

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

2015 Enhanced Assessment Grant (EAG)

CFDA # 84.368A

PR/Award # S368A150006

Grants.gov Tracking#: GRANT11949880

OMB No. , Expiration Date:

Closing Date: Jun 29, 2015

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/28/2015"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Arizona Department of Education"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="866004791"/>	* c. Organizational DUNS: <input type="text" value="8047460970000"/>

d. Address:

* Street1: <input type="text" value="1535 West Jefferson Street"/>
Street2: <input type="text"/>
* City: <input type="text" value="Phoenix"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="AZ: Arizona"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="85007-3280"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
---------------------------------------	-------------------------------------

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="Leila"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Williams"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Associate Superintendent"/>	

Organizational Affiliation: <input type="text"/>
--

* Telephone Number: <input type="text" value="602-364-2811"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="Leila.Williams@azed.gov"/>

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.368

CFDA Title:

Grants for Enhanced Assessment Instruments

*** 12. Funding Opportunity Number:**

ED-GRANTS-042815-002

* Title:

Office of Elementary and Secondary Education (OESE): Enhanced Assessment Instruments Grants Program: Enhanced Assessment Instruments CFDA Number 84.368A;

13. Competition Identification Number:

84-368A2015-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

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*** 15. Descriptive Title of Applicant's Project:**

Alternate English Language Learning Assessment. (ALTELLA)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,027,479.97"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,027,479.97"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Peter Laing</p>	<p>TITLE</p> <p>Associate Superintendent</p>
<p>APPLICANT ORGANIZATION</p> <p>Arizona Department of Education</p>	<p>DATE SUBMITTED</p> <p>06/28/2015</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Arizona Department of Education

* Street 1: 1535 West Jefferson Street Street 2:

* City: Phoenix State: AZ: Arizona Zip: 85007

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Grants for Enhanced Assessment Instruments CFDA Number, if applicable: 84.368
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8. Federal Action Number, if known:	9. Award Amount, if known: \$.
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name N/A Middle Name
* Last Name N/A Suffix
* Street 1 Street 2
* City State Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name N/A Middle Name
* Last Name N/A Suffix
* Street 1 Street 2
* City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Peter Laing

* Name: Prefix * First Name Leila Middle Name
* Last Name Williams Suffix

Title: Associate Superintendent Telephone No.: Date: 06/28/2015

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S368A150006

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. . **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number. 1894-0005.

Optional - You may attach 1 file to this page.

ALTELLA GEPA FINAL.pdf

Add Attachment

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View Attachment

ALTELLA GEPA Narrative

The ALTELLA project is committed to ensuring equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs. Because the managing partner for this project is the National Center on Educational Outcomes (NCEO), and it will be responsible for carrying out all project activities and hiring, the General Education Provisions Act (GEPA) statement reflects the commitment of NCEO to equitable access and participation.

Barriers to Project Employment

NCEO, and its affiliated university department (Institute on Community Integration), have maintained a consistent record of hiring persons with disabilities, as well as people with a variety of national origins, races, age groups, and gender identifications. At least 10% of the current Institute staff have some type of documented disability. A broad range of disabilities is represented, including developmental disabilities such as cerebral palsy and epilepsy, as well as sensory disabilities and mental health disabilities. The Institute is an organization committed by its very nature to engaging people with disabilities in participation through employment and through various advisory boards. For example, more than one-half of the Institute's current Community Advisory Council is people with disabilities or people who are parents of children with disabilities. In addition, the Institute has employed people of a variety of national origins, including Czech Republic, China, Japan, Somalia, South Korea, Taiwan, Turkey, and Ukraine. NCEO has employed individuals with disabilities, including individuals with Down syndrome, blindness, cerebral palsy, and mental health disabilities. Current employees at NCEO include staff from Taiwan and Ukraine. The proposed project is committed to continuing the employment of individuals from a variety of backgrounds, particularly individuals with disabilities. To do so, a three-pronged approach will be implemented.

First, NCEO will provide the training needed by graduate students with disabilities to attain the qualifications that ready them for positions in higher education or other positions that require a Ph.D. The Center creates a strong avenue for ensuring the employment and advancement of individuals with disabilities. This is a strategy used in the past with individuals such as James Shriner, an individual with

cerebral palsy, who is now a University professor, training new teachers. The strategy was also used with Sarah Barrow, an individual who is legally blind. While working at NCEO, Sarah completed her school psychology internship in a local school district as part of her School Psychology Specialist degree. She continued on to employment in a school setting.

Second, NCEO will undertake an active recruitment policy for hiring individuals with disabilities. This recruitment policy will involve advertising positions in publications with readerships comprised of many individuals with disabilities, including newsletters of The Association for Individuals with Severe Handicaps, The Council of Learning Disabilities, and various similar associations. Furthermore, individuals currently employed within the Institute on Community Integration, especially those with disabilities themselves, will be asked to actively and personally inform and recruit individuals with disabilities for positions.

NCEO and the Institute management remain committed to the goal of increasing the number of individuals with disabilities who work in the Center and the Institute, to assist those individuals with disabilities currently employed to advance, and to train advanced students in educational fields so that their employment opportunities are increased beyond what they would have been without the assistance. These are important steps in the critical push to improve the employment of persons with disabilities.

Barriers to Participation in Project Activities

The ALTELLA Project contains several components where there may be barriers to full participation for individuals with disabilities. To the best of our knowledge, our participants (e.g., expert panelists, practitioners, etc.), all of whom are adults, will be fluent English speakers so there should be no participation barriers related to participants with limited language proficiency.

First, the technical advisory committee (TAC) and state partners will participate in meetings and reviews via email, webinars, and teleconferences. If any of our TAC member or state partners requires large print or audio presentation, computers should allow for easy adaptation to fit the needs of individual participants. Sign interpreters will be hired when needed. A TDD service is available if we are communicating with any participants with hearing impairments via telephone. In-person meetings will be

conducted in hotels or other public conference facilities that are fully accessible to individuals with physical disabilities.

School practitioners (e.g., teachers, special education service providers, English language development teachers) also will participate in classroom observations and face-to-face interviews during the project. As needed, data collectors for these activities will hire sign language interpreters, and provide copies of written materials in large print or braille. Interviews will be conducted in school buildings that are fully accessible to individuals with physical disabilities.

All materials disseminated from the project will be made available on a web page for the project. These materials will be provided in both html and PDF formats so that they are fully accessible to stakeholders who require screen readers.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Arizona Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Alternate English Language Learning Assessment (ALTELLA)

Most English language learners (ELLs) with the most significant cognitive disabilities (SCDs) are not included in assessments of English language proficiency (ELP). As a result, there is little evidence of how ELLs with SCDs are progressing toward English mastery to ensure their success in school and on the path to college, career, and community readiness. This project will apply the lessons learned from the past decade of research on assessing ELLs and students with significant cognitive disabilities, as separate groups, to develop an English Language Proficiency assessment based on alternate performance standards for ELLs with SCD—the Alternate English Language Learning Assessment (ALTELLA). ALTELLA will be based on current ELP standards and allow ELLs with SCDs to demonstrate both receptive and expressive English language development. This project will establish a collaboration of states including Arizona (lead), Michigan, Minnesota, South Carolina, and West Virginia, to complete the foundational work needed for an evidence-centered design approach to the development of an ALTELLA.

This project meets the following Absolute Priorities: **Absolute Priority 1**—Collaborations and **Absolute Priority 4**—Comprehensive Academic Assessment Instruments. The ALTELLA project is a collaboration of five states, with Arizona as the lead state, and the National Center on Educational Outcomes. A goal is to establish a foundational knowledge base and the prerequisite item templates to ultimately develop an alternate English language proficiency assessment for ELLs with SCDs, a small, but significant population whose language development needs have not been fully addressed.

The ALTELLA project meets **Competitive Preference Priority 1**—Implementing Internationally Benchmarked College- and Career-Ready Standards and Assessments—because one goal of the project is to use existing English language development standards, prioritized in relation to the learning needs of ELLs with SCDs. The project aims to develop innovative item templates/types that can be used with students' existing assistive technology (AT) devices.

The ALTELLA project meets **Invitational Priority 2**—Leveraging Technology to Support Personalized Learning and to Improve Assessment Tools—because it will gather information about the

personalized learning and AT use of ELLs with SCDs in order to develop innovative item types that are compatible with students' existing AT devices and also with students' standards-based IEP objectives.

The key activities of this project include the following:

1. Developing an Individual Characteristics Questionnaire (ICQ) that will be administered in participating states. The ICQ will be used to gather key information about the characteristics of ELLs with SCDs, including the technology-based tools that they may use to access everyday instruction.
2. Observing classrooms that include ELLs with SCDs to learn more about instructional and assessment strategies for this population of students.
3. Interviewing educators who teach ELLs with significant cognitive disabilities to learn more about the instructional and assessment strategies they find most successful.
4. Conducting a consensus-building process to prioritize which of many existing ELP standards will be included in the assessment blueprint for item template development purposes.
5. Developing templates for innovative items based on exiting ELP standards. The innovative items will be designed to be compatible with students' AT devices, as well as with other technology tools students may use in the classroom.
6. Creating a template for a Request for Proposals (RFP) that states can use at the completion of the project to continue the work of developing the ALTELLA.

The project will establish a technical advisory committee made up of experts in the fields of assessment design, psychometrics, alternate assessments, and English language development. By the end of the project, participating states will have an evidence-centered design validity argument for the ALTELLA as well as item templates to use in the next phases of the alternate assessment development.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

To add more Project Narrative File attachments, please use the attachment buttons below.

Alternate English Language Learning Assessment (ALTELLA)

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Collaborating States: Arizona (lead), Michigan, Minnesota, South Carolina, West Virginia

Alternate English Language Learning Assessment (ALTELLA)

The State of Arizona is applying for funding under Title VI, Part A, Subpart I, Section 6112: Enhanced Assessment Instruments “to enhance the quality of assessment instruments and systems used by States for measuring student achievement.” Arizona is the lead state for the Alternate English Language Learning Assessment (ALTELLA) state collaborative, which also includes Michigan, Minnesota, South Carolina, and West Virginia. The goal of the project is to establish a foundational knowledge base for better understanding of the approaches and strategies used by teachers serving English language learners (ELLs) with significant cognitive disabilities (SCDs) and develop prerequisite item templates to ultimately design an alternate English language proficiency assessment for those ELLs with SCDs.

This project meets the following **Absolute Priorities**:

Absolute Priority 1—Collaborations. ALTELLA is a collaboration effort of states, project national expert panelists and consultants, and the National Center on Educational Outcomes; all partners will work collaboratively to establish a foundational knowledge base that will be used to develop an alternate English language proficiency assessment based on alternate performance standards that are aligned to college and career readiness standards;

Absolute Priority 4—Comprehensive Academic Assessment Instruments. The ultimate goal of ALTELLA is to develop a comprehensive alternate assessment of English language proficiency for those ELLs with the most significant cognitive disabilities.

The ALTELLA project meets **Competitive Preference Priority 1**—Implementing Internationally Benchmarked College and Career-Ready Standards and Assessments—because one goal of the project is to use existing English language development standards, prioritized in relation to the learning needs of ELLs with SCDs. The project aims to develop innovative item templates/types that can be used with students’ existing assistive technology (AT) devices.

The ALTELLA project meets **Invitational Priority 2**—Leveraging Technology to Support Personalized Learning and to Improve Assessment Tools—because it will gather information about the personalized learning and AT use of ELLs with SCDs in order to develop innovative item types that are compatible with students’ existing AT devices and also with students’ standards-based IEP objectives.

Need for the Project

With recent educational reforms, new assessments have been developed based on Common Core State Standards (CCSS), including content assessments for general education students through the Smarter Balanced Assessment Consortium (Smarter Balanced) and the Partnership for Assessment of Readiness for College and Careers (PARCC). The National Center and State Collaborative (NCSC) and the Dynamic Learning Maps (DLM) have developed new assessments based on CCSS for students with the most significant cognitive disabilities (SCDs) and need to participate in an alternate assessment. Additionally, the World-class Instruction Design and Assessment (WIDA) and the English Language Proficiency Assessment for the 21st Century (ELPA21) are currently working on new assessments of English language development based on standards that are aligned to the CCSS. Yet, these assessments are not fully accessible to the small, but significant group of English language learners (ELLs) who also have SCDs. For this group of students, the most functional skill they can possess is communication; for educators of ELLs with SCDs, understanding the student’s language proficiency in English is critical to ensuring these students have access to the content they need so that they can meaningfully participate in their English-medium classrooms in order to develop their readiness for college, careers, and community.

Currently, there is little evidence of how ELLs with SCDs are progressing toward English mastery to ensure their success in school and on the path to college, career, and community readiness (Kleinert, Kearns, Quenemoen, & Thurlow, 2013). This project will apply the lessons learned from the past decade of research on assessing ELLs and students with SCD, as separate groups, to develop an English Language Proficiency assessment based on alternate performance standards for ELLs with SCDs—the Alternate English Language Learning Assessment (ALTELLA). The ALTELLA project

includes a collaboration of diverse states: Arizona, Michigan, Minnesota, South Carolina, and West Virginia. These states represent both high and low incidence ELL populations, and they have adopted different English language development standards. ALTELLA will be based on these existing ELP standards and allow students to demonstrate both receptive and expressive English language development. This project will use an evidence-centered design (ECD) approach to develop the foundation for the development of ALTELLA.

During the past decade, we have learned much about alternate assessments based on alternate achievement standards (AA-AAS) and the students with the SCDs who participate in them (Almond, Winter, Cameto, Russell, Sato, Clarke, Torres, Haertel, Dolan, Beddow, & Lazarus, 2010; Kearns, Lewis, Hall, & Kleinert, 2007; Kleinert, Browder, & Towles-Reeves, 2009; Quenemoen, 2007; Towles-Reeves, Kleinert, & Muhomba, 2009). States and test developers have faced many challenges in developing an AA-AAS that is both accessible for these students and technically defensible. In developing new AA-AAS based on college and career ready standards, the two AA-AAS consortia (Dynamic Learning Maps—DLM, National Center and State Collaborative—NCSC) employ differing approaches to assess what students with SCDs know and can do. However, states across the country have come closer to consensus in terms of learning expectations and outcomes for most students with SCDs.

States have also learned much about English language proficiency assessments (ELPAs) based on college and career ready standards for ELLs. State and assessment developers have embraced the challenge of addressing the need for ELPAs to be focused on academic language. Similarly, they have incorporated assessment approaches that are accessible, while at the same time meeting the federal requirements for ELPAs to show student growth, to inform instruction, and to determine placement and exit decisions. The Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs), developed by the World-class Instructional Design and Assessment (WIDA) consortium, and the English Language Proficiency Assessment for the 21st Century (ELPA21) Assessment, developed by the ELPA21 consortium, have done much to further the development of ELPAs so that they are technology enhanced and more accessible to a wider range of

ELLs than ever before. However, neither of these assessments is designed to assess the English proficiency of ELLs who also have SCD. The ALT ACCESS, developed by WIDA, is totally paper based at present, with no digital delivery options and other technology enhancements. Not all states that hold membership in WIDA administer the ALT ACCESS in their state (e.g., Minnesota).

Magnitude and Severity of the Problem

Despite the acknowledgment that ELLs with SCDs should participate in alternate assessments, too often lack of solid research and sufficient thought has been given to an alternate assessment of English language proficiency (ELP) for these students. This may have been the case because of an assumption that it is too difficult to identify ways to assess their English skills, given the severity of students' disabilities as well as challenges associated with students' language and culture characteristics. However, recent guidance from the U.S. Department of Education (July 18, 2014) reinforced the requirement that states assess the English language proficiency of all ELLs, including those with SCDs. Considerations about participation in alternate ELP assessments for some ELLs with disabilities may be complicated by a perceived lack of receptive or expressive communication skills. In some cases, an ELL may be misidentified as having a significant cognitive disability because of the student's inability to communicate. In these cases, providing appropriate communication systems can make an important difference in the student's access to instruction (NCSC Parent Materials, 2013). Ultimately, the most functional skill an ELL with an SCD can develop is communicative competence in English.

As the NCSC Consortium states: "Communication at some level is possible and identifiable for all students regardless of functional "level," and is the starting point for developing communicative competence. Communication competence is defined as the use of a communication system that allows students to gain and demonstrate knowledge. Many people with severe speech or language problems rely on alternative forms of communication, including augmentative and alternative communication (AAC) systems, to use with existing speech or replace difficult to understand speech." AAC can take many forms, including facial expressions, gestures, print, or electronic devices. We all use AAC when we use nonverbal communication or print, for examples. For ELLs with SCDs, learning to communicate within

the context of academic English is important because facial expressions and other nonverbal means are culturally bound. A smile may mean many things. In some parts of Asia, for example, it may signify embarrassment. Developing expressive and receptive language skills as well as the use of AAC in English is an important goal for ELLs with SCDs.

A NAAC study of learner characteristics of students participating in AA-AAS (Kearns, Towles-Reeves, Kleinert, Kleinert, & Thomas, 2009) found the population to be highly varied in expressive and receptive language, with 70% communicating symbolically using oral speech or symbol-based augmentative communication, 15-20% emerging in level of symbolic language and exhibiting consistent receptive responses, 8-12% communicating expressively at a presymbolic level and alert to sensory information, and 5-8% having inconsistent receptive responses. Approximately 70% of the population read basic sight words or read with basic understanding of text.

Ignoring the critical need for communication systems for students with SCDs likely will relegate them to lack of access to needed academic or functional skills that they will need as they move through school and look toward post-school options (Sanford et al., 2011). However, for most ELLs with SCDs, the heart of the problem is identifying whether the student has a language acquisition issue due to a disability, and whether the disability is significant, and without the student's proficiency in English language, how do we know? Therefore, it is imperative that this small, but important group of students be instructed in English language development and also assessed in terms of their college, career, and community ready English proficiency.

NCEO conducted focus groups with educators of ELLs with disabilities in five states. In these focus groups, educators indicated that they did not always understand the need for ELLs with disabilities to participate in ELP assessments (Liu et al., 2013; NCEO, 2014a). Often, the focus group participants suggested that if an ELL had a disability, the requirements for English language proficiency either allowed for exemption from the assessment because of a disability or should be changed to allow for the exemption. Decisions about participation in ELP assessments were sometimes made by the IEP team, but sometimes they were made by the ELL teacher (NCEO, 2014a). Recent guidance by the U.S. Department

of Education (July, 2014) reinforces, however, the need for all ELLs with disabilities, including those with SCDs, to participate in an ELP assessment.

An additional challenge for students with SCDs has been in defining what college, career, and community readiness means; this is also true for ELLs with SCDs. The knowledge and skills associated with college and career readiness are closely related to the knowledge and skills that students with significant cognitive disabilities need to be successful in their community. In order for ELLs with SCDs to have access to the instruction they need in math and English language arts, as well as learning self-advocacy skills needed to be as independent as they can be in post-school outcomes, ELLs with SCDs must have the opportunity to learn English. Some educators assume that ELLs with SCDs cannot learn English. ALTELLA starts with the assumption that each child can learn English. This is the “least dangerous assumption” because including these students in English language development instruction is not harmful, but excluding them from this instruction is.

Magnitude of the Need for the Services to Be Provided or the Activities to Be Carried out by the Proposed Project

It is difficult to determine precisely how many ELLs with SCDs are enrolled in schools across the U.S. because there are no national data sources that cross-reference ELLs and students with SCDs. Special education Child Count data do include information on ELLs who receive special education services by category of disability. But, category of disability is not a good way to identify a student with an SCD. Publicly reported information about students who participate in alternate assessments in general (i.e., both ELLs and their native English speaking peers) is also limited. In some states, participation and performance data are merged together, making it harder to know how many students with SCDs participated in the assessments. In other states, this information is merged together with the general assessment data. For states that do report information on how many students with SCDs took the alternate assessments, they do not report information including a subgroup for ELLs.

NCSC used the Learner Characteristics Inventory (LCI) (Kearns, Kleinert, Kleinert, & Towles-Reeves, 2006; Kearns, Towles-Reeves, Kleinert, Kleinert, & Thomas, 2011) to gather information on the

students with SCDs who would be taking its new AA-AAS. One question on the LCI asked about the student's ELL status. In the 17 states that participated in the NCSC's LCI, the percentage of ELLs ranged from 3% to 36% of the population of students with SCDs (Towles-Reeves, Kearns, Flowers, Hart, Kerbel, Kleinert, Quenemoen, & Thurlow, 2012). This one question points to possible variability in identification approaches for this student category in the consortium states as well as to the need to pose additional questions related to students' ELL status. Not enough is known about ELLs with SCDs; the ALTELLA project aims to generate a more solid knowledge base about ELLs with SCDs in order to develop an ELP assessment that best addresses their needs.

Among states collaborating in this grant proposal, Michigan and Minnesota publicly report the number of students by grade taking the alternate assessments in English language arts and math. In both of these states, the numbers are small: approximately 500 students took an alternate assessment in grades 3-8 in Michigan. In Minnesota, it was also about 500 students in grades 3-8 and 11. In both of these cases, it is unknown how many of these students may be ELLs. It is likely, given the general size of the student populations, that the number of ELLs with SCDs is higher in Arizona, about the same as that in Minnesota in South Carolina, and lower in West Virginia. Although the numbers of ELLs with SCDs may be small across the collaborating states, that should not diminish the magnitude of this issue. Federal requirements call for assessing the English language development of ELLs with SCDs, and it is critical that these assessments accurately assess their knowledge of English so that they may have access to instruction in English as well as be successful in college, community, and career. By working together to develop this assessment and the foundational knowledge necessary to know how to most effectively assess ELLs with SCDs, ALTELLA is leveraging the magnitude of this need across the shared commitment of the partner states, NCEO, and ALTELLA Technical Advisory Committee.

Specific Gaps or Weaknesses in Services, Infrastructure, or Opportunities Have Been Identified and Will Be Addressed by the Proposed Project

To date, only one alternate ELPA is in operation—the ALT ACCESS developed by WIDA. This assessment is described as assessment of English language proficiency (ELP) for students in grades 1-12

who are classified as ELLs and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs assessment (WIDA, 2015). The ALT ACCESS for ELLs aligns with the WIDA Alternate English Language Proficiency levels and is based on Alternate Model Performance Indicators (AMPIs). Approximately 37 states and entities (e.g., Northern Mariana Islands, Virgin Islands) belong to the WIDA consortium. Of these, the ALT-ACCESS was field tested in 15 states. Half of the approximately 1,800 students came from Virginia (ALT-ACCESS Field Test Technical Brief). The ALT ACCESS webpage for WIDA states that the assessment is currently undergoing revision. Furthermore, there are policy challenges related to the ALT ACCESS. In its current form, the ALT ACCESS does not include test items for Listening, Speaking, and Reading that allow a student to demonstrate proficiency in those domains at a level that would allow the student to exit ELL services (Alternate ACCESS Interpretive Guide). It is not known how many states are actively using the ALT-ACCESS operationally. In a recent NCEO report, only two states (Massachusetts and Colorado) publicly reported assessment results for students taking an alternate ELPA (Albus et al., 2015).

Not having a comprehensive alternate ELPA in every state is a gap that must be filled. ELLs with SCDs need access to instruction in order to develop the academic English needed to participate meaningfully in English-speaking classrooms. Educators need information on the English language development of their ELLs with SCDs so that they can better target instruction to the student's individual needs. Schools and states need accurate scores from an alternate ELPA to include in accountability efforts. Parents and other stakeholders need to know that their students are learning English at school so that these students can be appropriately prepared for college, community, and careers.

Significance

The ALTELLA project partners recognize the need for an assessment of English language development for ELLs who have SCDs that produces valid assessment results and interpretations. The ALTELLA project partners understand the benefits of collaborating to this end in order to ultimately develop a defensible assessment of English language proficiency for this student population. Because the

project partners cannot draw on a strong research base on assessment or instruction for ELLs with SCDs, they must draw on lessons learned from the development of both the AA-AAS and the ELPA.

Project partners will establish a foundation of data on the characteristics of ELLs with SCDs by developing an Individual Characteristics Questionnaire (ICQ) that builds on and extends the Learner Characteristics Inventory (LCI) used by NCSC and contextualizes it for ALTELLA purposes. Another contribution of the project to the knowledge base will be observations and interviews with teachers. Both of these knowledge development activities will inform the establishment of a strong assessment design, the prioritization of existing standards for item template development, and the creation of innovative item templates.

Significance of the Problem or Issue to Be Addressed by the Proposed Project

Current educational reform has dramatically shifted the focus of teaching and learning practices for all students and teachers, but especially for students with SCDs. The new focus is on more rigorous academic expectations for these students as well as for others. The AA-AAS consortia, with their focus on college and career ready expectations designed for students with SCDs, have repeatedly noted the surprises that their teachers have experienced with the new academic focus. They have seen their students with SCDs learn content that, in the past, they were never taught because it was deemed too academic and too difficult for them.

The ALTELLA project recognizes that an additional critical component for ELLs with SCDs is learning English. For ELLs with SCDs, instruction and assessment focused on developing English proficiency is essential. And, although NCSC and DLM have made great strides in understanding more about the instruction and assessment of those students with SCDs who are primarily users of English, there is consensus in the field that little is known about the instruction and assessment of ELLs with SCDs (Liu, 2013; NCEO, 2014b). The ALTELLA project is an opportunity to make important contributions to the field, both in terms of understanding the characteristics of the students and in terms of developing an appropriate assessment of English language proficiency for them.

Potential Contribution of the Project to the Development and Advancement of Theory, Knowledge, and Practices in the Field of Study

This project is designed to benefit participating states by establishing a knowledge base upon which an assessment can be developed. The partner states will learn more about the ELLs with SCDs in their states; this knowledge will inform both the instruction and assessment of these students. This knowledge can be used to develop targeted professional development in the future, as well. Educators in partner states will learn from shared promising practices in other partner states, contributing to the effective transfer of research to practice, resulting in a model demonstration of best practices that will inform the development of innovative item templates for a new assessment. When the project's work is complete, the tools and item templates developed from the project will be available for all states to use, regardless of their participation in the initial development funded by this grant. The ultimate purpose is to establish a strong knowledge base to use toward the development of a full alternate ELPA.

Potential for Generalizing From the Findings or Results of the Proposed Project

The ALTELLA project uses several research methods for the purposes of feasible generalizability of its outcomes – laying a solid foundation for the development of an ELP assessment for ELLs with SCDs. First, the Individual Characteristics Questionnaire (ICQ) will be administered to gather important information about ELLs with SCDs. Next, classroom observations will be conducted to learn more about instructional and assessment strategies for this population of students. Also, with educators who teach ELLs with significant cognitive disabilities interviews will be conducted to learn more about the instructional and assessment strategies they find most successful. Finally, the generated guidelines will be vetted through the Multi-Attribute Consensus Building process to prioritize which of many existing ELP standards will be included in the assessment blueprint for item template development purposes. All these methods were selected to contribute to highly generalizable findings which will inform the development of templates for innovative items based on exiting ELP standards and assist states with finalizing the development of the ALTELLA.

Project Involves the Development of Promising New Strategies That Build on, or Are Alternatives to, Existing Strategies

The effectiveness of any instructional approach relies on comprehensive and valid assessment results of students' academic performance, in this case – their English language proficiency. Given the conceptual framework described in the next section, we also believe that by developing the ALTELLA foundation and conducting research on ELLs with SCDs, project outcomes will lead to improved instructional outcomes reinforcing the teachers' changed classroom practices.

ALTELLA is building on the increase in new knowledge of alternate assessments that has developed over the last 10 years. As Rachel Quenemoen (2007) stated in her testimony to the United States Congress, the accountability requirements of the Elementary and Secondary Education Act (ESEA) have helped to raise expectations for students with SCDs. Researchers know more than ever before about models of cognition for students with SCDs (Kleinert et al., 2009), and alternate assessments are improving (Towles-Reeves et al., 2009). The DLM and NCSC consortia have implemented new technology based alternate assessments. This solid base of research and practice will be built upon in the development of ALTELLA.

ALTELLA will also build on the growing understanding of ELLs with disabilities, including focus group findings with educators of ELLs with disabilities (Liu et al., 2013), principles and guidelines for including ELLs with disabilities in assessments (Thurlow et al., 2013), and policy analyses of participation and accommodation policies for including ELLs with disabilities in ELP assessments (Christensen et al., 2014a; Christensen et al., 2014b; Christensen et al., 2013). This growing body of literature will inform the evidence-centered design of the ALTELLA.

Likely Utility of the Products That Will Result From the Proposed Project, Including the Potential for Their Being Used Effectively in a Variety of Other Settings

Previous research efforts with educators of ELLs with disabilities have found that educators desire more information about instructional practices and assessment decision-making for this group of students (Liu et al., 2013). The knowledge development activities, including the ICQ, the classroom

observations, and teacher interviews will result in published reports that will be disseminated widely. It is highly likely that educators will use these products to improve their instructional practices and assessment decision making.

One of the deliverables of the ALTELLA project is templates for innovative items based on existing ELP standards currently employed in the ELL field. These items can be used by states as they complete the development of their large-scale ELP assessments for ELLs with SCDs. The innovative items will also be designed to be compatible with students’ AT devices, as well as with other technology tools students may use in the classroom. These innovative item templates will be released publicly upon completion so that all states have access to their use.

The project also is designed to be furthered through a Request for Proposals (RFP) template that states can use at the completion of the project to continue the work of developing the ALTELLA. This process will be open to both project member states and other states and entities interested in continuing this work.

Quality of Project Design

Goals, Objectives, and Outcomes to Be Achieved

The goals and objectives of the project are included in Table 1. These support the achievement of the desired project outcome, which is to develop a strong foundation upon which to build an alternate assessment of English language proficiency for ELLs with the most significant cognitive disabilities.

Table 1. Summary Table of Project Objectives

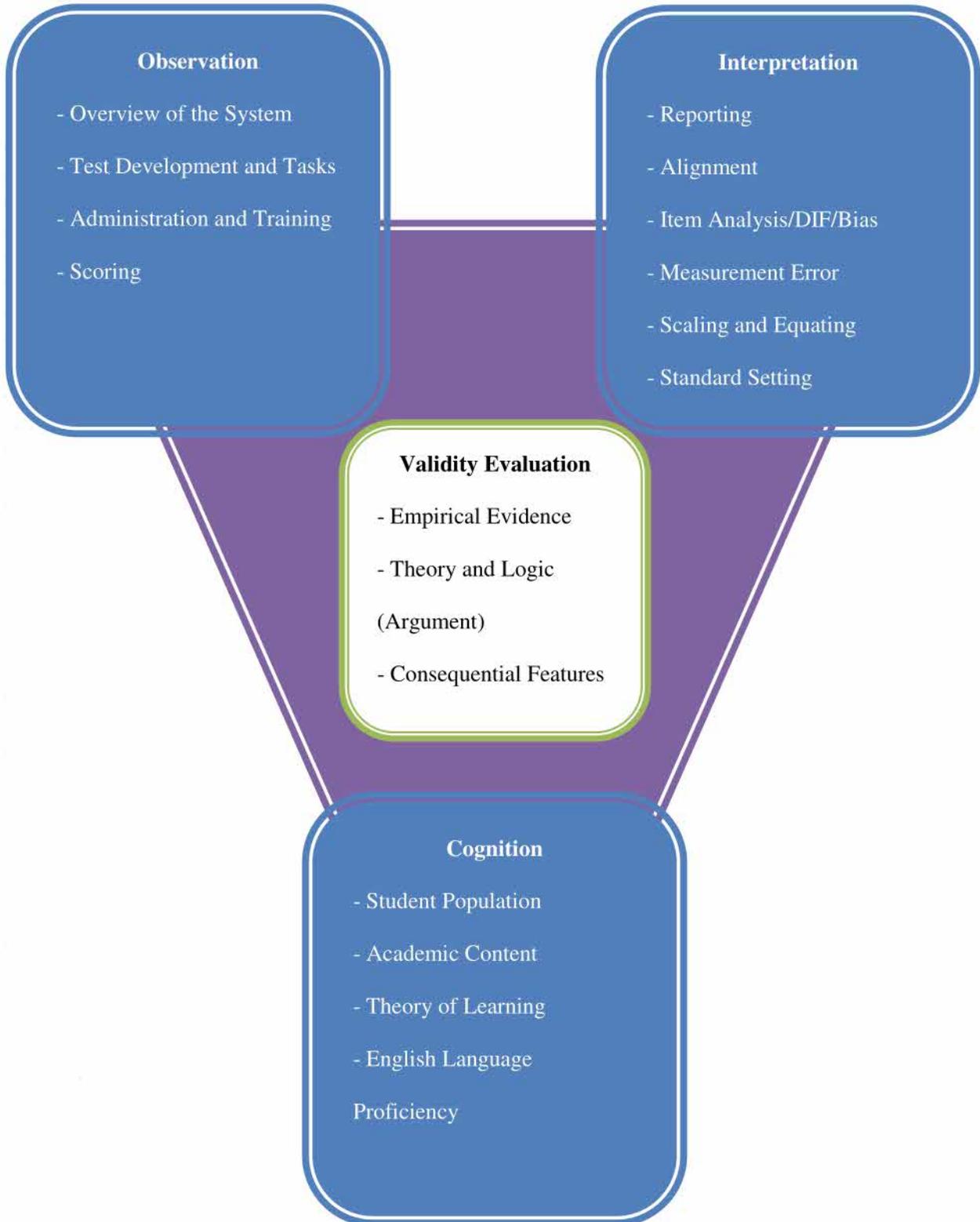
Obj.	Description	Activities
1.	To learn more about students who are eligible for an alternate English language proficiency assessment and the characteristics of these students.	1. Individual Characteristics Questionnaire
2.	To learn more about the classroom-based practices and approaches (strategies) teachers use in working with ELLs with SCDs that can inform the development of the assessment and future targeted professional development.	1. Classroom observations 2. Teacher interviews.

3.	To identify English language development standards that are critical for inclusion on an alternate ELPA blueprint.	1. Standards prioritization through a consensus-building process
4.	To establish the types of test items that will accurately assess the receptive and expressive English language development of ELLs with SCDs, and provide valid assessment results and interpretations.	1. Template development for innovative items to be used on an alternate ELP assessment
5.	To maintain continued collaboration across states toward the effort of developing an alternate ELPA.	1. Development of an RFP template for the next steps
6.	To disseminate the work of the project in order to gain both formative feedback on grant activities and to share products nationally.	1. Publications 2. Project web page 3. SCASS meetings 4. Conference presentations

Conceptual Framework

The conceptual framework underlying the proposed project is an adaptation of Marion, Quenemoen, and Kearns' (2006) version of the assessment triangle, based on the triangle originally proposed by the National Research Council (NRC, 2001). According to NRC, the triangle shows the three important and interrelated components of reasoning about student learning based on evidence: Student cognition, observation, and interpretation. Marion et al. (2006) expanded the basic triangle to include the specific elements that states must consider within each of these three components as they develop, implement, and refine state assessments. These elements are shown within the rectangles at each vertex of the triangle in Figure 1. Marion et al. (2006) placed the validity evaluation in the center of the triangle to emphasize that all of the vertices influence the validity argument for assessments.

Figure 1. Conceptual Framework Based on Assessment Triangle (adapted from Marion & Pellegrino, 2006; Marion, Quenemoen, & Kearns, 2006)



Student cognition is the bottom vertex of the triangle that supports the other two vertices (NRC, 2001; Marion & Pellegrino, 2006; Marion et al., 2006). If educators and test developers are to make valid inferences about student learning using large-scale assessments they must begin by understanding student thinking. To comprehend student cognition educators must have a clear grasp of the characteristics of the test-taking population, an awareness of the content students are expected to learn, and an explicit theory of how students with particular characteristics learn in a particular content area. The theory of learning to which educators ascribe establishes the knowledge and skills that are important to assess, and an understanding of the student helps educators better understand the ways in which students can show what they have learned. Both of these components lead to the knowledge of the best types of tasks or measures to use to assess learning, which is English language development, and in this case, for ELLs with SCDs. English language development is critical for ELLs with SCDs because they need English to access instruction and participate meaningfully in the classroom, as well as to participate in post-school activities, including college, careers, and community life. A very small number of ELLs with SCDs may not have symbolic communication, and they may be only receptive users of English. It is important to note, however, that *ALL* students have language.

Since English language proficiency is the focus of the proposed project, it has been added to the cognition vertex as an important competency all ELLs need to access academic content on their path to college and career readiness. ELLs are second language learners who are developing proficiency in academic English while having to access core content areas through English. Therefore, they are perceived to have to perform double the work of their general education peers (Short & Fitzsimmons, 2007). ELLs with SCDs can be seen as having to do triple the work to learn English while also navigating the educational barriers that they may encounter due to their disability.

The top left vertex of the triangle is observation, which includes carefully designed tasks to produce evidence of student learning that is connected to the theory of learning and that will support the kinds of inferences educators want to make with the data collected (Marion & Pellegrino, 2006; Marion et al., 2006). The top right vertex, interpretation, includes the tools and methods of reasoning about student

learning based on observations made (Marion & Pellegrino, 2006; Marion et al., 2006).

The ALTELLA project strives to address each component of the assessment triangle shown in Figure 1. We know that an assessment must be built in context and that a defensible assessment is one piece of the educational puzzle that results in improved and valid outcomes for ELLs with SCDs. First and foremost, we need to know more about who the students are who are eligible for an alternate ELPA. Included with this knowledge will be more information about the types of assistive technology devices students use for communication. Then, we need to know what strategies teachers in the field are using and finding successful for this group of students. We also need prioritized standards that represent reduced breadth, depth, and complexity of English development standards. And finally, we need to develop item templates that will describe the kinds of items the project determines will most validly assess the English language development of ELLs with significant cognitive disabilities. This collaboration of states, working with NCEO, will establish a solid foundation toward the development of the ALTELLA.

Objective 1: To learn more about students who are eligible for an alternate English language proficiency assessment and the characteristics of these students.

A National Alternate Assessment Center (NAAC) study of learner characteristics of students participating in AA-AAS (Kearns, Towles-Reeves, Kleinert, Kleinert, & Thomas, 2011) found the population of students with SCDs to be highly varied in expressive and receptive language, with 70% communicating symbolically using oral speech or symbol-based augmentative communication, 15-20% emerging in level of symbolic language and exhibiting consistent receptive responses, 8-12% communicating expressively at a pre-symbolic level and alert to sensory information, and 5-8% having inconsistent receptive responses. It may be expected that ELLs with SCDs are also varied in their use of expressive and receptive language. Unfortunately, no studies to date have focused on the learner characteristics of this population of students.

To learn more about the population of ELLs with SCDs, the ALTELLA project aims to develop an Individual Characteristics Questionnaire (ICQ) that will be administered in each state. NAAC previously developed the Learner Characteristics Inventory (LCI) to gather data on students with SCDs.

But, the LCI has only one question about English language learner status (asking about the student's primary language). The ICQ will draw on the lessons learned from LCI, focusing on additional information related to expressive and receptive language use in English and other languages the student may use at home or in school settings. In addition, the ICQ will ask questions designed to learn more about the assistive and augmentative communication devices students may use. This information will not only help the field better understand the communication tools used by ELLs with SCDs but also will inform the development of item templates, and more specifically, items that can incorporate communication devices already in use by this group of students.

NCEO staff will develop questions for the ICQ, expanding on the questions already established in the LCI. The ICQ will then be reviewed by the ALTELLA expert panel. The ICQ will be developed as an electronic survey and sent to educators in each of the ALTELLA participating states. Results from the ICQ will be analyzed descriptively, holistically, and by state in order to establish the similarities and differences in student populations by state or other demographic variables. The findings from the ICQ will be made available in project reports and in presentations to meetings of states (e.g., SCASS meetings) as well as in-person meetings of the ALTELLA project. The ICQ tools will be made available on the NCEO website.

Objective 2. To learn more about the classroom-based practices and approaches teachers use in working with ELLs with SCDs that can inform the development of the assessment.

Classroom teachers are the key factor in student achievement (Ball & Cohen; 1999, Borko, 2004; Cohen & Hill, 2000) and are an important part of the assessment system. However, little is known about the classroom experiences of ELLs with SCDs. For example, it is not known whether the primary teachers of these students are ELD specialists, special education teachers, general education teachers, or a combination of them. Although great strides have been made in identifying and understanding the learning progressions related to content mastery for students with SCDs, there is a dearth of understanding about how ELLs with SCDs develop the proficiency in English needed to access the language of the content areas.

The ALTELLA project proposes to learn more about the strategies and approaches used by educators to support the language development of ELLs with SCDs through two primary activities: 1) classroom observations, and 2) teacher interviews. In order to complete these activities, state representatives will help NCEO staff identify potential educators who have ELLs with SCDs in their classrooms. Additional educators may be identified through the ICQ work in Objective 1. NCEO staff will arrange in-person classroom observations and semi-structured interviews. These will be conducted in teams of two in order to ensure inter-rater reliability.

In order to conduct classroom observations, NCEO staff will develop a classroom observation protocol that will be reviewed by the ALTELLA Technical Advisory Committee (TAC) and the state partners. The protocol will be designed to capture the strategies used by educators in the classroom to support the language development of English for ELLs with SCDs as well as the approaches to expressive and receptive language use, AAC, and other classroom accommodations used. Preliminary questionnaires will gather information about how these students were identified, how the teacher collaborates with others, and what curriculum is used. For the teacher interview activity, NCEO staff will video record a portion of a lesson and use a cognitive lab, or “think aloud” approach to gather information from the teacher about the strategies and approaches used. In these interviews, teachers will also be asked about their professional development experiences as well as additional supports they would like to have.

Objective 3. To identify English language development standards that are critical for inclusion on an alternate ELPA blueprint.

States participating in the ALTELLA project include states that currently give the ACCESS for ELLs, the Arizona English Language Learner Assessment (AZELLA), and the ELPA21 assessment. One important goal of the project will be to gather the various standards used by collaborating states in order to establish priority standards for the assessment blueprint. The ALTELLA project will use these standards to identify the most important ones that are consistent across the sets of standards for ELLs with SCDs. After standards have been targeted, NCEO staff will draft a working paper on the process of standards selection for item development, which will be reviewed by the state partners. This work will

inform the prioritization of standards through a consensus building process involving state representatives and technical advisory committee members.

A Multi-Attribute Consensus Building (MACB) method (Shyyan, Christensen, Thurlow, and Lazarus, 2013; Vanderwood & Erickson, 1994) will be employed to prioritize the standards. MACB method is a quantitative approach for determining a group's opinion about the importance of each item (strategy, decision, recommendation, policy, priority, etc.) on a list. This approach has been used in previous projects to identify the important outcomes of education for students with disabilities (Lewis, Johnson, Erickson, & Bruininks, 1994; Vanderwood & Erickson, 1994) and to identify preferred instructional strategies for ELLs (Duran, 1996; Shyyan, Thurlow, & Liu, 2008). This process enables a small or large group of participants to generate and discuss a set of items, weight the importance of each item, and debrief their weightings to either reach consensus or identify the sources of differences in participants' perceptions.

NCEO developed the MACB tool that will be used for this process (Shyyan et al., 2013). State representatives and experts will be guided through the process in order to reach consensus on the standards to be targeted for the evidence-centered design (ECD) process used to develop item templates that are appropriate for the academic English language needs of ELLs with SCDs. Through this process, standards will be identified for the ALTELLA test blueprint.

Objective 4. To establish the types of test items that will accurately assess the receptive and expressive English language development of ELLs with SCDs and provide valid assessment results and interpretations.

Item templates are essentially a general design for an assessment task that can be populated with different content to create multiple test items. A benefit of item templates, as explained by Haertel et al. (2012) is that “[d]esign patterns and templates can be used to create clones of discrete items, by changing their surface features. Having ample documentation on the design decisions that were used to create these items (design patterns) provides value information that can be readily applied to the creation of clones, thereby reducing the cost of the development” (p. 15). For ALTELLA, a number of task types that

address both receptive and expressive English language development will be targeted. One goal of the templates will be to incorporate the use of AT devices from the initial development so that communication tools a student may use for instruction will be seamlessly embedded in the assessment.

Templates for innovative items based on the standards that are prioritized in Activity 4.1 will be created and reviewed by project partners. We envision that the ALTELLA assessment system will eventually be comprised of a bank of items and a minimum of two blueprints for each grade to allow states flexibility in selecting an approach that best matches their philosophy about assessing students with SCDs. The templates will be linked to the prioritized standards, coded with standards assessed, and level of complexity. We will develop multiple innovative item templates that will be used to write items that assess each prioritized standard. These innovative item templates will be designed to be compatible with students' AT devices, as well as with other technology tools students may use in the classroom.

We will use evidence-centered assessment design (ECD) to determine the appropriate item type for each standard and to develop sets of item templates for each expressive and receptive language development target. ECD is a process of assessment design that involves gathering, organizing, and transforming information in a variety of representational forms, within the framework of a clearly articulated assessment argument. Messick (1994, p. 16) concisely lays out the key aspects of an assessment argument by asking “what complex of knowledge, skills, or other attributes should be assessed? Next, what behaviors or performances should reveal those constructs, and what tasks or situations should elicit those behaviors?”. All of the terms, concepts, representations, and structures in ECD are aimed at constructing a coherent assessment argument and building machinery to implement it. “A strength of ECD is the support it provides for the development of items and tasks for all students that focus on construct-relevant content, minimize the impact of construct-irrelevant skills, and take into account appropriate accessibility options” (Cameto, Haertel, Morrison, & Russell, 2010, p. 1).

