Colorado at Boulder.

Briggs received the American Educational Research Association (AERA) Division D Mary Catherine Ellwein Outstanding Dissertation Award. He serves on the Editorial Board for Educational Assessment. Briggs received his Ph.D. from the University of California, Berkeley.

1. Briggs, D. C. & Alonzo, A. C. (2011 forthcoming) The **psychometric** modeling of ordered multiple choice item responses for diagnostic assessment with a learning progression. Learning Progressions In Science. Sense Publishers.
5. Briggs, D. C. & Alonzo, A. C. (2009) The **psychometric** modeling of ordered multiple-choice item responses for diagnostic assessment with a learning progression. Paper presented at the LearningProgressions in Science (LeaPS) Conference, Iowa City, IA, June 25, 2009.
8. Briggs, D. C. (2006) Book Review: The SAGE Handbook of Quantitative Methods in the Social Sciences. Applied **Psychological** Methods. Vol 30(5), 447-451.
18. Briggs, D. C. (2004) Generalizability theory in item response modeling. Presentation at the International Meeting of the **Psychometric** Society, Pacific Grove, CA. June 15, 2004.
4. Briggs, D. C. (2010) Pathology or pragmatism? Why **psychometricians** don't measure growth instudent achievement. School of Education Colloquium Series, University of Colorado, April 7,2010.
31. Briggs, D., Alonzo, A., Schwab, C. & Wilson, M. (2004) Developmental assessment with ordered multiple-choice items. Presentation at the International Meeting of the **Psychometric** Society, Pacific Grove, CA. June 16, 2004.
40. Wilson, M & Briggs, D. (1999) An introduction to individual growth modeling: A multilevel modeling perspective. Presentation at the Institute for Human Development, UC Berkeley Department of **Psychology**. December 3, 1999.

PROFESSIONAL AFFILIATIONS

- American Educational Research Association
- American Statistical Association
- National Education Policy Center
- National Council on Measurement in Education
- Rasch Modeling Special Interest Group
- The **Psychometric** Society

Manuscript Reviews

- American Educational Research Association Annual Conference
- American Educational Research Journal
- Applied **Psychological** Measurement
- Behavioral Research Methods
- Cognition and Instruction
- Educational Evaluation and Policy Analysis
- Educational Measurement: Issues and Practice
- Educational Researcher
- Evaluation Review
- Journal of Educational Measurement
- Journal of Educational and Behavioral Statistics
- Journal of Experimental Child **Psychology**
- Journal of Teacher Education
- Multivariate Behavioral Research
- National Council of Measurement in Education Annual Conference
- Physical Review
- Psychometrika**
- Psychological** Methods
- Review of Educational Research

□ Routledge Publications

□ SAGE Publications

http://www.colorado.edu/UCB/AcademicAffairs/education/faculty/derekbriggs/Docs/Briggs_CV.pdf

Gregory J. Cizek, Ph.D.

Gregory Cizek is professor of Educational Measurement and Evaluation at the University of North Carolina at Chapel Hill.

He is the recipient of the 2006 AERA Division D award for Significant Contribution to Educational Measurement and Research Methodology and the 2007 recipient of the National Council on Measurement in Education award for Outstanding Dissemination of Educational Measurement Concepts. He served from 2007–2009 as an appointed member of the National Assessment Governing Board (NAGB), which oversees the National Assessment of Educational Progress. Cizek received his Ph.D. from Michigan State University.

Gregory J. Cizek teaches courses in applied **psychometrics**, statistics, program evaluation and research methods.

Teaching Areas

- Introduction to Educational Measurement and Evaluation
- Applied **Psychometric** Theory
- Statistics I
- Fundamentals of Educational Research
- Tests and Measurement for School Counselors
- Program Evaluation

Courses

- EDUC 609: Tests and Measurements
- EDUC 680: Introduction to Educational Research
- EDUC 683: Educational Measurement and Evaluation
- EDUC 684: Statistical Analysis of Educational Data I
- EDUC 783: Applied Measurement Theory for Education
- EDUC 785: Program Evaluation in Education
- EDUC 786: Problems in Educational **Psychology**
- EDUC 787: Problems in Educational Measurement

Selected Professional Affiliations

- American Educational Research Association
- National Council on Measurement in Education
- Editorial Boards: Applied Measurement in Education, Journal of Educational Measurement, Educational and **Psychological** Measurement

Selected Publications

Cizek, G. J., & Rosenberg, S. L. (2011). **Psychometric** methods and high stakes assessment: Contexts and methods for promoting ethics in testing. In A. T. Panter & S. Sterba (Eds.), *Handbook of ethics in quantitative methodology* (pp. 211-240). New York: Routledge.

Cizek, G. J. (2012). Defining and distinguishing validity: Interpretations of score meaning and justifications of test use, **Psychological Methods**, 17(1), 31-43.

Cizek, G. J., Bowen, D., & Church, K. (2010). Sources of validity evidence in educational and **psychological** tests: A follow-up study. *Educational and **Psychological** Measurement*, 70, 732-743.

Cizek, G. J., Rosenberg, S., & Koons, H. (2008). Sources of validity evidence for educational and **psychological** tests. *Educational and **Psychological** Measurement*, 68, 397-412.

http://soe.unc.edu/fac_research/faculty/cizek.php

David T. Conley, Ph.D.

David Conley is Professor of Educational Policy and Leadership in the College of Education, University of Oregon. He is the founder and director of the Center for Educational Policy Research at the University of Oregon, and founder and chief executive officer of the Educational Policy Improvement Center.

Since 2008, Conley has served as Special Consultant to the Chief Operating Officer of the College Board, New York. He has also served as Special Advisor to the College Board. Conley received his doctoral degree from the University of Colorado at Boulder.

Linda Darling-Hammond, Ph.D.

Linda Darling-Hammond is Charles E. Ducommun Professor of Education at the Stanford University School of Education. She also serves on the Board of Directors for the Wallace Foundation, the Education Leadership Advisory Council for the Stuart Foundation, and the Executive Board for the National Academy of Education.

Darling-Hammond has received the McGraw Hill Prize for Innovation in Education, the Friend of the NEA Award from National Education Association, and the Outstanding Teaching Award from the Stanford University School of Education. She is a past president of the American Educational Research Association. Darling-Hammond received her Ed.D. from Temple University.

<http://web.stanford.edu/class/ed269/hplintrochapter.pdf>

HOW PEOPLE LEARN:

INTRODUCTION TO LEARNING THEORIES

Developed by Linda-Darling Hammond, Kim Austin, Suzanne Orcutt, and Jim Rosso

HISTORY OF LEARNING THEORY

“I believe that (the) educational process has two sides—one **psychological** and one sociological. . . Profound differences in theory are never gratuitous or invented. They grow out of conflicting elements in a genuine problem.” - John Dewey, In Dworkin, M. (1959) Dewey on Education pp. 20, 91

Brian Gong, Ph.D.

Brian Gong is the executive director of the non-profit National Center for the Improvement of Educational Assessment, Inc. (Center for Assessment).

He served as co-chair of the Validation Committee for the Common Core State Standards published by the National Governors Association and the Council of Chief State School Officers. By invitation from the U.S. Department of Education, Gong was a part of the team that wrote the No Child Left Behind Peer Review Guidance for Accountability Systems and the Growth Model Pilot. Gong received his Ph.D. from Stanford University.

Education
Stanford University

Doctor of Philosophy (Ph.D.), Design and Evaluation of Educational Programs

San Jose State University

Master of Science (M.S.), Education, Instructional Technology

Brigham Young University

Bachelor of Science (B.S.), Psychology

<https://www.linkedin.com/pub/brian-gong/73/720/bb0>

Edward Haertel, Ph.D.

Edward Haertel is the Jacks Family Professor of Education at the Stanford University School of Education.

Haertel has served as president of the National Council on Measurement in Education, chairs the Technical Advisory Committee concerned with California's school accountability system, chairs the National Research Council's Board on Testing and Assessment (BOTA), and from 2000 to 2003 chaired the Committee on Standards, Design, and Methodology of the National Assessment Governing Board (NAGB). Haertel received his Ph.D. from the University of Chicago.