We will use the ICQ data as well as information gathered from classroom observations and educator interviews in participating states to guide universal design considerations, test design choices, and the use of AT devices in the delivery and response options for the items, particularly focusing on

characteristics involving communication, sensory, and motor needs. Our design of item templates will include multiple ways for students to access the material and demonstrate their proficiency in both receptive and expressive English. Our understanding about student characteristics and universal design principles will help us design each item template to include annotations about additional adaptations and accommodations that may be used but do not interfere with the construct being measured. Our goal for the ALTELLA is to balance the need for standardization with the need for flexibility (Gong & Marion, 2006). Item templates will be reviewed by the project's TAC and revised as needed.

Objective 5. To maintain continued collaboration across states toward the effort of developing a full ALTELLA assessment.

In order to maintain the continued collaboration across states toward the completion of the ALTELLA, a template for a Request for Proposals (RFP) will be developed for states to use. Prior to the development of the RFP template, NCEO will gather information from the states, both during in-person meetings of the grant as well as through the bimonthly calls, about the preferred approaches to continued collaboration as well as any challenges related to procurement that may inhibit the collaborative nature of the work. Using this information, NCEO will develop a template for the RFP. This RFP template will have two parts: 1) a template RFP for item development, and 2) a template RFP for field testing. The template RFP for item development will begin with the expectation that the item templates for the project will be used to develop the items. The template for field testing will begin with the expectation that the field test platform should use open source software, such as that used by the NCSC Assessment System and was released publicly on June 8, 2015. This draft RFP template will be reviewed by states. Once finalized, it will be shared with the collaborating states and also published on the project web page.

Objective 6. To disseminate the work of the project in order to gain both formative feedback on grant activities and to share products nationally.

The dissemination plan for the ALTELLA project includes: 1) sharing results of investigations at

national conferences and obtaining additional feedback on the principles and guidelines; 2) providing updates at State Collaboratives on Assessment and Student Standards (SCASS); and 3) Publication of project reports and articles in journals. States will also disseminate materials.

National Conferences. Results of the ALTELLA project investigations, in particular the results of the classroom observations and interviews as well as the standards prioritization, will be shared at national conferences that have an emphasis on assessment, students with disabilities, and ELLs. Potential conferences include the Council of Chief State School Officer's (CCSSO) conference on student assessment, the Council for Exceptional Children (CEC) annual conference, and the Teaching English to Speakers of Other Languages (TESOL) annual conference. Feedback will be sought from session participants on the use and applicability of all materials. NCEO will take the lead in disseminating materials at national conferences. State agency personnel will be invited and encouraged to participate in conference presentations.

SCASS Meetings. Regular updates on the project activities will be provided at SCASS meetings, including the Assessing Special Education Students (ASES) and English Language Learner (ELL) SCASS meetings. Project findings will be shared in order to gain valuable feedback from a broad range of states.

Publications. Publications will include ALTELLA project reports and journal publications. Reports written for grant activities will be placed on the NCEO Web site. They also will be disseminated widely, to all participating state agency personnel, with additional copies of materials going to other states as needed. NCEO will disseminate materials to all assessment, special education, and Title III directors nationwide. Additional reports will be disseminated to other stakeholders through SCASS meetings. Journal articles also will be developed based on ALTELLA activities. These will target peer-reviewed journals that reach a variety of relevant audiences, such as Assessment for Effective Intervention, Educational Policy, Journal of Special Education Leadership, Teaching Exceptional Children, and TESOL Quarterly. NCEO and participating states will write these articles, with NCEO taking the lead.

Website. NCEO will develop a webpage on the existing NCEO website for ALTELLA. Links to

key project information, including participating states, project activities and reports, conference presentations, and the innovative item templates, will be included on this webpage. .

State Dissemination. Information from the project will be widely distributed within participating states, including via state newsletters (print and electronic), through regularly scheduled training forums, and other state mechanisms for information sharing.

Quality of Project Services

The ALTELLA project is designed to develop a strong foundation for an alternate assessment of English language proficiency based on alternate performance standards using evidence-based strategies and drawing upon research from the fields of alternate assessment and English language proficiency assessment. Project activities entail various strategies (e.g., sharing information and exchanging experiences via online surveys, reflecting on classroom instruction and assessments during follow-up interviews, gathering information via consensus building and applying feedback and revision mechanisms), as well as tailored approaches (e.g., online, face-to-face, synchronous, asynchronous) to bolster the ongoing learning of both project participants and others in the field for whom the project deliverables are intended. Sustainability and capacity building are inherent characteristics of project deliverables, as the final products will be the innovative item templates and the template for an RFP for item development and field testing. All ALTELLA findings will be summarized in project reports and widely disseminated.

The ALTELLA project will create meaningful opportunities for persons from traditionally underrepresented groups, including persons with disabilities, in the employment of project staff and experts, in the composition of our state members' widely varying demographic and cultural profiles, and involvement of teachers, students, and other stakeholders from the design of the project to its implementation. We will provide the accommodations needed for full participation including interpreters for staff, partners, and stakeholders who have disability or English proficiency needs. We will ensure the

project website will include relevant information and documents in a format that meets a government or industry-recognized standard for accessibility.

The Training or Professional Development Services to Be Provided by the Proposed Project Are of Sufficient Quality, Intensity, and Duration to Lead to Improvements in Practice Among the Recipients of Those Services

The project will generate authentic and timely findings – through surveys on individual student characteristics, classroom observations and teacher follow-up interviews, standards prioritization completed through consensus building, and development of innovative item templates informed by all of the previous project activities – which will be summarized in reports, professional development materials, and other project deliverables and shared with the field. To ensure the high quality, appropriate intensity, and sufficient duration of project services, all project components will be evaluated, and evaluation findings will inform further strategies of the ALTELLA implementation.

The project is designed to be purposefully intensive; in other words, the work of the project will be completed in a relatively short time span in order to maintain the momentum in project participants to continue the work of implementing the ALTELLA in the participating states at the conclusion of this project.

The Services to Be Provided by the Proposed Project Will Lead to Improvements in the Achievement of Students as Measured Against Rigorous Academic Standards

An inherent goal of ALTELLA is to support improvements in the achievement of ELLs with SCDs by improving the assessment of the English language development of this group of students. The knowledge development activities of the project, including the ICQ, the classroom observations, and the teacher interviews, are designed to lead to improved professional development for educators who work closely with ELLs with SCDs. When the ALTELLA is fully implemented, the results of the assessment will inform instruction and formative assessments for ELLs with SCDs on their way to post-secondary success.

Quality of Project Personnel

Highly qualified staff, in the Arizona Department of Education (ADE), at NCEO, individual consultants (Phoebe Winter, Judy Kraft, and Courtney Foster) and experts in the states, will work on this project. The project qualifications and project responsibilities of the Principal Investigator at ADE (Leila Williams), the Co-Principal Investigators at NCEO (Laurene Christensen, Vitaliy Shyyan, and Martha Thurlow) and other NCEO staff, the external independent consultants, and the Technical Advisory Committee (TAC) members are included in this section. Vitae are in Part 6: Other Attachments.

Employment of Persons From Traditionally Underrepresented Groups

Arizona and its project management partner (NCEO) are committed to the employment of personnel from traditionally underrepresented groups. This commitment is reflected in NCEO's current employment of individuals with disabilities and from a variety of national origins. NCEO has strong procedures in place for seeking applications from individuals with disabilities and other historically underrepresented groups (see GEPA statement).

Qualifications of principal investigator and project director

Leila Williams (.20 FTE) is the Associate Superintendent for Assessment, Accountability, School Improvement, and Adult Education. She has more than 28 years of experience in special education and assessments. Leila works closely with the development and implementation of assessments for state achievement, English language proficiency, and alternate assessment. While she is intimately familiar with all aspects of test development, the aspect of accessibility for students with challenges is one of her central considerations. She monitors development in Universal Design, evaluating how it can be integrated into assessments, and to what extent it may level the playing field for all students.

Marlene Johnstone (.40 FTE) is the Director of English Language Learner Assessments for the Assessment Section of the Arizona Department of Education (ADE). Her current responsibilities center on Arizona's English language proficiency assessment, the AZELLA. Ms. Johnston has been supervising AZELLA development since it was revised in 2011-2012. AZELLA remains within a continuous

development cycle in order to ensure that all test requirements and standards are being met. Prior to her work on AZELLA, Ms. Johnston's work at ADE more generally supported ELL student needs. Recent policy changes required substantial new program development and implementation. Ms. Johnston's work was central to addressing these changes and included various development, research, and evaluation projects addressing state and federal requirements. Ms. Johnston has been in Arizona state service since 2000 working in the State Treasurer's Office, the Arizona House of Representatives, and the Arizona Senate. Previous experience was as a regional magazine publisher in Texas and a parks and recreation director in Connecticut.

Kelly Koenig (.40 FTE) is the Deputy Associate Superintendent for the Office of English Language Acquisition Services (OELAS) at the Arizona Department of Education (ADE). She began her career at ADE nine years ago as an Educational Program Specialist. She was promoted to Director of Monitoring and Title III in October of 2008. Kelly's teaching experience includes five years as a first grade ESL teacher, and then as a Six Trait Writing teacher for second and third grade ELL students. She was also a reading specialist for first and third grade students. Kelly has a bachelor's degree in Elementary Education from Arizona State University and a master's degree in Elementary Education from Northern Arizona University and numerous continuing education hours in Educational Leadership. Additionally, she holds an English as a Second Language (ESL) and Early Childhood Education endorsements. She was named Teacher of the Year by Washington Mutual in 2000.

Qualifications of Key Project Personnel

State Personnel. Each state has designated at least one person to be the state coordinator for the project. These individuals are described briefly here. From Arizona, the lead state, **Leila Williams**, Deputy Associate Superintendent for Assessment and Accountability, **Marlene Johnstone**, Director of English Language Learner Assessments, and **Kelly Koenig**, Deputy Associate Superintendent for the Office of English Language Acquisition Services (OELAS), will coordinate efforts on the project. In Michigan, **Jen Paul**, ELL Assessment Consultant, and **Linda Howley**, Assessment Consultant for Students with Disabilities, will support the project work. For Minnesota, **Cheryl Alcaya**, Supervisor,

Statewide Testing, and **Donna Charlesworth**, Alternate Assessment Specialist, will be the primary contacts for the project. In South Carolina, **Amelia Brailsford**, Education Associate, and **Crystal Fields**, Special Populations Associate, will represent the project. **Robert Crawford**, Federal Programs Director, and **Melissa Gholson**, Coordinator, Office of Assessment and Research, will lead the project efforts for West Virginia.

NCEO Personnel. Three co-Principal Investigators will lead the work of ALTELLA. **Laurene Christensen, PhD (.40 FTE)** is the Principal Investigator for the NCEO subcontract. In her position of Research Associate at NCEO, Dr. Christensen leads the Center's technical assistance efforts in improving outcomes for students with disabilities, English learners, and English learners with disabilities. Dr. Christensen is the Principal Investigator on a consequential validity project related to the kindergarten English proficiency screener in Arizona, and is knowledgeable about the Arizona education system and schools. She has also served in the role of Principal Investigator and Co-Investigator on two enhanced assessment grants that examined the provision of embedded accommodations for students with print disabilities and students who use ASL. Dr. Christensen was Co-Investigator on an enhanced assessment grant called Improving the Validity of Assessment Results for English Language Learners with Disabilities (IVARED). Most recently, Dr. Christensen is extensively involved in NCEO's collaboration on the ELPA21 project, including co-leading the Administration, Accessibility, and Accommodations Task Management Team (AAA TMT), which has developed accessibility guidelines for ELPA21. A project developing an English Language Proficiency (ELP) assessment aligned to college and career ready language standards. As a team lead, she is ensuring that the project adheres to high standards of universal design and accessibility in every aspect of assessment development. Dr. Christensen participated in item writing, item content reviews, range finding, and observations of field test scoring for ELPA21. Prior to her work at NCEO, Dr. Christensen taught English language development to students in high school and first-year college programs. Dr. Christensen has published extensively on the topics of ELs with disabilities, research and evaluation, intercultural education, and accommodations. **Vitaliy Shyyan, PhD (0.40 FTE)** will serve as Co-Principal Investigator for the project. In Dr. Shyyan's position

as a Research Associate at the National Center on Educational Outcomes, he works with state departments of education to improve outcomes for diverse students, including students with disabilities, English learners, and English learners with disabilities. Dr. Shyyan's research and technical assistance priorities entail overseeing the Center's leadership and coordination efforts; conducting research and evaluation that inform the improvement of accountability assessments for states and consortia; collaborating with the Center's personnel on publications, products, tools, and services; and designing and delivering technical assistance to states and assessment consortia. Most recently, Dr. Shyyan has served as one of the team co-leads for NCEO's collaboration on the ELPA21 project. In this capacity, Dr. Shyyan was the lead author of the consortium's accessibility and accommodations guidelines. In addition, Dr. Shyyan is involved with item writing, item content reviews, range finding, and observation of hand scoring for ELPA21. Dr. Shyyan has expertise in large-scale assessments, accessibility and accommodations, research and evaluation design, language acquisition, and intercultural education.

Martha Thurlow, PhD (0.20 FTE) will serve as Co-Principal Investigator on ALTELLA. Dr. Thurlow is Director of the National Center on Educational Outcomes, where she addresses the implications of contemporary U.S. policy and practice for students with disabilities and ELs with disabilities. With a career that has spanned 40 years, Dr. Thurlow has a broad range of experience and expertise on policy and practice issues that affect students with disabilities and those who are English learners, along with project management expertise. During the past decade, Dr. Thurlow has been the principal investigator on more than 20 federal or state projects focused on students with special needs in state and national policies and in large-scale accountability assessments. Within the past five years, this included serving as principal investigator on a federally-funded project to develop an alternate assessment based on alternate achievement standards (AA-AAS) linked to college and career ready standards. She also served as principal investigator for the ELPA21 subcontract, co-leading the AAA TMT and served as liaison for the team to the field test TMT and the ELPA21 Technical Advisory Committee. In all of her work, she has emphasized the need to obtain valid, reliable, and comparable measures of the knowledge and skills of

students with disabilities and Es, while ensuring that assessments are truly measuring their knowledge and skills rather than their disabilities or limited English when these are not the focus of the assessment.

Other key personnel at NCEO will ensure that all project activities are carried out. Brief biographical statements are included here. Summary vitae are also provided in Other Attachments.

Rachel Quenemoen (0.10FTE) conducts research and provides technical assistance on educational change processes, in order to ensure that students with disabilities are included in and benefit from reform efforts. She works as an educational sociologist focused on research to practice efforts, from local, regional, state, and national positions, specializing in building consensus and capacity among practitioners and policymakers. She is the Project Director for the NCEO partnership of 24 states and five national organizations, the National Center and State Collaborative, one of two Federally funded consortia building alternate assessments for students with the most significant cognitive disabilities based on rigorous college and career ready standards. **Sheryl Lazarus, PhD (0.40 FTE)** is a senior research associate at the National Center on Educational Outcomes (NCEO). Dr. Lazarus conducts research and provides technical assistance on the inclusion of all students, including students with disabilities, English language learners (ELLs), and ELLs with disabilities, in assessments and assessment systems. Her areas of focus include alternate assessments, accessibility and accommodations, graduation, using data for decision-making, educational reform, educator evaluation, and technology-based assessments. For the past five years, part of Dr. Lazarus' time has been devoted to the National Center and State Collaborative (NCSC) project which worked with a consortium of states to develop an alternate assessment based on alternate achievement standards (AA-AAS) for students with significant cognitive disabilities.

Christopher Rogers (0.40FTE) is a Research Fellow involved with several projects at NCEO. He curates the Accommodations Bibliography and the Alternate Assessments based on Alternate Achievement Standards (AA-AAS) online databases, tracking new research and trends regarding accommodations and regarding the AA-AAS as administered to students with significant cognitive disabilities. He develops reports and other informational materials about these topics. Prior to joining NCEO, Chris worked in the Regional Resource and Federal Centers Network providing information and

technical assistance to state departments of special education. Chris has over ten years of practical experience as a community mental health generalist and then a child mental health specialist serving children and youth with mental health challenges both in schools and in the community. At NCEO, Chris is currently interested in accessible science assessments and assisting states in utilizing research evidence supporting accommodations use for students with disabilities and English language learners. Chris is most curious about the intersection of ethnocultural difference and emotional-behavioral disability, and has published and presented on these topics. **Michael Moore (0.30FTE)** coordinates and manages NCEO's internal and external communications, which includes writing, editing, and producing publications and other products for broad audiences to both print and electronic media; managing NCEO's website, coordinating NCEO staff to provide and update print and electronic media content; and overseeing publicity and press coverage (internal and external) of NCEO activities and research findings to a variety of publics: business and general press, potential funding sources, advocacy groups, teachers, legislators, and professional associates. He received a Master of Fine Arts in Creative Writing at Hamline University and has received many awards for his writing. His work at NCEO has included developing publications about ELLs, students with significant cognitive disabilities, and alternate assessments. **Deb Albus (0.50 FTE)** conducts research and policy analyses on the inclusion of English language learners with disabilities in educational accountability systems, including the areas of large-scale general assessments, accommodations, alternate assessments and assessments of English language proficiency. Some of her recent work includes studies and publications for the IVARED consortium project (Improving the Validity of Assessment Results for English Language Learners with Disabilities), with special emphasis on the inclusion of students with no incidence disabilities, Blind/Low Vision and Deaf/Hard of Hearing, on English language proficiency assessments, and policy analyses on alternate assessments based on alternate achievement standards for students with significant cognitive disabilities. She has taught English as a second language and English as a foreign language in both the U.S. and in the People's Republic of China. **Kristin Kline Liu, PhD (0.50FTE)** is a Research Associate at the National Center on Educational Outcomes. Kristi has a variety of experiences working on state and federally funded projects relating to

large scale assessment and instruction for English language learners (ELLs) and ELLs with disabilities. She also provides assessment and accountability-related technical assistance to state departments of education. Her areas of expertise include: academic English proficiency development, accessible assessments, alternate assessment policies and practices for ELLs with disabilities, assessment and classroom accommodations, assessment reporting, and standards-based instruction. Kristi was initially an elementary educator. She went on to obtain a Master's degree in TESOL and a PhD in Second Languages and Cultures Education with an emphasis on researching and teaching ELLs. Kristi has taught English as a Second Language at the secondary, post-secondary and adult levels in the United States. She has also taught language instruction methodology courses at the university level. In addition, Kristi has written and presented extensively on the assessment and instruction of ELLs and ELLs with disabilities, and specifically on academic language development. **Yi-Chen Wu, PhD (0.30 FTE, Year 1)** is a Research Associate at the National Center on Educational Outcomes (NCEO). She has been working with large-scale assessment data since 2000. She has had experience not only in analyzing state-wide assessment data sets, but also in formative assessment at the classroom level, and on different types of data sets. For example, she has experience analyzing several statewide assessment data sets, including English proficiency assessments, general assessment achievement data and alternate assessment data. She also has studied the trend of alternate assessments over time and presented the results at the CCSSO conference. She not only has experience on student level data, but also on item level analyses and survey analyses. She has used regression model analyses, MANOVA, and other statistical analyses on various projects and presented at national conferences. She has more than 25 years of experience using different statistics software to run different types of analyses, such as SPSS and SAS. She has authored more than 35 publications, including 18 journal articles, 19 technical reports, and made more than 30 conference presentations on the topics of reading and psychometrics. She also has certification from the SAS program.

Consultants

Courtney Foster has over 28 years of experience in the field of education as a classroom teacher, an instructional coach, and an administrator at the school, district, state, and federal level. She holds degrees and certifications in Educational Research and Measurement, Special Education, Language and Literacy, Gifted and Talented Education, Secondary Educational Administration, and Educational Psychology. She founded Support ED, LLC in order to share her expertise to educational entities. Since 2006, Courtney evaluated numerous programs for state education agencies in Florida and Arkansas including several outcome evaluations for school magnet programs, alternate assessment development, teacher quality, as well as several process evaluations for increasing student achievement. She developed and produced an online professional development tool, the AccSelpro, through a federal grant focused on accommodations decision-making as well as chaired a 33 state consortium for developing accommodations and alternate assessment in state-wide testing. Courtney has experience with numerous federal grants including Race to the Top, Enhanced Assessment Grants, Enhanced Supervision Grants, and School Improvement Grants. Her grant experience involves building local and state capacity to make data-driven decisions, evaluating the management of educational infrastructures, analyzing the efficacy of instructional and assessment methods and strategies, and evaluating implementation fidelity and sustainability of innovative programs.

Courtney authored two book chapters and numerous research white papers and technical reports. She delivered invited presentations at the national level as well as authored, managed, and evaluated projects for several federal grants - federal grant programs totaling over \$80 million dollars. The most notable was the SC School Improvement Grant program where she directed and provided technical support to 24 schools – with the majority of schools making gains in student achievement and meeting AYP objectives.

Judy Kraft has worked as a classroom teacher, high school building administrator, Washington State Department Alternate Assessment Specialist, a staff development trainer, and a researcher with a focus of English Language Learners with significant cognitive disabilities. In mid-2011, she left her position at the Office of Superintendent of Public Instruction in Washington State to join the National

Center and State Collaborative (NCSC) Professional Development Team as a Technical Assistant Specialist. In that role, she had many responsibilities but was primarily assigned to support partner states' teachers of students with significant cognitive disabilities in their journey toward teaching and assessing their students with the Common Core State Standards. From NCSC, Judy transitioned in 2014 to the World-class Instructional Design and Assessment Consortium (WIDA) as an Alternate Assessment Specialist to begin working on a framework that would lead to an alternate assessment for English Language Learners with significant cognitive disabilities, aligned to the Common Core State Standards (CCSS) and to WIDA's English Language Proficiency Standards.

Phoebe Winter's research focuses on improving the validity of inferences from large-scale assessments, with an emphasis on accurately assessing the knowledge, skills, and abilities of students with disabilities and English learners. She has worked in the development of and conducted research about both online and paper-based assessments of English language proficiency. Her work with state and non-governmental education agencies focuses on bringing policy, psychometric, and practical perspectives to the design and implementation of educational assessment and accountability programs. Dr. Winter's recent research addresses the comparability of inferences from tests administered under different conditions and the nature and degree of information provided by traditional and technology-enabled item types in mathematics and science.

Technical Advisory Committee (TAC)

Members of the Technical Advisory Committee have all agreed to commit up to six days across the project period. Brief biographical information is presented here; summary vitae are also provided in Other Attachments. **Erin Arango-Escalante's** past experiences in facilitating change and the development of new programs and initiatives will help her guide WIDA in developing Early Language Development Standards in English and Spanish and future assessments to be used nationally by early care and education practitioners. She is also heading up new developments related to ELLs with disabilities, including the revision of Alternate ACCESS for ELLs. Erin has an educational background and

experience in Cross-Categorical Special Education (birth to age 21), English as a Second Language, and Educational Leadership and Policy Analysis. Certified in Special Education (in Wisconsin, Illinois, and New York) and English for Speakers of Other Languages (in New York), Erin has taught children and adults with and without disabilities in the school, home, hospital, Head Start, and various community-based settings. As a special education teacher, Applied Behavior Analysis (ABA) therapist, director of a New York City school within a hospital, executive director of child care centers, and Wisconsin IDEA Part B 619 Coordinator, Erin has in-depth experience and knowledge of the Early Care and Education and Special Education fields. **Derek Briggs** is a professor of quantitative methods and policy analysis and chair of the Research and Evaluation Methodology program at the University of Colorado Boulder. Dr. Briggs's long-term research agenda focuses upon building sound methodological approaches for the measurement and evaluation of growth in student learning. His daily agenda is to challenge conventional wisdom and methodological chicanery as they manifest themselves in educational research, policy and practice. He has a special interest in the use of learning progressions as a method for facilitating student-level inferences about growth, and helping to bridge the use of test scores for formative and summative purposes. Other interests include critical analyses of the statistical models used to make causal inferences about the effects of teachers, schools and other educational interventions on student achievement. **Wes Bruce** is an educational administrator with extensive experience in norm and criterion referenced standardized testing, online assessment, accountability systems, statistics, research, evaluation, data analysis, computers and applications software. He has worked successfully across all departmental and organizational lines to implement a wide variety of programs. He has most recently led the ELPA21 Field Test and Technology Platform Task Management Team. Wes is a veteran of numerous presentations to widely diverse groups. **Jacqui Kearns** directs the National Alternate Assessment Center (NAAC) and has been a collaborating partner on the NCSC project. She also has directed a project studying the validity of AA-AAS. She has worked on AA-AAS since the development of the first alternate assessments in the early 1990s, in Kentucky and Maryland, and she has guided the provision of professional development

through teacher networks since that time. She has co-authored a book on AA-AAS as well as numerous chapters and peer reviewed journal articles.

Adequacy of Resources

The Arizona Department of Education as the lead state has the resources in place to implement the project and ensure the project's success. ADE has experience managing contracts with the University of Minnesota, and ADE also has experience managing projects across multiple states, as it most recently has become the lead fiscal state for the NCSC project. NCEO as the management partner has excellent facilities, equipment, supplies, and other resources to support this project. NCEO is an affiliated center of the Institute on Community Integration (ICI) at the University of Minnesota. This linkage provides the project with rich resources for ensuring adequate support for successful completion of all activities.

The collaboration of states brings established organizational resources together. The states bring to this project their individual and collective commitments to developing assessment systems that ensure that assessment outcomes for all students, including ELLs with SCDs are valid, through the use of an evidence-centered design approach to developing a new assessment. States' interest in partnering to ensure the highest possible outcome for their students, to share resources across large states and small, and their willingness to advance the research and practice field while they do so, is the most powerful resources this project has.

NCEO as a management partner also offers strength and resources. NCEO has over 20 years of experience in providing USDOE funded technical assistance to all states and national key leadership in inclusive assessment and accountability systems that appropriately monitor educational results for all students, including ELLs with disabilities. NCEO is uniquely qualified to assist this collaboration of states because it is widely considered to be the national expert on assessment and accountability information for students with disabilities, including ELLs with disabilities and SCDs. It has conducted research and has been a leader in providing technical assistance to state departments of education for nearly 20 years. NCEO tracks what is happening in each state and has a deep understanding of the policy context as well as the technical requirements of assessments. Over the past 12 years, NCEO has

collaborated with states, school districts, and teachers to study standards-based instruction and outcomes for students with disabilities, including those who are also ELLs, in addition to conducting regular analyses of state assessment policies and practices. More recently, NCEO was the managing partner for the National Center and State Collaborative, a General Supervision Enhancement Grant (GSEG) to develop a new alternate assessment based on alternate achievement standards that is aligned to Common Core State Standards. Because of this work, NCEO is well-positioned to assist states in moving forward with the development of an alternate English language proficiency assessment based on alternate performance standards.

Budget and Cost Effectiveness

The budget of the proposed project (included with the detailed requisite forms) reflects a sufficient but reasonable allocation of funds in relation to the purpose, activities, design, and potential significance of the proposed project. For each state to develop an ALTELLA, a certain resource expenditure would be required. By working together, the resources of each state are leveraged to contribute to a stronger overall project. Furthermore, the project design reflects an intentional intense effort to complete several project objectives in a relatively short time period of two years. This is because the partner states are committed to the completion of the ALTELLA assessment and plan to seek additional funds for the next stages of this work.

The overall Arizona budget includes all expenses for their investigation, as well as for the subcontract for the activities conducted by NCEO. The Arizona Department of Education will have one staff person who will work at .80 FTE on the project, as well as an additional staff person at .20 FTE. The NCEO subcontract includes the consultants, including the external evaluator for the project. NCEO will manage all Objectives for the project, with input and assistance from states. NCEO will host the TAC stipends and expenses. NCEO will also cover the associated travel costs for state partners to travel to meetings. Courtney Foster, of SupportedED, will conduct all evaluation activities, as defined in Objective 7 of the project plan.

Quality of the Management Plan

The Arizona Department of Education, as the lead agency, will provide overall leadership and oversight of all project requirements. It will manage subcontracts, ensuring that subcontractors perform in accordance with the subcontract terms, conditions, and specifications. The Arizona Department of Education will check that project requirements are being met during routine calls with the subcontractors and other key project personnel. This work will be carried out by Leila Williams, Principal Investigator, Marlene Johnstone, Project Director, and Kelly Koenig, Project Manager, or designees within the Arizona Department of Education.

The ALTELLA project is a collaboration of states supported by NCEO and a team of individual subcontractors. NCEO will organize and carry out project activities under the direction of Leila Williams, Principal Investigator, and Kelly Koenig, Project Manager. Arizona's project manager and NCEO's principal investigators will form the project leadership team. This team will meet by telephone conference bimonthly throughout the project to review project work compared to projected timelines, to troubleshoot and problem-solve, and to plan activities. NCEO will write quarterly summaries to be sent to state coordinators from each state.

Adequacy of the Management Plan to Achieve the Objectives of the Proposed Project on Time and Within Budget

The project management planning process included thorough considerations of project timelines, budgeting, staff roles and responsibilities, and project milestones. This section highlights project staff responsibilities, timelines, and deliverables resulting from project activities.

Arizona Department of Education. The Principal Investigator for ALTELLA, Leila Williams (.20FTE), will have overall responsibility for directing the project and managing the budget. She will also contribute to evaluation and dissemination efforts for the project. Marlene Johnstone (.40 FTE) will serve as Project Director for the project. She will monitor the progress of project activities and the budget. She will be a representative for Arizona at project meetings and will be responsible for carrying out the state's responsibilities. She will also assist the NCEO team with the standards prioritization, the development of

item templates, and the development of the RFP template. Kelly Koenig (.40 FTE) will serve as Project Manager for the project. She will also be a representative for Arizona at project meetings and will be responsible for carrying out the state's responsibilities. In addition, she will assist the NCEO team with the classroom observations and interviews as well as dissemination for the project.

Collaborating States. Each of the states participating in the ALTELLA project has identified up to two people who will carry out its state's responsibilities; two people will be included from each state in project activities. Specifically, they will: 1) support the recruitment of educators to participate in grant activities; 2) participate in periodic conference calls about the project; 3) participate in up to three in-person meetings of the project; 4) review project reports and other products such as the innovative item templates; and 5) use any materials developed by the project. In addition, they will provide documentation required for external quality reviews and evaluation activities. State coordinators will participate in quarterly phone calls to ensure the project's success. The collaborating state project coordinators are: Arizona: **Leila Williams**, Deputy Associate Superintendent for Assessment and Accountability, **Marlene Johnstone**, Director of English Language Learner Assessments, and **Kelly Koenig**, Deputy Associate Superintendent for the Office of English Language Acquisition Services (OELAS); Michigan: **Jen Paul**, ELL Assessment Consultant, and **Linda Howley**, Assessment Consultant for Students with Disabilities; Minnesota: **Cheryl Alcaya**, Supervisor, Statewide Testing, and **Donna Charlesworth**, Alternate Assessment Specialist; South Carolina: **Amelia Brailsford**, Education Associate, and **Crystal Fields**, Special Populations Associate; and West Virginia: **Robert Crawford**, Federal Programs Director, and **Melissa Gholson**, Coordinator, Office of Assessment and Research.

NCEO Subcontract. Arizona will establish a subcontract with NCEO to carry out the activities in each of the stated objectives. NCEO's Co-Principal Investigators (Laurene Christensen, Vitaliy Shyyan, and Martha Thurlow) will ensure that each activity is carried out in a way that is consistent with the project objectives and state agreed-upon activities in this proposal, and will ensure that the Arizona Department of Education is continually aware of its progress on all activities. Progress updates will occur

formally through bimonthly calls and staff meetings, and informally through frequent email and phone communications between the NCEO Co-Principal Investigators, as well as other NCEO staff members.

Specific NCEO responsibilities include: (1) Communicating with all states by facilitating bimonthly calls and summarizing those calls; (2) Holding up to three in-person meetings of state grant personnel and technical advisory committee members; (3) Developing the Individual Characteristics Questionnaire and administering it in each of the participating states to learn more about the students who may be eligible for an alternate English language proficiency assessment; (4) Carrying out classroom observations and teacher interviews with a sample of educators to understand the instructional and classroom based assessment practices that educators deem most effective in developing the English language proficiency for ELLs with SCDs; (5) Prioritizing the English language development standards that will be used in developing an alternate assessment test blueprint; (6) Creating item templates for innovative test items; and (7) Developing a template for a Request for Proposals (RFP) that states can use for continuing to develop the alternate assessment.

Laurene Christensen (0.40 FTE) will serve as Principal Investigator for the project. She will oversee all aspects of the project, including attending to contracts, budgets, and timelines. Dr. Christensen will provide strategic leadership on the project. Dr. Christensen will supervise the data collection efforts for the project, and she will be directly involved with data collection and contribute to writing reports for the project. She will coordinate the development of the request for proposals template. Dr. Christensen will read all publications prior to publication and dissemination. Dr. Christensen will attend project meetings, and will participate in dissemination efforts for the project. **Vitaliy Shyyan (0.40 FTE)** will serve as co-Investigator for the project. He will work closely with Dr. Christensen and Dr. Thurlow to manage contracts, budgets, and timelines and to provide strategic leadership for the project. Dr. Shyyan will oversee the standards prioritization efforts and the item template development, including writing reports associated with these activities. Dr. Shyyan will read all reports prior to their publication and dissemination. Dr. Shyyan will work closely with the external evaluator to ensure that all evaluation activities are completed in a timely and efficient manner and that formative evaluation results are used for

project improvement. Dr. Shyyan will attend project meetings, and will participate in dissemination efforts for the project. **Martha Thurlow (0.40 FTE)** will serve as co-Investigator on the project. She will be responsible for the hiring and supervision of all staff on the project. She will work closely with Dr. Christensen and Dr. Shyyan to manage contracts, budgets, and timelines for this work. Dr. Thurlow will read all publications prior to their publication. **Rachel Quenemoen (0.10FTE)** will serve as Senior Research Fellow on the project. She will provide input and feedback to all areas of the project, including the development of the Individual Characteristics Questionnaire and the standards prioritization. **Sheryl Lazarus (0.40 FTE)** will serve as Senior Research Associate on the project. She will oversee the development of publications on the project. She will manage publication timelines and provide input and editing expertise on reports and other publications generated by the project. She will also contribute to the writing of reports for the project and participate in dissemination activities. She will also assist with the coordination of the consensus-building activity to prioritize standards. **Christopher Rogers (0.40 FTE)** will serve as Research Fellow on the project. He will work closely with Dr. Christensen and Dr. Shyyan on the classroom observation activity for the project. He will develop observation protocols and assist with data collection. He will assist with the writing of reports related to this activity. **Deb Albus (0.50FTE)** will serve as Research Fellow on the project. She will assist Dr. Shyyan and Dr. Christensen with the development of the Individual Characteristics Questionnaire (ICQ). Ms. Albus will assist with the administration of the ICQ and she will contribute to the analysis, and assist with writing the report based on the analysis. She will contribute to the development of item templates. **Linda Goldstone (0.60 FTE)** will serve as Research Fellow on the project. She will work closely with Dr. Christensen and Dr. Shyyan on the classroom observation and teacher interview activities. She will assist with data analysis, and she will collaborate with other project staff on report writing. She will contribute to the development of item templates. **Yi-Chen Wu (0.30FTE, Year 1)** will serve as Research Associate on the project. She will work closely with Dr. Shyyan and Dr. Christensen to develop the Individual Characteristics Questionnaire. Dr. Wu will help with the statistical analysis of this instrument. **Kristin Liu (0.50 FTE)** will serve as Research Associate on the project. Dr. Liu will conduct an analysis of English language

development standards across member states. She will participate in the standard prioritization meetings, and she will write reports based on the standards analysis and the standards prioritization consensus building activity. **Michael Moore (0.30FTE)** will serve as Principal Editor/Writer on the project. He will work closely with project staff to format reports for publication. He will oversee the dissemination of print materials on the project. **Debbie Hansen (0.50FTE)** will serve as Executive Office and Administrative Specialist for the project. She will prepare contracts with external consultants. She will support the meeting logistics for in-person meetings. She will coordinate the travel arrangements for state representatives and experts for all in-person meetings on the project. Two **Graduate Research Assistants (GRAs) (0.50 FTE, each)** will be hired to work on the project. One 50% GRA will be hired to assist with the prioritization of standards from the participating states. This GRA will work closely with other project staff to conduct web searches, conduct a content analysis, and assist with writing project reports. This GRA will also assist with the writing of item templates. One 50% GRA will be hired to help with the data collection efforts for the project. This GRA will work closely with project staff to assist with IRB applications, recruiting participating school locations, development of data collection forms, collecting data, analyzing data, and writing reports based on the data for the classroom observation and teacher interview activities.

NCEO will establish consulting agreements with the Technical Advisory Committee (TAC) members, as well as with three consultants (Judy Kraft, Phoebe Winter, and Courtney Foster).

Technical Advisory Committee (TAC). Through consultation arrangements (via the NCEO subcontract), TAC members will convene at the beginning of the project as part of the project kickoff meeting. They will also review drafts of project protocols throughout the project as needed. They will participate in the standards prioritization consensus-building meeting as well as the final project meeting. Their responsibility to the project will be to provide input on all products and services developed from the product to ensure that resulting products and services are of the highest possible quality. Their work will be facilitated by the evaluation coordinator and NCEO staff. The panel members have committed up to six days to the project. The Expert Panel includes **Wes Bruce** (Independent Consultant); **Erin Arango-**

Escalante (Director, Early Years, WIDA); **Derek Briggs** (Associate Professor, Colorado State University); and **Jacqui Kearns** (National Alternate Assessment Director, University of Kentucky).

State, Subcontractors, and Expert Panel Commitments. Specific responsibilities of states are defined in their Letters of Commitment; signed copies are in an Part 6: Other Attachments. **Judy Kraft** will serve as a subcontractor to NCEO. She will support the data collection efforts for the project, including providing feedback on data collection tools, and assisting with data collection when possible. She will also provide input on the standards prioritization activity. She will help other project staff ensure that all products resulting from the project are applicable for educator professional development. Ms. Kraft will devote approximately 48 days to the project. **Phoebe Winter** will also serve as a subcontractor to NCEO. She will work closely with project staff to support the standards prioritization and the development of innovative item templates for the project. Dr. Winter will devote approximately 72 days to the project. **Courtney Foster** will serve as the external evaluator for the project. Ms. Foster will support the project by ensuring that all evaluation activities are carried out according to the timeline and that evaluation results are used formatively to support the continuous improvement of the project. Ms. Foster will commit approximately 240 days to the project. A letter of support from Ms. Foster is located in an Appendix to this application. Responsibilities of the Technical Advisory Committee members are defined in their Letters of Commitment; signed copies are in an Part 6: Other Attachments.

Partner Collaboration and Expectations. Within the ALTELLA project, Arizona will serve as the fiscal agent. Other states in the project will be partner states. NCEO will serve as the project management partner for the project. Project decisions will be made by majority rule. States may decide to leave the project at any time; should a state decide to leave the project, it must inform the project management partner six weeks prior to leaving. If a state requests to join the project, it may do so by submitting a written request to the project management partner. Additions to the project will be determined through a majority vote of all partner states. States joining the project after the official start will work with the project management partner to determine which project activities the state can be involved in, and to what extent. This project is not developing an assessment; however, the project states

and project management partner will agree to the project timeline for the eventual development of an assessment. The project management partner and the Arizona Department of Education will manage the project funds for the project. States participating in the project will sign a letter of commitment, demonstrating their agreement to participate in project activities and to use materials produced by the project.

ALTELLA Timeline

The ALTELLA project has planned its activities so that they can be completed within a two-year timeframe. This is partly due to the participating states’ strong desire to develop the full ALTELLA assessment. Table 2 shows the timeline for the ALTELLA project, with each activity designated for completion during certain months of the project.

Table 2. ALTELLA Project Timeline

Activities for Each Objective	Year 1 (Months)											
	O	N	D	J	F	M	A	M	J	J	A	S
Obj. 1, Act. 1: Individual Characteristics Questionnaire												
1a. Develop Individual Characteristics Questionnaire (ICQ)												
1.1b. Have ICQ reviewed by TAC and state partners												
1.1c. Obtain IRB approval												
1.1d. Administer ICQ through Qualtrics												
1.1e. Analyze ICQ												
1.1f. Write ICQ report												
1.1g. Disseminate ICQ report												
Obj. 2, Act. 1: Classroom Observations												
2.1a. Develop observation and interview protocols												

Obj. 5, Act. 1: Maintain Collaboration to Develop a Full ALTELLA (See YR2)																				
Obj. 6, Act. 1: Dissemination																				
6.1a. Develop project web page																				
6.1b. Disseminate findings at conferences																				
6.1c. Disseminate project publications																				
6.1d. Disseminate project updates/findings at SCASS meeting																				
Evaluation																				
Project Management																				
Hold kickoff meeting																				
Bimonthly planning calls																				
Pursue additional funding options																				

Activities for Each Objective	Year 2 (Months)											
	O	N	D	J	F	M	A	M	J	J	A	S
Obj. 3, Act. 1: Standards Prioritization												
3.1d. Convene state members and experts												
3.1e. Prioritize standards												
Obj.4., Act. 1: Develop Item Templates												
4.1a. Gather input on requirements for item templates												
4.1b. Create assessment blueprint based on priority standards												
4.1c. Establish a list of task types												
4.1d. Have draft blueprint and task types reviewed by												

The Adequacy of Procedures for Ensuring Feedback and Continuous Improvement in the Operation of the Proposed Project

The collaborative nature of the project provides for continuous reliance on feedback from states and experts, both from the participating states and TAC members, but also through dissemination efforts through SCASS meetings. State members will receive frequent updates on project developments and will have the opportunity to offer suggestions for furthering project goals. In addition, products will be shared with the TAC in order to gather additional feedback for improvement.

Adequacy of Mechanisms for Ensuring High-quality Products and Services From the Project

The high-quality control approach to all the project activities will be ensured through the external evaluation mechanism as well as steadfast collaboration of all the project partners. All external evaluation activities and measures will be used to inform the project development process in a timely and efficient manner. All project partners (member states, NCEO, project consultants and experts) will be involved in the process of monitoring the project quality through regular updates, project reports, and ongoing collaboration efforts.

Time Commitments of the Project Director and Principal Investigator and Other Key Project Personnel Are Appropriate and Adequate to Meet the Objectives of the Proposed Project

The proposed allocation of effort by project personnel (in terms of days) is projected across Objectives for the three-year grant period (see Table 3). Careful consideration has been given to the amount of effort needed to achieve project objectives, and it has been determined that the time commitments of the principal investigators and key project personnel are adequate to meet the objectives. States have also committed time to ensure the success of the project (see Part 6: Other Attachments for Letters of Support from states).

Table 3. Person Loading Chart

Activity	LW	MJ	KK	SEAs	LC	VS	MT	RQ	SL	CR	LG	DA	KL	YW	MM	DH	GRA1	GRA2	JK	PW	CF
1	5	5	40	1	40	5	10	8	20		-	-	-	70	30	50	-	50	10	20	-
2	5	5	42	1	40	5	10	8	20		150	160	70	8	30	50	-	200	-	-	-
3	5	47	5	4	7	40	20	10	40		100	-	190	-	30	50	130	-	18	20	-
4	5	40	5	1	7	40	12	10	20		50	100	-	-	26	50	120	-	10	17	-
5	10	30	5	1	20	5	5	8	20		-	-	-	-	30	60	-	-	5	10	-
6	10	10	20	2	20	20	12	4	10	-	12	-	-	-	10	-	10	10	5	5	-
7	10	10	30	1	10	30	10	4	-	-	-	-	-	-	-	-	-	-	-	-	240
8	50	62	62	1	62	62	30	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	100	209	209	12	208	208	104	52	208	208	312	260	260	78	156	260	260	260	48	72	240
	LW	MJ	KK	SEAs	LC	VS	MT	RQ	SL	CR	LG	DA	KL	YW	MM	DH	GRA1	GRA2	JK	PW	CF

Activities: 1—ICQ; 2—Classroom Observations and Interviews; 3—Standards Identification and Prioritization; 4—Develop Innovative Item

Templates; 5—Develop RFP Template; 6—Dissemination; 7—Evaluation; 8—Project Management

LW=Leila Williams; MJ=Marlene Johnstone; KK=Kelly Koenig, SEAs=State Education Agency Staff; LC=Laurene Christensen; VS=Vitaliy

Shyyan; MT=Martha Thurlow; RQ=Rachel Quenemoen; SL=Sheryl Lazarus; CR=Chris Rogers; LG=Linda Goldstone; DA=Deb Albus;

KL=Kristi Liu; YW=Yi-Chen Wu; MM=Michael Moore; DH=Debbie Hansen; GRA1=Graduate Research Assistant 1; GRA2=Graduate Research

Assistant 2; JK=Judy Kraft; PW=Phoebe Winter; CF=Courtney Foster. 260 Days=full time for one year.

Quality of the Evaluation Plan

Quality of the Project Evaluation

Throughout the ALTELLA project a continuous, outcome-oriented evaluation process will be implemented to provide formative evaluation feedback during the sequential implementation of activities, and summative evaluation of the overall goal of increasing the validity of results from existing state assessments (Weiss, 1972). This approach is consistent with the theory-driven approach recommended by Chen (2005) who identifies four aspects of this approach: (a) briefing stakeholders about purposes, strategies, and procedures of evaluation; (b) clarifying the plan and action model of the project, (c) using a combination of quantitative and qualitative methods of data collection, and (d) addressing additional questions that are generated during the evaluation.

Methods of Evaluation Are Thorough, Feasible, and Appropriate to the Goals, Objectives, and Outcomes of the Project

Courtney Foster will work in partnership with NCEO to complete a comprehensive evaluation of the ALELLA project. Courtney has completed extensive work with Enhanced Assessment Grants, both as a principal investigator and an evaluator. In preparation for the evaluation, to ensure that it meets project needs and is grounded in a strong plan, the Ms. Foster will meet with the ALTELLA leadership team in the first month of the project. During this meeting, plans for both formative and summative aspects of the project will be reviewed, with attention to ensuring that all processes, outcome measures, and instruments will help shape the development of the project from the beginning, and also document outcomes. In addition, the Principal Investigator and NCEO Principal Investigators will ensure that the evaluator understands the assessment context, both in general, and within each of the states.