Research Summary:

Dr. Haertel is an expert in the area of educational testing and assessment. His research and teaching focus on **psychometrics** and educational policy, especially test-based accountability and related policy uses of test data. His recent work has examined standard setting methods, limitations of value-added models for teacher and school accountability, impacts of testing on curriculum, students, and educational policy, test reliability, and generalizability theory.

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Joan Herman, Ph.D.

Joan Herman is the Director of the National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Herman served on the National Academy's Committee on the Design of Science Assessment. She is currently the editor of Educational Assessment. Herman received her Ed.D. from the University of California, Los Angeles.

Dr. Herman is current editor of *Educational Assessment*, serves on the Joint Committee for the Revision of *Standards for Educational and Psychological Testing*, and chairs the Board of Education for Para Los Niños.

<http://www.cse.ucla.edu/about/staff.php?action=search&query=Herman>

G. Gage Kingsbury, Ph.D.

Gage Kingsbury is a private **psychometric** consultant providing advice and development work in the application of technology to practical assessment situations.

Kingsbury designed the first adaptive tests used in educational settings, and helped to design adaptive tests that are currently administered to K-12 students in every state. He also served as a developer of the ACE standards for computerized adaptive testing and the ATP guidelines for computerized test development and use. Kingsbury currently serves as the president of the International Association for Computerized Adaptive Testing. He is also an associate editor for the Journal of Computerized Adaptive Testing. He serves as a research fellow for the Hong Kong Institute of Education and has received the Award for Outstanding Contributions to Educational Assessment from National Association of Test Directors. He founded the Center for Research on

Academic Growth at NWEA (since renamed the Kingsbury Center). Kingsbury holds a Ph.D. in **psychology** from the University of Minnesota.

James W. Pellegrino, Ph.D.

James Pellegrino is Liberal Arts and Sciences Distinguished Professor and Distinguished Professor of Education at the University of Illinois at Chicago.

He is a Fellow of AERA, a lifetime National Associate of the National Academy of Sciences and a past member of the Board on Testing and Assessment of the National Research Council. In 2007 he was elected to lifetime membership in the National Academy of Education. Pellegrino received his Ph.D. from the University of Colorado.

Education

- 1969 B.A., Colgate University, **Psychology**
- 1970 M.A., 1970, University of Colorado, Experimental, Quantitative **Psychology**
- 1973 Ph.D., University of Colorado, Experimental, Quantitative **Psychology**

Professional Affiliations

Psychonomic Society, Sigma Xi, Midwestern **Psychological** Association, Rocky Mountain **Psychological** Association, Society for Research in Child Development, American Educational Research Association, American Association for the Advancement of Science, New York Academy of Science, Cognitive Science Society, Society for Multivariate Experimental **Psychology**, **Computers in Psychology**, Society for Mathematical **Psychology**, European Association for Research on Learning and Instruction (EARLI).

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W. James Popham, Ph.D.

W. James Popham is Professor Emeritus, Graduate School of Education and Information Studies at the University of California, Los Angeles (UCLA).

Popham is a past president and fellow of AERA. He was also the founding editor of Educational Evaluation and Policy Analysis, a quarterly journal published by AERA. At UCLA he won several distinguished teaching awards. In January 2000, he was recognized by UCLA Today as one of UCLA's top 20 professors of the 20th Century. In 2002, the National Council on Measurement in Education presented him with its Award for Career Contributions to Educational Measurement. In 2009, he was appointed to the National Assessment Governing Board. Popham received his Ed.D. from Indiana University.

Joseph Ryan, Ph.D.

Joseph Ryan is Professor Emeritus of Arizona State University and head of Educational Measurement Systems.

Ryan has been named an Inaugural Fellow by the American Educational Research Association. Ryan received his Ph.D. from the University of Chicago.

Dr. Ryan received an A.B. in mathematics and M.Ed. in Educational **Psychology** from Boston College and a Ph.D. in Measurement, Evaluation, and Statistical Analysis from the University of Chicago. He was a professor of educational measurement and research at the University of South Carolina from 1974 to 1995, and at Arizona State University from 1995 until 2006.