At the outset of the evaluation, Courtney Foster will facilitate the development of the ALTELLA project's implementation rubrics. Measuring implementation allows the evaluator and the project staff to better understand barriers to meeting project goals. Implementation measures also allow for linking levels

of implementation to progress that has been made toward desired outcomes. Additionally, rubrics will highlight best practices and challenges that will guide future implementation and sustainability efforts. Data from the implementation rubrics will be analyzed to assess association with outcomes to provide accountability information both about success of the implementation activities and the effectiveness of products in creating sustainability for replication in other states.

An evaluation timeline for the ALTELLA project is shown in Table 4. The timeline indicates the project activities in coordination with the evaluation efforts. Evaluation methods employed for this project will include surveys and interviews.

These will be designed to provide project staff with important formative and summative feedback regarding project activities and deliverables. The activities are designed to gain valuable information from state partners through unobtrusive means. Each evaluation activity will be tied to its corresponding project objective.

Table 4. Evaluation Timeline

	Year 1 (Months)											
	O	N	D	J	F	M	A	M	J	J	A	S
Evaluation												
Development of implementation rubrics for continuous formative feedback												
Individual Characteristics Questionnaire (ICQ) validation												
Create student characteristics profile												
Develop classroom observation and teacher interview protocols												
Standards crosswalk and prioritization guidance document												

Consensus building framework														
Formative reports based on implementation rubric for project activities														
Summative quarterly and year-end reports														

	Year 2 (Months)													
	O	N	D	J	F	M	A	M	J	J	A	S		
Evaluation														
Assessment blueprint for alternate ELP assessment														
Template development for innovative items to be used on an alternate ELP assessment														
Content analysis of RFPs for assessment items														
Development of an RFP template for an alternate ELP assessment														
Formative reports based on implementation rubric for project activities														
Summative quarterly and year-end reports														

Methods of Evaluation Provide for Examining the Effectiveness of Project Implementation

Strategies

The evaluation of the ALTELLA project will include formative and summative components with both formal and informal feedback. A mixed-methods approach utilizing both quantitative and qualitative data will be employed. The evaluation will assess the overall quality and feasibility of the project design and results as well as the progress towards achieving project goals and objectives. Courtney Foster will conduct formative evaluation activities at the beginning and periodically throughout the grant project. A formative review of the project design and methodology will be conducted when the grant award is

announced. The formative report will be shared with the ALTELLA project team and revisions to the project design and methodology will be made based on her suggestions.

For the formative part of the evaluation, the external evaluator will document through running records, the processes and deliverables that potentially contribute to the final outcomes of the project. To further ensure that the formative evaluation is productive, NCEO will provide to the external evaluator documentation of the implementation strategies and procedures used to accomplish the project's objectives (e.g., administering online focus groups, conducting classroom observations, analyzing one state's data, administering the national expert panel forum, and developing professional development materials).

The external evaluator will conduct surveys and follow-up interviews of state clients regarding all major project reports and other deliverables to gather information on quality, relevance, and usefulness of each ALTELLA activity or product. Survey data will be analyzed descriptively, and qualitative data from the surveys will be analyzed thematically.

The summative phase of the evaluation will ask the question "How has the implementation of each objective contributed to the overall goal of improving accessibility and accommodations decision making on large-scale assessments?" The summative evaluation will incorporate secondary analysis of findings from the formative phase as well as qualitative data from interviews with state stakeholders, observations of selected events, user surveys for the training module, and expert reviews of final publications and products.

Methods of Evaluation Include the Use of Objective Performance Measures That Are Clearly Related to the Intended Outcomes of the Project and Will Produce Quantitative and Qualitative Data to the Extent Possible

The ALTELLA evaluation plan will incorporate objective performance measures to generate quantitative and qualitative data for evaluation purposes. The performance measures will focus both on the nature of each implementation strategy and the extent to which the measure was completed. Table 5 summarizes ALTELLA evaluation performance measures.

Table 5. ALTELLA Performance Measures

Activity 1. Individual Characteristics Questionnaire (ICQ)
Performance Measure 1a: ICQ is conducted with collaborating states.
Performance Measure 1b: An activity report is published and disseminated.
Performance Measure 1c: 80% of survey participants are satisfied or highly satisfied with the quality, relevance, and usefulness of activity report results.
Activity 2.1. Classroom Observations
Performance Measure 2a: Classroom observations are conducted in collaborating states.
Performance Measure 2b: An activity report is published and disseminated.
Performance Measure 2c: 80% of survey participants are satisfied or highly satisfied with the quality, relevance, and usefulness of activity report results.
Activity 2.2. Teacher Interviews
Performance Measure 3a: Teacher interviews are conducted in collaborating states
Performance Measure 3b: An activity report is published and disseminated.
Performance Measure 3c: 80% of survey participants are satisfied or highly satisfied with the quality, relevance, and usefulness of activity report results.
Activity 3.1. Prioritize Standards
Performance Measure 4a: Standards across collaborating states are identified and prioritized for the development of an assessment blueprint
Performance Measure 4b: A document detailing the priority standards is created and disseminated.
Performance Measure 4c: 80% of survey participants are satisfied or highly satisfied with the quality, relevance, and usefulness of activity report results.
Performance Measure 4d: 80% of meeting attendees are satisfied or highly satisfied with the quality, relevance, and usefulness of in-person meeting used to prioritize the standards.
Activity 5. Develop Innovative Item Templates

Performance Measure 5a: A set of innovative item templates will be developed.

Performance Measure 5b: 80% of survey participants are satisfied or highly satisfied with the quality, relevance, and usefulness of activity report results.

Performance Measure 5c: Experts review the innovative item templates developed as a result of Activity 5.

Performance Measure 5d: Innovative item templates are publicly released.

Activity 6. Develop RFP Template

Performance Measure 5a: An RFP template will be developed

Performance Measure 5b: 80% of evaluation exit survey participants are satisfied or highly satisfied with RFP Template.

Methods of Evaluation Will Provide Performance Feedback and Permit Periodic Assessment of Progress Toward Achieving Intended Outcomes

The external evaluator will provide written reports of each evaluation activity to NCEO project staff. The reports will include a brief summary, a description of the evaluation activity and data collection methods, evaluation findings, recommendations and conclusions based on these findings, and possible appendices (data collection instruments, complete open-ended responses from clients, etc.). These reports will address project objectives and outcomes and inform further project implementation strategies. The reports will also serve as additional progress monitoring records. The ALTELLA leadership team will use these reports to assess progress toward achieving intended outcomes and make needed changes in order to keep the project focused on achieving the intended outcomes.

Evaluation Will Provide Guidance About Effective Strategies Suitable for Replication or Testing in Other Settings

The evaluation process mirrors many of the internal and external evaluation efforts that NCEO has been effectively integrating in its past and current work. The collaboration between the external evaluator and NCEO internal evaluation team will strengthen the replicability aspect of this evaluation.

The ALTELLA project evaluation plan is designed to provide specific information that will guide others in conducting similar activities in the future. A key evaluation activity will be to document through running records, the project's processes, events, and findings. This documentation will facilitate future replication efforts. In addition, data regarding the process measures will provide information on lessons learned that can guide future similar work.

Strategy to Scale

ALTELLA is designed with scalability at the heart of the work. By the end of the grant period, two key products will be ready to take to scale: 1) the innovative item templates, and 2) the template for the request for proposals (RFP). In designing ALTELLA, it was recognized that the resource constraints of this Enhanced Assessment Grant (EAG) competition were such that it would be unlikely that the development of the full assessment could be funded. Thus, NCEO and collaborating states will plan to continue to pool resources and seek additional funding toward item development, field testing, and implementation. Additional grant funding will be sought; states may also use discretionary funding to move forward in bringing ALTELLA to scale.

ALTELLA will employ a number of dissemination efforts to support further development of an alternate assessment of English language development based on alternate performance standards. These include conference presentations, journal articles, print reports, sharing information at State Collaborative on Assessment and Student Standards meetings, a project webpage, and state dissemination through listservs and other communication tools.

Conferences. Results of the ALTELLA project investigations, in particular the results of the classroom observations and interviews as well as the standards prioritization, will be shared at conferences that have an emphasis on assessment, students with disabilities, and ELLs. Both national and state-level conferences will be targeted so that states may share information with local education agencies. NCEO will take the lead in disseminating materials at national conferences. State agency personnel will be invited and encouraged to participate in conference presentations at both the national

and state level.

National Conferences. Results of the ALTELLA project investigations, in particular the results of the ICQ, the classroom observations and teacher interviews, and the standards prioritization, will be highlighted at national conferences targeted at student assessment, English language development, and students with disabilities. Potential conferences will include the National Conference on Student Assessment, Teaching English to Speakers of Other Languages, and the Council for Exceptional Children.

SCASS Meetings. Regular updates on the project activities will be provided at SCASS meetings, including the Assessing Special Education Students (ASES) and English Language Learner (ELL) SCASS meetings. Project findings will be shared in order to gain valuable feedback from a broad range of states.

Publications. Publications will include ALTELLA project reports and journal publications. Key ALTELLA publications will include reports about the Individual Characteristics Questionnaire (ICQ), the classroom observation and teacher interview findings, the prioritized standards, and the innovative item templates. Reports written for grant activities will be placed on the NCEO Web site and available for download at no charge. They also will be disseminated widely, to all participating state agency personnel, with additional copies of materials going to other states as needed. NCEO will disseminate materials to all assessment, special education, and Title III directors nationwide. Additional reports will be disseminated to other stakeholders through SCASS meetings. All print publications will be made available at no charge.

Journal articles also will be developed based on ALTELLA activities. These will target peer-reviewed journals that reach a variety of relevant audiences, such as Assessment for Effective Intervention, Educational Policy, Journal of Special Education Leadership, Teaching Exceptional Children, and TESOL Quarterly. NCEO and participating states will write these articles, with NCEO taking the lead.

Website. NCEO will develop a webpage on the existing NCEO website for ALTELLA. Links to

key project information, including participating states, project activities and reports, conference presentations, and the innovative item templates, will be included on this webpage. In a one-year period, from March 2014-March 2015, the NCEO website received 200,834 page views and 86,880 unique visitors. The NCEO website is well-positioned as a home for online dissemination of project information.

State Dissemination. Information from the project will be widely distributed within participating states, including via state newsletters (print and electronic), through regularly scheduled training forums, regional and state conference presentations, and other state mechanisms for information sharing.

There Is Unmet Demand for the Process, Product, Strategy, or Practice That Will Enable the Applicant to Reach the Level of Scale That Is Proposed in the Application

Currently, there is no fully operational alternate assessment of English language proficiency based on alternate performance standards that experts agree accurately assesses the English language development of ELLs with SCDs. The field is in urgent need of the ALTELLA. States partnering in the effort described in this proposal are committed to carrying this foundational work into the next stages of scale to a fully implemented ALTELLA.

ALTELLA Part 6: Other Attachments

This section contains the following documentation:

1. References from the ALTELLA Narrative
2. Curriculum Vitae from all key project personnel
3. Letters of Support from Experts
4. Letters of Commitment from states
5. Copy of Applicant's (ADE) Indirect Cost Rate Agreement

References

ALTELLA References

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Curriculum Vitae

VITA

(b)(6)

Leila Williams (b)(6)

Education

Doctorate of Philosophy in Special Education Administration, Special Education and Rehabilitation, University of Arizona, Tucson, Arizona. Major Field: Special education and Education Leadership. Research interest: Policy change, impact on instruction for students with special needs, teacher preparation. Dissertation: *Teacher's Perceptions of Arizona's Alternate Assessment*. Chair: Professor James Chalfant. Completion May 2008

Masters of Arts, Special Education and Rehabilitation. Professional specialization: Deaf and Hard of Hearing, University of Arizona, Tucson, Arizona May 1992

Bachelors of Science, Business Education, University of Arizona, Tucson, Arizona May 1986

Professional Administrative Experience

December , 2011- Current Oversees Arizona Department of Education (ADE) Assessment, Accountability and Adult Education Division

Associate Superintendent for Assessment & Accountability

- Manifests a professional code of ethics and values.
- Responds to internal and external customers in a timely, accurate, courteous and empathetic manner representing ADE in a positive light.
- Models the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks.
- Manage all operations and functions of the agency's Assessment, Accountability and Adult Education section consistent with the organization and management philosophy and strategic plan.
- Provide expertise and support to area superintendents and staff to help them increase student learning, success and achievement priorities.
- Work with and through people to develop and implement initiatives that promote ADE; fosters communication with program managers and other departments throughout the agency.
- Work with and through people to develop policies and procedures to assure compliance with various federal and state statutes for each of the sections in the division.
- Direct, oversee and evaluate department staff in terms of their performance responsibilities and productivity in achieving the district's goals.

- Serve as a member of the ADE superintendent's executive leadership team and participate in agency planning, development and evaluation.
- Keep the ADE superintendent, deputy superintendent and division leaders informed about critical issues and incidents about which they should be informed.
- Follow the State policies and procedures as related to fiscal budgets.
- Participate on state and national advisory committees
- Develop leadership in subordinates.
- Responsible for keeping up to date on current technology being used or implemented agency and state wide.
- Responsible for self-development and keeping up to date on current research, trends and best practices relevant to the area of responsibility.

2010 -2011

Deputy Associate
Superintendent for
Assessment

Oversight of the statewide standards-based testing program (AIMS, NRT, AIMS A, AZELLA, NAEP) in terms of test development, validation and implementation procedures.

- Monitored all functions of the state test contracts regarding test development, scoring, and reporting; to include the development, systematic review, and articulation of the state's academic standards.
- Ensured compliance with federal requirements for testing and Arizona State Statute requirements; and development and maintenance of the state's test-item bank.
- Conducted research to include review and analysis of data related on student achievement.
- Monitored all phases of test development to include facilitation of Item Writing, Content/Bias Review Committees, Field testing of items, and Standard Setting and Alignment Study meetings.
- Maintained and ensured ethical testing practices are enforced.
- Ensured the implementation of test design and direct the implementation of assessment systems done with fidelity.
- Project Manager for several Enhanced Assessment Grants and General Supervision Enhanced Grants from United States Department of Education grants.

- Directed, oversaw, and evaluated department staff in terms of their performance responsibilities and productivity in achieving the district's goals.

2009 – 2012

Director of
Alternate
Assessments

Arizona Department
of Education

Responsible for directing the development and revision of alternate assessment test items and forms to articulate with grade-level expectations,

- Reviewed test data for the purpose of recalibration of alternate assessment achievement standards.
- Ensured compliancy with NCLB and OSEP federal requirements for testing.
- Assisted in developing, coordinating, and facilitating statewide committees in test development, content review, bias review, and alignment.
- Presented workshops on the administration of AIMS A given in grades 3 through 8 and the High School.
- Participated on state and national advisory committees to address alternate assessment issues.
- Directed, oversaw, and evaluated an assessment specialist and administrator.

2007-2009 Program
Specialist

Arizona Department
of Education

Responsible for item development and revisions

- Assisted the test form selection.
- Assisted in developing, coordinating, and facilitating statewide committees in test development, content review, bias review, and alignment.
- Presented workshops on the administration of AIMS A given in grades 3 through 8 and the High School.
- Monitored on site test administrations.

2004 -2007

Assistant Director of
Exceptional
Education and
Human Resources

Tucson Unified
School District

Oversight of the implementation of Special Education Programs in assigned schools for the district

- Participated in decision making of resource allocations and curriculum enhancements based on needs-assessment, responsible for recruiting, hiring and retention processes.
- Conduct contract reviews and submitted RFPs for contracted services.
- Conducted essential and ongoing evaluation and hiring of all special education support staff including psychologists, occupational and physical therapists, speech/language pathologists, social workers, itinerant teachers.
- Wrote and implemented grants that provide funding for teacher training in the regular and special education sectors designed to increase academic and social achievement of all students.
- Provided regular education colleagues with current research-based models to use in identification of exceptional education students and intervention to improve academic progress.
- Supported staff in effectively identifying students who are not making adequate academic progress and design appropriate interventions.
- Coordinated and monitored special education plans to ensure students are educated in the least restrictive environment and maintain adherences to state and federal laws as measured by decrease in due process proceedings.
- Advocated for children and children who are disabled as well as advocating for parent and community involvement.
- Investigated parent and staff concerns, counsels them on program content, their obligations and responsibilities, and negotiates solutions.
- Collaborated with exceptional education administrators and other district leaders on the development of department strategic and tactical plans, Exceptional Education program design, and Professional Development for staff development to improve achievement of Exceptional Education Students.
- Ensured compliance with all applicable federal and state statutory requirements develops special/exceptional education policy and ensures that they are implemented.

2004 –1998

Program Specialist
Tucson Unified
School District

Supported principals and staff at assigned schools and conduct monthly meetings.

- Provide principals and other site administrators with both the knowledge to meet compliance requirements of state and federal special education laws and the support to develop, maintain, monitor and evaluate equitable,

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effective and efficient exceptional education programs at school sites.

- Ensured and monitored the academic success of all special education students in the general curriculum.
- Evaluated the effectiveness of IEPs by ensuring alignment to the state standards as mandated by IDEA, AZLEARNNS and NCLB and as measured by improved student achievement on district and state-wide assessments (AIMS, Stanford 9 and Alternate Assessment).
- Provided ongoing professional development to special and regular education teachers, parents, administrators, support staff and community members including but not limited to IEP regulations, IEP development, assessment (regular education and alternate), modification/accommodations, behavior management, conflict resolution, curriculum based measurement, and research based instructional strategies.
- Actively engage and maintain parent partnerships to ensure positive and effective school and community relationships to improve student achievement.
- Developed positive relationships between parents, school personnel and community members to create support structures for all students in efforts to improve student academic achievement.
- Conducted essential and ongoing evaluation of all special education support staff including psychologists, occupational and physical therapists, speech/language pathologists, social workers, COTA's, itinerant teachers, and assist principals in evaluating special education teachers and para-professionals at multiple school.

Previous Professional Employment Experience

COMPLIANCE MONITOR
Tucson Unified School District

FALL, 1997 – SPRING, 1998
Tucson, Arizona

Worked closely with Program Specialist and participate in their weekly meetings.

Assisted Program Specialist with parent contacts, support school teams, update staff regularly and trained new staff members.

Monitored the accuracy and compliance of the Exceptional Education student database and documents.

TEACHER FOR THE HEARING IMPAIRED
Tucson Unified School District

AUGUST 1992 - AUGUST 1997

Tucs

Provided specialized instruction, monitored student progress in the mainstreamed setting, checked students personal aids and auditory trainers, maintained regular communication with parents, regular education teacher

and other related support staff, and assisted in develop the of Individuals Educational Plan for my students.

Utilized the adopted curriculum and adhered to the philosophy and polices of the school district.

BUSINESS AND OFFICE EDUCATION TEACHER AUGUST 1986 - MAY 1992
Arizona State School for the Deaf and the Blind

Tucs

Provided specialized instruction to students with visual impairments and hearing impairments.

Evaluated student progress, attended staffings, and consulted with professionals on a regular basis.

Trained and assisted students to develop competitive skills.

Established and maintained a simulated office using IBM PC's, Apple IIe's, electronic typewriters, adding machines and specialized equipment for the visually impaired.

University Courses Taught

**University
of Arizona**

Special Services in the Schools
Introduction to Special Learning Needs in t General Education
Beginning American Sign Language

**Northern
Arizona
University**

Foundation in Emotional Disabilities
Methods in Emotional Disabilities
Methods in Cross Categorical-High Frequency Disabilities
Foundations in Cross Categorical-High Frequency Disabilities
Foundations in Cross Categorical-Learning Disabilities
Foundation in Severe and Profound
Methods in Severe and Profound
Effective Collaboration and Communication
Foundations in ADHD
Methods in ADHD
Evaluation of Severe and Profound Disabilities

**Grand
Canyon
University**

Educational Leadership and Technology

Publications

Ahumada, A & Williams, L (Winter/Spring 2013). *Educating ELLs with Significant Cognitive Disabilities: Lessons Being Learned in One State*. From <http://ici.umn.edu/products/impact/261/14.html>

Kettler, R. J., Elliott, S. N., Kurz, A., Zigmond, N., Lemons, C. J., Kloo, A., Shrago, J., Beddow, P., Williams, L., Bruen, C., Lupp, L., Farmer, J., & Mosiman, M. (2014). Predicting End-of-Year Achievement Test Performance A Comparison of Assessment Methods. *Assessment for Effective Intervention*, 39(3), 156-169.

Presentations

Council of Chief State School Officers:

Policies and Practices in Support of the Transition to Next Generation Alternate Assessments Based on Alternate Achievement Standards. (2014)

Meagan Karvonen, PhD, Sharon Hall, Leila Williams, PhD, Melissa Golson, Toni Wheeler, Susan Weigart

Standing in the Middle of the Bridge: Lessons Learned about Current AA-AAS and Implications for the Next Generation of Assessments (2013)

Claudia Flowers, Audra Ahumada, Trinell M. Bowman, Leila Williams, PhD and Meagan Karvonen, PhD

Formative Assessment's "Advocatable" Moment: Suggestions for State-Level Expansion (2013)

Leila Williams, PhD, Margaret Heritage, Caroline Wylie, Ph.D., Sarah McManus and W. James Popham

Assisting Special Education Teachers Transition To The Common Core Through Communities Of Practice and Other Innovative Professional Development Opportunities. (2013)

Leila Williams, PhD, Audra Ahumada, Lisa Ford, Pari Swanson and Melinda Roden, PhD

Forum on Evaluating Educator Effectiveness: Critical Considerations for Including Students with Disabilities, 2012

Council For Exceptional Students, National Conference 2010, Nashville, TN – “Strategies to Increase Student Access to Assessment and Aligned Instruction”

University of Arizona, 2004 – Bureau of Indian Affairs, Education Administrators

Topic: “IDEA made easy”

Topic: “Discipline and the student with the IEP”

University of Arizona, 2004 – Special Education and Rehabilitation Department. Topic: “Update on IDEIA 2004”

University of Arizona, Tucson Arizona, 2003, “The IEP made easy”

Southern Arizona-Cochise County Consortium, 2001 “Inclusion, not

exclusion”.

Council for Exceptional Children – State Conference, 1999: “Arizona’s Alternate Assessment”

Directors Institute – 1998 “Arizona’s Alternate Assessment and AADSI project”

Awards

February, 2004 Council for Exceptional Children – Distinguished Services to Exceptional Children Award

Professional Associations

Arizona Council for Exceptional Children
Council for Exceptional Children
Arizona Superintendents Association
American Educational Research Association

EMPLOYMENT

**Director of English Language Learner Assessments: Assessment Division,
Arizona Department of Education
2011-present**

Currently leading continuous test development of AZELLA

- Manages continuous test development, including new item and form development by coordinating the efforts of ADE, WestEd, Pearson, Arizona educators and other stakeholders.
- Works with current vendor and ADE psychometricians to ensure that statistical analysis is used to support and confirm test development.
- Meets with international language testing experts on critical test development issues, both technical and ethical, through professional organizations and collaboratives.
- Creates professional development resources for educators to make effective use of assessment information.
- Provides written and verbal communications to constituents and stakeholders through presentations, letters, memos and reports.
- Led AZELLA revision process
 - Worked with educators and consultants to evaluate the existing ELL testing program and determine long and short term plans for revision.
 - Worked with national and state educational stakeholders throughout the development process to obtain their input, share our development updates, and ensure a cooperative and positive environment for the AZELLA revision.
 - Created RFP for AZELLA working with nationally recognized Assessment Solutions Group.
 - Created blueprint, test specifications, and development plan based on
 - Arizona English Language Proficiency Standards,
 - Federal and state assessment governing statutes and requirements, and
 - Standards for Educational and Psychological Testing (AERA, APA, NCME).
 - Worked with Technical Advisory Group (TAC) in support of assessment systems.
 - Worked with National Center for Educational Outcomes to research the performance of the new Kindergarten Placement Test.
 - Documented evidence for validity arguments for the AZELLA development Coordinated efforts with WestEd and Pearson to plan and implement educator and stakeholder committee meetings for item writing, gap analysis, blueprint and item development, and various review committees.
 - Provided support to Office for Civil Rights investigations by supplying needed reporting and analysis.
 - Arizona representative for Arizona-led, multi-state Enhanced Assessment Grant to research the construct of language.
 - Arizona representative in multi-year research collaborative with REL West, funded by USDOE, which continues to produce valuable research and analysis reporting for ADE.
 - Worked with ADE Research and Evaluation and IT to establish reporting protocols to serve federal, state, and local reporting needs.
 - Worked with new technology to research and pilot the application of electronic speech capture and scoring for assessment purposes.

**Director of Assessment and Evaluation: Office of English Language Acquisition Services,
Arizona Department of Education
2006-2011**

- National Collaboration
 - Arizona representative: Southwest Collaborative; ELL Collaborative WestEd & REL West.
 - Served as liaison with national counterparts through the CCSSO ELL SCASS.
 - Worked on the “Framework for High-Quality English Language Proficiency Standards and Assessments” prepared by the Assessment and Accountability Comprehensive Center.
 - Prepared EAG and was awarded \$1.1 million.

- State Collaboration
 - Task Force Liaison
 - Implemented formation of new legislative committee and fulfilled A.R.S. staff support requirements.
 - Worked directly with Chairman and Members to provide testimony, reporting, and research.
 - Worked with legislative staff to schedule meetings.
 - Fulfilled A.R.S. consultation on SEI Fund development with Office of the Auditor General.
 - Provided research and support materials for ADE’s use at the legislature.
 - Met with state legislators and staff to explain ELL programs and answer questions.

- Agency Collaboration
 - Liaison with Research and Evaluation to develop ELL reporting, evaluation, and analysis measures.
 - Liaison with IT resulting in more accurate and consistent ELL data.
 - OELAS/Assessment and Assessment/OELAS collaborations on ELL Assessment.
 - Office of Communications to respond to ELL inquiries and develop ELL program Media Plan.

- Project Development and Implementation
 - Focused planning on multiple projects and deadlines.
 - Managed and developed staff to optimize limited resources.
 - Managed AZELLA assessment program; remaining within budget and on time, maximizing vendor resources and expertise to support ADE requirements.
 - Provided annual statewide training on the administration and use of AZELLA.
 - Formed focus groups to identify existing assessment strengths and weakness.
 - Documentation of components of SEI Models utilizing current principles, practices and trends in ELL education.
 - Created statewide plan for SEI program hearings and subsequent information dissemination.
 - Creation of implementation plan integrating statewide program requirements for Arizona English Language Learners.
 - Assisted in the creation of a comprehensive statewide training plan for the SEI Program.
 - Development of application guidelines, evaluation, procedures, forms, appropriation requests and \$60 million distribution for the Structured English Immersion Fund. This funding mechanism was successfully supported and upheld by U.S. Supreme Court.
 - SEI Fund successfully defended to the state legislature yielding annual appropriation.
 - Initiated SEI Fund audit and recovery of \$7 million which was successfully repurposed by the legislature to apply to AZELLA revision.

- State and Federal Compliance
 - Directed federal Title I and Title III testing for ELLs.
 - Directed AZELLA testing in collaboration with vendor.
 - Supported federal Title III reporting.
 - Participated in Title III audit by USDOE.
 - Compilation of the regulatory and statutory provisions of pertinent laws required for the development of Models of Structured English Immersion (SEI) including EEOA, NCLB, Lau v. Nichols, Castaneda v. Pickard, Plyler v. Doe, A.R.S. and State Board Rule.

- Evaluation and Academic Achievement
 - Provided reporting, research, and analysis to the legal team for Flores v. Horne which was successfully brought before U.S. Supreme Court
 - Developed analysis protocols and reports to fulfill OCR data requests and documentation.
 - Coordination of research and summary materials on national and statewide methods and procedures for ELL programs.
 - Assisted in the development of a methodology for review and evaluation of SEI program effectiveness and progress.
 - Created and implemented methods for examination and analysis of alternate model programs for compliance with state and federal laws and regulations.
 - Collaborated with Research and Evaluation and IT to review and revise ELL data collection and analysis yielding improved accuracy and consistency.

Executive Assistant: Arizona Department of Education

2005-2006

Provided comprehensive support to Associate Superintendent including responsibility for facilitating projects, meetings, correspondence, reports and communications.

Legislative Assistant: Arizona State Senate and House of Representatives

2002-2005

Managed Chairman of the Education Committee's comprehensive administrative needs including all requirements of the legislative process, research, development and successful enactment of legislation, correspondence, press releases, information management, constituent assistance, and presentations.

Government Relations Manager: Arizona State Treasurer's Office

2000-2002

- Managed government relations for the Office of the State Treasurer.
- Served as legislative liaison monitoring fiscal issues and the appropriation process at the Legislature.
- Published quarterly newsletter on financial performance of state investments.
- Provided constituent services to statewide local government financial officers.
- Provided research and assisted in drafting policy papers and press releases.
- Reviewed and approved budget advances for school districts.

Founder and Publisher: *Lubbock Magazine*

1995-2000

Successful creation of culture, arts, history, and science monthly magazine, which is still in operation. Worked with civic leaders including the Mayor, City Council, University Chancellor and President, business leaders including bank presidents, arts leaders, philanthropic leaders, and academic leaders from the arts and sciences toward realizing a vision for city. Developed and managed all business operations. Magazine acquired local recognition and prestige, national distribution, and earned design awards.

- Managed and developed approximately 60 staff and volunteers from diverse professional backgrounds for continuous on-time, on-budget publication.
- Forged strategic partnerships with business and community leaders.
- Managed successful marketing, budgeting, subscription development, production and art direction.
- Led content development with editorial board.
- Managed sales and business contracts.
- Successfully managed all business budgeting including accounts receivable and payable.
- Led strategic planning and implementation.
- Created and successfully implemented business development to build subscriber and national distribution.
- Implemented public relations programs.
- Served on various boards.
- Created database development and management.

Office Manager: Nutmeg Conservatory for the Arts

Torrington, Connecticut, 1992-1995

Assisted nationally recognized executive and artistic director. Served as office manager performing all office operations.

- Managed accounts payable and receivable.
- Participated in successful grant writing and awards.
- Created personnel schedules.
- Assisted in student management.
- Supported fundraising activities.
- Participated in database development and management.

Director: Barkhamsted Parks and Recreation

Town of Barkhamsted, Connecticut, 1990-1992

Under the direction of the Town Council, was responsible for administration of agency operations, including personnel, budget, and programs.

- Appointed Recreation Director by Town Council in 1990.
- Created and successfully managed annual budget under the authority of the Town Council.
- Developed staff and performed payroll duties.
- Worked with community and civic leaders to collaborate on projects and share resources.
- Created and implemented programs for adults and children.
- Created summer camp focusing on the arts.

EDUCATION

Northern Arizona University, M.Ed., 2011

University of Phoenix: B.A., e-Business, 2003

Harper College: Data Processing, 1983-1985

University of Illinois: Liberal Arts and Sciences, 1970-1974

Kelly Koenig

45111 North 10th Street ♦ New River, Arizona ♦ 85087 ♦ (623) 256-0686

Objective

To obtain a challenging position that will benefit from my eighteen years of K-12 educational experience, excellent personal communication skills and professional and leadership skills to contribute towards the Arizona Department of Education's mission.

Profile

Motivated, personable professional with multiple college degrees and endorsements as well as a 19-year track record in elementary education and educational leadership. Resourceful team player who excels at building trusting relationships with constituents and colleagues. Highly motivated self-starter who takes initiative with minimal supervision. Results-driven achiever with exemplary planning and organizational skills, along with a high degree of detail orientation. Talent for quickly mastering technology – extensive software proficiency covering a wide variety of applications. Dependable, responsible contributor committed to excellence and success.

Skills Summary

- | | | |
|--|------------------------------|--------------------------------|
| ♦ Project Management | ♦ Professional Presentations | ♦ Financial Management |
| ♦ Report Preparation | ♦ Providing Customer Service | ♦ Proposing New Ideas |
| ♦ Written Correspondence | ♦ Supervision of Employees | ♦ Planning Meetings and Events |
| ♦ Implementing New Policies and Procedures | | ♦ Computer Literate |

Employment History

DEPUTY ASSOCIATE SUPERINTENDENT (April 1, 2013-present)

Arizona Department of Education
Office of English Language Acquisition Services

- Supervise and assess performance of OELAS staff
- Supervise OELAS operations to:
 - Effectively monitor LEAS to ensure adherence to State and Federal ELL laws
 - Expand statewide training in strategies and methodologies of English language development
 - Continue and expand the revision process for English language proficiency standards
 - Refine ELL data collection and analyze ELL data for reporting purposes
 - Oversee the dissemination of all ELL related funds
- Coordinate with other ADE divisions/units to ensure cross-walking services to LEAS regarding ELL laws/guidelines
- OELAS spokesperson at public venues, conferences, task forces and litigation regarding ELLs.

DIRECTOR OF MONITORING AND TITLE III (October 2009 to April 1, 2013)

Arizona Department of Education
Office of English Language Acquisition Services

- Present K-12 Arizona school district administrators with new federal and state requirements for English language learners (ELLs)
- Communicate effectively with district decision makers regarding new educational programs for ELLs

Kelly Koenig

- Facilitate the revision of the Arizona English Language Proficiency Education Standards
- Develop and manage the process for monitoring Local Education Agencies for compliance in state and federal regulations
- Finalize reports to LEAs regarding compliance with state and federal laws
- Report agency compliance findings to legislative task force
- Authorize the approval of Title III funding budgets for Arizona school districts
- Provide various professional development opportunities for teachers and administrators on all aspects of state and federal guidelines regarding ELLs

EDUCATION PROGRAM SPECIALIST (June 2006-October 2009)

Arizona Department of Education

Office of English Language Acquisition Services

- Provide professional development for the implementation of Arizona's Structured English Immersion Models
- Complete statewide evaluation and monitoring of state and federally funded ELL programs
- Provide appropriate feedback and ongoing technical assistance to LEAs with program guidance and regulations
- Process SEI budget and Title III funding applications

ESL TEACHER (August 2000- June 2006)

Wilson Elementary School District, Phoenix Arizona

- Coordinated and participated in creating the Six Trait writing program, which resulted in the increase of student test scores
- Provided training to classroom teachers on the Six Trait Writing Model
- Provided a positive and motivating learning environment
- Developed innovative and dynamic lessons in all curricular areas
- Adapted lessons to the unique needs of various students

ESL TEACHER (August 1995-June 2000)

Glendale Elementary School District, Glendale Arizona

- Coordinated and participated in the creation of a Guided Reading Program that resulted in the increase of student test scores
- Assisted in the alignment of district standards to Arizona State Standards and wrote assessments in the area of mathematics
- Enhanced student skills through direct instruction, cooperative learning, and hands-on techniques
- Maintained a multi-culturally diverse learning atmosphere
- Created innovative and motivating lessons

STUDENT TEACHER (January 1995-May 1995)

Paradise Valley School District, Paradise Valley Arizona

- Second Grade ESL Teacher

Education

30+ Hours Masters level coursework in Educational Leadership

Northern Arizona University (2008)

Masters Degree in Elementary Education

Northern Arizona University, Flagstaff Arizona (1999)

Bachelor of Arts in Elementary Education

Arizona State University, Tempe Arizona (1995)

Kelly Koenig

Certifications and Endorsements

Arizona Teaching Certificate
Early Childhood Endorsement

English as a Second Language Endorsement
Principal's certificate pending AEPa principal's exam

LAURENE L. CHRISTENSEN

Office: 202D Pattee Hall
150 Pillsbury Drive SE
University of Minnesota
Minneapolis, MN 55455
612.624.5832
chri1010@umn.edu

Education

- 2010 Ph.D. University of Minnesota, Educational Policy and Administration
Major: Comparative and International Development Education
Concentration: Research and Evaluation
Degree granted January 29, 2010
- 2002 M.A.-TESOL Portland State University, Applied Linguistics
- 2000 M.A. Portland State University, English
- 1993 B.A. University of North Dakota, English

Experience

- National Center on Educational Outcomes
Research Associate (February 2010-present)
Research Fellow (Fall 2006-February 2010).
- Metropolitan State University
Community Faculty, EDU 310/610: Special Education for General Educators
(Fall 2011, Summer 2012, Fall 2012)
- University of Minnesota
Course Assistant, Postsecondary Teaching and Learning. (Fall 2011)
Graduate Instructor, Commanding English program (Fall 2002- Fall 2006)
- Portland State University
Adjunct Instructor, Extended Studies (Summer 2004)
Writing Center Consultant, Department of English (Summer 2004)
Adjunct Instructor, Applied Linguistics (Spring 2001)

Grants and Sponsored Research

- University of Wisconsin*, to NCEO, to support the development of a suite of formative assessment tools for young Dual Language Learners, (February 2015).
- Arizona Department of Education*, to NCEO, to conduct a follow up study on the consequential validity of the kindergarten English language proficiency placement assessment (December 2014).
- Council of Chief State School Officers*, to NCEO, to develop accessibility guidelines for the ELPA21 project, with Dr. Martha Thurlow, (May 2013).
- SmarterBalanced Assessment Consortium*, to NCEO, to develop accessibility guidelines, an implementation guide, and an FAQ (April 2014).
- Measured Progress*, to NCEO, to conduct cognitive labs and evaluate the Guidelines for Accessible Assessments Project (January 2013)
- Arizona Department of Education*, to NCEO, to study the consequential validity of the kindergarten English language proficiency placement assessment (August 2012).
- Council of Chief State School Officers*, to NCEO, to develop professional development materials on accommodations for students with disabilities, with Dr. Martha Thurlow. (February 2012) PR/Award # S368A150006
- Minnesota Department of Education*, to NCEO, to improve the Validity of Assessment

Results for English language learners with Disabilities (IVARED) (October 2010)
Nimble Tools/Measured Progress, to NCEO, to evaluate the Student Accessibility Assessment System (SAAS) (October 2010)
Council of Chief State School Officers, to NCEO, to develop materials to help states monitor accommodations, with Dr. Martha Thurlow. (December 2007)
U.S. Department of Education, to Minnesota, to develop materials on accommodations decision-making, with Dr. Martha Thurlow and Deb Albus. (May 2007)

Publications

Selected Refereed Journal Articles

Christensen, L., Shyyan, V., & Johnstone, C. (2014). Universal design considerations for technology-based large-scale next-generation assessments. *Perspectives on Language and Learning*, Winter (2014), 22-30.

Moore, R. & Christensen, L. (2005). Academic behaviors and performances of generation 1.5 students who succeed in college. *The Learning Assistance Review*.

Christensen, L. (1999). [Rev. of the book *Context and Culture in Language Teaching*]. *ORTESOL Journal*.

Selected Book and Monograph Chapters

Thurlow, M.L., Lazarus, S.S., & Christensen, L.L. (2013). Accommodations for assessment. In B. Cook & M. Tankersley (Eds.), *Effective practices in special education* (pp. 311-327). Iowa City: Pearson.

Thurlow, M.L., Lazarus, S.S., & Christensen, L.L. (2013). Accommodations for assessment. In J.W. Lloyd, T.J. Landrum, B.G. Cook, & M. Tankersley (Eds.), *Research-based approaches for assessment* (pp. 94-110). Boston: Pearson.

Christensen, L.L., Lazarus, S.S., & Shyyan, V. (2011). Ever evolving: State policies and practices for using technology-based accommodations to improve assessment outcomes for students in the margins. In Russell, M. (Ed.) *Assessing Students in the Margins*.

Rogers, C.M. & Christensen, L.L. (2011). A new framework for accommodating English language learners with disabilities. In Russell, M. (Ed.) *Assessing Students in the Margins*.

Christensen, L.L., Liu, K.K., & Thurlow, M.L. (2010). Professional development for teaching ELLs with disabilities. In Ballyntine, K. & Casteel, K. (Eds.) *Professional Development in Action: Improving Teaching for English Learners*. Washington, DC: National Clearinghouse on English Language Acquisition. Pp. 55-57.

Christensen, L. (2007). *A case study of intercultural development for pre-service language teachers*. In I.M. Durancyk, D.B. Lundell, & J.L. Higbee (Eds.), *Diversity and the Postsecondary Experience*. Minneapolis: University of Minnesota, General College, Center for Research on Developmental Education and Urban Literacy.

Christensen, L. (2006). *After the program ends: A follow-up study with Generation 1.5 students who participated in an English-language support program*. In I.M. Durancyk, D.B. Lundell, & J.L. Higbee (Eds.), *Student Standpoints on Access*. Minneapolis: University of Minnesota, General College, Center for Research on Developmental Education and Urban Literacy.

Selected Technical Reports and Other Publications

Shyyan, V., Christensen, L., Rogers, C., & Kincaid, A. (2014). Sign support guidelines for accessible assessments: Insights from cognitive labs. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Available at: <http://www.cehd.umn.edu/NCEO/onlinepubs/GRAP/GRAPSignItemsReport.pdf>

- Christensen, L., Shyyan, V., Rogers, C., & Kincaid, A. (2014). Audio support guidelines for accessible assessments: Insights from cognitive labs Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Available at: <http://www.cehd.umn.edu/NCEO/onlinepubs/GAAP/GAAPAudioReport.pdf>
- Guzman-Orth, D., Laitusis, C., Thurlow, M., & Christensen, L. (2014). *Conceptualizing Accessibility for English Proficiency Assessments*. Princeton, NJ: Educational Testing Service.
- Christensen, L. L., Albus, D. A., Kincaid, A., Christian, E., Liu, K. K., & Thurlow, M. L. (2014). Including students who are blind or visually impaired in English language proficiency assessments: A review of state policies. Minneapolis, MN: University of Minnesota, Improving the Validity of Assessment Results for English Language Learners with Disabilities (IVARED).
- Christensen, L. L., Albus, D. A., Kincaid, A., Christian, E., Liu, K. K., & Thurlow, M. L. (2014). Including students who are blind or visually impaired in English language proficiency assessments: A review of state policies. Minneapolis, MN: University of Minnesota, Improving the Validity of Assessment Results for English Language Learners with Disabilities (IVARED).
- Christensen, L.L., Goldstone, L., Hatten, J., Lazarus, S., Liu, K., Shyyan, V., Thurlow, M.L., & Wu, Y.C. (2014, July). *Exploring alternate ELP assessments for ELLs with significant cognitive disabilities* (NCEO Brief #10). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. (Authors listed in alphabetic order.)
- Christensen, L.L., Goldstone, L., Hatten, J., Lazarus, S., Liu, K., Shyyan, V., Thurlow, M.L., & Wu, Y.C. (2014, June). *State assessment decision-making processes for ELLs with disabilities* (NCEO Brief #9). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. (Authors listed in alphabetic order.)
- Christensen, L.L., Goldstone, L., Hatten, J., Lazarus, S., Liu, K., Shyyan, V., Thurlow, M.L., & Wu, Y.C. (2014, February). *Participation of ELLs with disabilities in ELP assessments* (NCEO Brief #8). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. (Authors listed in alphabetic order.)
- Shyyan, V., Christensen, L., Touchette, B., Lightborne, L., Gholson, M., and Burton, K. (2013). *Accommodations manual: How to select, administer, and evaluate use of accommodations for instruction and assessment English language learners with disabilities (1st ed.)*. Washington, DC: Assessing Special Education Students and English Language Learners State Collaboratives on Assessment and Student Standards, Council of Chief State School Officers.
- Shyyan, V., Christensen, L., Thurlow, M., & Lazarus, S. (2013). *Multi-attribute consensus building tool*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Liu, K. K., Goldstone, L. S., Thurlow, M. L., Ward, J. M., Hatten, J., & Christensen, L. L. (2013). *Voices from the field: Making state assessment decisions for English language learners with disabilities*. Minneapolis, MN: University of Minnesota, Improving the Validity of Assessment Results for English Language Learners with Disabilities (IVARED).
- Christensen, L. L., Albus, D. A., Liu, K. K., Thurlow, M. L., & Kincaid, A. (2013). *Accommodations for students with disabilities on state English language proficiency assessments: A review of 2011 state policies*. Minneapolis, MN: University of Minnesota, Improving the Validity of Assessment Results for English Language Learners with Disabilities (IVARED).
- Thurlow, M. L., Liu, K. K., Ward, J. M., & Christensen, L. L. (2013). *Assessment principles and guidelines for ELLs with disabilities*. Minneapolis, MN: University of Minnesota, Improving the Validity of Assessment Results for English Language Learners with Disabilities (IVARED).
- Christensen, L., Shyyan, V., Schuster, T., Mahaley, P., and Saez, S. (2012). *Accommodations manual: How to select, administer, and evaluate use of accommodations for instruction and assessment English language learners (1st ed.)*. Washington, DC: Assessing Special Education Students State Collaborative

- on Assessment and Student Standards, Council of Chief State School Officers.
- Thurlow, M., L., Christensen, L. L., & Lail, K. E. (2008). *An analysis of accommodations issues from the standards and assessments peer review*. (Technical Report 51). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Brown, K. & Christensen, L. (2007). *Entering the Language and Culture Contact Zone: A View from the Air & A View from the Field*. Report developed for the U.S. Army Research Institute.
- Christensen, L. & Brown, K. (2003). Assessing intercultural learning. Proceedings from the UNESCO International Conference on Intercultural Education, Human Rights, and a Culture of Peace. Jyväskylä, Finland

Selected Conference Presentations (Past 2 Years Only)

- Understanding English Language Learners with Disabilities*. Presented with Shyyan, V. Arizona Department of Education OELAS Conference, Tucson, AZ, December 11, 2014. *Embracing the Growing Diversity in the Carolinas*. Keynote presented with Shyyan, V. Carolina TESOL. Wilmington, NC, November 7, 2014.
- Accommodations for English Language Learners with Disabilities on English Language Proficiency Assessments*. Presented with Shyyan, V. Carolina TESOL. Wilmington, NC, November 6, 2014.
- Workshop: Understanding English Language Learners with Disabilities*. Carolina TESOL. With Shyyan, V. Wilmington, NC, November 5, 2014.
- Intercultural Competence in the Diverse Language Classroom*. Presented with Shyyan, V. Carolina TESOL. Wilmington, NC, November 5, 2014.
- Intercultural Competence in the Diverse Language Classroom*. Presented with Shyyan, V. WIDA National Conference. Atlanta, GA, October 24, 2014.
- Understanding English Language Learners with Disabilities*. Presented with Shyyan, V. WIDA National Conference. Atlanta, GA, October 23, 2014.
- English Language Development for Students with Significant Cognitive Disabilities*. WIDA National Conference. Presented with Shyyan, V. Atlanta, GA, October 22, 2014.
- Choosing Accessibility Features and Accommodations on the ELPA21 Assessment*. Presented with Shyyan, V. Oregon Summer Assessment Institute. Eugene, OR, August 8, 2014.
- Evaluating Outcomes of the National Assessment Center's Collaborations*. Presented with Thurlow, M., Christensen, L., and Merves, D. Office of Special Education Programs Project Directors' Annual Meeting. Washington, DC, July 22, 2014.
- Next Generation Accessibility and Accommodations for Next Generation Students*. Presented with A. Ahumada, T. Bowman, M. Ho, C. Laitusis, and D. Matthews. National Conference on Student Assessment. New Orleans, LA, June, 2014.
- Beyond the PNP: Designing a Comprehensive State System for Systematically Monitoring Accommodations*. Presented with Gholson, M., Touchette, B., and Sheinker, J. National Conference on Student Assessment. New Orleans, LA, June 2014.
- Enhancing the Validity of Kindergarten Assessments: Two States Experiences Developing Early Learning Standards-Based Assessments*. Presented with K. Chang-Rios, G. Tiemann, and E. Arango-Escalante. National Conference on Student Assessment. New Orleans, LA, June 2014.
- Determining Academic Profiles and Characteristics of At-Risk Learners*. Session Chaired at the American Educational Research Association conference. Philadelphia, PA, April 2014.
- Issues in Value Added Models for Teacher Accountability*. Session Chaired at the American Educational Research Association conference. Philadelphia, PA, April 2014.
- Examining the use of English proficiency placement tests in kindergarten*. Presented with Shyyan, V., Brown, K, and Dunn, W. TESOL Conference, Portland, OR, March, 28, 2014.
- Does intercultural education really matter in teacher education?* Presented with Shyyan, V., Brown, K, and Dunn, W. TESOL Conference, Portland, OR, March, 27, 2014. TESOL Conference. Portland, OR, March, 27, 2014.
- Multi-Attribute Consensus Building in the Educational settings*. Presented with Shyyan, V. Hawai'i International Conference on Education. Honolulu, HI, January 5-8, 2014. *Standardizing the*

presentation of American Sign Language and text-to-speech for the next generation of assessments. Presented with Shyyan, V. Hawai'i International Conference on Education. Honolulu, HI, January 5-8, 2014.

Accommodations and Common Core State Standards: Making Accommodations Decisions. National Division for Learning Disability Conference. Sun Valley, ID, October 2-5, 2013.

Choosing Accommodations for English Language Learners with Disabilities. Presented With Shyyan, V., Touchette, B., and Gholson, M. National Conference on Student Assessment. National Harbor, MD, June 19-22, 2013.

Improving the validity of assessment results for English language learners with disabilities. Presented with L. Goldstone. Teaching English as a Second or Other Language (TESOL) Annual Meeting: Dallas, TX, March 2013.

Improving the Validity of Assessment Results for English Language Learners with Disabilities. Presented with V. Shyyan at the ICCS SCASS, Atlanta, GA February 2013.

The English language placement test: Are we identifying the right students? Presentation with V. Shyyan, M. Johnston, and L. Williams at the Hawai'i International Conference on Education, Honolulu, January 2013.

VITALIY SHYYAN, PH.D.

(b)(6)

EDUCATION

University of Minnesota, Minneapolis, MN, U.S.A.
Ph.D., September 2008
Specialization: Educational Policy and Administration
Major: Comparative and International Development
Education Minor: Program Evaluation
Advisor: R. Michael Paige, Ph.D.

University of Minnesota, Minneapolis, MN, U.S.A.
M.A., May 2002
Specialization: Educational Policy and Administration
Major: Comparative and International Development
Education Advisor: John J. Cogan, Ph.D.

Pecarpathian University, Ivano-Frankivsk, IF,
Ukraine M.A., June 1999
Specialization: Foreign
Languages Major: English
Language and Literature Advisor:
Viktor O. Kravchenko, Ph.D.

PROFESSIONAL EXPERIENCE

Research Associate , National Center on Educational Outcomes, University of Minnesota, Minneapolis, U.S.A.	July 2013-present
Consultant , National Center on Educational Outcomes, University of Minnesota, Minneapolis, U.S.A.	November 2010- March 2013
Assistant Director for Communications , Canadian Institute of Ukrainian Studies, University of Alberta, Edmonton, Canada	September 2012- March 2013
Sessional Lecturer , Department of Secondary Education, Faculty of Education, University of Alberta, Edmonton, Canada	January 2012-May 2013
Senior Educational Specialist, Acting Coordinator , Ukrainian Language Education Centre, Canadian Institute of Ukrainian Studies, University of Alberta, Edmonton, Canada	January 2012- September 2012
Postdoctoral Fellow , Ukrainian Language Education Centre, Canadian Institute of Ukrainian Studies, University of Alberta, Edmonton, Canada	November 2009- December 2011
Intercultural Education Facilitator , Intercultural Education Program, Catholic Social Services, Edmonton, Canada	March 2011- December 2011

Language Proficiency Assessor , Edmonton Public Schools, Edmonton, Canada	March 2012-May 2013
Interpreter , Canada Ukraine Business Forum, Canada Ukraine Chamber of Commerce, Edmonton, Canada	April 2010
Teaching Specialist , Institute on Community Integration, University of Minnesota, Minneapolis, U.S.A.	July 2009-August 2009
Research Coordinator , National Center on Educational Outcomes, University of Minnesota, Minneapolis, U.S.A.	September 2008-June 2009
Workshop Instructor , College of Education and Human Development, University of Minnesota, Minneapolis, U.S.A.	June 2006-May 2009
Course Co-instructor , Department of Educational Policy and Administration, University of Minnesota, Minneapolis, U.S.A.	January 2008-May 2009
Online Teaching Specialist , Preparation to Practice Group, College of Education and Human Development, University of Minnesota, U.S.A.	August 2008-February 2009
Research Assistant , National Center on Educational Outcomes, University of Minnesota, Minneapolis, U.S.A.	January 2002-August 2008

PUBLISHED WORK (recent 5 years)

Bilash, O., & Shyyan, V. (2015). Characteristics of high school students registered in Ukrainian Language Arts. *Journal of Less Commonly Taught Languages*, 17.

Shyyan, V., Christensen, L., Rogers, C., & Kincaid, A. (2014). Sign support guidelines for accessible assessments: Insights from cognitive labs. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Available at:

<http://www.cehd.umn.edu/NCEO/onlinepubs/GAAP/GAAPSignItemsReport.pdf>

Christensen, L., Shyyan, V., Rogers, C., & Kincaid, A. (2014). Audio support guidelines for accessible assessments: Insights from cognitive labs. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Available at:

<http://www.cehd.umn.edu/NCEO/onlinepubs/GAAP/GAAPAudioReport.pdf>

Christensen, L., Shyyan, V., & Johnstone, C. (2014). Universal design considerations for technology-based, large-scale, next-generation assessments. *Perspectives on Language and Literacy*, 40(1).

Christensen, L.L., Goldstone, L., Hatten, J., Lazarus, S., Liu, K., Shyyan, V., Thurlow, M.L., & Wu, Y.C. (2014, July). *Exploring alternate ELP assessments for ELLs with significant cognitive disabilities* (NCEO Brief #10). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. (Authors listed in alphabetic order.)

Christensen, L.L., Goldstone, L., Hatten, J., Lazarus, S., Liu, K., Shyyan, V., Thurlow, M.L., & Wu, Y.C. (2014, June). *State assessment decision-making processes for ELLs with disabilities* (NCEO Brief #9). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. (Authors listed in alphabetic order.)

Christensen, L.L., Goldstone, L., Hatten, J., Lazarus, S., Liu, K., Shyyan, V., Thurlow, M.L., & Wu, Y.C. (2014, February). *Participation of ELLs with disabilities in ELP assessments* (NCEO Brief #8). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. (Authors listed in alphabetic order.)

- Christensen, L., Lazarus, S., Shyyan, V., & Thurlow, M. (2014, February). *Considerations for consortia as states transition away from AA-MAS* (NCEO Brief #7). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. (Authors listed in alphabetic order.)
- Lazarus, S., Thurlow, M., Christensen, L., & Shyyan, V. (2014). *Successfully transitioning from the AA-MAS to the general assessment* (Policy Directions 22) Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Shyyan, V., Christensen, L., Thurlow, M., & Lazarus, S. (2013). *Multi-attribute consensus building tool*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Available at: <http://www.cehd.umn.edu/nceo/Tools/MACBtool.pdf>
- Warren, S., Christensen, L., Shyyan, V., & Thurlow, M. (2013). Forum on addressing performance gaps of low-performing students: Implications for assessment and instruction. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Available at: <http://www.cehd.umn.edu/nceo/OnlinePubs/LowPerfStudentsForumReport.pdf>
- Shyyan, V., Christensen, L., Touchette, B., Lightborne, L., Gholson, M., & Burton, K. (2013). *Accommodations manual: How to select, administer, and evaluate use of accommodations for instruction and assessment of English language learners with disabilities*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Available at: <http://www.cehd.umn.edu/NCEO/OnlinePubs/ELLSWDAccommodationsManual.pdf>
- Shyyan, V., Dunn, W., & Cammarata, L. (2013). Developing intercultural understanding in teacher education within the context of language and literacy across the curriculum. Book Chapter. Taylor & Francis/Routledge.
- Christensen, L., Shyyan, V., Schuster, T., Mahaley, P., & Saez, S. (2012). *Accommodations manual: How to select, administer, and evaluate use of accommodations for instruction and assessment of English language learners*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Shyyan, V. (2011). The Ukrainian Language Entrance Examination as a benchmark for Alberta's Ukrainian bilingual programs. *Notos 12*(1).
- Christensen, L., Lazarus, S., & Shyyan, V. (2011). Ever evolving state policies and practices for using technology-based accommodations to improve assessment outcomes for students in the margins. In M. Russell (Ed.), *Assessing students in the margins: Challenges, strategies, and techniques*.
- Cormier, D., Altman, J., Shyyan, V., & Thurlow, M. (2010). *A summary of the research on the effects of test accommodations: 2007-2008*. (Technical Report 56). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Shyyan, V. (2010). Ethnographic Futures Research of democracy in Ukraine: Insights from youth activists. *World Future View, 1*(6).
- Thurlow, M. L., Moen, R.E. Liu, K. K., Scullin, S., Hausmann, K. E., & Shyyan, V. (2009). *Disabilities and reading: Understanding the effects of disabilities and their relationship to reading instruction and assessment*. University of Minnesota: Partnership for Accessible Reading Assessment.

CONFERENCES (recent 5 years)

- American Educational Research Association Conference. Chicago, IL, April 18, 2015. Chaired a session: Testing Students With Disabilities and From Diverse Populations.
- American Educational Research Association Conference. Chicago, IL, April 17, 2015. Chaired a session: Inclusion and Accommodation in Educational Assessment SIG Roundtable Session.

Council for Exceptional Children, San Diego, CA, April 9, 2015. Presented with Christensen, L.: Choosing Accommodations for Assessments Based on Common Core State Standards.

Arizona Department of Education OELAS Conference, Tucson, AZ, December 11, 2014. Presented with Christensen, L.: Understanding English Language Learners with Disabilities.

Carolina TESOL. Wilmington, NC, November 7, 2014. Presented with Christensen, L.: Keynote: Embracing the Growing Diversity in the Carolinas.

Carolina TESOL. Wilmington, NC, November 6, 2014. Presented with Christensen, L.: Accommodations for English Language Learners with Disabilities on English Language Proficiency Assessments.

Carolina TESOL. Wilmington, NC, November 5, 2014. Presented with Christensen, L.: Workshop: Understanding English Language Learners with Disabilities.

Carolina TESOL. Wilmington, NC, November 5, 2014. Presented with Christensen, L.: Intercultural Competence in the Diverse Language Classroom.

WIDA National Conference. Atlanta, GA, October 24, 2014. Presented with Christensen, L.: Intercultural Competence in the Diverse Language Classroom.

WIDA National Conference. Atlanta, GA, October 23, 2014. Presented with Christensen, L.: Understanding English Language Learners with Disabilities.

WIDA National Conference. Atlanta, GA, October 22, 2014. Presented with Christensen, L.: English Language Development for Students with Significant Cognitive Disabilities.

American Evaluation Association. Denver, CO, October 15, 2014. Presented with Mueller, P., Lee, J., Merves, D., and Christensen, L.: Evaluating Outcomes of Federal Grantee Collaborations.

Oregon Summer Assessment Institute. Eugene, OR, August 8, 2014. Presented with Christensen, L.: Choosing Accessibility Features and Accommodations on the ELPA21 Assessment.

Office of Special Education Programs Project Directors' Annual Meeting. Washington, DC, July 22, 2014. Presented with Thurlow, M., Christensen, L., and Merves, D.: Evaluating Outcomes of the National Assessment Center's Collaborations.

Office of Special Education Programs Project Directors' Annual Meeting. Washington, DC, July 21, 2014. Presented with Lammert, J., Thurlow, M., and Merves, D.: Get Your "Party" Started: Establishing a Successful Third-Party Evaluation.

National Conference on Student Assessment. New Orleans, LA, June 27, 2014. Presented with Higgins, J. and Famularo, L.: Developing and Implementing Research Based Accessibility Guidelines for CCSS Items.

American Educational Research Association Conference. Philadelphia, PA, April 3-7, 2014. Chaired a session: Broadly conceptualizing inclusion and accommodation: A survey of the field.

TESOL Conference. Portland, OR, March, 28, 2014. Presented with Christensen, L.: Examining the use of English proficiency placement tests in kindergarten.

TESOL Conference. Portland, OR, March, 27, 2014. Presented with Christensen, L., Brown, K., and Dunn, W.: Does intercultural education really matter in teacher education?

Hawai'i International Conference on Education. Honolulu, HI, January 5-8, 2014. Presented with Christensen, L.: Multi-Attribute Consensus Building method in educational settings.

Hawai'i International Conference on Education. Honolulu, HI, January 5-8, 2014. Presented with Christensen, L.: Standardizing the presentation of American Sign Language and text-to-speech for the next generation of assessments.

Arizona Department of Education OELAS Conference, Tucson, AZ, December 11, 2013. Presented with Christensen, L.: Consequential validity of the AZELLA Kindergarten Placement Test.

National Division for Learning Disability Conference. Sun Valley, ID, October 2-5, 2013. Presented: Accommodations for English language learners with disabilities in the context of Common Core State Standards.

National Conference on Student Assessment. National Harbor, MD, June 19-22, 2013. Presented with Christensen, L., Touchette, B., and Gholson, M. Choosing Accommodations for English Language Learners with Disabilities.

American Educational Research Association Conference. San Francisco, CA, April 27-May 1, 2013. Presented: Developing intercultural competence in the language classroom. Chaired a session: Exploring school leadership theory, school improvement, and school restructuring.

Council for Exceptional Children. San Antonio, TX, April 3-6, 2013. Presented with Christensen, L.: Making decisions about instructional and assessment accommodations for ELLs and students with disabilities: Tools you can use.

Hawai'i International Conference on Education. Honolulu, HI, January 5-9, 2013. Presented with Christensen, L., Johnstone, M., and Williams L.: The English language placement test: Are we identifying the right students?

American Evaluation Association Conference. Minneapolis, MN, October 24-27, 2012. Attended.

Teachers' Conference – Ukrainian Schooling in Canada. Toronto, ON, May 4-6, 2012. Presented: Instructional strategies for developing linguocultural competence among high school students in the Ukrainian language classroom.

Comparative and International Education Society Conference. Puerto Rico, April 22-27, 2012. Presented with Dunn, W.: Preparing future teachers to develop intercultural competence across the curriculum.

American Educational Research Association Conference. Vancouver, BC, April 13-17, 2012. Presented: Youth activists' voices about Ukraine's Orange Revolution.

Hawai'i International Conference on Education. Honolulu, HI, January 5-8, 2012. Presented: The Ukrainian Language Entrance Examination as a benchmark for Canada's Ukrainian bilingual programs.

Hawai'i International Conference on Education. Honolulu, HI, January 5-8, 2012. Presented with Dunn, W.: Developing intercultural understanding in teacher education within the context of language and literacy across the curriculum.

Second Languages and Intercultural Council Conference. Canmore, AB, October 28-29, 2011. Presented with Dunn, W.: Intercultural competence and interpersonal connections in the language classroom.

Comparative and International Education Society Conference. Montreal, QB, May 1-5, 2011. Presented: Instructional Strategies for Developing Intercultural Competence in the Language Classroom.

Lviv for Ukrainian in the World International Conference. Lviv, Ukraine, February 21, 2011. Presented with Tsisar, N., Petryshyn, M., and Krevs, V.: The Ukrainian International Examination: Status and Prospects.^{PR/Award # S368A150006}

Intercultural Development Inventory Conference. Minneapolis, MN, October 29-30, 2010. Presented: Instructional Strategies for Developing Intercultural Competence in the Language Classroom.

Second Languages Matter! Best Practice Day. Edmonton, AB, February 19, 2010. Presented: Culture Learning in the Language Classroom: The Intercultural Development Inventory for Educators.

International Week. University of Alberta. Edmonton, AB, February 1, 2010. Presented with Dunch, R. and Midgley, P.: Student Movements that Changed the World.

Martha L. Thurlow

SUMMARY OF RELATED EXPERIENCE

Dr. Thurlow has spent 25 years conducting research and technical assistance on the inclusion of all students, including students with disabilities and English learners, in appropriate instruction and assessments, and in policies that support successful progress through school for college and career readiness. Her areas of focus have been participation criteria, accommodations policies and practices, universal design of assessments, and the development of new assessment systems.

PRESENT POSITION

Director, National Center on Educational Outcomes (1999-present)
Senior Research Associate, Department of Educational Psychology (1999-present)
Senior Research Associate, Institute on Community Integration (1999-present)

EDUCATION

Ph.D., University of Minnesota, Minneapolis, MN; Educational Psychology; Special Education.
Dissertation: A longitudinal study of instructional ecology and student responding for students with and without learning disabilities, 1993.
M.A., University of Minnesota, Minneapolis, MN; Educational Psychology; Special Education (Mental Retardation), 1971.
B.A., University of Minnesota, Minneapolis, MN; Psychology, 1968.

SELECTED PUBLICATIONS/PRESENTATIONS

Thurlow is an author of 17 books, one test bank, 2 instructor's manuals, and more than 50 book chapters. Among her recent books and chapters are:

- Thurlow, M.L., & Quenemoen, R.F. (in press). Alternate assessments for students with disabilities. In C. Wells & M. Faulkner-Bond (Eds.), *Educational measurement: From foundations to future*. New York: Guilford.
- Thurlow, M.L. (2015). How should we evaluate whether special education works? In B. Bateman, J.W. Lloyd, & M. Tankersley (Eds.), *Enduring issues in special education: Personal perspectives* (pp. 323-339). New York: Routledge.
- Thurlow, M.L. (2014). Instructional and assessment accommodations in the 21st century. In L. Florian (Ed.), *The Sage handbook of special education* (2nd ed. pp. 597-631). Thousand Oaks, CA: Sage.
- Thurlow, M.L., Lazarus, S.S., & Christensen, L.L. (2013). Accommodations for assessment. In B. Cook & M. Tankersley (Eds.), *Effective practices in special education* (pp. 311-327). Iowa City: Pearson.
- Shriner, J.G., & Thurlow, M.L. (2012). Curriculum-based measurement, progress monitoring and state assessments. In C.A.Espin, K.L. McMaster, S. Rose, & M.M. Wayman (Eds.), *A measure of success: The influence of curriculum-based measurement on education* (pp. 247-258). Minneapolis, MN: University of Minnesota Press.

- Banerjee, M., & Thurlow, M. (2012). Using data to find common ground between secondary and postsecondary accommodations for students with disabilities. In C. Secolsky (Ed.), *Handbook on measurement, assessment, and evaluation in higher education*.
- Thurlow, M.L., Quenemoen, R.F., & Lazarus, S.S. (2012). Leadership for student performance in an era of accountability. In J. Crockett, B. Billingsley, & M. Boscardin (Eds.), *The handbook of leadership & administration for special education* (pp. 3-16). London: Routledge.
- Thurlow, M.L., & Quenemoen, R.F. (2011). Standards-based reform and students with disabilities. In J.M. Kauffman & D.P. Hallahan (Eds.), *Handbook of special education* (pp. 134-146).. New York: Routledge.
- Thurlow, M.L. (2010). Large scale assessment and accountability for students with special needs. In E. Baker, P. Peterson, & B. McGaw (Eds.), *International encyclopedia of education* (3rd ed.) (pp. 752-758). Oxford: Elsevier.

Thurlow has been an author of more than 175 articles in refereed journals and numerous articles in other outlets. Among these are:

- Kearns, J.F., Kleinert, H.L., Thurlow, M.L., Gong, B., & Quenemoen, R.F. (in press). Alternate assessments: Can they fairly represent one dimension of teacher effectiveness? *Research and Practice for Persons with Severe Disabilities*.
- Kearns, J.F., Kleinert, H.L., Thurlow, M.L., Gong, B., & Quenemoen, R. (2015). Alternate assessments as one measure of teacher effectiveness: Implications for our field. *Research and Practice for Persons with Severe Disabilities*. Online version available May, 2015.
- Kleinert, H., Towles-Reeves, E., Quenemoen, R., Thurlow, M., Flueege, L., Weseman, L., & Kerbel, A. (2015). Where students with the most significant cognitive disabilities are taught: Implications for general curriculum access. *Exceptional Children*, 81(3), 312-328.
- Thurlow, M.L., Wu, Y.C., Lazarus, S.S., & Ysseldyke, J.E. (in press). Special education – Non-special education achievement gap in math: Effects of reporting methods, analytical techniques, and reclassification. *Exceptionality*.
- Thurlow, M.L., & Kopriva, R.J. (2015). Advancing accessibility and accommodations in content assessments for students with disabilities and English learners. *Review of Research in Education*, 39, 331-369.
- Thurlow, M.L. (2014). Dispelling misperceptions: Shifting focus from whether standards-based reforms result in better outcomes to how they can result in better outcomes! A response to Ryndak et al. *Research and Practice for Persons with Severe Disabilities*, 39(2), 154-155.
- Thurlow, M.L. (2014). Common core for all – Reaching the potential for students with disabilities. *Social Policy Report*, 28(2), 18-20.
- Thurlow, M.L., & Lazarus, S.S. (2013). Leading special education as it transitions to next-generation assessments (Introduction to the special issue). *Journal of Special Education Leadership*, 26(1), 5-8.

Thurlow, M.L., Lazarus, S.S., Hodgson, J.R. (2012). Leading the way to appropriate selection, implementation, and evaluation of the read-aloud accommodation. *Journal of Special Education Leadership*, 25(2), 72-80.

Johnstone, C.J., & Thurlow, M. (2012). Statewide testing of reading: What are we testing and how might it affect students with disabilities? *The Journal of Special Education*, 46(1), 17-25.

Lazarus, S.S., Cormier, D.C., & Thurlow, M.L. (2011). States' accommodations policies and development of alternate assessments based on modified achievement standards: A discriminant analysis. *Remedial and Special Education*, 32(4), 301-308. (Online version available March, 2010).

Thurlow, M.L. (2010). Steps toward creating fully accessible reading assessments. *Applied Measurement in Education*. 23(2), 121-131.

Thurlow has been an author of more than 175 reports from federally funded projects and other sources. Some of these reports are:

Guzman-Orth, D., Laitusis, C., Thurlow, M., & Christensen, L. (2014). *Conceptualizing accessibility for English learners and English learners with disabilities taking English language proficiency assessments: What do we know and where do we go from here?* Princeton, NJ: Educational Testing Service.

Thurlow, M. L., Liu, K. K., Ward, J. M., & Christensen, L. L. (2013). *Assessment principles and guidelines for ELLs with disabilities*. Minneapolis, MN: University of Minnesota, Improving the Validity of Assessment Results for English Language Learners with Disabilities (IVARED).

Lee, A., Towles-Reeves, E., Flowers, C., Hart, L., Kearns, J., Kerbel, A., Kleinert, H., & Thurlow, M. (2013, April). *Teacher perceptions of students participating in AA-AAS: Cross-state summary (A product of the NCSC validity evaluation)*. Minneapolis, MN: University of Minnesota, National Center and State Collaborative.

Lazarus, S. S., Thurlow, M. L., Rieke, R., Halpin, D., & Dillon, T. (2012). *Using cognitive labs to evaluate student experiences with the read aloud accommodation in math* (Technical Report 67). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Thurlow has made presentations at more than 200 international, national, regional, state, and local conferences. Some of these reports are:

Thurlow, M.L. (Chair). (2015, April). *Writing for students with significant cognitive disabilities: It's more than just writing their names*. American Educational Research Association, Chicago, IL.

King, D., Davidson, A., Hagge, S., Choi, S., Thurlow, M., U Quenemoen, R. (2015, April). *Multidimensional IRT scaling of AA-AAS pilot items using collateral information*. National Council on Measurement in Education, Chicago, IL.

Hagge, S., Davidson, A., Herrera, B., Turner, C., & Thurlow, M. (2015, April). *Item construct maintenance when varying levels of support and complexity*. National Council on Measurement in Education, Chicago, IL.

- Flowers, C., Herrera, B., Towles-Reeves, L., Davidson, A., Hagge, S., Thurlow, M., & Quenemoen, R. (2015, April). *Developing a large-scale assessment using evidence-centered design: Did it work?* National Council on Measurement in Education, Chicago, IL.
- Davidson, A., Hagge, S., Herrera, B., Turner, C., Egan, K., Flowers, C., Quenemoen, R., & Thurlow, M. (2015, April). *Incorporating accessibility and complexity concepts into test specification and anchor set selection for alternate assessments of alternate achievement standards.* American Educational Research Association, Chicago, IL.
- Thurlow, M.L. (and others, Christensen, Goldstone, Hatten, Lazarus, Liu, Shyyan, Wu). (2014, July). *Exploring alternate ELP assessments for ELLs with significant cognitive disabilities* (NCEO Brief #10). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Thurlow, M. (2015, March). *Assessing the English language proficiency of ELs with disabilities: Implications from research and practice.* OELA Conference on Assessing the English Language Proficiency of English Learners with Disabilities, Washington, DC.
- Thurlow, M. (2015, March). *Alternate assessments of ELP for ELs with significant cognitive disabilities: Considerations from the field.* OELA Conference on Assessing the English Language Proficiency of English Learners with Disabilities, Washington, DC.

SELECTED PROFESSIONAL ACTIVITIES

Editorial Activities – Selected Examples

Assessment for Intervention, 2010-
 Journal of Disability Policy Studies, 2008-
 Journal of Special Education, 1999-
 Exceptional Children, 1988-91, 1993-95, 2003-2006; 1995-2003 (Co-editor)

Technical Advisory Committees – Selected Examples

SMARTER Balanced Assessment Consortium Technical Advisory Committee, 2010-
 CCSSO-NGA Common Core Standards Validation Committee, 2009-2010
 Technical Advisory Panel on Uniform National Rules for NAEP Testing of Students with Disabilities, 2009
 National Center for Learning Disabilities Growth Model Task Force, 2009
 U.S. Department of Education Growth Peer Review Panel, 2007, 2008
 NAEP Full Population Estimates Workgroup, 2007

Professional Affiliations – Selected Examples

American Educational Research Association
 Council for Exceptional Children (2009-2012 Chair of Honors Committee)
 National Council on Measurement in Education (2014 Chair of Diversity and Testing Committee)

Funded Projects – Selected Examples

Accessible Reading Assessments (2004-2009, extension to 2010)
 National Alternate Assessment Center Subcontract (2005-2009, extension to 2010)
 Universally Designed Assessments (2005-2006, completed for Thompson)
 Technology Assisted Reading Assessments Subcontract (2006-2011)
 Minnesota Accommodations Training (2007-2008)
 Multi-State GSEG (2007-2010, extension to 2011)

Alabama GSEG (2008-2010)
Accommodations Monitoring (2008-2009)
Minnesota Accommodations Evaluation (2009-2010)
GSEG to Support Alabama (2010-2011)
National Center and State Collaborative (2010-2014, extension to 2015)
Improving the Validity of Assessment Results for ELLs with Disabilities (2011-2013)
Disability Advisory Panel for SMARTER Balanced Assessment Consortium (2011-2012)
Smarter Balanced Assessment Consortium (2013-2014)

Debra Albus

National Center on Educational Outcomes (NCEO)
University of Minnesota

(b)(6)

Education

- 1998 M.A. in Teaching English as a Second Language, University of Minnesota, August, 1998.
1994 TEFL Certificate, Hamline University, March, 1994.
1993 B.A. English Literature, Magna Cum Laude, University of Minnesota. June, 1993.

Research Positions

- 2000 to present National Center on Educational Outcomes (NCEO), University of Minnesota. Research Fellow.
1999-00 Community Program Assistant, National Center on Educational Outcomes
1996-98 Research Assistant, National Center on Educational Outcomes

Publications

Book Chapters

- Liu, K., Albus, D., & Barrera, M. (2011). Moving ELLs with disabilities out of the margins: Strategies for increasing the validity of English language proficiency assessments. In M. Russell (Ed.) *Assessing Students in the Margins: Challenges, Strategies, and Techniques*. Charlotte, NC: Information Age Publishing.
- Thurlow, M.L., Albus, D., & Liu, K. (2006). 1999-2000 participation and performance of English language learners reported in public state documents and web sites. In C. Rivera (Ed.), *State assessment policy and practice for English language learners: A national perspective*. Mahwah, NJ: Lawrence Erlbaum.

Journal articles

- Thurlow, M.L., Quenemoen, R.F., & Albus, D. (2013). General assessment or alternate assessment? Guiding decision makers to the appropriate decision. *Journal of Special Education Leadership*, 26(1), 9-15.
- Albus, D., & Thurlow, M. (June, 2008). Accommodating students with disabilities on state English language proficiency assessments. *Assessment for Effective Intervention*, 33(3): 156-166.
- Albus, D., Thurlow, M., & Clapper, A. (April, 2006). State-level standards-based instructional strategies for ELLs with disabilities. *Journal of Special Education Administration*, 19(1): 11-18.
- Liu, K., Albus, D., & Thurlow, M. (April, 2006). Examining participation and performance as a basis for improving performance. *Journal of Special Education Administration*. 19(1): 34-42.

Albus, D., Thurlow, M., Liu, K. & Bielinski, J. (March/April, 2005). The effect of a simplified English dictionary on a reading test. *Journal of Educational Research*. 98(4): 245-54.

Select Reports

Thurlow, M. L., Albus, D. A., Lazarus, S. S., & Vang, M. (2014). Graduation policies for students with significant cognitive disabilities who participate in states' AA-AAS (Synthesis Report 97). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Christensen, L. L., Albus, D. A., Kincaid, A., Liu, K. K., Christian, E., & Thurlow, M. L. (2014). Including students who are deaf or hard-of-hearing in English language proficiency assessments: A review of state policies. Minneapolis, MN: University of Minnesota, Improving the Validity of Assessment Results for English Language Learners with Disabilities (IVARED).

Christensen, L. L., Albus, D. A., Kincaid, A., Christian, E., Liu, K. K., & Thurlow, M. L. (2014). Including students who are blind or visually impaired in English language proficiency assessments: A review of state policies. Minneapolis, MN: University of Minnesota, Improving the Validity of Assessment Results for English Language Learners with Disabilities (IVARED).

Albus, D., Lazarus, S. S., & Thurlow, M. L. (2014). *2011-12 Publicly reported assessment results for students with disabilities and ELLs with disabilities* (Technical Report 69). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Albus, D., & Thurlow, M. (2013). *2010-11 publicly reported assessment results for students with disabilities and ELLs with disabilities* (Technical Report 68). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Albus, D., & Thurlow, M. L., (2013). *Accommodation policies for states' alternate assessments based on alternate achievement standards (AA-AAS)* (Synthesis Report 90). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Christensen, L. L., Albus, D. A., Liu, K. K., Thurlow, M. L., & Kincaid, A. (2013). Accommodations for students with disabilities on state English language proficiency assessments: A review of 2011 state policies. Minneapolis, MN: University of Minnesota, Improving the Validity of Assessment Results for English Language Learners with Disabilities (IVARED).

Albus, D., & Thurlow, M. L. (2012). *Alternate assessments based on alternate achievement standards (AA-AAS) participation policies* (Synthesis Report 88). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Thurlow, M. L., Bremer, C., & Albus, D. (2011). *2008-09 publicly reported assessment results for students with disabilities and ELLs with disabilities* (Technical Report 59). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

NCEO. (2011, April). *Developing common accommodations policies: Discussion points for consortia* (NCEO Brief #2). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Albus, D., Thurlow, M. L., & Lazarus, S. S. (2011). *Participation and performance reporting*

for the alternate assessment based on modified achievement standards (AA-MAS) (Technical Report 58). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

- Quenemoen, R., Albus, D., Rogers, C., & Lazarus, S. (2010). *Developing and improving modified achievement level descriptors: Rationale, procedures, and tools*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes
- Thurlow, M., Lazarus, S. S., Albus, D., & Hodgson, J. (2010). *Computer-based testing: Practices and considerations* (Synthesis Report 78). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Albus, D., Lazarus, S. S., Thurlow, M. L., & Cormier, D. (2009). *Characteristics of states' alternate assessments based on modified academic achievement standards in 2008* (Synthesis Report 72). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Albus, D., Thurlow, M., & Liu, K. (2009). *State reports on the participation and performance of English language learners with disabilities in 2006-2007* (Technical Report 54). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Albus, D., Thurlow, M., & Bremer, C. (2009). *Achieving transparency in the public reporting of 2006-2007 assessment results* (Technical Report 53). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Albus, D., & Thurlow, M. (2007). *Accommodating English language learners with disabilities on state English language proficiency assessments*. (Synthesis Report 66). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Albus, D., Thurlow, M., & Clapper, A. (2007). *Standards-based instructional strategies for English Language Learners with disabilities*. (ELLs with Disabilities Report 18). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Thurlow, M.L., Duran, R.P., Kato, K., & Albus, D. (2006). *Before- and after-school care arrangements and activities of school-age language minority children*. Los Angeles, CA: CRESST.
- Albus, D., Shyyan, V., & Thurlow, M. (2005). *Online survey on instructional strategies for ELLs with disabilities*. (ELLs with Disabilities Report 13). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Kato, K., Albus, D., Liu, K., Guven, K. & Thurlow, M. (2004). *Relationships between a statewide language proficiency test and academic achievement assessments*. (LEP Projects Report 4). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Albus, D., Klein, J., & Thurlow, M. (2004). *Connecting English language proficiency, statewide assessments, and classroom proficiency*. (LEP Projects Report 5). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes
- Thurlow, M., Albus, D., Shyyan, V., Liu, K., & Barrera, M. (2004). *Educator perceptions of instructional strategies for standards-based education of English language learners with disabilities* (ELLs with Disabilities Report 7). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Select Presentations

Christiansen, L & Albus, D. (2012, April). *Accommodations Decision-Making for ELLs with Disabilities on State English Language Proficiency Assessments*. Council for Exceptional Children, Denver, April 2012.

Thurlow, M., Christensen, L., Wu, Y.C., Lazarus, S., Albus, D. (2011, April). *Planning for the successful inclusion of your students in computer-based tests*. CEC, National Harbor, MD, April 11-14, 2011.

Liu, K., Thurlow, M., & Albus, D. (2010). *A look at state assessment data for historically underserved subgroups*. College of Education and Human Development 2010 Research Day, University of Minnesota, Minneapolis, MN.

Thurlow, M., Christensen, L., & Albus, D. (2008, August). *Minnesota manual of accommodations for students with disabilities in instruction and assessment: A guide to selecting, administering, and evaluating the use of accommodations*. Minnesota Department of Education Training Sessions, August, 15, September, 12, and September 23, 2008.

Thurlow, M., & Albus, D. (2008, April). *Accommodation policies for ELLs with disabilities on state English language proficiency assessments*. Poster Session. CEC, Boston, MA, April 4, 2008.

Thurlow, M., & Albus, D. (2007, April). *Reading achievement for ELLs with disabilities across years*. Round Table Paper Discussion. AERA, Chicago, IL, April 9-13, 2007.

Thurlow, M., Barrera, M., Johnstone, C., Stout, K., & Albus, D. (2006, November). *What do educational leaders need to know, do, and value about English language learners with disabilities?* University Council for Educational Administration, San Antonio, TX, November 2006.

Albus, D. (2006, June). *Current state policies concerning English language learners with significant cognitive disabilities' participation in state English language proficiency assessments*. LEP SCASS, San Francisco, CA, June 29, 2006.

Barrera, M., & Albus, D. (2005, May). *Reading strategies in standards-based instruction for English language learners with high incidence disabilities*. International Reading Association, May 3, 2005.

Kline, K. & Albus, D. (2004, June). *Under the big top! Accommodating assessments for all students*. Data Reporting portion of NCEO Pre-session Clinic for Council of Chief State School Officers (CCSSO), June 2004.

Albus, D. (2003, March). *Classroom dictionary use and reading assessment*. TESOL, Baltimore, MD, March 25-29, 2003.

Albus, D. (2002, June). *What do state reports tell us? A national collection of data on LEP students*. Region VI Comprehensive Center Conference, Minneapolis, June, 2002.

Albus, D. (2002, April). *Large-scale Assessment Participation and performance of Limited English Proficient Students with Disabilities: What Public Data Reports Tell Us*. Round Table Paper Discussion, AERA, New Orleans, LA, April 1-5, 2002.

Albus, D. (2002, April). *Reporting the Performance of English Language Learners in State Assessments*. As part of Symposium *Challenges in Reporting the Performance of ELLs in State Assessments*. NCME, National Council on Measurement in Education, New Orleans, LA, April 1-5, 2002.

Kline, L., & Albus, D. (2001, May). *The Why and How of Including English Language Learners in Statewide Assessments: Informing Educators' Assessment Practices*. Second International Conference on Language Teacher Education, May 17-19, 2001.

LINDA GOLDSTONE

PRESENT POSTION

Research Fellow, National Center on Educational Outcomes, University of Minnesota, Minneapolis, MN

PROFESSIONAL EXPERIENCE

- **Research Fellow**, National Center on Educational Outcomes, University of Minnesota, Minneapolis, MN 06/11-Present
- **Speech-language Pathologist** 09/95-Present

CERTIFICATION

Speech-Language Pathology Certificate of Clinical Competence (CCC), 1996-Present
ASHA #01117433

CURRENT LICENSES

- Speech-Language Pathology, Minnesota Dept. of Education #440280 2008-Present

EDUCATION

- **Doctoral Candidate**, University of Minnesota, Minneapolis, MN: Second Language Education Program, Dept. of Curriculum & Instruction; present
- **M.S.**, University of North Dakota, Grand Forks, ND: Communication Sciences & Disorders
- **B.S.**, George Washington University, Washington, DC: Biology

CURRENT PROFESSIONAL AFFILIATIONS

- American Educational Research Association (AERA) 2013-Present
 - Division H – Research, Evaluation and Assessment in Schools/
 - SIG #96 Inclusion and Accommodation in Educational Assessment
 - Division D – Measurement & Research Methodology/
 - SIG #82 Qualitative Research
- American Speech Language Hearing Association (ASHA) 1993-Present
 - SIG #1 Language Learning and Education
 - SIG #14 Cultural and Linguistic Diversity
- Council for Exceptional Children (CEC) 2015-Present
 - Division for Communication Disabilities and Deafness
 - Division for Cultural and Linguistic Exceptional Learners
 - Division for Early Childhood

PUBLICATIONS

Thurlow, M. L., Goldstone, L. S., Liu, K. K., Christensen, L. L., & Hatten, J. (submitted for publication). Making decisions about the assessment of ELLs with disabilities: Voices from the field. *Remedial and Special Education*.

Hatten, J., Christensen, L., Liu, K., Goldstone, L. & Thurlow, M. (2014). Elements of Successful Online Asynchronous Text-Based Discussions. In Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2014 (pp. 803-809). Chesapeake, VA: AACE.

Liu, K., Goldstone, L., Thurlow, M., Ward, J., Hatten, J., & Christensen, L. (2013). *Voices from the field State assessments for ELLs with disabilities*. Minneapolis, MN: University of Minnesota, Improving the Validity of Assessment Results for English Language Learners with Disabilities (IVARED). Available at www.cehd.umn.edu/NCEO/OnlinePubs/IVAREDFocusGroupReport.pdf

PRESENTATIONS

Christensen, L. & Goldstone, L. (2013, April). *Improving practitioner assessment participation decisions for English language learners with disabilities*. Council for Exceptional Children (CEC) Convention & Expo, San Antonio, TX.

Hatten, J., Christensen, L., Liu, K., & Goldstone, L. (2013, April). *Discussant reactions to online asynchronous focus group participation: An examination of responses to the methodology*. American Educational Research Association (AERA) Annual Meeting: San Francisco, CA.

Liu, K. & Goldstone, L. (2013, April). *Enhancing state assessment validity for English language learners with disabilities*. Curriculum & Instruction Graduate Student Research Day, University of Minnesota, Minneapolis, MN.

Liu, K., Thurlow, M. L., Goldstone, L., & Christensen, L. L. (2013, April). *Enhancing state assessment validity for English language learners with disabilities*. American Educational Research Association, San Francisco, CA.

Christensen, L. & Goldstone, L. (2013, March). *Improving the validity of assessment results for English language learners with disabilities*. Teachers of English to Speakers of Other Languages (TESOL), Dallas, TX.

Hatten, J., Goldstone, L., & Liu, .K. (2012, October). *Evaluating and Improving Online Asynchronous Focus Groups Conducted via Learning Management Systems*. American Evaluation Association (AEA) Annual Convention, Minneapolis, MN.

Liu, K., Hatten, J., Goldstone, L., Nguyen, H., & Larson, J. (2012, March). *Qualitative Research of ELLs with Disabilities in Online Asynchronous Environments*. College of Education and Human Development Research Day, University of Minnesota, Minneapolis, MN.

AWARDS

Educational Policy Fellowship Program, Minnesota, 2014-2015

RECENT COMMUNITY SERVICE

E-mentor volunteer, Saint Paul, MN students with disabilities SUMIT transition program, Institute on Community Integration, 2013-present

Sheryl Lazarus

National Center on Educational Outcomes (NCEO) • University of Minnesota

(b)(6)

Education

University of Minnesota, Minneapolis MN
Ph.D.: Educational Policy and Administration, 2004
(Minor in Agricultural and Applied Economics)
Licensure: Minnesota K-12 Principal

Pennsylvania State University, University Park PA
M.S.: Agricultural Economics, 1978

Susquehanna University, Selinsgrove PA
B.A.: Economics and History, 1976

Professional Experience

2007 – Present **Senior Research Associate** (2011– present); **Research Associate** (2007 – 2011), National Center on Educational Outcomes, University of Minnesota, Minneapolis MN

2007 – 2009 **Lecturer**, Department of Educational Policy and Administration, University of Minnesota, Minneapolis MN
Co-taught (with Lincoln Kallsen) Cost and Economic Analysis in Educational Evaluation (EdPA 5521/OLDP 5521)

2005 – 2007 **Research Scientist**, Standards and Review Office, Institute of Education Sciences (IES), US Department of Education, Washington, DC

Spring 2005 **Economics Instructor** (Temporary, part-time position), Minneapolis Community and Technical College, Minneapolis MN
Taught Principles of Macroeconomics (Econ 2000) and Principles of Microeconomics (Econ 2200)

2001 - 2005 **Research Associate** (2004–2005); **Research Assistant/Research Specialist** (2001–2004), National Center on Educational Outcomes, University of Minnesota, Minneapolis MN

Summer 2000 **Site Administrator (Principal/Administrative Intern)**, Turtle Lake Elementary Summer School, Mounds View School District (District 621), St. Paul MN

1982 - 1985 **Research Support Specialist**, Department of Agricultural Economics, Cornell University, Ithaca NY

1979 - 1981 **Assistant Agricultural Economist**, Department of Agricultural Economics, University of Illinois, Urbana IL

Funded Grant and Contract Proposals — Selected Examples

Funded projects/contracts where Lazarus was PI or Co-PI

National Assessment Center (2011-present)
Rhode Island Department of Education Comprehensive Assessment Study (2015)
Achieve Comprehensive Assessment Resource Tool Development (2015)
Smarter Balanced Assessment Consortia Research (2013, 2014)
Smarter Balanced-2 (SBAC-2) (2013)
Smarter Balanced Framework and Accommodations Manual (2013)

General Supervision Enhancement Grant Project on Behalf of the Alabama Department of Education. (2010-2013).
Technical Assistance Center on Assessment Supplement. (2010-2012).
Alabama GSEG Subcontract. (2008-2010)
Multi-State GSEG Consortium Toward a Defensible Alternate Assessment Based on Modified Achievement Standards (AA-MAS). (2007-2014)

Publications

Refereed Journals

- Thurlow, M.L., Wu, Y., Lazarus, S.S. & Ysseldyke, J.E. (in press). Special education—nonspecial education achievement gap in math: Effects of reporting methods, analytical techniques, and reclassification. *Exceptionality*.
- Lazarus, S.S., Thurlow, M.L., Ysseldyke, J. E., & Edwards, L.M. (2015). An analysis of the rise and fall of the AA-MAS policy. *Journal of Special Education*. 48(4), 231-242. DOI: 10.1177/0022466912472237
- Lazarus, S.S. & Rieke, R. (2013). Leading the transition from the alternate assessment based on modified achievement standards (AA-MAS) to the General Assessment. *Journal of Special Education Leadership*. 26(1), 25-29.
- Thurlow, M.L. & Lazarus, S.S. (2013). Leading special education as it transitions to next generation assessments. *Journal of Special Education Leadership*. 26(1), 5-9.
- Thurlow, M.L., Lazarus, S.S. & Hodgson, J.R. (2012). Leading the way to appropriate selection, implementation, and evaluation of the read aloud accommodation. *Journal of Special Education Leadership*. 25(2), 72-80.
- Lazarus, S.S., Cormier, D.C., & Thurlow, M.L. (2011). The relationship between states' accommodations policies and the development of alternate assessments based on modified achievement standards (AA-MAS): A discriminant analysis. *Remedial and Special Education*. 32(4), 301-308.