<https://webapp4.asu.edu/directory/person/50348>

Martha Thurlow, Ph.D.

Martha Thurlow is the director for the National Center on Educational Outcomes and Senior Research Associate, Educational **Psychology** at the University of Minnesota.

She served on the CCSSO-NGA Common Core State Standards Initiative Validation Committee. Thurlow received her Ph.D. from the University of Minnesota.

Edward Bosso

Ed Bosso is the vice president of the Laurent Clerc National Deaf Education Center at Gallaudet University. He is also the president of the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD). At the national level, CEASD serves as an advocate for the deaf and hard of hearing with governmental bodies concerned with the establishment of educational policy and the implementation of federal legislation. Bosso is also the vice president of the Laurent Clerc National Deaf Education Center at Gallaudet University. He has helped the center with the development of ASL content standards to facilitate linguistic competence for deaf and hard of hearing students in both ASL and English.

Prior to this he served as the assistant superintendent of Human Resources in the Christina School District where he previously was the Director of Delaware Programs for Deaf, Hard of Hearing and Deafblind Children and the Principal of the Delaware School for the Deaf. Additionally, he has worked at other schools and programs for deaf and hard of hearing students as well as served as adjunct faculty at McDaniel College.

Bosso earned his master's in educational administration at California State University, Northridge as part of the National Leadership Training Program and is currently completing his doctoral work in Educational Leadership at the University of Delaware.

Donna Christian, Ph.D.

Donna Christian is a senior fellow at the Center for Applied Linguistics (CAL) following 16 years as CAL's president. Her work has focused on the role of language in education, including issues of second language learning, bilingualism, and dialect diversity. She is on the Board of Directors of The International Research Foundation for English Language Education (TIRF) and serves on

numerous editorial and advisory boards. She was awarded the Promoting Bilingualism Award from the Two-Way California Association of Bilingual Education (CABE) organization (2006). She received her M.S. in applied linguistics and Ph.D. in sociolinguistics from Georgetown University.

Richard Durán, Ph.D.

Richard Durán is a professor at the Gevirtz Graduate School of Education at University of California at Santa Barbara. Previously he was a research scientist at ETS, where he conducted investigations and published findings on the validity of the SAT, GRE, and TOEFL. His specialty research areas include assessment and education policy, and education interventions serving English language learners and Latino students and families. He serves as director of the UCSB component of the California Engaging Latino Communities for Education (ENLACE) Project and its family and community school engagement strand. He received his Ph.D. in **psychology** from UC Berkeley.

Kathy Escamilla, Ph.D.

Kathy Escamilla is a professor of education in the division of social, bilingual, and multicultural foundations at the University of Colorado at Boulder. Escamilla is a member of numerous professional organizations in education and has served two terms as the president of the National Association for Bilingual Education. She was recently appointed co-editor of the Bilingual Research Journal, and has served as chair of the Bilingual Education Research Special Interest Group for AERA. She received her Ph.D. in curriculum and the study of schooling from UCLA.

James Green, Ph.D.

James Green began his direct involvement in Native American education in 1979 as assistant principal at Red Cloud Indian School in Pine Ridge, SD. Through his interest in Native languages, Green collaborated in the 1980s with Caleb Gattegno, originator of the Silent Way of Teaching and Words in Color, to develop the teaching materials for the Lakota and Dakota languages. He became the director of the Institute for Dakota Studies at the Sisseton Wahpeton Tribal College (SD) in 1990, where he developed a new A.A. degree curriculum in Native Studies. In 1996 he became director of the Alliance Project for Tribal Colleges, a national teacher education project funded by the Office of Special Education Programs (OSEP) and headquartered at Vanderbilt University. He also taught Lakota and Dakota languages at South Dakota State University as an adjunct professor from 1992-2002.