Book Chapters

- Thurlow, M.L., Lazarus, S.S., & Christensen, L. L., (2013). Accommodations for assessment. (311-327). In Cook, B.G. & Tankersley, M. (Eds.), *Research-based practices in special education*. Upper Saddle River NJ: Pearson Education, Inc.
- Thurlow, M.L., Quenemoen, R.F., & Lazarus, S.S. (2012). Leadership for student performance in an era of accountability. In J. Crockett, B. Billingsley, & M. Boscardin (Eds.), *The handbook of leadership & administration for special education*. London: Routledge.

Reports

- Albus, D., Lazarus, S. S., & Thurlow, M. L. (2015). 2012-13 publicly reported assessment results for students with disabilities and ELLs with disabilities (Technical Report 70). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Lazarus, S.S., Vang, M., Moore, M., Thurlow, M.L., & Albus, D.A. (2015). *Graduation policies for students with significant cognitive disabilities who participate in states' AA-AAS* (Data Analytics #1). Minneapolis MN: University of Minnesota, National Center on Educational Outcomes.
- Thurlow, M.L., Albus, D.L., Lazarus, S.S., & Vang, M. (2015). *Graduation policies for students with significant cognitive disabilities who participate in states' AA-AAS* (Synthesis Report 97). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

- Lazarus, S.S., Edwards, L.M., Thurlow, M.L., & Hodgson, J.R. (2014). *States' flexibility waiver plans for alternate assessments based on alternate achievement standards (AA-AAS)* (Synthesis Report 96). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Albus, D., Lazarus, S.S., & Thurlow, M.L. (2014). *2011-12 Publicly reported assessment results for students with disabilities and ELLs with disabilities* (Technical Report 69). Minneapolis MN: University of Minnesota, National Center on Educational Outcomes.
- Christensen, L., Goldstone, L., Hatten, J., Lazarus, S., Liu, K., Shyyan, V., & Thurlow, M. (2014). *Exploring Alternate ELP Assessments for ELLs with Significant Cognitive Disabilities*. (NCEO Brief 10). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Christensen, L., Goldstone, L., Hatten, J., Lazarus, S., Liu, K., Shyyan, V., & Thurlow, M. (2014). *State assessment decision-making processes for ELLs with disabilities* (NCEO Brief 9). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Christensen, L., Goldstone, L., Hatten, J., Lazarus, S., Liu, K., Shyyan, V., & Thurlow, M. (2014). *Participation of ELLs with disabilities in ELP assessments* (NCEO Brief 8). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Rieke, R., Lazarus, S.S., Thurlow, M.L. & Dominguez, L.M. (2013). *2012 survey of states: Successes and challenges during a time of change*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Lazarus, S.S. & Thurlow, M.L. (2013). Lessons learned through diverse approaches to addressing students not reaching proficiency on regular state assessments. In Thurlow, M.L., Lazarus, S.S. & Bechard, S. (Eds.). *Lessons learned in federally funded projects that can improve the instruction and assessment of low performing students with disabilities*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Thurlow, M.L., Quenemoen, R.F., & Lazarus, S.S. (2011). *Meeting the needs of special education students: Recommendations for the Race-to-the-Top consortia and states*. Washington DC: Arabella Advisors.
- Davis, K., Lazarus, S., Liu, K., & Thurlow, M. (2011). Understanding subgroups in common state assessments: Special education students and ELLs. (NCEO Brief 4). Minneapolis MN: University of Minnesota, National Center on Educational Outcomes.

Presentations

- Lazarus, S.S., Hall, S., Karvonen, M, Gholson, M., & Wheeler, T. (2015). *Test security policies and procedures for alternate assessments*. National Conference on Student Assessment (NCSA), Council of Chief State School Officers (CCSSO), San Diego CA (upcoming).
- Edwards, L., Lazarus, S.S., & Thurlow, M.L. (2015). *How states include students with disabilities in test security policies*. American Education Research Association (AERA) Annual Conference, Chicago, IL, April 16-20.
- Lazarus, S.S., Thurlow, M.L., Olson, J. & Fremer, J. (2015). *Including special populations in test security policies and procedures*. Association of Test Publishers (ATP) Annual Conference, Palm Springs CA, March 1-3.
- Lazarus, S.S., Moore, M., & Pence, N. (2014). *Showcase: Online professional development for improved selection, implementation, and evaluation of accommodations*. National Conference on Student Assessment (NCSA), Council of Chief State School Officers (CCSSO), New Orleans LA, June 25-27.

- Wu, Y., Liu, K.K., Thurlow, M.L., & Lazarus, S.S. (2014). *The characteristics of non-proficient special education and non-special education students on large-scale assessments*. American Education Research Association (AERA) Annual Conference, Philadelphia PA, April 2-7.
- Wu, Y., Thurlow, M.L., & Lazarus, S.S. (2013). *Longitudinal analyses of effects of reclassification, reporting methods, and analytical techniques on trends in math performance of students with disabilities*. American Education Research Association Annual Conference. San Francisco, April 27-May 1.
- Lazarus, S.S., Shriner, J., Boddicker, A., Chambers, D., & Pence, N. (2013). *Innovative professional development in an era of college and career readiness*. Council for Exceptional Children (CEC) Annual Convention, San Antonio TX, April 3-6.
- Lazarus, S.S. Moore., M., Chambers, D., & Pence, N. (2013). *Empowering educators to improve accommodations decision-making through innovative online training*. Council for Exceptional Children (CEC) Annual Convention, San Antonio TX, April 3-6.
- Lazarus, S.S. & Bechard, S. (2013). *Lessons learned from fourteen federally funded projects that can help inform the development of the within year assessment part of a comprehensive system*. National Center on Education Outcomes/SRI International/WestEd Within Year Assessment Symposium, Arlington VA, February 21-22.
- Lazarus, S.S. (2013). *The characteristics of students with disabilities*. Council of Chief State School Officers (CCSSO) topical meeting on Common Standards for All Students: Learning from the Research and Practice of the Special Education and English Language Learner Communities. Atlanta GA, February 7-8.
- Thurlow, M.L & Lazarus, S.S. (2013). *AA-AAS—the rest of the story: The role of curriculum, instruction, and professional development in assessment design and implementation*. Association of Test Publishers (ATP) Annual Conference, Ft. Lauderdale FL, February 3-6.
- Lazarus, S.S., Bowman, T., Pompa, D., & Lee, O. (2012). *Advancing the college- and career-ready policy agenda for all students*. Achieve’s Annual American Diploma Project (ADP) Network Leadership Team Meeting. Alexandria VA, September 13-14.
- Lazarus, S. (2012). *Qualitative meta-analysis/data synthesis of recent research on validity of test accommodations for students with disabilities*. Council of Chief State School Officers (CCSSO) National Conference on Student Assessment, Minneapolis MN, June 26-29.
- Lazarus, S., Hodgson, J., Price, L., & Thurlow. (2012). *Developing the next generation of accessible assessments: What we can learn from the AA-MAS*. American Education Research Association (AERA) Annual Conference. Vancouver BC, Canada, April 13-17.
- Wu, Y., Lazarus, S., Thurlow, M., Liu, K., & Christian, E. (2012). *The characteristics of low performing special education and non-special education students on large-scale assessments*. American Education Research Association (AERA) Annual Conference. Vancouver BC, Canada, April 13-17.
- Lazarus, S. (2012), *Alternate assessments: Looking back, looking forward, looking around*. American Education Research Association (AERA) Annual Conference. Vancouver BC, Canada, April 13-17.
- Lazarus, S.S. (2012). *College and career readiness for students with disabilities and ELLs*. Office of Special Education Programs (OSEP) Leveraging Resources Conference. Washington DC, March 20-21.

Kristin Kline Liu

(b)(6)

Education

Ph.D.: 2014, University of Minnesota, Curriculum and Instruction (Major Emphasis: Second Languages and Cultures Education). Dissertation: *An activity theory perspective on academic language use by English language learners in a high school math classroom.*

Master of Arts: 1996, University of Minnesota, Linguistics (Major Emphasis: Teaching English as a Second Language). Thesis: *Turn-taking in American English – A case study of turn-taking patterns in a native speaker/non-native speaker English conversation.*

Bachelor of Science: 1989, University of Minnesota, Minneapolis, Minnesota (Major: Elementary Education).

Professional Experience

July 2014 - present

Research Associate, National Center on Educational Outcomes
Institute on Community Integration
College of Education and Human Development
University of Minnesota, Minneapolis, Minnesota

- Provide technical assistance on the assessment of ELLs with significant cognitive disabilities to the National Center and State Collaborative (NCSC) alternate assessment project
- Collect and analyze data for various projects.
- Provide short-term technical assistance to state departments of education on ELLs and ELLs with disabilities.
- Disseminate project findings via conference presentations, journal articles, and center reports.
- Develop, write, and submit federal state grants
- Network and build research and technical assistance partnerships

June 2007-July 2014

Senior Research Fellow, National Center on Educational Outcomes
Institute on Community Integration
College of Education and Human Development
University of Minnesota, Minneapolis, Minnesota

- Participate in five state Multi-State General Supervision Enhancement Grant (GSEG) project to investigate characteristics of students qualifying for alternate assessments based on modified achievement standards
- Oversee online focus group data collection on assessment of ELLs with disabilities with 232 K-21 teachers/practitioners
- Oversee online Delphi procedure to develop a set of expert-recommended principles & guidelines for assessing ELLs with disabilities
- Provide technical assistance to the U.S. Virgin Islands Department of Education on accommodations policies and practices for ELLs and students with disabilities
- Manage grant and contract-funded research projects designed to

develop state's inclusion of English language learners (ELLs) and English language learners (ELLs) with disabilities in accountability systems.

- Disseminate project findings via conference presentations, journal articles, and center reports.
- Provide short-term technical assistance to state departments of education on ELLs and ELLs with disabilities.
- Develop, write, and submit federal state grants.

January-May 2010

Adjunct Faculty, Department of Curriculum and Instruction

College of Education and Human Development

University of Minnesota, Minneapolis, Minnesota

- Teach hybrid (online/in person) methodology course in teaching second language speaking and listening skills to Master's degree students.
- Supervise student research projects.

September 1996-June 2007

Research Fellow, National Center on Educational Outcomes

Institute on Community Integration

College of Education and Human Development

University of Minnesota, Minneapolis, Minnesota

- Coordinate grant and contract-funded research projects relating to ELLs and ELLs with disabilities in accountability systems.
- Assist with other NCEO-related projects.
- Provide technical assistance to state departments of education.

1992-1997

ESL Teacher

University of Minnesota – Minnesota English Center, Commanding English Program, and Teaching Assistant English Program

- Teach English to high school (PSEO), undergraduate, graduate and professional students.
- Administer standardized language proficiency assessments
- Tutor international teaching assistants in accent reduction and American-style teaching

1990-1993

Adult Basic Education ESL Teacher

South Hennepin Adult Programs in Education

Bloomington, Minnesota

- Assess incoming students for placement
- Teach English to beginning-level immigrant and refugee adults
- Effective accountability efforts that include ELLs and ELLs with disabilities
- Assessment and instruction policies and practices for ELLs and ELLs with disabilities
- Accessible assessments
- Academic English proficiency in K-12 ELLs and ELLs with disabilities

**Areas of
Research &
Technical
Skills**

Presentations

Delivered presentations at regional, national, and international conferences and national webinars (sample from the last five years)

PR/Award # S368A150006

Liu, K. (2014, March). *An activity theory perspective on academic language*

use by ELLs in a high school math classroom. American Association of Applied Linguistics (AAAL): Portland, OR.

Hatten, J., Christensen, L., Liu, K., & Goldstone, L. (2013, April). *Discussant reactions to online asynchronous focus group participation: An examination of responses to the methodology*. American Educational Research Association (AERA) Annual Meeting: San Francisco, CA.

Liu, K., Thurlow, M., Goldstone, L., & Christensen, L. (2013, April). *Enhancing state assessment validity for English language learners with disabilities*. American Educational Research Association, San Francisco, CA.

Hatten, J., Goldstone, L., & Liu, K. (2012, October) *Evaluating and improving online asynchronous focus groups conducted via Learning Management Systems*. American Evaluation Association, Minneapolis, MN.

Wu, Y., Lazarus, S., Thurlow, M., Liu, K., & Christian, E. (2012, April). *The characteristics of low performing special education and non-special education students on large-scale assessments*. Paper presented at the American Education Research Association (AERA) Annual Conference. Vancouver BC, Canada.

Stansfield, C., Kennedy, L., & Liu, K. (2010, June). *Using Universal Design in Test Development to Benefit ELLs*. National Clearinghouse for English Language Acquisition Webinar.

Thurlow, M., Barrera, M., & Liu, K. (2009, April). *Using Mathematics Think Aloud: A Field-Identified Teaching Strategy for English Language Learners with Disabilities*. National Clearinghouse for English Language Acquisition Webinar.

Publications and Reports

Authored books, refereed journals and reports (sample from the last five years)

Liu, K., Ward, J., Thurlow, M., & Christensen, L. (In press). Developing large-scale assessment principles and guidelines to support appropriate inclusion of English language learners with disabilities. *Educational Policy*.

Liu, K. (2015). The role of classroom context in students' academic language production. *Journal of Immersion and Content-Based Language Education*.

Christensen, L., Albus, D., Liu, K., Thurlow, M., & Kincaid, A. (2013). *Accommodations for students with disabilities on state English language proficiency assessments: A review of 2011 state policies*. Minneapolis, MN: University of Minnesota, Improving the Validity of Assessment Results for English Language Learners with Disabilities (IVARED).

Liu, K., & Barrera, M. (2013). Providing leadership to meet the needs of English language learners with disabilities. *Journal of Special Education Administration*, 26(1), 31-42.

Liu, K., Goldstone, L., Thurlow, M., Ward, J., Hatten, J., & Christensen, L.

(2013). *Voices from the field: State assessments for ELLs with disabilities*. Minneapolis, MN: University of Minnesota, Improving the Validity of Assessment Results for English Language Learners with Disabilities (IVARED).

Thurlow, M., Liu, K., Ward, J., and Christensen, L. (2013). *Assessment principles and guidelines for ELLs with disabilities*. Minneapolis, MN: University of Minnesota, Improving the Validity of Assessment Results for English Language Learners with Disabilities (IVARED).

Liu, K., Albus, D., & Barrera, M. (2011). Moving ELLs with disabilities out of the margins: Strategies for increasing the validity of English language proficiency assessments. In M. Russell (Ed.) *Assessing Students in the Margins: Challenges, Strategies, and Techniques*. Charlotte, NC: Information Age Publishing.

Barrera, M., & Liu, K. (2010). Challenges in Assessing the Academic Progress of Linguistically Diverse Exceptional Learners through RTI Progress Monitoring with General Outcomes Measurement. *Theory into Practice*, 49(4), 273-280.

Liu, K., Barrera, M., and Thurlow, M. (2009, Spring). Mathematics Think Aloud: Research Findings on a Field-Identified Teaching Strategy for ELLs with Disabilities. *AccELLerate*, 1(3). District of Columbia: National Clearinghouse on English Language Acquisition.

Moen, R., Liu, K., Thurlow, M., Lekwa, A., Scullin, S. & Hausmann, K. (2009, May). Identifying Less Accurately Measured Students. *Journal of Applied Testing Technology*.

Editorial Board Member

Assessment for Effective Intervention (2013-present)

Journal of Immersion and Content-Based Language Instruction (2014-present)

Capstone Thesis Advisor, Hamline University, St. Paul, MN. M.A. in ESL Program (2003-present). Supervise students writing about assessment and accountability.

Advisory Panel Member, Novation Education Opportunities (NEO), Minneapolis, MN (2010-2011). Review applications for new charter schools with attention to plans for school accountability, assessment, and inclusion of ELLs and ELLs with disabilities.

Co-Editor, MinneWITESOL Journal 2002-2006

Service to Profession

MICHAEL L. MOORE

EDUCATION

- MFA Hamline University, 1999
Emphasis: Creative Writing
Advisors: Mary Rockcastle and Deborah Keenan
- BA Towson State University, Magna Cum Laude, 1982
Emphasis: English with Concentration in Writing
Advisor: Dr. George Friedman

AWARDS

- Excellence and Community Building Award, Institute on Community Integration, 2014
- Gold Award, "Writing, short feature," University of Minnesota Communicators Forum, 2014
- Nomination for 2013 Pushcart Prize in Poetry, 2012
- Honorable Mention, *The Talking Stick (20)*, 2011
- Maroon Award, "Writing, short-feature", University of Minnesota Communicators Forum, 2010
- Artist-in-Residence, Kalani Retreat Center, HI, 2006
- Loft Mentor Series winner, 2004-05
- Outstanding Thesis Award, Hamline University, 1999
- Student Service Award, Hamline University, 1998
- Minnesota State Arts Board Artist Fellowship, 1998
- Outstanding Civil Service Award, University of Minnesota, 1996
- Loft Inroads Mentorship Award, 1996
- Better Newspaper Contest, "Best Arts and Entertainment," 1992

PROFESSIONAL EXPERIENCE

Communications Director, National Center on Educational Outcomes (NCEO), University of Minnesota, 1996–present

This position involves coordinating and managing NCEO's internal and external communications, which includes writing, editing, and producing publications and other products for broad audiences to both print and electronic media; managing NCEO's website, coordinating NCEO staff to provide and update print and electronic media content; and overseeing publicity and press coverage (internal and external) of NCEO activities and research findings to a variety of publics: business and general press, potential funding sources, advocacy groups, teachers, legislators, and professional associates.

Responsibilities include:

- Develop and maintain an overall communications strategy incorporating NCEO Internet presence and Web resources, including developing and implementing print and electronic media marketing strategies to targeted audiences.
- Provide strategic editorial advice for staff in the planning, preparation, and publication of manuscripts and reports.
- Serve as consultant to staff and write and edit content for publication in print or electronic mediums.
- Plan, develop, and design significant new editorial or publishing projects.
- Work with NCEO staff to devise and implement dissemination strategies for their research findings, ensuring print and electronic media content for accuracy and user needs.
- Oversee production of all NCEO publications from copy editing and desktop publishing (including developing graphics) to conversion into electronic media.

- Establish and communicate editorial procedures to NCEO staff for content development and processes for production of publications for print and electronic media.
- Maintain high standards of quality for all NCEO communications. Review NCEO print and electronic media projects to ensure quality standards and adherence to Federal, University, College, and ICI policies.
- Execute post-implementation audits, including report on usability of websites.
- Work with NCEO's affiliate projects in developing publications, websites, new media, and assist in developing and implementing dissemination strategies.
- Serve as informed source to news media personnel in NCEO work, providing story ideas and set up interviews, monitoring education and general press for topical ideas and trends through which NCEO research and service can be translated to its audiences.
- Provide counsel and guidance to faculty and staff in the development of brochures, newsletters, bulletins, fund raisers, literature, electronic media, etc. in the areas of design, layout, production, editing, writing, and photography;
- Prepare ideas and coordinate materials for quality presentations, including multi-media presentations for major NCEO events and conferences.
- Direct and manage production and vendor activities.
- Review documents for legal concerns such as libel, invasion of privacy, or infringement of copyright. Ensure that photo releases and similar documentation are on file when appropriate.
- Direct the activities of student and freelance workers to produce communication, marketing, and public relations materials for print and electronic media.
- Keep current with field research on user-centered design, especially with latest developments in ensuring electronic media are accessible to users with disabilities.
- Collaborate and assist ICI and other NCEO-related organizations as needed for the purpose of sharing information, and to be a good university citizen.

Recent Achievements:

- The NCEO website continues to show high user traffic. From January 1, 2013 to January 31, 2014 the NCEO website had 210,944 page views (with an average of 17,578 page views per month). Web visitors made 3,058 downloads.
- I continued publishing new publication series, NCEO's "Briefs" written for the Race to the Top (RTTT) Assessment Consortia.
- I have been a key player (collaborator and consultant) on the NCEO team that developed an online staff development learning curriculum as part of the Multi-state GSEG project. This online course is being made available to teachers to help them make better accommodations decisions. The online curriculum officially launched this past year. Presented the training at the 2013 CEHD Research Day. I assist in publicity to spread the word nationally about the new online training.
- I have provided technical and Web support to the National Center and State Collaborative (NCSC) on an as needed basis.
- I have provided assistance to the Improving the Validity of Assessment Results for English Language Learners with Disabilities (IVARED) project as needed, producing their latest reports.
- I serve as the project manager for NCEO's interactive data project – the Data Viewer - that leverages advances in information technology and Internet accessibility by providing new online report formats to enhance our current paper/pdf/html reports. The DataViewer was launched April, 2007. See <http://data.nceo.info/>. This interactive site includes multiple views of report data and provide user-defined reports. Two major databases are available: State Policies on Assessment Participation and Accommodations for Students with Disabilities and Annual Performance Reports.
- Working with NCEO staff I have been keeping the NCEO website up to date, both with changing content as well as supervising all our monthly updated state policy pages.
- I have helped keep NCEO's publications on track, from copy editing and formatting, to print and Web publication. Our publication cycle also included reports from the the Multi-state GSEG and IVARED projects. I also make available reports by the National Center for Learning Disabilities (NCLD) and the National Alternate Assessment Center on the NCEO website.
- I have helped NCEO staff build capacity through Webinars, present Web-based presentations, and hold Web meetings.

Editor, Institute on Community Integration (ICI), University of Minnesota, 1993–96

- Developed Web pages for ICI's website (see <http://ici.umn.edu>).
- Wrote, edited and designed monthly and quarterly newsletters, brochures, fliers, reports, catalogs, and other written materials.
- Maintained mailing list, inventory, and dissemination databases.
- Marketed publications to potential audiences.
- Helped manage the department's budget.
- Supervised student employees.

PUBLICATIONS (partial list)

Ysseldyke, J., Krentz, J. Elliott, J., Thurlow, M., Erickson, R., & Moore, M. (1998). *NCEO framework for educational accountability*. Minneapolis: University of Minnesota, National Center on Educational Outcomes.

Ysseldyke, J., Krentz, J. Elliott, J., Thurlow, M., Thompson, S., & Moore, M. (1998). *NCEO framework for educational accountability: Post-school outcomes*. Minneapolis: University of Minnesota, National Center on Educational Outcomes.

Thompson, S., Thurlow, M., & Moore, M. (2003). *Using computer-based tests with students with disabilities* (Policy Directions 15). Minneapolis: University of Minnesota, National Center on Educational Outcomes.

Johnstone, C., Thurlow, M., Moore, M., & Altman, J. (2006). *Using systematic item selection methods to improve universal design of assessments* (Policy Directions 18). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Johnstone, C., Altman, J., Thurlow, M., & Moore, M. (2006). *Universal design online manual*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Johnstone, C., Altman, J., & Moore, M. (2011). Universal design and the use of cognitive labs. In M. Russell & M. Kavanaugh (Eds.), *Assessing students in the margins: challenges, strategies and techniques*. Charlotte, NC: Information Age Publishing.

Moore, Michael. (2014). Accommodation revelation: A new online training helps instructors support learners with disabilities. *Connect* (Spring/Summer). Minneapolis, MN: University of Minnesota

PRESENTATIONS (partial list)

Introduction to Web Development. University of Minnesota, November 30, 1999.

University of Minnesota Communicators Forum Annual Conference. Presented on the panel, "Managing the Frenzy: Translating Communications Skills to New Media." University of Minnesota, May 11, 2000.

The NCEO Online Accommodations Bibliography. Presentation with Sara Bolt at the annual Council of Chief State School Officers (CCSSO) conference, Desert Springs, California. June 24, 2002.

The Alabama Online Accommodations Training, College of Education and Human Development Research Day, University of Minnesota, March 2013.

Presentation: Empowering Educators to Improve Accommodations Decision-Making, Council for Exceptional Children (CEC) annual conference, April 2013.

Online Professional Development for Improved Selection, Implementation, and Evaluation of Accommodations, National Conference on Student Assessment (NCSA) annual conference, June 26, 2014.

Lazarus, S., Moore, M., & Pence, N. (2014, June). Online professional development for improved selection, implementation, and evaluation of accommodations. NCSA Annual Conference, New Orleans, LA.

Lazarus, S., Pence, N., Moore, M., & Chambers, DaLee. (2014, April). Empowering Educators to Improve Accommodations Decision-Making, Council for Exceptional Children (CEC) annual conference, San Antonio, TX.

Rachel F. Quenemoen

SUMMARY VITA

RECENT PROFESSIONAL EXPERIENCE

- 1999-present Senior Research Fellow
National Center on Educational Outcomes University of Minnesota
(Current roles include Project Director and Co-Principal Investigator National Center and State Collaborative GSEG)
- 1997-1999 Technical Assistance Statewide Coordinator
Minnesota School-to-Work Initiative
Minnesota Department of Children, Families and Learning

EDUCATIONAL HISTORY

- 1989 M.S. South Dakota State University, Rural Sociology, with minor concentration in Educational Administration. **Thesis:** *The Education for the Handicapped Act and the Social Construction of Reality in Two Rural School Districts* – thesis research on special education “least restrictive environment” (LRE) as implemented in two junior high schools, year long qualitative design, received Gould Award for most outstanding thesis or dissertation, 1989, SDSU. Research funded by Minnesota Department of Children, Families and Learning Effectiveness Grant.
- 1972 B.A. University of Minnesota, Morris, Psychology – With distinction

CURRENT TECHNICAL ADVISORY COMMITTEE MEMBERSHIP

- PARCC RTTA Consortium** (Maryland is lead state; Achieve is lead partner)
Puerto Rico Department of Education
South Dakota Department of Education
Washington, DC Department of Education

RECENT PUBLICATIONS (by descending date)

- Quenemoen, R., Flowers, C., & Forte, E. (2014). The curriculum, instruction, and assessment pieces of the student achievement puzzle. In D. M. Browder & F. Spooner (Eds.), *More language arts, math, and science* (pp. 237-254). Baltimore, MD: Paul H. Brookes.
- Thurlow, M.L., Quenemoen, R.F., & Albus, D. (2013). General assessment or alternate assessment? Guiding decision makers to the appropriate decision. *Journal of Special Education Leadership*, 26(1), 9-15.
- Kleinert, H., Kearns, J., Quenemoen, R., & Thurlow, M. (2013). *NCSC GSEG Research Report: Alternate Assessments on Common Core State Standards: How Do They Relate to College and Career Readiness?* Minneapolis, MN: University of Minnesota, National Center and State Collaborative.
- Towles-Reeves, E., Kearns, J., Flowers, C., Hart, L., Kerbel, A., Kleinert, H., Quenemoen, R., & Thurlow, M. (2012). *Learner characteristics inventory project report (A product of the NCSC validity evaluation)*. Minneapolis, MN: University of Minnesota, National Center and State Collaborative.

- Camara, W. & Quenemoen, R.F. (2012). *Defining and measuring college and career readiness and informing the development of performance level descriptors (PLDs)*. Washington, DC: Partnership for Assessment of Readiness for College and Career (PARCC).
- Quenemoen, R.F., Rogers, C. & Thurlow, M.L. (2011). *Summaries of Technical Documentation for the Georgia Alternate Assessment based on Modified Achievement Standards Research and Development Report: Documenting the Design Choices for the Georgia Criterion-Referenced Competency Tests – Modified (CRCT-M)*. Minneapolis, MN: National Center on Educational Outcomes.
- Thurlow, M.L., & Quenemoen, R.F. (2011). Standards-based reform and students with disabilities (pp. 134-146). In J.M. Kauffman & D.P Hallahan (Eds), *Handbook of special education*. New York: Routledge.
- Quenemoen, R. (2010). Identifying the students. In M. Perie (Ed.), *Alternate Assessments based on Modified Achievement Standards (AA-MAS): Research, Best Practices and Recommendations for their Design and Development* (pp. 3-31). Baltimore, MD: Brookes Publishing.
- Thurlow, M.L., Quenemoen, R., & Lazarus, S. (in press). Leadership for student performance in an era of accountability. In B. Billingsley, M.L. Boscardin, J. Crockett (Eds.). *Handbook of leadership in special education*. London: Routledge.
- Lazarus, S. & Quenemoen, R. (in press). Instructing and assessing students who may be candidates for alternate assessments based on alternate achievement standards. In M. Russell (Ed.) *Assessing students in the margins: Challenges, strategies, and techniques*. Charlotte, NC: Information Age Publishing.
- Quenemoen, R., Albus, D., Rogers, C., & Lazarus, S. (2010). *Developing and improving modified achievement level descriptors: Rationale, procedures, and tools*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Quenemoen, R., Kearns, J., Quenemoen, M., Flowers, C., & Kleinert, H. (2010). *Common misperceptions and research-based recommendations for alternate assessment based on alternate achievement standards* (Synthesis Report 73). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Quenemoen, M., Quenemoen, R., Kearns, J., & Kennedy, S. (2010). *A proposed typology for characterizing states' AA-AAS: Developing a common vocabulary to describe these assessments*. Lexington, KY: National Alternate Assessment Center.
- Kleinert, H.L., Quenemoen, R., & Thurlow, M. (2010). An introduction to alternate assessments: Historical foundations, essential parameters, and guiding principles. In H.L. Kleinert & J.F. Kearns (Eds.), *Alternate assessment for students with significant cognitive disabilities: An educator's guide* (pp. 3-18). Baltimore: Paul H. Brookes.
- Kearns, J. & Quenemoen, R. (2010). Alternate assessment, families, and the Individualized Education Program. In H.L. Kleinert & J.F. Kearns (Eds.), *Alternate assessment for students with significant cognitive disabilities: An educator's guide* (pp.291-301). Baltimore: Paul H. Brookes.
- Altman, J., Lazarus, S.S., Quenemoen, R.F., Kearns, J., Quenemoen, M. & Thurlow, M.L. (2010). *2009 Survey of the states: Accomplishments and new issues at the end of a decade of change*. Minneapolis MN: University of Minnesota, National Center on Educational Outcomes.

- Quenemoen, R. (2009). *Students with disabilities, expectations, and academic achievement: The critical role of inclusive standards-based assessments in improving outcomes*. Washington, DC: Alliance for Excellent Education Report on Federal Policy and Secondary School Reform.
- Cortiella, C. & Quenemoen, R. (2008). Theme Editor's Summary: Meaningful Accountability for Students with Dyslexia. *Perspectives on Language and Literacy*, International Dyslexia Association, 34(4), 7-8.
- Quenemoen, R. (2008). The long and winding road of alternate assessments: Where we started, where we are now, and the road ahead. In R. Lissitz & W. Shafer (Eds), *Alternate assessments*. Brookes Publishing.
- Thurlow, M. L., Quenemoen, R. F., Lazarus, S. S., Moen, R. E., Johnstone, C. J., Liu, K. K., Christensen, L. L., Albus, D. A., & Altman, J. (2008). *A principled approach to accountability assessments for students with disabilities* (Synthesis Report 70). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Altman, J. R., Lazarus, S. L., Thurlow, M. L., Quenemoen, R. F., Cuthbert, M., & Cormier, D. C. (2008). *2007 survey of states: Activities, changes, and challenges for special education*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Quenemoen, R. (2008). *A brief history of alternate assessments based on alternate achievement standards* (Synthesis Report 68). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Thurlow, M. L., Quenemoen, R., Altman, J. R., & Cuthbert, M. (2008). *Trends in the public reporting of state assessment data (2001-02 through 2004-05)* (Technical Report 50). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Quenemoen, R. (2007). *How NCLB Affects Students with Disabilities*. Written testimony to the Committee on Education and Labor, Subcommittee on Early Childhood, Elementary and Secondary Education Hearing, March 29, 2007.
- Bolt, S. & Quenemoen, R. (2006). The growing demand for expertise in assessment and diverse learners to inform the implementation of large-scale accountability systems. *Assessment for Effective Intervention, Journal of the Council of Educational Diagnosticians*, 31(4), 49-62.
- Bottsford-Miller, N., Thurlow, M. L., Stout, K. E., & Quenemoen, R. F. (2006). *A Comparison of IEP/504 accommodations under classroom and standardized testing conditions: A preliminary report on SEELS Data* (Synthesis Report 63). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Thompson, S.J., Quenemoen, R.F., & Thurlow, M.L. (2006). Factors to consider in the design of inclusive online assessments. In M. Hricko & S. L. Howell (Eds.), *Online assessment and measurement: Foundations and challenges* (pp. 102-117). Hershey, PA: Information Science Publishing.
- Quenemoen, R. (2004). *Iowa alternate assessment scoring evaluation report*. Final report for 2003-2004 Alternate Assessment Scoring Quality Project.
- Quenemoen, R.F. & Thurlow, M.L. (2004, April). *Page 8134* *Psay potato, you say potahto: An AERA conference*

discussion paper. American Educational Research Association Annual Meeting, San Diego, CA.

Quenemoen, R., Thurlow, M., Moen, R., Thompson, S., & Morse, A. (2004). *Progress monitoring in an inclusive standards-based assessment and accountability system* (Synthesis Report 53). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Thompson, S.J., Quenemoen, R.F., & Thurlow, M.L. (2003). The status of large-scale assessment practices for students with disabilities in rural America. *Rural Special Education Quarterly*, 22 (4).

Quenemoen, R., & Marion, S. (2003). *Rethinking basic assumptions of test development: Assessment frameworks for inclusive accountability tests* (Policy Directions No. 17). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Christopher Rogers

(b)(6)

EDUCATION

- 2015* Ph.D., Educational Policy and Administration, University of Minnesota, Minneapolis
Comparative and International Development Education
Minor coursework in Evaluation Studies
Certificate, Disability Policy and Services
- 1993 Master of Arts, Counseling, University of North Dakota, Grand Forks
Thesis: Relation of Religiosity to Expectations about Counseling
- 1991 Bachelor of Arts, Psychology
Minor in Sociology – Community Services

*Projected

PROFESSIONAL EXPERIENCE

Research

National Center on Educational Outcomes, Institute on Community Integration, University of Minnesota

Research Fellow January 2008-present

- overseeing curation of Accommodations Bibliography online database
- overseeing curation of AA-AAS Bibliography online database
- developing products for dissemination to states to improve policy and practices
- leading Annual Performance Report team addressing Part B assessment indicator #3
- member of science team addressing state assessment initiatives in science
- providing research support and technical assistance to states
- related to special education and IDEA as well as general education and ESEA

North Central Regional Resource Center, Institute on Community Integration, University of Minnesota

Information Specialist February 2006-January 2008

- coordinating information collection and dissemination
- assisting in provision of technical assistance to state educational entities
- related to special education and IDEA 2004
- Coordinator of a General Supervisory Enhancement Grant October 2007-January 2008

North Central Regional Resource Center, Institute on Community Integration, University of Minnesota

Graduate Research Assistant February 2005-January 2006

- performing information collection and dissemination tasks
- related to special education and IDEA 2004

Research Institute on Progress Monitoring, Institute on Community Integration, University of Minnesota

Research Scorer January 2005-May 2006

-- administering and scoring reading test

Teaching / Training

Creating an Interculturally Competent School. Kellogg Middle School. Rochester, Minnesota.

As an independent intercultural trainer, I co-presented a training session to current teachers on the Intercultural Development Inventory group profile, and next steps for intercultural competence development. March 2009.

Understanding Intercultural Frameworks: An Overview of the Developmental Model of

Intercultural Sensitivity. Kellogg Middle School. Rochester, Minnesota. As an

independent intercultural trainer, I co-presented a training session orienting current teachers to the DMIS and administering the Intercultural Development Inventory. February 2009.

Orientation to Education in an Urban Setting. Augsburg College, Minneapolis, Minnesota. As a

Preparing Future Faculty mentee, prepared and presented a series of lectures and facilitated class sessions for pre-service teachers regarding intercultural and disability issues in teaching. October-December 2006.

STAR Power. Intercultural Trainer/Facilitator to University of Minnesota, Humphrey Fellows program for international faculty, January 2006.

STAR Power. Co-facilitator along with Barbara Kappler to University of Minnesota,

Educational Policy and Administration class "Cross-Cultural Leadership." July 2004.

Summer Orientation Leader for Junior Faculty Development Program, International

Students and Scholars Services, University of Minnesota, August 2003 & August 2004

Trauma in Children. Guest lecture given to the Gresham, Oregon School Counselors

Association. January 2002.

Special Issues of Immigrant Children in Therapy. Guest lecture given to Morrison Center

Outpatient Department staff. Spring 2001.

Cross-cultural Communication in Therapy. Guest lecture given to Morrison Center

Outpatient Department staff. Fall 2000.

Group Therapy Interventions. Guest lecture given to Morrison Center Behavioral

Intervention Center and Supported Classroom Project staff. Fall 2000.

Conference Presentations

Rogers, C., & Fedorchak, G. (2012, March). Innovative Accommodations on Statewide Assessments for Students with Disabilities: Lessons from the Field. Pacific Rim International Conference on Disability and Diversity. Honolulu, Hawaii.

Christensen, L., Rogers, C., & Braam, M. (2011, April). Tools you can use to make decisions about accommodations. Council for Exceptional Children annual convention and expo. National Harbor, MD.

Rogers, C., Holbrook, M., & Chambers, D. (2009, April). Developing IEPs with Standards: Case Examples of AA-MAS Students. Council for Exceptional Children annual convention and expo. Seattle, WA.

Wallis, T., Thurlow, M. L., & Rogers, C. (2009, April). Identifying Students Who May Benefit from AA-MAS Through Data Drill-Down and Analysis. Council for Exceptional Children annual convention and expo. Seattle, WA.

Rogers, C. M. (2007, February) Ethnocultural views of disability: Implications for educational professionals. National Center on Culturally Responsive Educational Systems' *Leadership for Excellence: Transforming Education*, Washington, DC.

Rogers, C. M. (2006, March) Ethnocultural views of disability: Implications for educational

- practice. Pacific Rim Conference on Disabilities, Honolulu.
- Rogers, C. M. (2006, February) Ethnocultural views of disability: Implications for people, policies, and practices. National Center on Culturally Responsive Educational Systems' *Creating Opportunities to Learn: A Forum for Addressing Disproportionality*, Denver.
- Rogers, C. M. (2005, November). Adapting lesson plans and assessments for limited formal schooling students, MinneTESOL *Language and Beyond* annual state conference, Minneapolis.
- Rogers, C. M. (2005, October). Crossing the divide between policy implementation and program evaluation: Managing contextual factors with intercultural sensitivity, *Crossing Borders, Crossing Boundaries* American Evaluation Association / Canadian Evaluation Society joint annual conference, Toronto, Ontario, Canada.
- Rogers, C. M. (2005, March). Circles of knowledge creation: Toward individualized life-long learning. Comparative and International Education Society international conference, Stanford University, Palo Alto.
- Christensen, L., Emert, H., Lokkesmoe, K., & Rogers, C. M. (2004, November). Policy advocacy: How to build coalitions of support for intercultural issues. Society for Intercultural Education, Training and Research national annual conference, Indiana State University, Bloomington.
- Rogers, C. M. (2003, June). Immigrant children in contemporary North American fiction. United Nations Educational, Scientific, and Cultural Organization (UNESCO) Conference on Intercultural Education, Jyväskylä, Finland.
- Rogers, C. M. (2001, April). Special issues of immigrant children in contemporary literature and film. Pacific Northwest American Studies Association annual conference, Lincoln City, Oregon.

Publications

- Rogers, C. M., & Lazarus, S. S., & Thurlow, M. L. (2014). *A summary of the research on the effects of test accommodations: 2011-2012* (Synthesis Report 94). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Christensen, L. L., Shyyan, V., Rogers, C., & Kincaid, A. (2014). *Audio support guidelines for accessible assessments: Insights from cognitive labs*. Minneapolis, MN: University of Minnesota, Enhanced Assessment Grant (#S368A120006), U.S. Department of Education.
- Christensen, L. L., & Rogers, C. M. (2013). Leadership for access to technology-based assessments. *Journal of Special Education Leadership*, 26(1), 16-24. Retrieved from <http://www.casecec.org/archives/journals.asp>
- Rogers, C. M., Christian, B., & Thurlow, M. L. (2012, November). *A summary of the research on the effects of test accommodations: 2009-2010* (Technical Report 65). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Retrieved from <http://www.cehd.umn.edu/NCEO/OnlinePubs/Tech65/TechnicalReport65.pdf>
- Johnstone, C., Rogers, C., & Wu, Y.-C. (2012, June). *Rules for audio representation of science items on a statewide assessment: Results of a comparative study* (Technical Report 64). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Retrieved from <http://www.cehd.umn.edu/NCEO/OnlinePubs/Tech64/TechnicalReport64.pdf>
- Rogers, C. M., & Christensen, L. L. (2011). A new framework for accommodating English language learners with disabilities. In M. Russell & M. Kavanaugh (Eds.), *Assessing students in the margins: Challenges, strategies, and techniques*. Charlotte, NC: Information Age Publishing, Inc.
- Thurlow, M. L., Foster, C., & Rogers, C. M. (2010). Scientifically-supported interventions. In F. E. Obiakor, J. P. Bakken, & A. F. Rotatori (Eds.), *Current issues and trends in special education: Identification, assessment, and instruction*. Bingley, UK: Emerald Group Publishing Ltd.
- Thurlow, M., Rogers, C., & Christensen, L. (2010). *Science assessments for students with disabilities in school year 2006-2007: What we know about participation, performance, and*

- accommodations* (Synthesis Report 77). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Retrieved from <http://www.cehd.umn.edu/NCEO/OnlinePubs/Synthesis77/Synthesis77.pdf>
- Quenemoen, R., Albus, D., Rogers, C., & Lazarus, S. (2010, June). *Developing and improving modified achievement level descriptors: Rationale, procedures, and tools*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Retrieved from <http://www.cehd.umn.edu/nceo/OnlinePubs/ALDtool/ALDtool.pdf>
- Altman, J., Rogers, C., Bremer, C., & Thurlow, M. (2010, February). *States challenged to meet special education targets for assessment indicator* (Technical Report 55). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Retrieved from <http://www.cehd.umn.edu/NCEO/OnlinePubs/Tech55/TechnicalReport55.pdf>
- Thurlow, M. L., Foster, C., & Rogers, C. M. (2010). Scientifically supported interventions. In F. E. Obiakor, J. P. Bakken & A. F. Rotatori (Eds.), *Current issues and trends in special education: Identification, assessment, and instruction* (pp. 199-212). Bingley, UK: Emerald Group Publishing, Ltd.
- Lazarus, S. L., Rogers, C., Cormier, D., & Thurlow, M. L. (2008, December). *States' participation guidelines for alternate assessments based on modified academic achievement standards (AA-MAS) in 2008* (Synthesis Report 71). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Retrieved from <http://www.cehd.umn.edu/NCEO/OnlinePubs/Synthesis71/Synthesis71.pdf>
- Rogers, C., Tran, T., Lavin, D., & Gantenbein, T., & Sharpe, M. (2008). Customized employment: Changing what it means to be qualified in the workforce for transition-aged youth and young adults. *Journal of Vocational Rehabilitation*, 28(3), 191-207. Retrieved from <http://www.iospress.nl/journal/journal-of-vocational-rehabilitation/>
- Burns, M. K., Hall-Lande, J., Lyman, W., Rogers, C., Skaar, N., & Tan, C. S. (2006, December). Tier II interventions within response-to-intervention: Components of an effective approach. *National Association of School Psychologists Communiqué*, 35(4), 38-40. Retrieved from <http://www.nasponline.org/publications/cq/index.aspx>
- Christensen, L., Nelson, J., Rogers, C. & Volkov, B. (2006, March). Creative evaluations in non-formal settings. *New Directions for Evaluation*, 2005(108), 73-79. doi:10.1002/ev.172

YI-CHEN WU

EDUCATIONAL EXPERIENCE

Ph.D. University of Minnesota Major: Educational Psychology Advisor: Dr. S. Jay Samuels	Minneapolis, MN 2000-2004
Ph.D. Candidate, National Taiwan Normal University Major: Measurement	Taiwan 1998-2000
M.A., National Tainan Teachers College Major: Elementary Education Advisor: Dr. Hsiu-Shuang Huang	Taiwan 1997
B.A., National Taichung Teachers College Major: Mathematical and Science Education	Taiwan 1992

EMPLOYMENT HISTORY

7/2008-present	Research Associate, National Center of Educational Outcomes, University of Minnesota
2/2005-9/2007	Assistant Professor, National Sun Yat-sen University, Taiwan
9/2006-1/2007	Director of Counseling Division, Office of Student Affairs, National Sun Yat-Sen University, Taiwan
12/2004-1/2005	Research & Evaluation, Assessment & Testing, Minnesota Department of Education
5/2004-11/2004	Research Associate, Office of Educational Accountability, College of Education and Human Development, University of Minnesota
1/2004-5/2004	Research Specialist, Office of Educational Accountability, College of Education and Human Development, University of Minnesota

SELECTED PUBLICATION

Thurlow, M. L., Wu, Y. C., Ysseldyke, J. E., Lazarus, S. S. (Accepted). Non-Special Education Achievement Gap in Math: Effects of Reporting Methods, Analytical Techniques, and Reclassification. *Exceptionality*.

NCEO. (2014, July). *Exploring alternate ELP assessments for ELLs with significant cognitive disabilities (NCEO Brief #10)*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

NCEO. (2014, June). *State assessment decision-making processes for ELLs with disabilities (NCEO Brief #9)*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

NCEO. (2014, May). *Participation of ELLs with disabilities in ELP assessments (NCEO Brief #8)*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Davenport, E. C. Jr., Davison, M. L., Wu, Y. C., Kim, S., Kuang, H., Kwak, N., Chan, C., & Ayodele, A. (2013). Number of Courses, Content of Coursework, and Prior Achievement as Related to Ethnic Achievement Gaps in Mathematics. *Journal of Educational Leadership*, 2(1) Retrieve from <http://www.lindenwood.edu/ela/issue03/davenport.html>.

Wu, Y. C., Liu, K. K., Thurlow, M.L., Lazarus, S. S., Altman, J., & Christian, E. (2012). *The Characteristics of Low Performing Special Education and Non-Special Education Students on Large-Scale Assessments*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Johnston, C. J., Rogers, C., & Wu, Y. C. (2011). *Scripting Rules for Science Items Read Aloud on a Statewide Assessment: Results of a Comparative Study*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Wu, Y. C., Lazarus, S. S., Thurlow, M. L., & Rieke, R. (2011). *Characteristics of Students Retained in Same Grade in South Dakota*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Lazarus, S.S., Wu, Y. C., Altman, J., & Thurlow, M.L. (2010). *The Characteristics of Low Performing Students on Large-Scale Assessments (NCEO Brief)*. Minneapolis MN: University of Minnesota, National Center on Educational Outcomes.

Wu, Y. C. & Samuels, S. J. (2009). Effects of Different Types of Chinese Characters on the Ability of Character Recognition for Chinese Children. *The International Journal of Learning*, 16 (7), 155-172.

Chuang, W. J. & Wu, Y. C. (2008). The Effects of the Emotional Orientation of Video Compact Disk (VCD) Story and Written Story on Reading Comprehension of Fifth Graders. *Journal of Education & Psychology*.

SELECTED PRESENTATIONS

Wu, Y. C. (2014, June). *How Well are Students with Disabilities Doing on Large Scale Assessments?* Paper presented at 2014 annual conference of National Conference on Student Assessment, New Orleans, LA.

Wu, Y. C., Liu, K. K., Thurlow, M.L., & Lazarus, S. S. (2014, April). *The Characteristics of non-Proficiency Special Education and Non-Special Education Students on Large-Scale Assessments*. Paper presented at 2014 AERA Annual Meeting, Philadelphia, PA.

Wu, Y. C., Thurlow, M. L., & Lazarus S. S. (April, 2013). *Longitudinal Analyses of Effects of Reclassification, Reporting Methods, and Analytical Techniques on Trends in Math Performance of Students with Disabilities*. Paper presented at AERA in San Francisco, LA.

Wu, Y. C. (2012, July). *Final-IVARED meeting--State Data Discussion*. Paper presented at the final IVARED data meeting. Chicago, IL.

Wu, Y. C., Liu, K. K., Thurlow, M.L., Lazarus, S. S., Altman, J., & Christian, E. (2012, April). *The Characteristics of Low Performing Special Education and Non-Special Education Students on Large-Scale Assessments*. Paper presented at 2012 AERA Annual Meeting, Vancouver, British Columbia, Canada.

Wu, Y. C. (2012, April). *Development of Chinese Readability Formula*. Paper presented at 2012 AERA Annual Meeting, Vancouver, British Columbia, Canada.

Wu, Y. C. (2012, January). *Development and the implications of Chinese Readability Formula for Grades 1-6*. Paper presented at the 10th Hawaii International Conference on Education. Honolulu, HI.

Wu, Y. C. (2012, January). *Assessment and Instruction for the Low Performing Students- Who are the low performers and how did they move out of the low performing category on the large scale assessment*. Paper presented at the 10th Hawaii International Conference on Education. Honolulu, HI.

Wu, Y. C. & Kao, C. Y. (2011, November). *Development of Chinese Readability Formula*. Paper presented at the 2011 International Conference on Textbook Transformation & Enhancement of Teaching. Taipei, Taiwan.

Wu, Y. C. (2011, June). *The development of the Chinese reading fluency test and the analysis among different subtypes*. Poster presented at the International Conference on Reading Instruction: How Empirical Research Can Inform about Reading Instruction? Taipei, Taiwan.

Wu, Y. C. & Thurlow, M. L. (2011, April). *Planning for the successful inclusion of your students in Computer-Based Tests--The preliminary results for OAKS*. Paper presented at the Council for Exceptional Children Annual Convention, National Harbor, MD.

Wu, Y. C., Thurlow, M. L., Lazarus, S. S., Liu, K., Christian, E., & Turner, L. (2011, March). *A Longitudinal Analysis of effects of reclassification and different reporting methods on trends in Math test scores for Students with disabilities*. Poster presented at the 2011 CEHD Research Day, Minneapolis, MN.

Wu, Y. C., Lazarus, S. S., & Thurlow, M. L. (2010, May). *What have we learned about student characteristics accommodations, and AA-MAS?* Poster presented at the 2010 AERA Annual Meeting, Denver, CO.

- Wu, Y. C., Thurlow, M. L., & Keto, K. (2010, May). *A longitudinal analysis of state accommodations policies on the participation rate and the proficiency rate for students with Disabilities*. Paper will present at the 2010 NCME Annual Meeting, Denver, CO.
- Lazarus, S. S., Wu, Y. C., Altman, J., Thurlow, M. L. (2010, April). *A look at state assessment data for historically underserved subgroup—All low-performing students*. Poster presented at the 2010 CEHD Research Day, Minneapolis, MN.
- Wu, Y. C. & Samuels, S. J. (2009, July). *Effects of Different Types of Chinese Characters on the Ability of Character Recognition for Chinese Children*. Paper presented at the 16th International conference on Learning, Barcelona, Spain.
- Wu, Y. C. (2009, May). *The Effects of Repeated Reading and Text Difficulty on Fifth Graders' Performance of Free Recall*. Paper presented at the Reading development, learning and assessment Symposium. Pingtung, Taiwan.

SELECTED TECHNICAL REPORTS

- Thurlow, M. L., Wu, Y. C., Lazarus, S., Shyyan, V. , & Christensen, L. (2014). *NCEO Analysis of Smarter Balanced Field Test Data for Students With Disabilities*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Barrera, M., Wu, Y. C., Liu, K. K., Thurlow, M. L., & Christensen, L. (2014). *NCEO Brief for Michigan: Use of Accommodations by ELLs With and Without Disabilities on Michigan's General Assessments*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Wu, Y. C., Liu, K. K., Thurlow, M. L., & Christensen, L. (2014). *NCEO Brief for Michigan Participation and Performance of English Language Learners with Disabilities on Michigan's Alternate Assessments*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Wu, Y. C., Barrera, M., Liu, K. K., Christensen, L., & Thurlow, M. L. (2013). *NCEO Brief for Washington: Status of Participation and Academic Achievement of English Language Learners with Disabilities on Statewide Accountability Assessment*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Wu, Y. C., Barrera, M., Liu, K. K., Christensen, L., & Thurlow, M. L. (2013). *NCEO Brief for Michigan: Status of Participation and Academic Achievement of English Language Learners with Disabilities on Statewide Accountability Assessment*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Wu, Y. C., Barrera, M., Christensen, L., Liu, K. K., & Thurlow, M. L. (2013). *NCEO Brief for Arizona: Status of Participation and Academic Achievement of English Language Learners with Disabilities on Statewide Accountability Assessment*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Barrera, M., Wu, Y. C., Christensen, L., Thurlow, M. L., & Liu, K. K. (2013). *NCEO Brief for Maine: Status of Participation and Academic Achievement of English Language Learners with Disabilities on Statewide Accountability Assessment*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Wu, Y. C., Barrera, M., Thurlow, M. L., Christensen, L., & Liu, K. K. (2013). *NCEO Brief for Minnesota: Status of Participation and Academic Achievement of English Language Learners with Disabilities on Statewide Accountability Assessment*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Wu, Y. C., Liu, K. K. , Thurlow, M. L., Lazarus, S. S., Altman, J., & Christian, E. (2012). *Characteristics of low performing special education and non-special education students on large-scale assessments* (Technical Report 60). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Johnstone, C., Rogers, C., Wu, Y.-C., Fedorchak, G., Katz, M., & Higgins, J. (2012). *Scripting Rules for Science Items Read Aloud on a Statewide Assessment: Results of a Comparative Study* (Technical Report 64). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Wu, Y. C., Lazarus, S. S., Thurlow, M. L., & Rieke, R. (2011). *Characteristics of Students Retained in Same Grade in South Dakota*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

(b)(6)

Expertise

Inclusion education, accommodations, alternate assessment, large-scale assessment, professional development, team and project leadership, Common Core State Standards, report writing and professional editing, workshop development and presentations, research and development

Education

M.S. Educational School Administration, University of Mary, Bismarck, ND

B.S. Bachelor's Degree, English, University of Mary, Bismarck, ND

Professional Experience

World-class Instructional Design and Assessment Consortium (WIDA), School of Education, Wisconsin Center for Education Research. University of Wisconsin, Madison.

Alternate Assessment Specialist for English Language Learners

National Center and State Collaborative (NCSC) GSEG Consortia. US Department of Education, Office of Special Education Programs.

Technical Support Specialist

Improving the Validity of Assessment Results for English Language Learners (IVARED). GSEG Consortia.

External Evaluator

State of Washington. Office of the Superintendent of Public Instruction.

Alternate Assessment Specialist

School Districts in the State of Washington.

HS Principal and Assistant Principal

Professional Development and Curriculum/Assessment Specialist

State of North Dakota. Office of the Superintendent of Public Instruction.

Assistant Director of Professional Development and Teacher Education Program Approval

School Districts in the State of North Dakota

HS English, debate, journalism teacher

Professional Experiences and Accomplishments

ELL Alternate Assessment Specialist, WIDA

- Mapped out a work scope and project plan for the research and development of Alternate ACCESS Model Performance Indicators (AMPIS) aligned to the Common Core State Standards (CCSS) and to be used to develop assessment tasks for a new Alternate Assessment for English Language Learners with significant cognitive disabilities.
 - Researched and wrote a theoretical framework for the new AMPIS.
 - Developed ELA and Mathematics AMPIS aligned to the CCSS and to WIDA's English Language Proficiency Standards.

- Supervised and guided a University of Wisconsin Research Assistant through the AMPI development process and worked with a Washington State teacher whose classroom was a pilot site for gathering data on the draft AMPIs.
- Examined current Alternate ACCESS Assessment data and developed research questions to guide project plan for a new assessment.
- Researched and wrote new Alternate ACCESS Assessment participation criteria for member consortia states.
- Researched and wrote proposed changes to the current Alternate ACCESS Assessment performance definitions.
- Wrote assessment resource documents for in person workshops and webinar trainings and for posting on WIDA's web page :
 - Interpretive guide for the Alternate ACCESS Score Reports
 - Intended use: District and state assessment personnel
 - Quick Start Guide for the Alternate ACCESS Score Reports
 - Intended use: Building level administrators, teachers, parents
 - Alternate ACCESS Score Report training webinar
 - Alternate ACCESS Score Report Parent Letter in multiple translations
 - Alternate ACCESS Assessment Administration training webinar
 - FAQs for the Alternate ACCESS Assessment and Score Reports
- Facilitated Alternate ACCESS Score Report and Test Administration webinars and full day in person workshops.

Technical Support Specialist, NCSC GSEG Consortia.

- Established a Community of Practice (CoP) in each assigned state.
 - Developed topics and agendas for professional development training for state groups and conferences.
 - Facilitated monthly WebEx teacher workshops for states.
 - Developed the power points and other training materials for webinars and multi-day, face-to-face workshops for special education teachers on instructional materials based on the Common Core State Standards and communication strategies for students with significant cognitive disabilities.
 - Trained states' teachers on NCSC mathematics, English Language Arts, and other resources.
 - Communicated regularly with teachers from states and collected all teacher-assigned materials.
 - Collaborated and supported the state's alternate assessment specialists in the development of five year action plans for the implementation of the new alternate assessment.
- Edited professional materials for the NCSC Technical Assistance Team.
- Participated in sub committees: UDL unit development, ELLS with significant cognitive disabilities research, online teacher resources, ELA curriculum.
- Worked collaboratively with all team members, state leads, teachers, and other professionals in reaching the goals and objectives of the grant and the individual states.

External Evaluator for the Improving the Validity of Assessment Results for English Language Learners with Disabilities (IVARED) GSEG

- Wrote the evaluation plan and documented the grant's three years of progress on the goals and objectives.
- Used criteria established in the evaluation plan to document the following:
 - The types of data collected
 - The data collection methods
 - The data analysis
 - The grant's timeline and deliverables
 - The monitoring of progress
 - The communicating of accountability information
- Fulfilled the IVARED evaluation plan's objectives.
 - Communicated regularly with NCEO principle investigators and state partners (Minnesota, Michigan, Maine, Arizona, and Washington).
 - Interviewed and surveyed NCEO IVARED staff principle investigators.

- Developed and delivered state surveys on the project deliverables.
- Disaggregated the data from state surveys and individual conversations with states, and embedded those results in the final evaluation report.
- Participated in conferences and meetings to collect data from partner states about their individual deliverables, to participate in grant-related sessions, to work with principle investigators, and to collect data from IVARED conference session participants.
- Developed and disaggregated two Delphi expert surveys for the grant.
- Led the Delphi experts in a discussion about their Delphi Study electronic process and their findings.
- Reviewed all documents, processes, procedures, and findings.
- Wrote to each of the goal areas in the evaluation report including the principles and guidelines, teacher decision making focus groups, performance and accommodations data, dissemination of products, teacher training modules, technology, and evaluator recommendations.
- Submitted the final external evaluation report in August 2013.

NCSC/IVARED Committee

- Worked with and organized meetings of a subgroup of experts (Martha Thurlow, Laurene Christensen, and Jacqui Kearns) to collect information from practitioners about the IEPs, classroom environments, supports, and more for ELLs with significant cognitive disabilities.
 - Surveyed teachers as well as collected and summarized the data.
 - Wrote an annotated outline for the white paper.

State of WA: Alternate Assessment Specialist

- Washington's Accommodations Policy, Procedures, Documents, and Data Collection
 - Researched, examined, and revised the state's 10 year old accommodations guidelines for students with disabilities and English Language Learners.
 - Established accommodations advisory committees.
 - Established process and procedures for yearly accommodations' review and exceptional accommodations' requests.
 - Presented guidelines at conferences and workshops.
 - Developed and delivered a train-the-trainer professional delivery model for the state's 300 school districts.
 - Collaborated with the state's assessment as well as student information and testing administration departments for the collection of accommodations data on all state assessments.
- Washington's Alternate Assessment Policy, Procedures, Documents, and Data Collection
 - Researched, planned and implemented a new alternate assessment.
 - Moved the state's alternate assessment from performance goals based on functional skills to standards-based goals.
 - Brought teams of content specialists and special education teachers together to extend the state's grade level standards in reading, writing, math, and science.
 - Created teacher training resources for each content area's extended standards.
 - Developed the manual, procedures, and accompanying forms for the aligned alternate assessment.
 - Planned the state wide professional development model and training, and led the monthly, three day trainer-of-trainers retreats.
 - Developed and revised the alternate assessment RFP and the new vendor contract.
 - Developed and delivered scoring procedures, rules, and workshops for yearly scoring institutes.
 - Developed the parent appeals process for the alternate assessment.
 - Presented the program changes, procedures, and policies at institutes and conferences.
 - Worked with individual and small groups of district teachers in developing their alternate assessment evidence.
 - Planned and implemented state-wide teacher training at five or more venues yearly to review alternate assessment procedures and to work on student evidence with up to 300+ teachers per year.

- Communication

- Wrote data-driven district and state reports as well as newsletters, action plans, grants, and other documents.
- Wrote formal memorandums for statewide distribution, manuals and related documents, PowerPoint presentations, and other materials for web posting.
- Worked with web master on the development of an alternate assessment web page that was easily accessed by the public.
- Established community-based and statewide partnerships.
- Developed relationships with key community decision makers.
- Communicated standardized tests' results and other technical information to staff and parents.
- Planned, developed, and participated in professional development workshops.
- Focused training sessions on the needs of the adult learner as well as peer coaching for maximum support of teachers in the field.
- Effectively managed group process with flexibility and measurable outcomes.
- Effectively used technology.

In-Person Presentations and Workshops

NCSC Technical Assistant 2011- August 31, 2013

Communities of Practice (CoP): Introduction, Goals and Expectations

Indiana, North and South Dakota Educators, September/October 2011

Common Core State Standards and English Language Arts

South Dakota Educators, Sioux Falls, SD, September 2012

An Overview of NCSC Grant

Alaska Alternate Assessment Mentors, Anchorage, AK, November 2012

South Dakota CEC Conference, Aberdeen, SD, March 2013.

NCSC Mathematics Curriculum and Instructional Resources

Indiana Special Educators, Indianapolis, IN, November 2012

South Dakota Educators, Rapid City, Pierre, Aberdeen, and Sioux Falls, SD, January 2013

North Dakota Educators, Fargo, ND, January 2013

Alaska Educators, Anchorage, AK, February 2013

NCSC Mathematics Curriculum and Instructional Resources: Unpacking a General Education Mathematics Lesson and Incorporating UDL

Indiana Educators, Indianapolis, IN, February 2013.

NCSC Mathematics Curriculum and Instructional Resources: Ensuring access to the General Education Curriculum and Presuming Competence

Indiana Educators, Indianapolis, IN, July 2013

WebEx Presentations and Workshops: NCSC Technical Assistant 2011-August 31, 2013

Common Core State Standards, Mathematics, Parts 1 and 2

Alaska, Indiana, North and South Dakota Educators, September 2011 – March 2012

Communication Competency, Parts 1 and 2

Alaska, Indiana, North and South Dakota Educators, September 2011 – March 2012

Communities of Practice: Review of CoP Purpose and Expectations

Indiana, North and South Dakota Educators, September 2012

NCSC Mathematics Curriculum and Instructional Resources: An Introduction

Indiana, North and South Dakota Educators, October 2012

NCSC Mathematics Schema

South Dakota Educators, October 2012

Common Core State Standards and English Language Arts

Indiana, North and South Dakota Educators, October 2012

Understanding the MASSIs (Mathematics Activity with Scripted Systematic Instruction) Components and Use

South Dakota, November 2012 - May 2013

Curriculum and Instructional Resources: Using the six-step process to adapt a general education lesson for students with significant cognitive disabilities

Indiana Special Education Teachers, May 2013

PHOEBE C. WINTER

(b)(6)

EDUCATION

Ph.D. Psychology: Measurement, Evaluation, and Applied Statistics, Columbia University, NY

M.A., M.Ed. Psychology: Measurement, Evaluation, and Applied Statistics, Columbia University, NY

B.A. Psychology, magna cum laude, Clemson University, Clemson, SC

PROFESSIONAL EXPERIENCE

INDEPENDENT CONSULTANT (CURRENT)

Consulting projects include

- Serving on state and national technical advisory committees for large-scale assessment programs.
- Providing advice on task and test development, automated and hand scoring, and establishing and evaluating score/inference validity for research projects in online assessment.
- Working with groups of state education staff members and researchers to develop an innovative online assessment of English language proficiency.

PACIFIC METRICS CORPORATION, MONTEREY, CA (2009–2014)

EXECUTIVE VICE PRESIDENT FOR EDUCATION POLICY

- Sat on the Executive Team and oversaw the work of the Research Department.
- Monitored and interpreted federal and state policy, national trends, and innovations in assessment and accountability.
- Designed and implemented research and development strategies and projects to improve the quality of assessments and enhance the validity of results.
- Advised Pacific Metrics' clients on the implications of federal legislation and policies related to assessment and accountability.
- Served as a consultant and advisor regarding federal policy on large-scale assessment; served on state technical advisory committees and as an advisor to national research projects.
- Advised Pacific Metrics' Executive Team and Directors on national assessment decisions, issues, needs, and upcoming changes in the external environment.
- Developed and delivered presentations to state department of education staff, federal education staff, researchers, and other stakeholders.

CONSULTANT IN EDUCATIONAL ASSESSMENT DESIGN AND POLICY, STATISTICAL ANALYSIS, AND EDUCATIONAL RESEARCH AND EVALUATION (1994–2009)

Consulting projects included

- Coordinating CCSSO's state consortium on Technical Issues in Large-Scale Assessment (TILSA).
- Serving on state and national technical advisory committees.
- Working with the U.S. Department of Education as a peer reviewer for state assessment and accountability and as a technical consultant.
- Designing and developing state and district level assessments.
- Working on university-based research projects and conducting analyses of assessment data.
- Reviewing and developing proposals and requests for proposals for large-scale assessment programs.
- Conducting and developing program evaluations.

CENTER FOR THE STUDY OF ASSESSMENT VALIDITY AND EVALUATION, COLLEGE OF EDUCATION, UNIVERSITY OF MARYLAND (2002–2004)

RESEARCH DIRECTOR

- Directed research projects in large-scale assessment and evaluation focusing on accessibility and validity, including design and instrument development, and managed all aspects of project implementation, from development of proposals to analysis and reporting of results.
- Coordinated the dissemination of results and wrote and edited articles and papers related to Center studies.

COUNCIL OF CHIEF STATE SCHOOL OFFICERS, STATE EDUCATION ASSESSMENT CENTER (1995–2002)

PROJECT DIRECTOR

- Worked with national experts, state department of education staff, and U.S. Department of Education staff to address technical and policy issues associated with the use of large-scale assessment.
- Directed two consortia in the State Collaborative on Assessment and Student Standards: Technical Issues in Large-Scale Assessment and Comprehensive Assessment Systems for Title I.
- Served as author for the 2005 NAEP Mathematics Test and Item Specifications.

VIRGINIA DEPARTMENT OF EDUCATION, DIVISION OF RESEARCH, EVALUATION, AND STUDENT TESTING (1991–1994)

PRINCIPAL, QUANTITATIVE ANALYSIS

- Worked on the development and implementation of Virginia's assessment programs; responsibilities included designing, coordinating, and conducting statistical analyses of assessment data; coordinating the revision of the assessment program; designing and carrying out assessment-related research; training readers in Virginia's six-domain writing scoring model; managing the technical and financial aspects of contracts; preparing reports and making presentations describing the results of complex psychometric procedures for lay and technical audiences.
- Assisted with the design and implementation of Virginia's educational accountability system. Served on departmental teams, providing both technical and policy advice on student assessment and served as Virginia's representative to national organizations.

SOUTH CAROLINA DEPARTMENT OF EDUCATION, OFFICE OF RESEARCH (1983-1991)

EDUCATION PROGRAM SPECIALIST

- In the Teacher Assessment Unit, coordinated the development and implementation of a pre-service teacher assessment program; responsibilities included coordinating all aspects of test development; planning and conducting psychometric analyses of test data; developing publicity materials; coordinating contractual services and budgets; training readers in a holistic writing scoring process; making presentations to legislative and State Board of Education committees.
- Worked on other teacher assessment projects, including the development of teacher licensure tests and the development of in-service teacher evaluation programs.
- In the Student Assessment Unit, designed new student assessment programs and implemented existing programs. Responsibilities included coordinating the development of mathematics and early childhood assessment programs; assisting in the development of language arts assessments; training readers in a holistic writing scoring process; working with schools in the development of innovative forms of assessment; designing and implementing psychometric analyses; advising department staff on assessment-related policy; preparing and presenting reports for lay and technical audiences.

PUBLICATIONS, PRESENTATIONS, AND PAPERS

- Almond, P., Tindal, G., Kopriva, R., Winter, P.C., Linn, R. (1998). LEP, special education, and large-scale assessment – Can we find a one size fits all approach that works? Presentation at the annual National Conference on Large-Scale Assessment, Colorado Springs, Colorado.
- Almond, P., Winter, P., Cameto, R., Russell, M., Sato, E., Clarke-Midura, J., Torres, C., Haertel, G., Dolan, R., Beddow, P., & Lazarus, S. (2010). Technology-enabled and universally designed assessment: Considering access in measuring the achievement of students with disabilities—foundation for research. *Journal of Technology, Learning, and Assessment*, 10(5).
- Barton, K. E., & Winter, P.C. (2011). Alternative formats – a review of the literature. In Winter, P.C. (Ed.). Evaluating the comparability of results from educational achievement test variations. Washington, DC: Council of Chief State School Officers.
- Barton, K. E., & Winter, P.C. (2011). Evaluating the comparability of scores from an alternative format. In Winter, P.C. (Ed.). Evaluating the comparability of results from educational achievement test variations. Washington, DC: Council of Chief State School Officers.
- Bayless, D., Carlson, D., Lunsford, J., Ryan, J.M., Winter, P.C., & Ross, G. (1997). Measuring adequate school progress. Presentation at the annual National Conference on Large-Scale Assessment, Colorado Springs, Colorado.
- Bilsky, L.H., Blachman, S., Chi, C., Mui, A., & Winter, P. (1986). Comprehension strategies in math problems and story contexts. *Cognition and Instruction*, 3(2), 109-126.
- Bruce, W., DeVito, P., Fabrizio, L., Forte, E., MacQuarrie, D., Roeber, E., & Winter, P. (June, 2009). Overview of the practical and technical issues in large-scale assessment programs: Assessment boot camp. Presentation at the annual National Conference on Student Assessment, Los Angeles.
- Burger, D., Hill, R., Rozelle, J., Winter, P.C., & Redfield, D. (1997). Perspectives on state and local efforts to implement standards-aligned assessments in the service of student learning. Presentation at the annual National Conference on Large-Scale Assessment, Colorado Springs, Colorado.
- Chen, C., & Winter, P.C. (June, 2004). Planning and Conducting Cognitive Laboratories for Developing Large- Scale Assessments. Presentation at the annual National Conference on Large-Scale Assessment, Boston.
- Crane, E., & Winter, P.C. (2006). *Setting coherent performance standards*. Washington: Council of Chief State School Officers.
- Erpenbach, W.J., Carlson, D., La Marca, P.M., Winter, P.C. (Eds.). (2002). *Incorporating multiple measures of student performance into state accountability systems -- A compendium of resources*. Washington: Council of Chief State School Officers.
- Hamm, D.W. & Winter, P.C. (1984). Education Entrance Examination in South Carolina. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.
- Hansche, L., Stubits, T., & Winter, P.C. (1998). *Using existing assessments for measuring student achievement: Guidelines and state resources*. Washington, DC: Council of Chief State School Officers.
- Hartley, L.C., Helsley, T., & Winter, P.C. (1984). The scoring process. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.
- Horm-Wingerd, D.M., Winter, P.C., & Plofchan, P. (2000). *Primary level assessment for IASA Title I: A call for discussion*. Washington, DC: Council of Chief State School Officers.
- Kahl, S., Viator, K., & Winter, P.C. (1998). From content standards to assessments. Presentation at the National Conference on Large-Scale Assessment, Colorado Springs, Colorado.

- Kopriva, R.J., Samuelsen, K., Wiley, D.E., & Winter, P.C., (April, 2003). Evidentiary logic in the assessment of diverse learners. Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago.
- Kopriva, R.J., Wiley, D.E., & Winter, P.C., (April, 2004). Rethinking the role of individual differences in educational assessment. Paper presented at the annual meeting of the National Council on Measurement in Education, San Diego.
- Kopriva, R. J., Winter, P. C., (June, 2006). Validating developmental assessments: Evaluation of an English language proficiency test. Presentation at the National Conference on Large-Scale Assessment, San Francisco.
- La Marca, P.M., Redfield, D., & Winter, P.C. (2000). *State standards and state assessment systems: A guide to alignment*. Washington: Council of Chief State School Officers.
- Lara, J., Ferrara, S., Calliope, M., Sewell, D. Winter, P., Kopriva, R., Bunch, M., & Jodersma, K. (2007). The English Language Development Assessment (ELDA). In Abedi, J. *English language proficiency assessment in the nation: Current status and future practice*. Davis, CA: University of California.
- Linton, D.L., Winter, P.C., & Liu, J.M. (1985). An exploratory analysis of factors related to performance on a teacher observation instrument. Paper presented at the annual meeting of the Eastern Educational Research Association, Virginia Beach, Virginia.
- Lottridge, S.L., Mugan, L., Winter, P.C. (2013). The AS Decision Matrix: Using Program Stakes and Item Type to Make Informed Decisions about Automated Scoring Implementations. Pacific Metrics. http://www.pacificmetrics.com/white-papers/ASDecisionMatrix_WhitePaper_Final.pdf
- Malagon, M.H., Rosenberg, M.B., & Winter, P.C. (2006). Developing aligned performance level descriptors for the English Language Development Assessment K-2 inventories. In Council of Chief State School Officers, *Aligning assessment to guide the learning of all students*. Washington, DC: Council of Chief State School Officers.
- Moon, T. R., Loyd, B.H., Hughes, K., & Winter, P. (1996). Scoring and training issues involved in large-scale performance assessments. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Moon, T. R., Loyd, B.H., Hughes, K., & Winter, P. (1996). Using generalizability theory to estimate score reliability of large-scale writing performance assessment. Paper presented at the annual meeting of the American Educational Research Association, New York.
- National Assessment Governing Board (2005, draft). *2005 NAEP mathematics assessment and item specifications*. Winter, P.C., specifications author. Washington, DC: National Assessment Governing Board.
- Olson, J., Winter, P.C., Gattis, K., Crovo, M., & Martin, W. (2001). The NAEP mathematics assessment consensus framework: An update for the states and nation. Presentation at the annual National Conference on Large-Scale Assessment, Houston, Texas.
- Ross, G.A., Walkup, H., Winter, P.C., Hambleton, R.K., & Redfield, D. (1998). Developing performance standards for large-scale assessments. Presentation at the annual National Conference on Large-Scale Assessment, Colorado Springs, Colorado.
- Ryan, J.M., Carlson, D., Winter, P.C., Gribbons, B., & Matoes, J. (1998). Using multiple measures to determine student performance levels: Some technical issues. Presentation at the annual National Conference on Large-Scale Assessment, Colorado Springs, Colorado.
- Wiley, D.E., Kopriva, R.J., & Winter, P.C., (April, 2004). Modeling the person/task interaction space. Paper presented at the annual meeting of the National Council on Measurement in Education, San Diego.

- Winter, P.C., Wood, S.W., Lottridge, S.M., Hughes, T.B., & Walker, T.E. (June, 2013). What do we Get from CR and TE Items? Findings from the study The Utility of Online Mathematics Constructed-Response Items: Maintaining Important Mathematics in State Assessments and Providing Appropriate Access to Students. Presentation at the annual National Conference on Student Assessment, National Harbor, MD.
- Winter, P.C., Burkhardt, A., Freidhoff, J.R., Stimson, R.J., & Leslie, S.C. (2013). Astonishing Impact: An Introduction to Five Computer-based Assessment Issues. Michigan Virtual University Research Institute. http://media.mivu.org/institute/pdf/astonishing_impact.pdf
- Winter, P.C. (2011). Building on what we know -- Some next steps in assessing English language proficiency. *AcELerate*, 3, 9-11.
- Winter, P.C. (Ed.) (2010). *Evaluating the comparability of results from educational achievement test variations*. Washington, DC: Council of Chief State School Officers.
- Winter, P.C. (2010). Introduction. In Winter, P.C. (Ed.). *Evaluating the comparability of results from educational achievement test variations*. Washington, DC: Council of Chief State School Officers.
- Winter, P.C., Lottridge, S., Kramer, L., Sireci, S., & Kopriva, R. (June, 2009). Comparability of test scores: what's new, what's next. Presentation at the annual National Conference on Student Assessment, Los Angeles.
- Winter, P.C. (April, 2009). Comparing apples to apples: Challenges and approaches to establishing the comparability of test variations. Paper presented at the annual meeting of the National Council on Measurement in Education, San Diego.
- Winter, P.C. (2008). Evaluating the Comparability of Results of Test Variations: Alternative Formats and Modified Assessments. Presentation at the National Conference on Measurement in Education, Orlando.
- Winter, P.C. (2004). Validity studies for the English Language Development Assessment. Presentation at the annual National Conference on Large-Scale Assessment, Boston.
- Winter, P.C. (2003). Construct validity: What are we really measuring? Presentation at the annual National Conference on Large-Scale Assessment, San Diego.
- Winter, P.C. (2001). *Combining information from multiple measures of student achievement for school-level decision-making: An overview of issues and approaches*. Washington, DC: Council of Chief State School Officers.
- Winter, P.C. (1999). Assessment and accountability requirements of Title I: Accounting for the learning of all students. Paper presented at the annual meeting of the American Educational Research Association, Montreal.
- Winter, P.C. (1996). *Implementing the adequate yearly progress provisions of Title I in the Improving America's Schools Act of 1994*. Washington: Council of Chief State School Officers.
- Winter, P.C. (1990). Horizontal equating using item response theory: The effects of distribution shape. Unpublished doctoral dissertation, Columbia University.
- Winter, P.C. (1989). Regulation of home schooling parents in South Carolina: The state's perspective. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Winter, P. C., Kopriva, R. J., Chen, C., and Emick, J. E. (2006). Exploring individual and item factors that affect assessment validity for diverse learners: Results from a large-scale cognitive lab. *Learning and Individual Differences*, 16, 267-276.
- Winter, P.C., Kopriva, R.J., Chen, C., & Wiley, D.E. (April, 2004). Exploring Student and item factors that affect assessment validity: Results from a large-scale cognitive lab. Paper presented at the annual meeting of the National Council on Measurement in Education, San Diego.

Winter, P.C. & Linton, D.L. (1985). An investigation of student teacher performance over time on the Assessments of Performance in Teaching. Paper presented at the annual meeting of the Eastern Educational Research Association, Virginia Beach.

Winter, P.C. & Thomas, M.K. (1989). *The South Carolina Education Entrance Examination guide*. Atlanta, GA: Educational Testing Service.

Wise, L.L., Zhang, L., Winter, P., Taylor, L., & Becker, D.E. (2006). Vertical alignment of grade-level expectations for student achievement: Report of a pilot study. In Council of Chief State School Officers, *Aligning assessment to guide the learning of all students*. Washington, DC: Council of Chief State School Officers.

Zhang, L., Chou, F., Miller, E., Winter, P.C., & Dunbar, S. (2001). Has educational reform narrowed the test score gap between minority and majority students? Presentation at the annual National Conference on Large-

PROFESSIONAL SERVICE

- American Educational Research Association: Proposal reviewer, Divisions D and L, ongoing
- American Educational Research Association: Division D Secretary-Elect, 2014
- American Educational Research Association: Division D Mentoring Committee, 2012-2014; Chair, 2013
- American Educational Research Association: Division D Significant Contributions to Educational Measurement and Research Methodology Committee, 2008-2010; Chair, 2009–2010
- National Council on Measurement in Education, Outreach and Partnerships Committee, 2008–2011; Chair, 2008–2010
- National Conference on Student (formerly Large Scale) Assessment: Planning Committee, 1994–2009
- Manuscript reviewer, Educational Measurement: Issues and Practices, ongoing
- Manuscript reviewer, Educational Assessment, ongoing
- AEL/Edvantia Editorial Review Board, 2003–2006
- Virginia Educational Research Association: President, 1998–1999; Executive Board, 1999–2002



(b)(6)

Courtney J. Foster , CEO

(b)(6)

Curriculum Vitae

Education

PhD Candidate (Educational Psychology and Research, 2016), University of South Carolina, Columbia, South Carolina

M.Ed. (Special Education, 2011), University of South Carolina, Columbia, South Carolina

M.Ed. (Educational Research and Measurement, 1999), University of South Carolina, Columbia, South Carolina

Certifications: K-12 Special Education, Secondary Administration, Gifted and Talented, Language and Literacy, University of South Carolina, Columbia, South Carolina

Employment

Enterprise Learning Coordinator, July 2014 – present
Carolina Consortium for Enterprise Learning, Columbia, SC

CEO and Educational Consultant, June 2008 – present)
Support ED, LLC, Columbia, SC

Project Director, July 2008 - August 2011
School Improvement Project, SC Department of Education, Columbia, SC

Assessment and Evaluation Specialist, July 2003 – July 2008
Office of Accountability, SC Department of Education, Columbia, SC

Research and Evaluation Specialist, March 2001 – July 2003
Office of Research and Evaluation, Richland School District One, Columbia, SC

Research and Evaluation Specialist, August 1999 – March 2001
Education Oversight Committee, SC House of Representatives, Columbia, SC

Clinical Instructor, August 1998 – May 2006
University of South Carolina, Columbia, SC
University of South Carolina – Aiken, Aiken, SC
Columbia College, Columbia, SC

Externally Funded Projects

Active Awards

School Improvement Grant, SC Department of Education
SC School District: Charleston County Schools

Grant Amount: \$7,250,200 (*in application process*)

Race to the Top (RTTT – D), Carolina Consortium for Enterprise Learning
SC School Districts: Clarendon 2, Orangeburg 5, Richland 2, and Williamsburg
Grant Amount: \$24,980,856

Expired Awards

School Improvement Grant (Project 180), SC Department of Education
SC School Districts: Bamberg 2, Clarendon 2, Greenville, Jasper, Spartanburg 7, and Williamsburg
Grant Amount: \$70,800,000 (over 3 grant cycles)

Adding Value to Accommodation Decisions (AVAD), SC Department of Education
Grant Amount: \$1,900,000

Targeting Research to Investigate Alternate Assessment Development (TRIAAD), SC Department of Education
Grant Amount: \$1,750,000

Operationalizing Alternate Assessment for Science Inquiry Skills (OAASIS)
Grant Partners: South Carolina, South Dakota, Wyoming, and Vanderbilt University
Grant Amount: \$1,400,000

Modifications, Accommodations, Reporting and Standards (MARS)
Grant Partners: South Carolina and the University of North Carolina – Charlotte
Grant Amount: \$1,240,000

Adding Value to Accommodation Decisions (AVAD), SC Department of Education
Grant Amount: \$1,800,000

Achieving Academic Results for Diverse Learners (AARDL)
Grant Partners: SC Department of Education and the University of Maryland
Grant Award: \$1,500,000

Educational Evaluation and Consultant Projects

School Turnaround Evaluation
South Carolina Public Schools, SC Department of Education, Columbia, SC

Testing Contract Technical Evaluation Questar Assessment Inc., Minneapolis, MN

School Improvement Grant Evaluation, Leon County Schools, Tallahassee, FL

School Improvement Grant Evaluation, Florida Department of Education, Tallahassee, FL
Workgroup Evaluation for Charter School Development, WG3R Solutions, Orlando, Florida

Teacher Evaluation and Data Management, WG3R Solutions, Orlando, Florida

Professional Development and Intervention Curriculum, McGraw-Hill, Inc. New York, NY

Accommodations Project with CCSSO with Publication, NCEO, Minneapolis, MN

Statewide Peer Review Team, US Department of Education, Washington, DC

Statewide Training Special Education Teachers, Arkansas Department of Education: Little Rock, Arkansas

Deaf Students in Statewide Assessment Project, Gallaudet University; Washington, DC

Textbook Manuscript Reviewer, Allyn and Bacon Publishers, Boston, Massachusetts

Ninth Grade Transition Program Evaluation, Richland School District Two, Columbia, South Carolina

The Learning Collaborative at Dent Middle School Evaluation, Richland School District Two Columbia, South Carolina

Score Resolution Project, University of South Carolina, Columbia, South Carolina

Certification Exam Project, South Carolina Criminal Justice Academy, Testing Unit, Columbia, South Carolina

Typical Student Project Evaluation, Richland School District Two, Columbia, SC

Peer Reviewed Publications

Thurlow, M., Foster, C., & Rogers, C. (2009). *Scientificallly-Supported Interventions*. In Issues and Trends in Special Education: Advances in Special Education Series. Emerald Group Publishing Ltd.

Foster, C.J. (2008). *One State's Perspective on the Appropriate Inclusion of Deaf Students in Large-Scale Assessments*. In Mitchell, R. & Johnson, R. (Eds.) Testing Deaf Students' in an Age of Accountability. Gallaudet Research Institute: Gallaudet University.

National Presentations

Findell, B., Christensen, L., Foster, C., and Hess, K. (June, 2011) *Ensuring the Success of All Learners In This New Educational Milieu: A Look At the Use of Response to Intervention (RTI) and Learning Progressions (LP)*. An invited presentation at the National Conference on Student Assessment, Orlando, Florida.

Foster, C.J., Huey-Rowland, M., Booker, R., & Edwards, A. (January, 2011) *A Significant Process: One State's Actions for Collaborating with LEAs in the School Improvement Grant Program*. An invited presentation at the National Title One Conference, Tampa, Florida.

Foster, C.J. (April,2011). *Using Federal Funds to Improve Student Achievement*. An invited presentation at the Intervention Summit, Atlanta, Georgia

Christensen, L., & Foster, C.J. (2010). *Activities that Work: Selecting Accommodations for Instruction and Assessment*. A demonstration presentation at the Annual Meeting of the Council for Exceptional Children, Nashville, Tennessee.

Christensen, L., Foster, C.J., & Thurlow, M. (2010). *Monitoring Accommodations for Instruction and Assessment*. A demonstration at the Annual Meeting of the Council for Exceptional Children, Nashville, Tennessee.

Foster, C.J., Hall, S., Bowen, T., & Turner, L (2009). *The Future of Professional Development: A Demonstration of the AccSelpro System*. A demonstration at the National Conference on Student Assessment. Los Angles, California.

- Foster, C.J. (2009). *A Systematic Approach to Accommodation Decision-Making: A Demonstration of the AccSelpro*. A demonstration at the Annual Meeting of the Council for Exceptional Children. Seattle, Washington.
- Foster, C.J., Hicks, T., Carver, W., Turner, L. , & Denbroder, K. (2008). *From Practice to Peer Review: Practical Examples for Monitoring Accommodations That Meet Federal Requirements*. A symposium presented at the National Conference on Student Assessment, Orlando, Florida.
- Foster, C.J. (2008). *Life on MARS: Studying Construct Stability with Oral Administration and Calculator Accommodations*. A poster session presented at the Annual Meeting of the Council for Exceptional Children, Boston, Massachusetts.
- Christensen, L., Thurlow, M., & Foster, C.J. (2008). *Hints and Tips in Monitoring Accommodations Use on Statewide Assessments*. A symposium presented at the American Educational Research Association Annual Conference, New York City, New York.
- Kim, D.H. & Foster, C.J. (2008). *Differential Item and Bundle Functioning of Statewide Mathematics Test Items for Students with Disabilities with and without Calculator*. A paper presentation at the National Council for Measurement in Education Annual Meeting, New York City, New York.
- Foster, C.J., Kim, D.H., Fincher, M., & Weiland, C. (2007, June). *Investigating the Validity of Test Administration Accommodations: Three State Studies*. A symposium presented at the 2007 CCSSO Large-Scale Assessment Conference, Nashville, Tennessee.
- Shields, C.C. & Foster, C.J. (2007, April). *The Divorce of Concepts from Theory: Who Gets Custody of the ZPD?* A paper presentation at the Annual Conference of the American Educational Research Association, Chicago, Illinois.
- Foster, C.J. (2006, April). *A State's Perspective on a Decision-Making Model for Students with Disabilities*. A paper presentation at the Annual Meeting of the American Educational Research Association, San Francisco, California.

Technical Reports

- Foster, C.J., Bull, G., & McAbee, E. (October, 2005). *Alternate Scoring Supplement: South Carolina Readiness Assessment Kindergarten and First Grade Developmental Guidelines*. A manual for the Department of Education, Office of Assessment: Columbia, South Carolina.
- Foster, C.J.. (2003). *Teaching Children with Special Needs*. A curriculum module for the Center for Child Care Career Development at Greenville Technical College: Greenville, South Carolina.
- Byrd, A., Harvey, F., Foster, C.J., Kress, C., & Rawl, K. (2001). *Experiences of Induction Year Teachers: A Survey of South Carolina's Greatest Needs Districts*. A report for the South Carolina Center for Teacher Recruitment: Rock Hill, South Carolina.
- Johnson, R.L., Davis, K., Fisher, S., Somerindyke, J. & Foster, C.J. (2001). *An Evaluation of the Richland School District Two Transition Program*. An evaluation for the Richland School District Two, Columbia: University of South Carolina, Department of Educational Psychology, Research and Foundations.
- Gredler, M.E., Foster, C.J. Somerindyke, J. Shumate, S., & Shields, C. (1999). *Evaluation of The Learning Collaborative, Dent Middle School*. An evaluation for the Richland School District Two, Columbia: University of South Carolina, Department of Educational Psychology, Research and Foundations.

Foster, C.J., Ford, M., & Clement-Atkinson, G. (1999). *Informal Observation and Assessment*. A monograph for the Center for Disability Resources, Columbia: University of South Carolina, School of Medicine, Department of Pediatrics.