In 2003 Green began a dual appointment at the Monarch Center, University of Illinois Chicago, and as paraprofessional coordinator for the Alaska Partnership for Teacher Enhancement at the University of Alaska Anchorage (UAA). The Monarch Center work continued his responsibility to assist with the development of special education teaching-training at tribal colleges; his primary work in Alaska was to respond to the need in rural and Alaska Native village schools for “highly qualified” paraprofessionals under No Child Left Behind. He designed a set of core courses for paraeducators through UAA and delivered them onsite in Alaska Native villages.

In 2008 he joined the staff of the federal Equity Assistance Center housed in the School of Education at the University of Colorado Boulder and led by Leonard Baca and Janette Klinger as co-principal investigators. His work with the Equity Assistance Center has been primarily with K-12 school districts in South Dakota, North Dakota, and Montana. Green serves as a liaison with state offices of education, local school districts, Bureau of Indian Education (BIE) schools, and Tribal

Education Departments to provide professional development and direction on Native culture and language and their effect on the academic achievement of American Indian and Alaska Native students. Green continues to serve on the Steering Committee for the IRIS Center at Vanderbilt University, a national project to provide high-quality resources on students with disabilities (http://iris.peabody.vanderbilt.edu/about_center/about_board_advisors.html).

Green completed his master's in American Indian curriculum development from the Ontario Institute for Studies in Education (OISE) in 1980. Green received his doctorate in education at the University of Minnesota in 2006. His research dissertation was titled *Paradigm Adherence and the Great Debate on Reading*.

Kenji Hakuta, Ph.D.

Kenji Hakuta is the Lee L. Jacks professor of education at Stanford University. He was the founding dean of social sciences, humanities, and arts at UC Merced. He is currently chair of the National Research Council's Workshop on the Role of Language in School Learning: Implications for Closing the Achievement Gap; chair of the National Academy of Education's Research Advisory Committee; member of the Validation Committee for the Common Core State Standards; and chair of the AERA Task Force on IES Reauthorization. He received his Ph.D. in experimental **psychology** from Harvard University.

Okhee Lee, Ph.D.

Okhee Lee is a professor of childhood education at the Steinhardt School of Culture, Education, and Human Development at New York University. She became an AERA Fellow in 2009 and received the Distinguished Career Award from the AERA Committee on Scholars of Color in Education in 2003. She has directed research and teacher enhancement projects funded by the National Science Foundation, the U.S. Department of Education, and the Spencer Foundation. She received her Ph.D. in educational **psychology** from Michigan State University.

Robert Linqunti

Robert Linqunti is project director for English Learner Evaluation and Accountability Support (ELEAS) and senior researcher for the California Comprehensive Center at WestEd. He serves on the Texas State Assessment Technical Advisory Committee, the California English Language Development Test Technical Advisory Group, and the national Working Group on ELL Policy. He received his M.P.A. in public policy from Columbia University.

Maria Santos

Maria Santos is the deputy superintendent of instruction, leadership, and equity-in-action for the Oakland Unified School District in California. She is a co-chair of the English language learner initiative, and helped organize a steering committee of local ELL experts to plan and implement the initiative. She was the senior instructional manager and superintendent for the Office of English Language Learning at the New York City Department of Education and was an education program officer at the Wallace–Reader's Digest Funds, where she designed the Leadership for Educational Achievement in Districts (LEAD) project.

Guadalupe Valdes, Ph.D.

Guadalupe Valdes is the Bonnie Katz Tenenbaum professor of education at Stanford University. Her research explores issues of bilingualism relevant to teachers in training, including methods of instruction, typologies, measurement of progress, and the role of education in national policies on immigration. She is a member of the National Academy of Education, an AERA Fellow, a member of the Board of Trustees for ETS, and a member of several editorial boards for language and linguistics publications. She received her Ph.D. in Spanish from Florida State University.

Carol Allman, Ph.D.

Carol Allman was a teacher of VI and an administrator for VI programs at local and state levels. Allman is an adjunct professor at Florida State University teaching braille. Allman also serves as a consultant for the American Printing House for the Blind where she provides workshops on accessibility of state testing programs for students with visual impairments. She serves on the Michigan Technical Advisory Committee (TAC) and is on contract with Measured Progress to review items for the Florida alternate assessment and provide other VI expertise to that project. As an expert in the area of visual impairments, she co-authored books and presented at professional conferences. Allman received a B.S. in elementary education, an M.S. in visual impairments, and a Ph.D. in early childhood/special education with a minor in statistics and research from Florida State University.

Bridget Dalton, Ed.D.

Bridget Dalton is an assistant professor in the School of Education at the University of Colorado Boulder. Her research interests include literacy and technology, struggling readers, and adolescent literacy. She focuses on the development and study of universally designed scaffolded strategic digital literacy environments for diverse learners. She is particularly interested in improving literacy and engagement outcomes for students who struggle to learn in school. Dalton is currently collaborating with co-principal investigators Catherine Snow of Harvard University, Patrick Proctor of Boston College, and colleagues at CAST, Inc., on a U.S. Department of Education Institute of Education Sciences (IES) study comparing the effects of digital texts with embedded vocabulary and strategy instruction supports on the reading achievement of Spanish-English bilingual students and English-only students. She recently completed another IES reading comprehension project with co-principal investigator Annemarie Palincsar of the University of Michigan. The latter study investigated the role of interactive diagrams and pedagogical agents in supporting students' comprehension of science text. Dalton has also served as the Chief Officer of Literacy and Technology for CAST, Inc., a non-profit research and development organization that develops and applies universal design for learning theory and practice. She also was an associate professor at the University of Guam, where she directed the Literacy Lab and coordinated the graduate program in Language and Literacy, and was a lecturer in education at the Harvard Graduate School of Education. Dalton has published numerous books and articles. Dalton received her doctorate in reading, language, and learning disabilities from Harvard University.

Donald D. Deshler, Ph.D.

Donald Deshler is currently a professor of special education at the University of Kansas where he also serves as director for the University of Kansas Center for Research on Learning. Deshler serves as an advisor on adolescent achievement to several other organizations, including the Carnegie Corporation of New York, the National Governors Association, the Council on Families and

Literacy, and the U. S. State Department. He recently received a presidential appointment to the National Institute for Literacy's advisory board. Deshler has presented on education policy regarding adolescent literacy for the nation's governors at the James B. Hunt Institute for Educational Leadership and Policy and has testified before Congress and several state legislatures on secondary school reform. Through the Aspen Institute he has worked with members of Congress to shape policies addressing the challenges of high school reform. Deshler is the recipient of numerous awards, including the J.E. Wallace Wallin Award for leadership in educational research, the Maxwell J. Schleifer Distinguished Service Award, and the Higuchi Research Achievement Award. Deshler's most recent textbook (co-authored by Annemarie Palincsar, Gina Biancarosa, and Marnie Nair) is called *Informed Choices: Principles and Programs for Adolescent Literacy*. Deshler has authored numerous articles, books, and multimedia products. Deshler received his M.Ed. in learning disabilities and a doctorate in special education with a minor in **psychology** from the University of Arizona.

Barbara Ehren, Ed.D.

Barbara Ehren is a professor at the University of Central Florida (UCF) and serves as director of a doctoral program that focuses on language and literacy for struggling learners. Prior to joining UCF, she was a research scientist with the University of Kansas Center for Research on Learning (KUCRL) where her emphasis was on strategic reading for adolescents, collaboration among professionals in schools, and school-wide literacy initiatives in secondary schools, including Response to Intervention (RTI). Her experience includes many years in public schools as a speech-language pathologist, teacher, and district administrator. She serves on numerous committees and editorial boards and chairs the American Speech-Language-Hearing Association (ASHA) Committee on the Roles of Speech-Language Pathologists in Schools. She has a special interest in assisting school systems to build capacity at the school level for more effective literacy programs for diverse learners. A recurrent theme of her work is shared responsibility for literacy acquisition. She is a frequent consultant to states, school districts, and professional associations on RTI related issues. Ehren is a fellow of ASHA, a board recognized specialist in child language and a fellow of the International Academy for Research in Learning Disabilities. She has served on several key ASHA committees, including the Ad Hoc Committee on Reading and Writing and is currently chair of the ASHA Working Group on the Roles of Speech-Language Pathologists in Schools. She serves on several other committees and editorial boards, including the advisory board of the RTI Action Network and the International Reading Association Commission on RTI. Ehren is the author of many publications focused on language and literacy.