Other Professional Activities

Instructional Coaching – Special Education, Assessment, and Reading
Formative Assessment Strategic Planning
Aligning Standards and Instruction
Capacity Building Strategic Planning
PBIS Trainer and Facilitator
Co-teaching Trainer and Facilitator
Overcoming Obstacles Trainer and Facilitator
Project Based Learning Facilitator

Professional Organizations

Association for Supervision and Curriculum Development (ASCD)
Association for Direct Instruction (ADI)
American Evaluation Association (AEA)
The Council of Chief State School Officers (CCSSO)
State Collaborative on Assessment and Student Standards, Assessing Special Education Students

Erin C. Arango-Escalante

(b)(6)

Education

University of Wisconsin-Madison
University of Wisconsin-Madison
National-Louis University, Chicago, IL

M.S.Ed. Educational Leadership and Policy Analysis
B.S. Birth-Age 21 Cross-Categorical Special Education
ESL graduate coursework

Teaching Licensure

State of Wisconsin, PK-12 Cross-Categorical Special Education
State of New York, Birth-Grade 2 Cross-Categorical Special Education with concentration in Early Childhood
State of New York, Business School Teacher License, English for Speakers of Other Languages
State of Illinois, PK-Age 21 Cross-Categorical Special Education

Work Experience

WIDA, Wisconsin Center for Education Research, University of Wisconsin-Madison (2012-Present)

Director, WIDA Early Years

- Assist states in implementing the WIDA Early Years comprehensive approach to support, instruct, and assess dual language learners, including identifying funding sources, formally adopting standards, revising policies (QRIS), and developing contracts
- Collaborate with international, federal, state, and local stakeholders across all early childhood sectors
- Lead the development of the Early English and Early Spanish Language Development Standards, suite of assessments, and professional learning and family engagement opportunities
- Present at international, national, and state conferences focusing on supporting DLLs and their families, language development, national and state policies, and DLLs with disabilities
- Create business plan, obtain funding and resources, and enhance all DLL-related projects to create WIDA Early Years

Assistant Director, Academic Language and Literacy Initiatives

- Manage the development of the Alternate ACCESS for ELLs framework and assessment
- Develop project work plans, research agendas, budgets, and contracts
- Collaborate with SEAs, LEAs, assessment consortia, experts, consultants, and stakeholders
- Develop training and technical assistance materials related to ELD Standards and Alternate ACCESS for ELLs

Wisconsin Department of Public Instruction, Madison, WI (2009-2012)

Early Childhood Special Education Consultant/IDEA Part B 619 Coordinator

- Lead consultant for State Performance Plan (SPP) Indicators 6 (Preschool Environments), 7 (Child Outcomes), and 12 (Early Transition)
- Oversee IDEA Preschool Discretionary grant funding and activities
- Provide training and technical assistance to Local Education Agencies (LEAs) and community partners on topics related to Early Childhood Special Education

- Collaborate with state and national departments/organizations
- Local Performance Plan (LPP) consultant (review IDEA Flow-Through and Preschool budgets, conduct/monitor Self-Assessment)
- Review Early Childhood programs for Institutions of Higher Education (IHEs)
- State Personnel Development Grant (SPDG) Early Childhood liaison
- Presenter on various topics/initiatives at local, state and national conferences
- Participant on Governor's Early Childhood Advisory Council (ECAC)
- Co-chair of Early Dual Language Learner Initiative (EDLLI)
- Member of Pyramid Model of Social Emotional Competence State Leadership Team
- Member of Infant Mental Health Endorsement State Leadership Team

Child Development, Inc., Madison, WI (2007-2009)

Executive Director

- Restructured organization to meet needs of families and staff
- Developed and maintained budget and business plans
- Managed three centers and 40+ staff members
- Provided staff trainings and community professional development opportunities on developmentally appropriate practices, Creative Curriculum, behavior management strategies, assessment tools, IFSP/IEP processes, etc.
- Completed City of Madison Accreditation process
- Developed parent workshops on dialogic reading, phonological awareness, and the transition process from Birth-to-3 programs
- Collaborated with Jumpstart, University of Wisconsin-Madison programs (pre-service teachers), Madison Area Technical College, Family Enhancement, Centro Hispano, Children's Service Society of Wisconsin, Dane County Job Center, etc.

St. Mary's Hospital for Children, Bayside, NY (2005-2006)

Director for the Center of Early Education

- Directed an Early Intervention and Early Childhood Special Education center/hospital-based programs (integrated, self-contained, bilingual, daycare) for children (birth to age 6) with a variety of disabilities
- Developed a special education evaluation site for children 3 to 5 years old
- Wrote 611/619 IDEA funded grant proposals and collected quarterly data
- Conducted various in-services and trained teachers in bilingualism and biculturalism in the classroom
- Trained special education staff in selecting and using a variety of formative and summative assessments, including: The Ounce Scale, Developmental Assessment of Young Children (DAYC), Brigance, Battelle, Hawaii Early Learning Profile (HELP), anecdotal records, and functional behavior assessments

Bilinguals Inc., New York, NY (2005-2006)

ABA Therapist/Trainer/Supervisor

- ABA therapist for children who were dual language learners with autism
- Trained and supervised ABA therapists
- Family training coordinator and facilitator
- Developed and implemented IFSP/IEP goals and ABA programming
- Collaborated with administrators, staff, and therapists to develop full inclusion classrooms at a Head Start school
- Developed curriculum to meet the needs of special education and regular education children
- Trained early childhood staff in inclusion methodology

Allen School, Jamaica, NY (2005-2006)

Consultant

- Developed and implemented curriculum for adult English Language Learners
- Taught introductory and advanced adult courses

Madison Metropolitan School District, Madison, WI (2004-2005)

Cross-Categorical Special Education Teacher (6th grade)

School District 211, Hoffman Estates, IL (2003-2004)

Cross-Categorical Special Education Teacher (9th-12th grade)

Publications

Arango-Escalante, E. & Anna Halverson, "What do teachers need to understand about the challenges that the Common Core State Standards and Next Generation Science Standards present for English language learners/emergent bilinguals with learning disabilities?" *Common Core, Bilingual and English Language Learners: A Resource for Educators*, Ed. Guadalupe Valdes, Kate Menken, and Mariana Castro, City: Philadelphia: Caslon, 2015, Pp. 228-231.

Arango-Escalante, E. & Ruth Reinl, "What are the connections between states' early learning standards and early language standards?" *Young Dual Language Learners: A Guide for PreK-3 Leaders*, Ed. Karen N. Nemeth. City: Philadelphia: Caslon, 2014. Pp. 51-54.

Arango-Escalante, E. & Ruth Reinl, "Applying early learning standards and language standards when assessing and instructing young dual language learners", *SEEN Southeast Education Network* (8/21/2013). Web.

Arango-Escalante, E., Gaye Tylka, & Jill Haglund, *The Wisconsin Model for Response to Intervention: Applications in Early Childhood Settings*, Madison: WI Dept. of Public Instruction, 2012.

Presentations

"Supporting Dual Language Learners' School Readiness," Massachusetts Early Care and Education Master Cadre, Worcester, Massachusetts, May, 2015.

"Adopting the WIDA Early English Language Development Standards," Massachusetts Early Education and Board Meeting, Boston, Massachusetts, May, 2015.

"Supporting, Instructing, and Assessing Dual Language Learners in Nevada," Nevada Department of Education Partnership Meeting, Las Vegas, Nevada, February, 2015.

"Early Language Development: Suite of Assessments," 2014 WIDA National Conference, Atlanta, Georgia, October, 2014

"Collaboration in Action: Implementing a Comprehensive Approach for Young Dual Language Learners and their Families," 2014 WIDA National Conference, Atlanta, Georgia, October 2014

"Partnership between Georgia Department of Early Care and Learning and WIDA Early Years," Georgia Department of Early Care and Learning Partnership Meeting, Atlanta, Georgia, October 2014

- “Supporting Young Dual Language Learners and their Families in Delaware,” Delaware Department of Education Partnership Meeting, September, 2014.
- “Enhancing the Validity of Kindergarten Assessments: Two States Experiences Developing Early Learning Standards-Based Assessments, National Conference on Student Assessment, New Orleans, Louisiana, June, 2014.
- “Collaboration in Action: Implementation of a Comprehensive Approach for Early English Language Support”, 2014 National Conference on Student Assessment, New Orleans, Louisiana, June, 2014.
- “Supporting Young Dual Language Learners and School Readiness,” 2014 MATSOL, Boston, Massachusetts, May, 2014.
- “WIDA Early Years & Massachusetts Early Education & Care (EEC) Partnership”, Massachusetts EEC Partnership Conference: Supporting Young Dual Language Learners’ School Readiness and Beyond, Boston, Massachusetts, February, 2014.
- “Alternate ACCESS for ELLs,” Annual Statewide Conference for Teachers of Linguistically and Culturally Diverse Students, Oak Brook, Illinois, December, 2013.
- “English Language Learners with Significant Cognitive Disabilities in a Common Core Era,” 2013 National Division of Learning Disabilities Conference, Sun Valley, Idaho, October, 2013.
- “Addressing the Needs of Dual Language Learners,” Aligning and Implementing Birth-3rd Grade Learning Standards, National Governor’s Association/CCSSO, Philadelphia, Pennsylvania, March, 2013.
- “English Language Learners with Disabilities,” CCSSO Meeting, Atlanta, Georgia, February, 2013.
- “Culturally and Linguistically Responsive Practices for Assessing Young Dual Language Learners,” 2012 OSEP Leadership Conference, Washington, DC, July 2012.
- “Introduction to Standards and Assessments for Young Dual-Language Learners,” BUILD/CCSSO ECEA-SCASS Meeting, Indianapolis, Indiana, June, 2012.
- “Preschool Inclusion: Supporting a Range of Options in Every Community in Wisconsin.” Inclusion institute, Appleton, Wisconsin, June, 2012.
- “Focusing on State Performance Plan (SPP) Indicators #6, #7, and #12” Statewide Early Childhood Special Education Leadership Conference, Stevens Point, Wisconsin, March 2012.
- “Early Childhood Special Education: Preschool Environments, Child Outcomes, and Transitions,” Wisconsin Statewide Special Education Leadership Conference, Madison, Wisconsin, October, 2011.
- “Child Find and Promoting Social-Emotional Competence in Young Children,” 2011 Child Come First Conference, Wisconsin Dells, Wisconsin, November, 2011.
- “Early Childhood State Performance Plan Indicators,” Academy for New Special Education Leadership, Madison, Wisconsin, July, 2010.

Volunteer Activities

St. James School, Madison, WI

- Create an Early Care and Education Program in a K-8 school that serves a diverse student population
- Raise funds for the program, including indoor and outdoor play space, professional development, and scholarships
- Developed business plan, marketing materials, and policies/procedures
- Enroll new families into program
- Raise awareness of program in community; collaborate with University of Wisconsin faculty and staff

CURRICULUM VITAE

Derek C. Briggs

University of Colorado, School of Education, 249 UCB, Boulder, CO, 80309

(b)(6) E-mail: derek.briggs@colorado.edu

<http://www.colorado.edu/education/faculty/derekbriggs/>

RESEARCH EXPERTISE

Learning Progressions, Vertical Scaling, Growth Models, Test Validity, Large-Scale Assessment, Diagnostic Assessment, Item Response Theory, Value-Added Models, Causal Inference

PROFESSIONAL EXPERIENCE

2013-present	Professor, Research and Evaluation Methodology, School of Education, University of Colorado at Boulder
2009-2013	Associate Professor, Research and Evaluation Methodology, School of Education, University of Colorado at Boulder
2003-2009	Assistant Professor, Research and Evaluation Methodology, School of Education, University of Colorado at Boulder
2002-2003	Visiting Postdoctoral Scholar, Berkeley Evaluation and Assessment Research Center, Graduate School of Education, University of California at Berkeley
1998-2002	Graduate Student Researcher, , National Center for Research on Vocational Education (98-00); Berkeley Evaluation and Assessment Research Center (00-02), Graduate School of Education, University of California at Berkeley.
1996-1997	Research Assistant, National Association for State Community Services Programs, Washington, D.C.
1993-1996	Assistant Analyst, Macroeconomic Analysis Division, Congressional Budget Office, Washington, D.C.

EDUCATION

Ph.D.	University of California, Berkeley Education, Quantitative Methods and Evaluation	2002
	Dissertation: SAT Coaching, Bias and Causal Inference Chair: Mark Wilson	
B.A.	Carleton College Economics	1993

HONORS/AWARDS

- Outstanding Reviewer Award, Journal of Educational and Behavioral Statistics, 2013
- Editor, Educational Measurement: Issues and Practice, 2013-2016.
- University of Colorado Provost's Award for Faculty Achievement, 2012
- Annual Award for Contributions to Theory and Practice, National Council on Measurement in Education, 2012
- Outstanding Reviewer Award, Educational Researcher, 2012
- National Academy of Education/Spencer Postdoctoral Fellowship, 2007-2009
- AERA Division D Mary Catherine Ellwein Outstanding Dissertation Award, 2004
- UC Berkeley Graduate School of Education Commencement Address, 2003
- Educational Testing Service Summer Associate, 2002
- RAND Summer Associate, 2000
- Graduate School of Education Research Centers Coordinator, 1999-2001
- National Center for Educational Statistics, NELS-88 Training Fellowship, Summer 1999
- Graduate School of Education Regents Fellowship, 1999-2002
- Berkeley Evaluation and Assessment Research Center Coordinator, 1998-99
- Departmental Distinction in Economics, Carleton College, 1993

TEACHING EXPERIENCE

- EDUC 8230: Quantitative Methods in Educational Research I
- EDUC 7316: Intermediate Statistical Methods
- EDUC 7326: Experimental Design
- EDUC 7386: Educational Evaluation
- EDUC 8710: Measurement in Survey Research
- EDUC 8720: Advanced Topics in Measurement

GRANTS

Denver Public School District. Using Learning Trajectories to Measure Growth for Student Learning Outcomes. \$147,980 (PI) (9/1/13-6/30/14)

Denver Public School District. Evaluation of Teacher Professional Compensation Program (ProComp). \$128,241 (PI) (1/15/13-2/28/14)

Pearson. Application of a Diagnostic Classification Model to Learning Progressions in Science. \$43,513 (PI) (2/1/13 – 1/31/14)

Denver Public School District. Student Outcomes Analysis in Support of Educator Effectiveness Evaluation. \$65,028 (PI) (6/1/12-5/31/13)

University of Colorado Department of Continuing Education. An Evaluation of CU's Online Summer Session Courses. \$23,000 (PI) (6/1/12-1/31/13)

Institute of Education Sciences. An Exploration of Novice Teachers' Core Competencies: Impacts on Student Achievement, and Effectiveness of Preparation. \$987,152 (co-PI) (03/01/2012- 02/28/2015)

Colorado Department of Higher Education. Analysis of Educator Preparation and K-12 Placement in Colorado. \$15,000 (PI) (January 2012 to June 2012)

The Carnegie Corporation. Multidimensional Growth Modeling: Estimating Value-Added School Effects with a Multidimensional Vertical Scale. \$300,000 (PI) (January 2009 to December 2011)

American Educational Research Association. The Effectiveness of Admissions Test Preparation: New Evidence From ELS:2002. \$20,000 (PI) (January 2008 to December 2008).

National Science Foundation. Undergraduate Science Course Innovations and their Impact on Student Learning. \$121,000 (PI) (January 2007 to January 2008).

University of Colorado. Junior Faculty Development Grant. Vertical Scaling in Value-Added Models for Student Learning. \$4,000 (July 2006 to August 2006).

National Science Foundation. Learning Assistant model for Teacher Education in Science and Technology. \$2,500,000. (Co-PI) (September 2006 to September 2011).

The Carnegie Corporation. Vertical Scaling in Value-Added Models for Student Learning. \$50,000 (PI) (August 2005 to August 2006).

PUBLICATIONS

Refereed Journal Articles

1. Briggs, D. C., & Domingue, B. (2013). The gains from vertical scaling. *Journal of Educational and Behavioral Statistics*, 38(6), 551-576.
2. Briggs, D. C. (2013). Measuring growth with vertical scales. *Journal of Educational Measurement*, 50(2), 204-226.
3. Briggs, D. C., Ruiz-Primo, M. A., Furtak, E., Shephard, L. & Yin, Y. (2012). Meta-analytic methodology and conclusions about the efficacy of formative assessment. *Educational Measurement: Issues and Practice*, 13-17.
4. Dadey, N. & Briggs, D. C. (2012). A meta-analysis of growth trends from vertically scaled assessments. *Practical Assessment, Research & Evaluation*, 17(14). Available online: <http://pareonline.net/getvn.asp?v=17&n=14>
5. Furtak, E. M., Seidel, T., Iverson, H. & Briggs, D. C. (2012). Experimental and quasi-experimental studies of inquiry-based science teaching: a meta-analysis. *Review of Educational Research*, 300-329.
6. Briggs, D. C. & Weeks, J. P. (2011) The persistence of value-added school effects. *Journal of Educational and Behavioral Statistics*, 36(5), 616-637.

7. Ruiz-Primo, M., Briggs, D. C., Iverson, H., Talbot, R., & Shepard, L. (2011). Impact of undergraduate science course innovations on learning. *Science*, 331, 1269-1270.
8. Briggs, D. C. & Weeks, J. P. (2009) The sensitivity of value-added modeling to the creation of a vertical scale. *Education Finance & Policy*, 4(4), 384-414.
9. Briggs, D. C. & Weeks, J. P. (2009) The impact of vertical scaling decisions on growth interpretations. *Educational Measurement: Issues & Practice*, 28(4), 3-14.
10. Domingue, B. W. & Briggs, D. C. (2009) Using linear regression and propensity score matching to estimate the effect of coaching on the SAT. *Multiple Linear Regression Viewpoints*, 35(1), 12-29.
11. Briggs, D. C. (2008) Using explanatory item response models to analyze group differences in science achievement. *Applied Measurement in Education*, 21(2), 89-118.
12. Briggs, D. C. (2008) Synthesizing causal inferences. *Educational Researcher*, 37(1), 15-22.
13. Briggs, D. C., & Wilson, M. (2007) Generalizability in item response modeling. *Journal of Educational Measurement*, Vol 44(2), 131-155.
14. Briggs, D., Alonzo, A., Schwab, C. & Wilson, M. (2006) Diagnostic assessment with ordered multiple-choice items. *Educational Assessment*, 11(1), 33-64.
15. Briggs, D. C. (2005) Meta-analysis: a case study. *Evaluation Review*, Vol 29(2), 87-127.
16. Briggs, D. C. (2004) Causal inference and the Heckman model. *Journal of Educational and Behavioral Statistics*. Vol 29(4), 397-420.
17. Briggs, D. C. & Wilson, M. (2003) An introduction to multidimensional measurement using Rasch models. *Journal of Applied Measurement*, 4(1), 87-100.
18. Briggs, D. C. (2002) SAT coaching, bias and causal inference. *Dissertation Abstracts International*. DAI-A 64/12, p. 4433. (UMI No. 3115515)
19. Briggs, D. C. (2001) The effect of admissions test preparation: evidence from NELS-88. *Chance*, Vol. 14(1), 10-18.
20. Stern, D. & Briggs, D. (2001) Does paid employment help or hinder performance in secondary school? Insights from US high school students. *Journal of Education and Work*, Vol. 14(3), 355-372.
21. Stern, D. & Briggs, D. (2001) Changing admissions policies: mounting pressures, new developments, more questions. *Change* Vol. 33(1), 34-41.

Refereed Book Chapters

1. Briggs, D. & Domingue, B. (in press) Value-added to what? The paradox of multidimensionality. R. Lissitz (ed.), *Value-added Modeling and Growth Modeling with Particular Application to Teacher and School Effectiveness*. Charlotte, NC: Information Age Publishing.
2. Camilli, G., Briggs, D. C., Sloane, F., & Chiu, T-W. (2013) Psychometric perspectives on test fairness: shrinkage estimation. *APA Handbook of Testing and Assessment in Psychology*, Volume 3: Testing and Assessment in School Psychology and Education.
3. Briggs, D. C. (2012). Making value-added inferences from large-scale assessments. In M. Simon, K. Ercikan, & M. Rousseau (Eds.), *Improving Large-Scale Assessment in Education: Theory, Issues, and Practice*. London: Routledge.
4. Briggs, D. C. (2012). Making progress in the modeling of learning progressions. In A. Alonzo & A. Gotwals (Eds.) *Learning Progressions In Science* (pp. 293-316). Sense Publishers.

5. Briggs, D. C. & Alonzo, A. C. (2012) The psychometric modeling of ordered multiple-choice item responses for diagnostic assessment with a learning progression. In A. Alonzo & A. Gotwals (Eds.), *Learning Progressions In Science* (pp. 345-355). Sense Publishers.
6. Briggs, D. C. (2011) Cause or Effect? Validating the use of tests for high-stakes inferences in education. In N. J. Dorans & S. Sinharay (Eds.), *Looking Back: Proceedings of a Conference in Honor of Paul W. Holland*. New York: Springer.
7. Briggs, D. C. (2010). Two Philadelphia reports. In *Think Tank Research Quality: Lessons for Policymakers, the Media, and the Public*, K. Welner, P. Hinchey, A. Molnar, & D. Weizman (Eds). Information Age Publishing.
8. Briggs, D. C. (2010). Schools in eight states: Effects on achievement, attainment, integration, and competition. In *Think Tank Research Quality: Lessons for Policymakers, the Media, and the Public*, K. Welner, P. Hinchey, A. Molnar, & D. Weizman (Eds). Information Age Publishing.
9. Briggs, D. C., & Wiley, E. (2008) Causes and effects. In *The Future of Test-Based Educational Accountability*, K. Ryan & L. Shepard (Eds). Routledge.
10. Ruiz-Primo, M. A., Briggs, D., Shepard, L., Iverson, H., & Huchton, M. (2008). Evaluating the impact of instructional innovations in engineering education. (Evaluando el impacto de las innovaciones instruccionales en la enseñanza de la ingeniería.) In M. Duque (Ed.). *Engineering education for the XXI Century: Foundations, strategies and cases* (pp. 241-274). Bogotá, Colombia: ACOFI Publications.
11. Rijmen, F. & Briggs, D. C. (2004) Multiple person dimensions and latent item predictors. In: *Explanatory Item Response Models: A Generalized Linear and Nonlinear Approach*, P. De Boeck and M. Wilson, eds., Springer.
12. Tuerlinckx, F., Rijmen, F., Molenberghs, G., Verbeke, G., Briggs, D., Van den Noortgate, W., Meulders, M., & De Boeck, P. (2004) Estimation and software. In: *Explanatory Item Response Models: A Generalized Linear and Nonlinear Approach*, P. De Boeck and M. Wilson, eds., Springer.
13. Briggs, D. C. (2004) Evaluating SAT coaching: gains, effects and self-selection. In: *Rethinking the SAT. The Future of Standardized Testing in University Admissions*, R. Zwick, ed., RoutledgeFalmer.
14. Briggs, D. C. (2002) Test preparation programs: impact. *Encyclopedia of Education*. 2nd Edition.

Reports

1. Briggs, D. & Alzen, J. (2013). Does Taking an Online Version of a Course have a Negative Effect of Student Learning? An Evaluation Study Commissioned by the University of Colorado's Department of Continuing Education.
2. Alzen, J., Briggs, D., Whitcomb, J., Haug, C., Paterson, W. & Klopffeststein, K. (2012). An initial exploration of Colorado-trained teachers: Providing context for outcome-based teacher preparation program evaluation. Report Commissioned by the Colorado Department of Higher Education.
3. Alzen, J., Briggs, D., Whitcomb, J., Haug, C., Paterson, W. & Klopffeststein, K. (2012). Enhancing Colorado data systems: Linking teachers to preparation programs. Report Commissioned by the Colorado Department of Higher Education.
4. Briggs, D. C. (2011). Making inferences about growth and value-added: Design issues for the PARCC consortium. A White Paper Commissioned by the PARCC Large-Scale Assessment Consortium.
5. Briggs, D. C. & Domingue, B. D. (2011). Due diligence and the evaluation of teachers: A review of the value-added analysis underlying the effectiveness rankings of Los Angeles Unified School District Teachers by the Los Angeles Times. National Education Policy Center.
<http://nepc.colorado.edu/publication/due-diligence>

6. Briggs, D. C. & Domingue, B. D. (2011) Hawaii school improvement growth model analysis: 2010 results. A Report Commissioned by the Hawaii Department of Education.
7. Briggs, D. C. & Domingue, B. D. (2010) Hawaii school improvement growth model analysis: 2009 results and sensitivity analysis. A Report Commissioned by the Hawaii Department of Education.
8. Gaertner, M. & Briggs, D. C. (2009) Detecting and addressing item parameter drift in IRT test equating contexts. A Report Commissioned by the National Center for the Improvement of Educational Assessment.
9. Briggs, D. C. (2009) Preparation for college admissions exams. A Report Commissioned by the National Association of College Admissions Counselors. Available online at <http://www.nacacnet.org/PublicationsResources/Research/Documents/TestPrepDiscussionPaper.pdf>
10. Briggs, D. C. & Weeks, J. P. (2009) Hawaii school improvement: growth model analysis. A Report Commissioned by the Hawaii Department of Education.
11. Briggs, D. C. (2008) The goals and uses of value-added models. Paper prepared for a workshop held by the Committee on Value-Added Methodology for Instructional Improvement, Program Evaluation and Educational Accountability sponsored by the National Research Council and the National Academy of Education, Washington DC: November 13-14, 2008.

Commentary and Reviews

1. Briggs, D. C. (2013). Teacher evaluation as Trojan horse: the case for teacher-developed assessments. *Measurement: Interdisciplinary Research and Perspectives*, Vol 11(1-2), 24-29.
2. Briggs, D. C. (2010) Validate high stakes inferences by designing good experiments, not audit items. *Measurement: Interdisciplinary Research and Perspectives*, Vol 8(4), 185-190.
3. Briggs, D. C. (2009) Review of "Charter Schools in Eight States: Effects on Achievement, Attainment, Integration and Competition" by Ron Zimmer, Brian Gill, Kevin Booker, Stephanie Lavertu, Tim Sass and John Witte. *Education Policy Studies Laboratory*. Available online at <http://www.epicpolicy.org/thinktank/review-charter-schools-eight-states>.
4. Talbot, R. & Briggs, D. C. (2007) Does theory drive the items or do items drive the theory? *Measurement: Interdisciplinary Research and Perspectives*. Vol 5(2-3), 205-208.
5. Briggs, D. C. (2007) Review of "State Takeover, School Restructuring, Private Management, and Student Achievement in Philadelphia" by Brian Gill, Ron Zimmer, Jolley Christman and Suzanne Blanc and "School Reform in Philadelphia: A Comparison of Student Achievement at Privately-Managed Schools with Student Achievement in Other District Schools" by Paul Peterson. *Education Policy Studies Laboratory*. Available online at http://epsl.asu.edu/epru/epru_2007_thinktankreview.htm.
6. Wiley, E. & Briggs, D.C. (2007) Can value-added assessment improve accountability? *Education Views*. University of Colorado at Boulder, School of Education, Winter 2007.
7. Briggs, D. C. (2007) Assessing what students know or how they know it? *Measurement: Interdisciplinary Research and Perspectives*. Vol 5(1), 62-65.
8. Briggs, D. C. (2006) Review of "Getting farther ahead by staying behind: a second-year evaluation of Florida's policy to end social promotion" by Jay Greene and Marcus Winters. *Education Policy Studies Laboratory*. Available online at http://epsl.asu.edu/epru/epru_2006_thinktankreview.htm.
9. Briggs, D. C. (2006) Book Review: The SAGE Handbook of Quantitative Methods in the Social Sciences. *Applied Psychological Methods*. Vol 30(5), 447-451.
10. Briggs, D. C. (2004) Comment: making an argument for design validity before interpretive validity. *Measurement: Interdisciplinary Research and Perspectives*. Vol. 2(3), 171-174.

11. Briggs, D. C. (2002) Comment: Jack Kaplan's new study of SAT coaching. *Chance*. Vol. 15(1), 7-8.

Professional Conference Papers

1. Briggs, D. C. & Alzen, J. (2013). Does Taking an Online Version of a Course have a Negative Effect of Student Learning? Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, May 1, 2013.
2. Briggs, D. C., Circi, R., Seidel, K., & Green, K. (2013). Challenges in Measuring Core Competencies in Teacher Preparation Programs. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, May 1, 2013.
3. Dadey, N. & Briggs, D. C. (2013). The curious case of linking items with p-value reversals. Paper presented at the annual meeting of the National Council for Measurement in Education, San Francisco, CA. April 30, 2013.
4. Briggs, D. C. (2012). Prospects for modeling growth with tests designed by the state assessment consortia. Paper presented at the annual meeting of the National Council for Measurement in Education, Vancouver, BC, April 15, 2012.
5. Briggs, D. C. & Maul, A. (2011). The comparability of assessments that include performance tasks. Paper presented at the annual meeting of the National Council for Measurement in Education, New Orleans, LA, April 11, 2011.
6. Dadey, N., Briggs, D. C., & Weeks, J. P. (2011). Making sense of growth trends from vertically scaled assessments. Paper presented at the annual meeting of the National Council for Measurement in Education, New Orleans, LA, April 9, 2011.
7. Briggs, D. C. (2010). Why aren't states with developmental score scales measuring growth? Paper presented at the 2010 International Meeting of the Psychometric Society, Athens, GA, July 10, 2010.
8. Briggs, D. C. (2010). The problem with vertical scales. Paper presented at the 2010 Annual Meeting of the American Educational Research Association, Denver, CO, May 3, 2010.
9. Weeks, J. P., Domingue, B. & Briggs, D. C. (2010) Is a multidimensional vertical scale really necessary? Modeling student achievement growth in multiple dimensions. Paper presented at annual meeting of the National Council for Measurement in Education, Denver, CO, May 1, 2010.
10. Iverson, H.I., Briggs, D.C., Ruiz-Primo, M.A., Talbot, R.M., & Shepard, L.A. (2010, May) A closer look at undergraduate physics course Innovations: a meta-analysis of their impact on student learning. Paper presented at the American Educational Research Association Annual Meeting, Denver, CO, April 30, 2010.
11. Iverson, H., Briggs, D. C., Ruiz-Primo, M., Talbot, R., & Shepard, L. (2009). Undergraduate Physics Course Innovations and Their Impact on Student Learning. 2009 PHYSICS EDUCATION RESEARCH CONFERENCE. Ann Arbor (MI), 29–30. July 2009. AIP Conference Proceedings Volume 1179, pp. 169-172.
12. 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 Learning Progressions in Science (LeaPS) Conference, Iowa City, IA, June 25, 2009.
13. Briggs, D. C. & Alonzo, A. C. (2009) Building a Learning Progression as a Cognitive Model. Paper presented at the symposium "How to Build a Cognitive Model for Educational Assessments," at the annual meeting of the National Council for Measurement in Education, San Diego, CA, April 16, 2009.

14. Choi, J., Briggs, D. C. & Wilson, M. (2009) Multidimensional Extension of Generalizability in Item Response Modeling. Paper presented at the annual meeting of the National Council for Measurement in Education, San Diego, CA, April 16, 2009.
15. Briggs, D. C. & Betebenner, D. (2009) Is Growth in Student Achievement Scale Dependent? Paper presented at the invited symposium "Measuring and Evaluating Changes in Student Achievement: A Conversation about Technical and Conceptual Issues" at the annual meeting of the National Council for Measurement in Education, San Diego, CA, April 14, 2009.
16. Talbot, R., Briggs, D. C. & Otero, V. (2009) Can Science Teachers' Strategic Knowledge be Conceptualized as a Learning Progression? Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA, April 14, 2009.
17. Domingue, B. & Briggs, D. C. (2009) Using Propensity Score Matching to Estimate the Effect of Coaching on the SAT. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA, April 14, 2009.
18. Briggs, D. C., Weeks, J. P., & Wiley, E. W. (2008). The Sensitivity of Value-Added Modeling to Vertical Scaling. Paper presented at the National Conference on Value-Added Modeling, April 22-24, 2008, Madison, WI.
19. Briggs, D. C. & Weeks, J. P. (2008) The Persistence of Value-Added School Effects. Paper presented at the 2008 Annual Meeting of the American Educational Research Association, Division D, New York, NY. March 27, 2008.
20. Briggs, D. C. , Weeks, J. P. & Wiley. E. (2008) The Impact of Vertical Scaling Decisions on Growth Projections. Paper presented at the annual meeting of the National Council for Measurement in Education Annual Conference, March 26, 2008, New York, NY.
21. Talbot, R., & Briggs, D.C. (2008) Measuring the Pedagogical Sophistication of Science Teachers using the Flexible Application of Student-Centered Instruction (FASCI) Instrument. Annual Meeting of the American Educational Research Association, Division D, New York, NY. March 27, 2008.
22. Briggs, D. C., Geil, K., Harlow, D & Talbot, R. (2007). Measuring the Pedagogical Sophistication of Math and Science Teachers using Scenario-based Items. Paper presented at the 2007 Annual Meeting of the American Educational Research Association, Division D, Chicago, IL. April 10, 2007.
23. Briggs, D. C., Wiley, E., & Weeks, J. (2006) Vertical scaling in value-added models for student learning: a simulation study. Paper presented at the 2006 Annual Meeting of the American Educational Research Association, Division D, San Francisco, CA. April 10, 2006.
24. Briggs, D. C. (2005) Measuring racial/ethnic achievement gaps by dimension and level. Presentation at the 2005 AERA Conference, Montreal, Canada. April 12, 2005.
25. 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.
26. Briggs, D., Alonzo, A., Schwab, C. & Wilson, M. (2004) Developmental assessment with ordered multiple-choice items. Presentation at the 2004 AERA Conference, San Diego, CA. April 15, 2004.
27. Briggs, D. C. (2003) Causal inference and the Heckman model. Paper presented at the National Council on Measurement in Education, Chicago, IL. April 22, 2003.
28. Briggs, D. C. & Wilson, M. (2001) An introduction to multidimensional measurement using Rasch models. Paper presented at the 2001 AERA Conference, Seattle, WA. April 10, 2001.
29. Stern, David S., & Briggs, D. (1999) Competition or complementarity between work and school: some insights from high school students. Paper presented at 1999 AERA Conference, Montreal.

Selected Working Papers

1. Briggs, D. C. & Peck, F. (in review). Using learning progressions to design vertical scales that support coherent inferences about student growth. *Applied Measurement in Education*.
2. Briggs, D. & Dadey, N. (in review). Vertical scales that imply students are not learning: artifact or reality?

Wesley D. Bruce III

(b)(6)

EMPLOYMENT HISTORY

- 2013-Present Independent Educational Consultant, my clients include:
Illinois State Board of Education
Oklahoma State Department of Education
PARCC, Inc
Council of Chief State School Officers
- 2013- 10/2013 CHIEF ASSESSMENT and ACCOUNTABILITY OFFICER
Indiana Department of Education
- 2009-2013 CHIEF ASSESSMENT OFFICER
Indiana Department of Education
- 2007-2009 ASSISTANT SUPERINTENDENT - ACCREDITATION, ASSESSMENT and
LICENSING
Indiana Department of Education
- 2003-2007 ASSISTANT SUPERINTENDENT - ASSESSMENT, RESEARCH and
INFORMATION SYSTEMS
Indiana Department of Education
- 1999-2003 DIRECTOR - DIVISION OF SCHOOL ASSESSMENT
Indiana Department of Education
- 1989-1999 DIRECTOR OF EVALUATION, RESEARCH AND TESTING
South Bend Community School Corporation
South Bend, IN
- 1978-1989 Kanawha County Schools
Charleston, WV
- 1985-1989 DIRECTOR OF RESEARCH, EVALUATION AND PLANNING; AND
CHAPTER 1 EVALUATION
- 1984-1985 COORDINATOR OF RESEARCH, EVALUATION AND CHAPTER 1
EVALUATION
- 1982-1984 COORDINATOR OF PLANNING AND SYSTEMS MANAGEMENT
1980-1982 COORDINATOR OF TITLE I EVALUATION
- 1978-1980 TITLE I EVALUATOR

EDUCATION

Undergraduate: Rice University, Houston, TX B.A. Psychology
Graduate: University of Charleston, Charleston, WV M.S. Computer
Education

ACCOMPLISHMENTS NATIONAL

Member of the leadership team for the Partnership for the Assessment of Readiness for College and Careers (PARCC) common core assessment consortium.
Chair of PARCC's Technology Operational Working Group

Member of the Next-Generation Accountability Taskforce for CCSSO

Member of the USED National Technical Advisory Council
<http://www.ed.gov/news/pressreleases/2008/08/08132008.html>

Served as the state leader and one of three state assessment representatives on "Operational" best practices joint task force for the testing industry which resulted in the publication of "Operational Best Practices For Statewide Large Scale Assessment Programs" in July of 2010 <http://www.amazon.com/Operational-Practices-Statewide-Large-Scale-Assessment/dp/1453716289#>. Also served as a state representative on the second edition of "Best Practices" which directly addresses online assessments, Operational Best Practices for Statewide Large-Scale Assessment Programs 2013 Edition.

Past Chair of Education Information Management Advisory Consortium (EIMAC) an active consortium of 46 states.
http://www.ccsso.org/projects/Education_Information_Management_Advisory_Consortium/

Member of the ESEA Reauthorization Task Force for CCSSO

Chaired NCES Forum Task Force on "Accounting for Every Student"
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006804>

Regular presenter at National Conference on Student Assessment
http://www.ccsso.org/Resources/Programs/National_Conference_on_Student_Assessment.html

Served on the CCSSO task force for implementing NGA Graduation Rate

14 year member of NCES Assessment Task Force (NAEP)

STATE

Envisioned, crafted State Board policy for and led Indiana's phased transition from paper based testing to online assessments

Led the implementation of Indiana's Growth Model

<https://learningconnection.doe.in.gov/GrowthModel/Search.aspx>

Worked with the State Board of Education to design and implement Indiana's comprehensive assessment plan. Indiana was the first state whose assessment system also provided aligned classroom diagnostic tools for grades K-8. These tools use available technology to provide real-time, teacher-friendly reports on student strengths and weaknesses.

Created and implemented a research based "At-Risk" Index identifying entering high school students as having indicators placing them "at risk" of not graduating in four years.

Member of Indiana's NCLB workbook team (one of the first five approved)

Indiana Standards and Assessments fully approved (one of ten states on July 1, 2006)

Co-leader of 10 cut score settings for Indiana's ISTEP+ assessments

Lead development of online End-of-Course tests with imbedded constructed response items using AI scoring.

Responsible for Indiana accountability systems including; AYP, PL 221, Graduation Rate, and Annual Performance Report

Jacqueline Farmer Kearns, Ed.D.

Expertise – Severe disabilities, inclusive education, alternate assessment, large-scale assessment

Current Position

Principal Investigator, The NAAC GSEG Consortia. US Department of Education, Office of Special Education Programs.

Principal Investigator, The National Alternate Assessment Center (NAAC), US Department of Education, Office of Special Education Programs.

Project Director, Inclusive Large-Scale Standards and Assessment Group. State funded alternate assessment projects.

Degree Status

Ed.D. Educational Administration, University of Kentucky, 1997.

M.S. Special Education, University of Kentucky, 1987.

B.A. Elementary and Special Education, University of Kentucky, 1982.

Professional Certification

Standard Teacher Certification,
Elementary & Special Education (Moderate and Severe Disabilities)

Special Education Administration Endorsement

Professional Experience: Grants Funded

Principal Investigator, **NAAC GSEG Consortia**, US Department of Education Office of Special Education Programs. October 2007 – September 2011 (\$5,000,000.00).

Evaluator, NCEO GSEG Consortia: Toward a Defensible AA-MAS. US Department of Education, Office of Special Education Programs. (October 2007 – 2011).

Principal Investigator, **The National Alternate Assessment Center**, US Department of Education Office of Special Education Programs (January 2005 – December of 2009) (\$5,000,000.00)

Principal Investigator, **The New Hampshire Enhanced Assessment Initiative**. New Hampshire Department of Education, US Department of Education Enhanced Assessment Initiative.

Principal Investigator, **SPDG Low Incidence Initiative**. Kentucky Department of Education, (\$250,000.000).

Principal Investigator, **NCEO GSEG Evaluation**, University of Minnesota, October 2007 – September 2010 (\$75,000.00)

Wickham, D. and **Kearns J.F.** (2006-2008); **Alternate Assessment Program**. KY Department of Education (\$1,500,000.00.).

Principal Investigator, **SPLASH: Professional Development Training Program**. Kentucky Department of Education – University of Kentucky 2004-2007. KY Dept. of Ed (\$192,000.00)

Principal Investigator, **Universal Design of Assessment: Applications of Technology – Interdisciplinary Human Development Institute** – US Department of Education Office of Special Education Programs. October 2002-2005. University of Kentucky, Lexington, KY, October 2002. OSEP, USDOE (\$500,000.00)

Principal Investigator, **Including Students who are Deafblind in Large-Scale Assessment Systems**. US Department of Education Office of Special Education Program. October 1999- 2002. (\$500,000.00).

Kearns, J. F. Kentucky Alternate Assessment System (1994-2005), KY Department of Education (\$2,500,000).

Kearns, J.F. and Ron Harrison (2002 - 2005) **Inclusive Education Initiative**. KY Developmental Disabilities Planning Council. (\$750,000.00)

Kleinert, H.K. and Kearns, J.F. (1992-1997) Kentucky Systems Change Project
Office of Special Education Programs, U S Department of Education (\$1,250,000.00).

Selected Professional Research/Publications

Kearns, J.F., Towles-Reeves, E., Kleinert, H., Kleinert, J., Klein-Kracht-Thomas (in press). Characteristics of the learners who take alternate assessments on alternate achievement standards. *Journal of Special Education*.

Towles-Reeves, E.; **Kearns, J.F.**, Kleinert, H., Kleinert, J. (2008, May 12). An analysis of learning characteristics taking alternate assessments based on alternate achievement standards. *Journal of Special Education* (retrieved, July 24 From <http://SED.sagepub.com/cgi/rapidpdf/0022466907313451V1>).

Kearns, J., Lewis, P., Hall, T., & Kleinert, H. (2006). *Universal Design of Alternate Assessment on Alternate Achievement Standards: Concepts, Issues and Strategies*. National Alternate Assessment Center, Human Development Institute, University of Kentucky, Lexington. Can be retrieved at <http://www.naacpartners.org/Products/products.htm>.

Kearns, J.F., Burdge, M., Kleinert, H.K. (2005). Alternate assessments and standards based instruction: practical strategies for teachers. (In Wehmeyer & Agran (ED) *Mental Retardation and Intellectual Disabilities*. Boston, MA: Pearson Educational Measurement.

Kearns, J., Burdge, M., Clayton, J., Denham, A., & Kleinert, H. (2006). How students demonstrate academic performance in portfolio assessment. In D. Browder & F. Spooner (Eds.) *Teaching language arts, math, and science to students with significant cognitive disabilities*, (pp. 277-293). Baltimore, MD: Paul H. Brookes.

Kearns, J., Towles-Reeves, J., Kleinert, H., & Kleinert, J. (2006). *Learning Characteristics Inventory Report*. Lexington, KY: Human Development Institute, National Alternate Assessment Center.

Kleinert, H.K. & **Kearns, J.F.** (2002). Alternate assessments a transdisciplinary approach (In Silberman, R. (Ed) (in press). *Educating Children with Multiple Disabilities: A Transdisciplinary Approach* (4th edition). Baltimore: Paul Brookes.

Clayton, J., Burdge, M., Denham, A., Kleinert, H., & **Kearns, J.** (2006). A four-step process for accessing the general curriculum for students with significant cognitive disabilities. *Teaching Exceptional Children*, 38(5), 20-27.

Horvath, L., Kampher-Bohach, S., **Kearns, J.F.** (2005). The use of accommodations among students with deafblindness in large-scale assessments

systems. Implications for practice and teacher preparation. Journal of Disability Policy Studies.

White, M., Garrett, B., **Kearns, J. F.**, Grisham-Brown, J. (2003). Instruction and Assessments: How Students with Deaf-blindness fare in Large-Scale Assessments. Research and Practice for Persons with Severe Disabilities. 28, (4), 194-204.

Kleinert, H. L., and **Kearns, J.F.** (2001) Alternate Assessment: Measuring Outcomes and Supports for Students with Disabilities. Baltimore: Paul Brookes.

Kampfer, S., Horvath, L., Kleinert, H., & **Kearns, J.** (2001). Teachers' perceptions of one state's alternate assessment portfolio program: Implications for practice and teacher preparation. Exceptional Children, 67(3), 361-374.

Kleinert, H., Haigh, J., **Kearns, J.**, & Kennedy, S. (2000). Alternate assessments: Lessons learned and roads to be taken. Exceptional Children, 67 (1), 51-66.

Hall, M., Kleinert, H., & **Kearns, J.** (2000). College connection: New directions in post-secondary programs for students with moderate and severe disabilities. Teaching Exceptional Children, 32 (3), 58-65.

Kleinert, H.L., Haigh, J., **Kearns, J.F.**, Sarah, K. (2000). Alternate assessments for students with disabilities and Idea 97: Lessons learned and roads not taken. Exceptional Children 67 (1), 51-66.

Turner, M., Baldwin, L., Kleinert, H.L., & **Kearns, J.F.** (2000). Consequential Validity of Kentucky's Alternate Portfolio Assessment. Journal of Special Education. 34(2), 69-76

Kearns, J.F., Kleinert, H. L., Kennedy, S. (1999). Assessment and Accountability Systems: We need not exclude anyone. Educational Leadership, 56(6) p. 33-38.

Kleinert, H.L., Kennedy, S., **Kearns, J.F.** (1999). The impact of the alternate assessment: A statewide teacher survey. Journal of Special Education 33(2), 93-102.