Jack M. Fletcher, Ph.D.

Fletcher is a Hugh Roy and Lillie Cranz Cullen Distinguished Professor of **Psychology** at the University of Houston. From 1978-1985, Fletcher was the acting director of the Mental Retardation/ Developmental Disabilities Research Section at the Texas Research **Institute of Mental Sciences**; from 1989-2006, Fletcher was a tenured professor in the Division of Developmental Pediatrics in the Department of Pediatrics at The University of Texas Medical School Houston. For the past 30 years, Fletcher, a board-certified child neuro**psychologist**, has worked on issues related to child **neuropsychology**, including studies of children with spina bifida, traumatic brain injury, and other acquired disorders. In the area of developmental learning and attention disorders, Fletcher has addressed issues related to definition and classification, neurobiological correlates, and most recently, intervention. Fletcher directs a Learning Disability

Research Center grant and a long-term study involving genetic, neuroimaging, and **neuropsychological** factors in spina bifida, both funded by the National Institute of Child Health and Human Development. He served on the NICHD National Advisory Council, the Rand Reading Study Group, the National Research Council Committee on Scientific Principles in Education Research, and the President's Commission on Excellence in Special Education. The author of three books and over 200 papers, Fletcher was the recipient of the Samuel T. Orton award from the International Dyslexia Association in 2003 and a co-recipient of the Albert J. Harris award from the International Reading Association in 2006. He was president of the International **Neuropsychological** Society in 2008-2009. Fletcher received a B.A. from Davidson College and a Ph.D. in clinical **psychology** from the University of Florida.

Jacqueline F. Kearns, Ed.D.

Jacqueline Kearns has extensive experience in training and technical assistance in inclusive education in addition to nine years of classroom experience teaching students with intellectual disabilities, significant cognitive disabilities, and students who have communication needs/AAC. She is a parent of a school-age child who was recently diagnosed with ADHD and a learning disability, and serves as a legal guardian for a friend who experiences autism. She serves as principal investigator for the federally funded National Alternate Assessment Center and Associate Director for ILSSA, a University of Kentucky based assessment design group. She co-authored *Alternate Assessment – Measuring Outcomes and Supports* (Baltimore: Paul Brookes) with Harold Kleinert.

Susan Rose, Ph.D.

Susan Rose possesses expertise in the areas of special education/ deaf and hard of hearing with an emphasis on literacy among deaf and hard of hearing students in grades K-12. She is a professor in the Department of Educational **Psychology** at the University of Minnesota Twin Cities. Rose is also the coordinator of the special education program, the graduate program in education for deaf and hard of hearing children, and the faculty representative for ASL as a world language undergraduate program. She was a teacher serving children who were deaf or hard of hearing in classroom and itinerant settings for more than a decade prior to her career in teacher education and research. Rose has served on several national and state professional and community organizations with people who are deaf or hard of hearing; conducted research in the areas of communication, reading and writing, and computer-based technology. Her research has focused on information access for students who are deaf or hard of hearing, with an emphasis on language development, reading, and modality of coding language input. Rose has served as the project director for several training grants which have evolved into programs serving the special needs community of Minnesota and the deaf and hard of hearing education field nationally. A second area of training for Rose is the preparation of teachers of the deaf so that they can serve students with additional learning needs, including cultural adaptations and disabilities. Rose's publications include journal articles, books, technical manuals, and software. She co-authored the Reading Bridge series and the revised Reading Milestones with Drs. Quigley and McAnally, and is the co-developer of the Reading Milestones Placement / Progress Monitoring (RMPM) assessment, AVE: ASL and AVE: DHH software and the Deaf- Hard of Hearing resources website including an inservice webinar for teachers of deaf and hard of hearing students. Rose received her doctorate from the Ohio State University.

Ann C. Schulte, Ph.D.

Ann Schulte is a professor of **psychology** and School **Psychology** Program Director at North Carolina State University. Following graduate school, she worked as a test developer and researcher with **Psychometrics**, Inc. before joining the faculty at the University of North Carolina at Chapel Hill. She spent 12 years at UNC, both as a School **Psychology** Program faculty member and later as a researcher and fellow at the Frank Porter Graham Child Development Center. Prior to coming to NC State in 1994, she was employed at Duke University Medical Center as a clinician in the Attention Disorders Program and a clinical supervisor on the Multi-modal Treatment of ADHD study. Schulte's research interests center on improving the quality of services and educational outcomes for children with learning disorders. Within that area, her interests range from school responses to children with reading difficulties, to consultation, to the inclusion of children with disabilities in high stakes testing programs. She serves or has served on the editorial boards of School **Psychology** Review, Journal of School **Psychology**, Journal of Learning Disabilities, and Learning Disabilities Research and Practice, as well as served as associate editor of the School **Psychology** Quarterly. She has directed several federal grants and just completed a training grant focusing on preparing school **psychologists** to align their services with current reading research and school reform efforts. Schulte has authored numerous publications in the field of learning disabilities. Schulte earned her B.A. in experimental **psychology** from the University of California at Santa Barbara, and her Ph.D. in educational **psychology** with a specialization in school **psychology** from the University of Texas at Austin.

Richard Simpson, Ed.D.

Richard Simpson is a professor of special education at the University of Kansas. His research focuses on autism spectrum disorders and behavior disorders. As principal investigator for the training personnel to serve Children and Youth with Autism Spectrum Disorders, funded by the U.S. Department of Education, Office of Special Education Programs, Simpson develops teacher educators, researchers, and supervisors with consultation, personnel training, and research experiences in urban and suburban public schools within linguistically and culturally diverse communities. He has also helped create the description and analysis of alternative educational programs for learners with emotional and behavioral challenges in the Kansas City area. In addition to authoring numerous books and journal articles, Simpson serves on the editorial board of Focus on Autism and Other Developmental Disabilities and is a reviewer for several other publications: Intervention in School and Clinic, Behavioral Disorders, and Special Education and Teacher Education. Simpson received his doctorate in special education from the University of Kansas.

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Stephen Smith is a professor in the Special Education program at the University of Florida (UF). Smith teaches graduate level courses in special education research, emotional and behavioral disorders (EBD), and principles of prevention science in education. His research focuses on effective behavioral prevention strategies in educational settings, self-regulation of behavior (effortful control of thought, action, and emotion), issues related to aggression and violence in schools, and understanding verbal aggression of students with EBD. During his time at UF, Smith and colleagues have received over \$8.5 million dollars to conduct research and development projects related to the prevention of and effective interventions for maladaptive student behavior in school settings. Smith has also obtained over \$1.5 million dollars to train pre-service students to work in special education. He is currently serving as a principal investigator of a three-year, \$1.5 million dollar research and development grant to create an extensive and theoretically based curriculum to improve self-regulatory functions of students with EBD. He is the author of 14 professional books and book chapters, and he has presented his findings and recommendations at numerous state, regional, national, and international professional conferences. He is a panel scientist for the U.S. Department of Education, Institute of Education and is on the editorial board of numerous professional journals in education and special education. He has authored numerous publications addressing special education. Smith was a teacher of special education students for eight years. Smith received a Ph.D. in special education from the University of Kansas, Lawrence, Kansas and an M.S. from the Missouri State University, Springfield, Missouri.

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Selected Publications

Peters, C., Algina, J, Smith, S., & Daunic, A. (in press). Factorial validity of the Behavior Rating Inventory of Executive Function (BRIEF) Teacher Form. *Child **Neuropsychology***.

Daunic, A. P., Smith, S. W., Garvan, C. G., Barber, B. R., Becker, M., Peters, C., Taylor, G., Van Loan, C., & Wei, Li. (in press). *Efficacy of the Tools for Getting Along* curriculum for reducing risk for emotional/behavioral problems. *Journal of School **Psychology***.

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Smith, S. W. (2003). Conflict resolution. In Watson, T. S., & Skinner, C. H. (Eds.) *Encyclopedia of **school psychology***. New York: Kluwer Academic/Plenum.

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