Kleinert, H.L. and **Kearns, J.F.** (1999). A validation study of the performance indicators and learner outcomes of Kentucky's alternate assessment for students with moderate and severe disabilities. The Journal of the Association for Persons with Severe Handicaps 24 (2), 100-110.

Kearns, J.F., Kleinert, H.K., Clayton, J., Burdge, M., Williams, R. (1998). Inclusive educational assessments: Perspectives from Kentucky. Teaching Exceptional Children 31(2), 16-24.

Fisher, D., Roach, V. **Kearns, J.F.** (1998). Statewide assessment systems: Who's in and who's out. Consortium on Inclusive Schooling Practices Issue Brief, 3(1).

Kleinert, H.K., **Kearns, J.F.**, Kennedy, S. (1997). Accountability for all students, Kentucky's alternate portfolio assessment for students with moderate and severe disabilities. Journal of the Association for Persons with Severe Handicaps, 22(2) 88-101.

Kleinert, H.K., **Kearns, J.F.**, Kennedy, S. (1997). Accountability for all students: A brief response to Elliot and Sailor. Journal of the Association of Persons with Severe Handicaps, 22(2) 107-108.

Kearns, J. F. (1997). The role of the principal in the professional development of teachers: A multiple case study. (Unpublished dissertation).

Farmer, J. A., Justice, T. & Hales, R. (1993). Special education participation in extended school programs. Human Development Institute (Unpublished manuscript).

Farmer, J. A. & Kleinert, H.K. (1992). Kentucky Alternate Portfolio Teacher's Guide. Human Development Institute, University of Kentucky.

Doyle, P., Gast, D., Wolery, M., Ault, M.J. & **Farmer, J. A.** (1992). Assessing the acquisition of incidental information by secondary-aged students with mental retardation: A comparison of response prompting procedures. American Journal of Mental Retardation.

Winterling, V., Gast, D., Wolery, M. & **Farmer, J. A.** (1992). Teaching first aid skills to students with moderate and severe handicaps in small group instruction. Education and Treatment of Children, 15(20) 101-124.

Farmer, J.A., Gast, D., Wolery, M. & Winterling, V. (1991). Small group instruction for students with severe handicaps: A study of observational learning. Education and Training in Mental Retardation, 26(2) 190-201.

Doyle, P., Gast, D., Wolery, M., Ault, M.J. & **Farmer, J.** (1990) Use of constant time delay in small group instruction: A study of observational learning. The Journal of Special Education, 23(4) 369-385.

Letters of Support



379 Quiet Creek Road
Blythewood, SC 29016
Support ED, LLC

June 18, 2015

Dr. Laurene Christensen
National Center on Educational Outcomes
University of Minnesota
207 Pattee Hall
150 Pillsbury Dr. SE
Minneapolis, MN 55455

Dear Dr. Christensen,

I am pleased to confirm that Support ED, LLC will provide evaluation services on the Alternate English Language Learning Assessment (ALTELLA) project, if it is funded. I will lead the evaluation and I am committed to supporting the efforts of the Principle Investigators and staff involved in this project. The proposed project design is strong and addresses timely needs for the investigation of the development of an English Language Proficiency assessment based on alternate performance standards for ELLs with significant cognitive disabilities.

As lead evaluator, I will attend proposed ALTELLA project meetings and coordinate the collection of pertinent data for the evaluation – developing instruments, analyzing data, and writing reports. The evaluation of the ALTELLA project will include formative and summative components with both formal and informal feedback. The evaluation will assess the overall quality and feasibility of the project design and results as well as the process and progress towards achieving project goal and objectives by utilizing a mixed methods approach. I will assist the ALTELLA project with required reporting for the United States Department of Education.

I am confident that the ALTELLA project will prove beneficial to state education agencies in providing quality assessments for their schools. I look forward to hearing that this proposal has been funded and beginning our work on this project together.

Sincerely,

(b)(6)

Courtney J. Foster, CEO
Support ED, LLC

June 23, 2015

Laurene Christensen, Ph.D.
Director, National Center on Educational Outcomes
Institute on Community Integration, University of Minnesota
207 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455

Dear Dr. Christensen:

I am pleased to offer support for the proposal of the Arizona Department of Education in collaboration with the National Center on Educational Outcomes (NCEO) to develop the foundational work on an alternate English language proficiency assessment for English language learners with significant cognitive disabilities. The ALTELLA project is filling a key knowledge and practice gap in the field.

I accept your invitation to serve as a member of the ALTELLA technical advisory committee (TAC), and I look forward to working with you. I agree to the roles and responsibilities of membership in the TAC in ways that contribute to the development of a validity argument for the ALTELLA as well as an assessment blueprint and innovative item templates. I look forward to sharing my knowledge and skills in early childhood, special education, and language development with the project partners. I know how important it is to identify dual language learners with disabilities at a young age, resulting in developmental, linguistic, and culturally-appropriate support in school and beyond.

The specific roles may include:

Reviewing and commenting on reports, reviews of literature, and other written materials in my area of expertise;
Reviewing the Individual Characteristics Questionnaire;
Participating in in-person meetings as needed;
Advising on the prioritization of standards for the assessment blueprint;
Providing feedback on item templates for the ALTELLA;

This project is particularly exciting to me because I know how important it will be to appropriately assess the English language development of English language learners with significant cognitive disabilities. I share NCEO and the Arizona Department of Education's commitment to developing this assessment, and I look forward to our collaboration.

Sincerely,

(b)(6)

Erin Arango-Escalante



Laurene Christensen, Ph.D.
Director, National Center on Educational Outcomes
Institute on Community Integration
University of Minnesota
207 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455

Dear Dr. Christensen:

I am pleased to offer support for the proposal of the Arizona Department of Education in collaboration with the National Center on Educational Outcomes (NCEO) to develop the foundational work on an alternate English language proficiency assessment for English language learners with significant cognitive disabilities. The ALTELLA project is filling a key knowledge and practice gap in the field.

I accept your invitation to serve as a member of the ALTELLA technical advisory committee (TAC), and I look forward to working with you. I agree to the roles and responsibilities of membership in the TAC in ways that contribute to the development of a validity argument for the ALTELLA as well as an assessment blueprint and innovative item templates. I look forward to sharing my expertise in psychometrics with the project partners. A focal area of my research is in the use of learning progressions to as a tool for the conceptualization and measurement of student growth. I expect this will be valuable for the work that you are proposing. In addition, I am known for being a constructively friendly critic when it comes to assessment development, and that should also prove valuable.

The specific role I can expect to play would include:

- Reviewing and commenting on reports, reviews of literature, and other written materials in my area of expertise;
- Reviewing the Individual Characteristics Questionnaire;
- Participating in in-person meetings as needed;
- Advising on the prioritization of standards for the assessment blueprint;
- Providing feedback on item templates for the ALTELLA;

This project is particularly exciting to me because I know how important it will be to appropriately assess the English language development of English language learners with

significant cognitive disabilities. I share NCEO and the Arizona Department of Education's commitment to developing this assessment, and I am confident that our collective experience and areas of expertise make this a strong partnership in leading this effort.

Best wishes to you in this important endeavor.

Sincerely,

(b)(6)

A rectangular box with a black border, containing the text "(b)(6)" in the top-left corner. The rest of the box is empty, indicating a redacted signature.

Derek Briggs, PhD
Professor and Program Chair
Research and Evaluation Methodology
School of Education
University of Colorado at Boulder

Wesley D. Bruce III
Educational Consulting

1414 Honan Drive
South Bend, IN 46614-2176
317-752-0308

June 12, 2015

wesbruce3@gmail.com

Laurene Christensen, Ph.D.
Director, National Center on Educational Outcomes
Institute on Community Integration
University of Minnesota
207 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455

Dear Dr. Christensen:

I am pleased to offer support for the proposal of the Arizona Department of Education in collaboration with the National Center on Educational Outcomes (NCEO) to develop the foundational work on an alternate English language proficiency assessment for English language learners with significant cognitive disabilities. The ALTELLA project is filling a key knowledge and practice gap in the field.

I accept your invitation to serve as a member of the ALTELLA technical advisory committee (TAC), and I look forward to working with you. I agree to the roles and responsibilities of membership in the TAC in ways that contribute to the development of a validity argument for the ALTELLA as well as an assessment blueprint and innovative item templates. I look forward to sharing my skills in large scale assessment and assessment technology with the project partners. My current work implementing accessible technology for the ELPA21 assessment and my experiences leading the assessment division in Indiana as we transitioned both our standards and assessment during a time of explosive growth in our English learner population provide both theoretical and practical insight to the complexities of designing innovative assessments.

The specific roles may include:

- Reviewing and commenting on reports, reviews of literature, and other written materials in my area of expertise;
- Reviewing the Individual Characteristics Questionnaire;
- Participating in in-person meetings as needed;
- Advising on the prioritization of standards for the assessment blueprint;
- Providing feedback on item templates for the ALTELLA;

This project is particularly exciting to me because I know how important it will be to appropriately assess the English language development of English language learners with significant cognitive disabilities. I share NCEO and the Arizona Department of Education's commitment to developing this assessment, and I am confident that our collective experience and areas of expertise make this a strong partnership in leading this effort.

Best wishes to you in this important endeavor.

Sincerely,

(b)(6)

Wes Bruce
Consultant

June 15, 2015

Laurene Christensen, Ph.D.
Director, National Center on Educational Outcomes
Institute on Community Integration
University of Minnesota
207 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455

Dear Dr. Christensen:

I am pleased to represent am pleased to offer support for the proposal of the Arizona Department of Education in collaboration with the National Center on Educational Outcomes (NCEO) to develop the foundational work on an alternate English language proficiency assessment for English language learners with significant cognitive disabilities. The ALTELLA project is filling a key knowledge and practice gap in the field.

I accept your invitation to serve as a member of the ALTELLA technical advisory committee (TAC), and I look forward to working with you. I agree to the roles and responsibilities of membership in the TAC in ways that contribute to the development of a validity argument for the ALTELLA as well as an assessment blueprint and innovative item templates. I look forward to sharing my skills and expertise, in the area of alternate assessments based on alternate achievement standards and the diverse population of students with the most significant cognitive disabilities who take these assessments, with the project partners.

The specific roles may include:

- Reviewing and commenting on reports, reviews of literature, and other written materials in my area of expertise;
- Reviewing the Individual Characteristics Questionnaire;
- Participating in in-person meetings as needed;
- Advising on the prioritization of standards for the assessment blueprint;
- Providing feedback on item templates for the ALTELLA;

This project is particularly exciting to me because I know how important it will be to appropriately assess the English language development of English language learners with significant cognitive disabilities. I share NCEO and the Arizona Department of Education's commitment to developing this assessment, and I am confident that our collective experience and areas of expertise make this a strong partnership in leading this effort.

Best wishes to you in this important endeavor.

Sincerely,

(b)(6)

Jacqueline F. Kearns, Ed.D

Letters of Commitment



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

RICK SNYDER
GOVERNOR

MICHAEL P. FLANAGAN
STATE SUPERINTENDENT

May 29, 2015

Dear Dr. Williams and Dr. Thurlow,

As the Director for the Office of Standards and Assessment at the Michigan Department of Education, I am pleased to offer our state's commitment to the proposed project: *A/tELLA*. As part of this collaboration with other states and NCEO, I look forward to gaining the important knowledge from this project's proposed activities in order to establish a foundation toward the development of an alternate English language proficiency assessment for English language learners with significant cognitive disabilities.

Our state will have the following responsibilities to the project: (1) to support the efforts of the National Center on Educational Outcomes to recruit participation in an Individual Characteristics Questionnaire (ICQ); (2) to support NCEO's recruitment of educators to participate in classroom observations and interviews with teachers who work closely with ELLs with significant cognitive disabilities; (3) to provide feedback to NCEO on the prioritization of standards and the development of an assessment blueprint and innovative item types; (4) to participate in up to three total in-person meetings of the state collaborative to define goals, measure progress, and share information on project objectives; and (5) provide feedback on other products developed through the project as we desire.

Our state's participation on this project is encouraged by the value we see in the collaborative nature of the project as well as the project deliverables. Attending to this student population's needs is challenging and an area in which there has been little research. I believe that from our work together, this collaboration among states and NCEO will yield these proposed deliverables, which will improve outcomes for ELLs with significant cognitive disabilities in our state as well as be a great benefit to the field as a whole.

Sincerely,

(b)(6)

Andrew Middlestead, Director
Office of Standards and Assessment
Michigan Department of Education
MiddlesteadA@Michigan.gov

STATE BOARD OF EDUCATION

JOHN C. AUSTIN – PRESIDENT • CASANDRA E. ULBRICH – VICE PRESIDENT
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EILEEN LAPPIN WEISER • RICHARD ZEILE

608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
www.michigan.gov/mde • (517) 373-3324

June 6, 2015

Dr. Williams and Dr. Thurlow,

I am pleased to offer our state's commitment to the proposed project *Alternate English Language Learning Assessment (AltELLA)*. As part of this collaboration with other states and NCEO, I look forward to gaining the important knowledge from this project's proposed activities in order to establish a foundation toward the development of an alternate English language proficiency assessment for English language learners with significant cognitive disabilities.

Our state will have the following responsibilities to the project: (1) to support the efforts of the National Center on Educational Outcomes to recruit participation in an Individual Characteristics Questionnaire (ICQ); (2) to support NCEO's recruitment of educators to participate in classroom observations and interviews with teachers who work closely with ELLs with significant cognitive disabilities; (3) to provide feedback to NCEO on the prioritization of standards and the development of an assessment blueprint and innovative item types; (4) to participate in up to three total in-person meetings of the state collaborative to define goals, measure progress, and share information on project objectives; and (5) provide feedback on other products developed through the project as we desire.

Our state's participation on this project is encouraged by the value we see in the collaborative nature of the project as well as the project deliverables. Our State will benefit from a better understanding of how the English language acquisition of students with disabilities can be evaluated and reported to families and educators. I believe that from our work together, this collaboration among states and NCEO will yield these proposed deliverables, which will improve outcomes for ELLs with significant cognitive disabilities in our state as well as be a great benefit to the field as a whole.

Sincerely,

(b)(6)

Kevin McHenry
Assistant Commissioner

education.state.mn.us

UNIVERSITY OF MINNESOTA

Twin Cities Campus

Sponsored Projects Administration

450 McNamara Alumni Center
200 Oak Street S.E.
Minneapolis, MN 55455
Office: 612-624-5599
Fax: 612-624-4843

June 15, 2015

Ms. Leila Williams
1535 West Jefferson Street
Phoenix, Arizona 85007

Title: ALTELLA Project

Dear Ms. Williams,

The University of Minnesota is pleased to endorse a proposal for the above referenced project in the amount of \$1,846,263 for the period 10/01/2015 - 09/30/2017. This proposal is submitted on behalf of Dr. Laurene Christensen at the University of Minnesota and has been administratively reviewed and approved on behalf of the Regents of the University of Minnesota.

Questions concerning programmatic aspects of the project should be directed to the Principal Investigator. Those having to do with contract and budgetary matters should be directed to Nicolas J Allyn, Sponsored Projects Administration at (612) 625-7054 or by email at ally0007@umn.edu.

DUNS Number: 555917996+0000
Congressional District: MN-005

Sincerely,

(b)(6)



Amy Rollinger
Principal Grants and Contracts Admin.
Sponsored Projects Administration

Enclosure

ALTELLA Project

NCEO Workscope—Subcontract to the Arizona Department of Education

PI: Laurene Christensen, Ph.D.

Budget Period: 10/1/2015-9/30/2017

Total Amount Requested: \$ 1,846,263

Goal: To increase the knowledge base related to the following:

- 1) understanding who English language learners (ELLs) with significant cognitive disabilities (SCDs) are as well as the instructional and assessment strategies that are most effective with this group of students.
- 2) identification of English language development strategies that will most accurately assess the receptive and expressive English
- 3) analysis and prioritization of standards across the member states for the purposes of item development

Proposed Activities:

NCEO, in collaboration with the Arizona Department of Education and other collaborating states will complete the following activities:

- 1) Develop and implement an Individual Characteristics Questionnaire (ICQ)
- 2) Conduct classroom observations in classrooms with ELLs with SCDs
- 3) Conduct interviews with teachers of ELLs with SCDs
- 4) Complete an analysis of English language development standards across collaborating states for the purposes of item development
- 5) Conduct a consensus building process to prioritize standards for the purposes of item development
- 6) Develop a template for a request for proposals that states may use after the completion of this subcontract
- 7) Disseminate the work of the project through reports, journal publications, and conference presentations
- 8) Support the evaluation and continuous improvement efforts of these activities by subcontracting with an external evaluator.

**University of Minnesota
Standard Proposal for External Funding**

PROPOSAL TITLE: ALTELLA Project (2 years)

SUBMITTED TO: Arizona Department of Education

RFA/RFP or ANNOUNCEMENT (if applicable)

Number: **84.368A**

Title: **Enhanced Assessment Instruments Grant Program (EAG)**

APPLICANT ORGANIZATION

Name **Regents of the University of Minnesota**
Address **Sponsored Projects Administration
McNamara Alumni Center
200 Oak Street SE, Suite 450
Minneapolis, Minnesota 55455-2070**

DUNS # **55-591-7996**

TYPE OF ORGANIZATION

State Educational Institution

State ID **8029894**

Federal Tax ID **41-6007513**

Congressional District

PRINCIPAL INVESTIGATOR/PROGRAM DIRECTOR

Name (Last, First, Middle) **Christensen, Laurene, L**
Degree(s)
Position/Title
Department **Community Integration, Inst on
EDUCATION & HUMAN DEVEL,**
Major Subdivision
Telephone **612-624-5832**
Fax
E-Mail Address **chri1010@umn.edu**

Mailing Address (Street, City, State, Zip Code)
**Institute on Community Integration/NCEO
202D Pattee Hall
150 Pillsbury Dr. SE
Minneapolis, MN 55455**

HUMAN SUBJECTS: Yes No
Approved Pending Exempt
Assurance # **FWA00000312**

ANIMAL SUBJECTS: Yes No
Approved Pending
Assurance #

INITIAL BUDGET PERIOD

From Through
10/01/2015 09/30/2016

Initial Budget Period Cost (\$)
932,619

TOTAL PROJECT PERIOD

From Through
10/01/2015 09/30/2017

Total Project Cost (\$)
1,846,263

ADMINISTRATIVE CONTACT

Name **K.McKoskey/J.Krzyzek/D.Hagen/A.Coon**
Title **Sr.Assoc.Dir/Assoc.Dir./Asst.Dir**
Address **Sponsored Projects Administration
200 Oak Street SE, Suite 450
Minneapolis, Minnesota 55455-2070**

Phone **(612) 624-5599**
Fax **(612) 624-4843**
E-mail Address **awards@umn.edu**

OFFICIAL FOR AUTHORIZED SIGNATURE

Name **K.McKoskey/J.Krzyzek/D.Hagen/A.Coon**
Title **Sr.Assoc.Dir/Assoc.Dir./Asst.Dir**
Address **Sponsored Projects Administration
200 Oak Street SE, Suite 450
Minneapolis, Minnesota 55455-2070**

Phone **(612) 624-5599**
Fax **(612) 624-4843**
E-mail Address **awards@umn.edu**

SIGNATURE OF PI/PD NAMED (In ink.
"Per" signature not acceptable.)

SIGNATURE OF OFFICIAL NAMED (In ink.
"Per" signature not acceptable.)

DATE

DATE

SUMMARY BUDGET FOR ENTIRE PROPOSED PERIOD OF SUPPORT

DETAILED BUDGET FOR PERIOD 1

From 10/01/2015 Through 09/30/2016

PERSONNEL

Name	Role on Project	% Effort on Proj	Salary Requested	Fringe Benefits	Total Cost
Christensen, Laurene L	Principal Investigator	40	26,660	8,984	35,644
Shyyan, Vitaliy V	Co-Investigator	40	24,797	8,356	33,153
Thurlow, Martha L	Co-Investigator	20	28,654	9,656	38,310
Lazarus, Sheryl	Senior Research Associate	40	31,132	10,491	41,623
Rogers, Christopher	Research Fellow	40	21,132	7,121	28,253
Albus, Deb	Research Fellow	50	22,175	7,473	29,648
Goldstone, Linda S	Research Fellow	60	26,689	8,994	35,683
Quenemoen, Rachel F	Senior Research Associate	10	7,894	2,660	10,554
Wu, Yi-Chen	Research Associate	30	19,349	6,520	25,869
Liu, Kristin K	Research Associate	50	28,074	9,461	37,535
Moore, Michael L	Principal Editor/Writer	30	17,600	5,931	23,531
Hansen, Debbie	Executive office and Adminis	50	21,282	5,831	27,113
TO BE NAMED	Graduate Research Assistant	50	19,275	22,611	41,886
TO BE NAMED	Graduate Research Assistant	50	19,275	22,611	41,886
SUBTOTALS ----->			313,988	136,700	450,688

CONSULTANT COSTS

Name	Total Cost
Phoebe Winter *the inflation rate for this item is 0%	18,000
Judy Kraft *the inflation rate for this item is 0%	12,000
Courtney Foster	60,000

*the inflation rate for this item is 0%	
Expert Panelists	18,000
*the inflation rate for this item is 0%	
<hr/>	
SUBTOTALS ----->	108,000
SUPPLY COSTS	
Item Description	Total Cost
<hr/>	
Basecamp One Year Subscription	3,000
*the inflation rate for this item is 0%	
Subject Payments: Classroom Observations/Teacher Interviews	5,000
*the inflation rate for this item is 0%	
Food for Interviews	1,500
*the inflation rate for this item is 0%	
<hr/>	
SUBTOTALS ----->	9,500
TRAVEL COSTS	
Item Description	Total Cost
<hr/>	
State members' travel to meetings	37,500
*the inflation rate for this item is 0%	
Project Staff Travel to Meetings	30,000
*the inflation rate for this item is 0%	
Expert panel travel to meetings	18,750
*the inflation rate for this item is 0%	
Travel for Data Collection	25,000
*the inflation rate for this item is 0%	
Travel for Project Dissemination	15,000
*the inflation rate for this item is 0%	
<hr/>	
SUBTOTALS ----->	126,250
OTHER EXPENSES	
Item Description	Total Cost
<hr/>	
Long Distance Telephone	1,000
*the inflation rate for this item is 0%	
Courier/Mailing Service/Postage	1,000
Publications	15,000
*the inflation rate for this item is 0%	

Photocopies	1,000
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SUBTOTALS ----->	18,000
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SUBTOTAL COSTS FOR PERIOD 1

DIRECT COSTS	712,438
INDIRECT COSTS	220,181
TOTAL COSTS	932,619

DETAILED BUDGET FOR PERIOD 2

	From	Through
	10/01/2016	09/30/2017

PERSONNEL

Name	Role on Project	% Effort on Proj	Salary Requested	Fringe Benefits	Total Cost
Christensen, Laurene L	Principal Investigator	40	27,460	9,254	36,714
Shyyan, Vitaliy V	Co-Investigator	40	25,541	8,607	34,148
Thurlow, Martha L	Co-Investigator	20	29,513	9,946	39,459
Lazarus, Sheryl	Senior Research Associate	40	32,066	10,806	42,872
Rogers, Christopher	Research Fellow	40	21,766	7,335	29,101
Albus, Deb	Research Fellow	50	22,840	7,697	30,537
Goldstone, Linda S	Research Fellow	60	27,490	9,264	36,754
Quenemoen, Rachel F	Senior Research Associate	10	8,131	2,740	10,871
Wu, Yi-Chen	Research Associate	0	0	0	0
Liu, Kristin K	Research Associate	50	28,916	9,744	38,660
Moore, Michael L	Principal Editor/Writer	30	18,128	6,109	24,237
Hansen, Debbie	Executive office and Adminis	50	21,921	6,006	27,927
TO BE NAMED	Graduate Research Assistant	50	19,853	22,713	42,566
TO BE NAMED	Graduate Research Assistant	50	19,853	22,713	42,566
SUBTOTALS ----->			303,478	132,934	436,412

CONSULTANT COSTS

Name	Total Cost
------	------------

Phoebe Winter	18,000
*the inflation rate for this item is 0%	
Judy Kraft	12,000
*the inflation rate for this item is 0%	
Courtney Foster	60,000
*the inflation rate for this item is 0%	
Expert Panelists	18,000
*the inflation rate for this item is 0%	

SUBTOTALS ----->	108,000
------------------	---------

SUPPLY COSTS

Item Description	Total Cost
Basecamp One Year Subscription	3,000
*the inflation rate for this item is 0%	
Subject Payments: Classroom Observations/Teacher Interviews	5,000
*the inflation rate for this item is 0%	
Food for Interviews	1,500
*the inflation rate for this item is 0%	

SUBTOTALS ----->	9,500
------------------	-------

TRAVEL COSTS

Item Description	Total Cost
State members' travel to meetings	37,500
*the inflation rate for this item is 0%	
Project Staff Travel to Meetings	30,000
*the inflation rate for this item is 0%	
Expert panel travel to meetings	18,750
*the inflation rate for this item is 0%	
Travel for Data Collection	25,000
*the inflation rate for this item is 0%	
Travel for Project Dissemination	15,000
*the inflation rate for this item is 0%	

SUBTOTALS ----->	126,250
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OTHER EXPENSES

Item Description	Total Cost
------------------	------------

Long Distance Telephone	1,000
*the inflation rate for this item is 0%	
Courier/Mailing Service/Postage	1,030
Publications	15,000
*the inflation rate for this item is 0%	
Photocopies	1,030
<hr/>	
SUBTOTALS ----->	18,060

SUBTOTAL COSTS FOR PERIOD 2

DIRECT COSTS	698,222
INDIRECT COSTS	215,422
TOTAL COSTS	913,644

TOTAL COSTS FOR ENTIRE PROJECT

DIRECT COSTS	1,410,660
INDIRECT COSTS	435,603
TOTAL COSTS	1,846,263

SUMMARY BUDGET FOR ENTIRE PROPOSED PERIOD OF SUPPORT

PERIOD 1 From: 10/01/2015 To: 09/30/2016

PERSONNEL	450,688
CONSULTANT	108,000
SUPPLIES	9,500
TRAVEL	126,250
OTHER EXPENSES	18,000
<hr/>	
SUBTOTAL	712,438

TOTALS

DIRECT COSTS----->	712,438
INDIRECT COSTS----->	220,181
TOTAL COSTS----->	932,619

PERIOD 2 From: 10/01/2016 To: 09/30/2017

PERSONNEL	436,412
CONSULTANT	108,000
SUPPLIES	9,500
TRAVEL	126,250
OTHER EXPENSES	18,060
<hr/>	
SUBTOTAL	698,222

TOTALS

DIRECT COSTS----->	698,222
INDIRECT COSTS----->	215,422
TOTAL COSTS----->	913,644

TOTAL COST FOR ENTIRE PERIOD OF SUPPORT

DIRECT COSTS	1,410,660
INDIRECT COSTS	435,603
TOTAL COSTS	1,846,263

BUDGET JUSTIFICATIONS

	Direct Costs		Backout Costs		F&A Costs
Period 1:	712,438	-	45,222	=	667,216
Period 2:	698,222	-	45,426	=	652,796

Total To Apply F&A Rate = 1,320,012

Total To Apply F&A Rate	Total Direct Costs	Total Backed Out Costs
1,320,012 =	1,410,660	- 90,648

	Base Amount		F&A Rate		F&A Cost
Period 1:	667,216	x	33%	=	220,181
Period 2:	652,796	x	33%	=	215,422

Total F&A Costs = 435,603

Total Costs	Total Direct Costs	Total F&A Costs
1,846,263 =	1,410,660	+ 435,603

FISCAL YEAR	ACADEMIC	CIVIL SERVICE	TRADES/TEMP
2014	33.60%	36.80%	N/A
2015	33.80%	26.30%	7.70%
2016	33.70%	27.40%	7.90%

FISCAL YEAR	POST DOCS	GRAD ASSIST	UNDERGRADS
2014	N/A	N/A	N/A
2015	21.40%	16.60%	0.0%
2016	22.40%	17.60%	0.0%

GRADUATE/PROFESSIONAL TRAINING STUDENTS FRINGE RATES:

The tuition remission component of fringe varies by individual based on the number of credits.

For more information about fringe rates, check the SPA webpage at www.ospa.edu.

Base salaries listed are for the current University appointment. Calculation of the amount of salary requested in each budget period includes inflation effective July 1 of each fiscal year, prorated to the budget period, and adjusted if appointment is less than 100%. If this award is reduced, effort obligations and proposed cost sharing (matching or in-kind) will be reduced proportionately.

***** BUDGET SETUP JUSTIFICATION(S) *****

Future years recurring costs have been calculated using a 3% inflation rate, unless noted otherwise in the item justification.

***** BUDGET PERSONNEL JUSTIFICATION(S) *****

Christensen, Laurene L, Principal Investigator

- Laurene Christensen, Ph.D. will serve as Principal Investigator for the project. She will oversee all aspects of the project, including attending to contracts, budgets, and timelines. Dr. Christensen will

provide strategic leadership on the project. Dr. Christensen will supervise the data collection efforts for the project, and she will be directly involved with data collection and contribute to writing reports for the project. She will coordinate the development of the request for proposals template. Dr. Christensen will read all publications prior to publication and dissemination. Dr. Christensen will attend project meetings, and will participate in dissemination efforts for the project.

Shyyan, Vitaliy V, Co-Investigator

- Vitaliy Shyyan, Ph.D. will serve as co-investigator for the project. He will work closely with Dr. Christensen and Dr. Thurlow to manage contracts, budgets, and timelines and to provide strategic leadership for the project. Dr. Shyyan will oversee the standards prioritization efforts and the item template development, including writing reports associated with these activities. Dr. Shyyan will read all reports prior to their publication and dissemination. Dr. Shyyan will work closely with the external evaluator to ensure that all evaluation activities are completed in a timely and efficient manner and that formative evaluation results are used for project improvement. Dr. Shyyan will attend project meetings, and will participate in dissemination efforts for the project.

Thurlow, Martha L., Co-Investigator

- Martha Thurlow will serve as co-Investigator on the project. She will be responsible for the hiring and supervision of all staff on the project. She will work closely with Dr. Christensen and Dr. Shyyan to manage contracts, budgets, and timelines for this work. Dr. Thurlow will read all publications prior to their publication and dissemination. She will attend project meetings and participate in dissemination efforts as needed.

Lazarus, Sheryl , Senior Research Associate

- Sheryl Lazarus will serve as Senior Research Associate on the project. She will oversee the development of publications on the project. She will manage publication timelines and provide input and editing expertise on reports and other publications generated by the project. She will also contribute to the writing of reports for the project and participate in dissemination activities. She will also assist with the coordination of the consensus-building activity to prioritize standards.

Rogers, Christopher , Research Fellow

- Christopher Rogers will serve as Research Fellow on the project. He will work closely with Dr. Christensen and Dr. Shyyan on the classroom observation activity for the project. He will develop observation protocols and assist with data collection. He will assist with the writing of reports relating to this activity.

Albus, Deb, Research Fellow

- Deb Albus will serve as Research Fellow on the project. She will assist Dr. Shyyan and Dr. Christensen with the development of the Individual Characteristics Questionnaire (ICQ). Ms. Albus will assist with the administration of the ICQ and she will contribute to the the analysis, and assist with writing the report based on the analysis. She will contribute to the development of item templates.

Goldstone, Linda S., Research Fellow

- Linda Goldstone will serve as Research Fellow on the project. She will work closely with Dr. Christensen and Dr. Shyyan on the classroom observation and teacher interview activities. She will assist with data analysis, and she will collaborate with other project staff on report writing. She will contribute to the development of item templates.

Quenemoen, Rachel F, Senior Research Associate

- Rachel Quenemoen will serve as Senior Research Fellow on the project. She will provide input and feedback to all areas of the project, including the development of the Individual Characteristics Questionnaire and the standards prioritization.

Wu, Yi-Chen , Research Associate

- Dr. Yi-Chen Wu will serve as Research Associate on the project. She will work closely with Dr. Shyyan and Dr. Christensen to develop the Individual Characteristics Questionnaire. She will help with the statistical analysis of this instrument.

Liu, Kristin Kline, Research Associate

- Kristin Liu will serve as Research Associate on the project. Dr. Liu will conduct an analysis of English language development standards across member states. She will participate in the standard prioritization meetings, and she will write reports based on the standards analysis and the standards prioritization consensus building activity.

Moore, Michael L, Principal Editor/Writer

- Michael Moore will serve as Principal Editor/Writer on the project. He will work closely with project staff to format reports for publication. He will oversee the dissemination of print materials on the project.

Hansen, Debbie , Executive office and Administrative Specialist

- Debbie Hansen will serve as Executive Office and Administrative Specialist for the project. She will prepare contracts with external consultants. She will support the meeting logistics for in-person meetings. She will coordinate the travel arrangements for state representatives and experts for all in-person meetings on the project. These services are integral to the project's activities because in-person meetings and their associated travel and logistics are critical components of this work. We are therefore requesting agency approval for a 50% Executive Office and Administrative Specialist as an administrative cost allowed under 2 CFR 200.413.

TO BE NAMED, Graduate Research Assistant

- One 50% GRA will be hired to assist with the analysis of standards from the participating states. This GRA will work closely with other project staff to conduct web searches, conduct a content analysis, and assist with writing project reports. This GRA will also assist with the writing of item templates.

TO BE NAMED, Graduate Research Assistant

- One 50% GRA will be hired to help with the data collection efforts for the project. This GRA will work closely with project staff to assist with IRB applications, recruiting participating school locations, development of data collection forms, collecting data, analyzing data, and writing reports based on the data for the classroom observation and teacher interview activities.

***** CONSULTANT COSTS JUSTIFICATION(S) *****

Phoebe Winter

- Phoebe Winter will serve as a consultant on the project. She will provide input on the prioritization of standards, the development of the item templates, and the template for the request for proposals. She will be compensated for 3 days per month at \$500/day for the duration of the project.

Judy Kraft

- Judy Kraft will serve as a consultant on the project. She will contribute to the development of the Individual Characteristics Questionnaire and the prioritization of standards. \$500/day for 24 days per year.

Courtney Foster

- Courtney Foster will serve as the external evaluator for the project. She will work closely with Dr. Christensen, Dr. Shyyan, and Dr. Thurlow to evaluate the project components to gauge continuous improvement opportunities and to objectively measure performance. She will conduct surveys and interviews with key stakeholders, attend project meetings, and write evaluation reports.

Expert Panelists

- Four experts will be paid to serve on a technical advisory committee for this project. They will be paid for up to 6 days work at \$1500 per day.

***** SUPPLIES JUSTIFICATION(S) *****

Basecamp One Year Subscription

- Basecamp will be used each year to manage project communications across stakeholders.

Subject Payments: Classroom Observations/Teacher Interviews

- Up to 100 teachers across the 5 states will be observed and interviewed about their work with ELLs with significant cognitive disabilities. Teachers will be paid \$50 for their time during the interview, for a total of \$5000.

Food for Interviews

- Food will be provided at teacher interviews to help teachers feel more comfortable during the interview. Approximately \$30 will be spent for food for each interview, for up to 50 interviews.

***** TRAVEL COSTS JUSTIFICATION(S) *****

State members' travel to meetings

- Travel for state representatives: Travel for 2 state representatives from each of the 5 participating states to attend up to 5 in person meetings for the project. A total of 10 state representatives will attend each of the in person meetings. \$2500/trip (\$1000 for airfare, \$750 for 3 nights hotel, and \$750 for per diem and ground transportation). State representatives will need to attend in-person meetings in order to learn about important updates on project activities and to provide feedback to project deliverables.

Project Staff Travel to Meetings

- Travel for staff to attend meetings: Travel for up to 8 staff to attend in-person meetings of the project, up to 3 trips at \$2500/trip for a total of 24 total individual trips (\$1000 for airfare, \$750 for 3 nights hotel, and \$750 for per diem and ground transportation). Project staff will have a variety of responsibilities at in-person meetings including coordinating meeting logistics such as registration and note-taking, providing updates on project activities, facilitating project discussions, and gathering feedback from state participants and experts.

Expert panel travel to meetings

- Travel for up to 5 experts to attend 3 in-person project meetings, for a total of 15 trips at \$2500/trip (\$1000 for airfare, \$750 for 3 nights hotel, and \$750 for per diem and ground transportation). Expert panelists will be needed for in-person meetings in order to provide input on project goals and objectives as well as project deliverables.

Travel for Data Collection

- Travel for researchers to conduct observations and teacher interviews in teams of 2. Up to 10 trips will be taken at \$2500/trip (\$1000 for airfare, \$750 for 3 nights hotel, and \$750 for per diem and ground transportation).

Travel for Project Dissemination

- Travel for staff to disseminate project findings at conferences such as AERA, CEC, and NCSA. In addition, staff may disseminate findings at meetings such as SCASS meetings. Up to 6 trips per year at \$2500 (\$1000 for airfare, \$750 for 3 nights hotel, and \$750 for per diem and ground transportation).

***** OTHER EXPENSES JUSTIFICATION(S) *****

Long Distance Telephone

- Long distance phone/fax will be used to communicate with project partners across states and organizations.

Courier/Mailing Service/Postage

- Mailing services and postage will be used to send reports to stakeholders and to meetings.

Publications

- We will be publishing numerous topical briefs, tools, and products generated by our staff and our consultants and disseminating them to policymakers, practitioners, parents, and the public.

Photocopies

Principal Investigator/Program Director (Last, First, Middle): Christensen, Laurene, L

- Photocopies will be used to prepare materials for meetings. Photocopies will also be used for reviewing and preparing project reports for publication.

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization

Arizona Department of Education
1535 West Jefferson Street, BIN 28
Phoenix, AZ 85007

Date: OCT 31 2014

Agreement No: 2014-078

Filing Reference: Replaces previous
Agreement No. 2013-088(B)
Dated: 10/3/2014

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and issued by the U.S. Department of Education pursuant to the authority in Attachment A of Office of Management and Budget Circular A-87.

Section I - Rates and Bases

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Fixed	07/01/2013	06/30/2014	13.8%	MTDC	APwR
Fixed	07/01/2014	06/30/2015	13.0%	MTDC	APwR

Distribution Base:

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

Applicable To:

APwR The rates herein are applicable to All Programs including those that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to OMB Circular A-87-Attachment B Paragraph 8.d.(3), unused leave costs for all employees will be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

Section II – Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

Section IV - Approvals

For the State Education Agency:

Arizona Department of Education
1535 West Jefferson Street, BIN 28
Phoenix, AZ 85007

For the Federal Government:

U.S. Department of Education
OCFO / FIPAO / ICG
550 12th Street, SW
Washington, DC 20202-4450

(b)(6)

Signature

ROSS BEENOCHUE

Name

CFO

Title

11/14/14

Date

Signature

Frances Outland

Name

Director, Indirect Cost Group

Title

OCT 31 2014

Date

Negotiator: Nelda Barnes
Telephone Number: (202) 245-8005

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Arizona Department of Education
Alternate English Language Learning Assessment (ALTELLA)

Enhanced Assessment Instrument Grants Program (EAG)
CFDA# 84.368A
Budget Narrative

	Year 1	Year 2
Personnel		
Principal Investigator: Leila Williams (.20 FTE @ \$113,000)	22,600.00	23,278.00
Project Director: Marlene Johnston (.40 FTE @ \$72,226)	28,890.40	29,757.11
Project Manager: Kelly Koenig (.40 FTE @ \$86,000)	34,400.00	35,432.00
<i>NOTE: Salaries are adjusted to reflect an annual 3% increase</i>		
Total Personnel	51,490.40	53,035.11
Benefits		
Benefits @ 39%	20,081.26	20,683.69
Total Benefits	20,081.26	20,683.69
Travel		
<i>Note: All travel associated with the project is incorporated into the Travel budget for the primary contractor.</i>		
Total Travel	0.00	0.00
Contractual		
National Center on Educational Outcomes (NCEO)	932,619.00	913,644.00
Total Contractual	932,619.00	913,644.00
Other - Project Operating Expenses		
Operating Expenses		
FTE Operating Expenses - (\$4,500 per FTE for 1FTEs)	4,500.00	4,500.00
Rent for FTEs @ \$1,755 each		
Telephone for FTEs @ \$750 each		
Copier use for FTEs @ \$250 each		
Risk Management for FTEs @ \$345 each		
MIS charge for FTEs @ \$1,385 each		
Employee recognition program for FTEs @ \$15 each		
Additional Operating Expenses	5,000.00	5,000.00
Costs		
<i>To include: Office Expenses, Materials, Supplies, Equipment, Printing, and Postage</i>		
Total Other	9,500.00	9,500.00
Total Direct Costs	1,013,690.66	996,862.81
23,278		
Total Direct Costs All Budget Periods	2,010,553.46	
Total Indirect Costs (13.0%)	13,789.32	14,068.44
<i>(NOTE: Indirect costs are applied to direct costs and only the first \$25,000 of each contracted service)</i>		
Total Costs (Direct Costs, Indirect Costs)	1,027,479.98	1,010,931.24
Total All Budget Periods	2,038,411.22	

The ALTELLA project requires a team with expertise in a variety of areas. All project activities will be directed by Leila Williams, Associate Superintendent for Assessment, Accountability, School Improvement, and Adult Education, Marlene Johnston, Director of English Language Learner Assessment, and Kelly Koenig, Deputy Associate Superintendent for the Office of English Language Acquisition Services (OELAS) at the Arizona Department of Education (ADE).

Project Expenditures for Project Year 1

Personnel

Leila Williams, Principal Investigator, **Marlene Johnston**, Project Director, and **Kelly Koenig**, Project Manager will be responsible for all project activities. Dr. Williams, Ms. Johnston, and Ms. Koenig will communicate on a monthly basis with the primary contractor to ensure that all project activities are proceeding in a timely manner, to identify any challenges to project success, and to develop strategies to overcome those challenges. Dr. Williams, Ms. Johnston, and Ms. Koenig will be responsible for submitting all project reports and for disseminating project products and findings through conference presentations. The project evaluator will also communicate with Dr. Williams, Ms. Johnston, and Ms. Koenig on a regular basis. Dr. Williams, Ms. Johnston, and Ms. Koenig will work for 0.20 FTE, 0.40 FTE, and 0.40 FTE respectively.

Principal Investigator: Leila Williams (.20 FTE @ \$113,000) \$22,600.00

Project Director: Marlene Johnston (.40 FTE @ \$72,226) \$28,890.40

Project Manager: Kelly Koenig (.40 FTE @ \$86,000) \$ 34,400.00

Total Personnel Costs: \$51,490.40

Benefits

Benefits are calculated at 39%.

Total Benefits: \$20,081.26

Travel

All travel associated with the project is incorporated into the Travel budget for the primary contractor.

Contractual

The **National Center on Educational Outcomes (NCEO)** will be contracted as the primary contractor. As such, NCEO will facilitate all development and research activities. NCEO will also manage contracting and payment of all contractors and consultants who work on the project. Please see the Primary Contractor Budget Narrative on page 11 for additional detail.

Personnel

Personnel expenditures for NCEO are included in the attached NCEO budget narrative.

Fringe Benefits

All salaries except for Graduate Research Assistants have a fringe rate of 34%. Graduate Research Assistants have a fringe rate of 115%.

Travel

In Year 1, travel for the co-PIs, staff from NCEO, experts, and up to two state representatives is budgeted for a kickoff meeting to finalize project outcomes and align the project vision. In Year 1, travel is budgeted for the classroom observation and interview activity. This is detailed in the attached NCEO budget narrative

Contractual (within primary contractor's budget)

Four experts will be contracted as expert panelists at a rate of \$1,500 per day. In Year 1, the expert panelists will attend a one-day in-person meeting. They will provide five additional days of service to review and provide feedback on products developed for the project.

Judy Kraft will serve as a consultant on the project. She will be paid \$500/day for up to 24 days in Year 1. Phoebe winter will serve as a consultant on the project. She will be paid \$500/day for up to 36 days in Year 1. Courtney Foster will be contracted to lead the evaluation efforts for the project. She will conduct surveys and interviews with key stakeholders, attend project meetings, and write evaluation reports. She will be paid \$500/day for up to 240 days across the three year term of the project.

Supplies

Contractor supplies are detailed in the attached NCEO budget. This includes the following:

\$3,000 for a one year subscription to Basecamp.

\$5,000 for subject payments for classroom observations and interviews.

\$1,500 for food for the interviews.

Other Year 1 Expenses

Other expenses are detailed in the NCEO attached budget. They include the following:

\$1,000 for long distance telephone.

\$1,000 for courier/mailing services/postage.

\$15,000 for publications.

\$1,000 for photocopies.

Indirect

The University of Minnesota's indirect rate of is the federally negotiated rate of 33% on other sponsored activities. This applies to all direct expenses on the project.

Total Contractual Costs: \$932,619

Other – Project Operating Expenses

The following are **ADE FTE Operating Expenses** for the equivalent of 1 FTE:

Rent for FTEs @ \$1,755 each

Telephone for FTEs @ \$750 each

Copier use for FTEs @ \$250 each

Risk Management for FTEs @ \$345 each

MIS charge for FTEs @ \$1,385 each

Employee recognition program for FTEs @ \$15 each

Total FTE Operating Expenses: \$4,500

Additional Operating Expenses

Other project operating expenses, to include: office expenses, materials, supplies, equipment, printing, and postage

Total Additional Operating Expenses: \$5,000

Total Direct Costs: \$1,013,690.66

Indirect

The Arizona Department of Education federally approved indirect rate is 13.0%, and is applied to direct costs and only the first \$25,000 of each contacted service.

Total Indirect Costs: \$13,789.20

Total Costs Year 1 (Direct Costs, Indirect Costs): \$1,027,479.98

Project Expenditures for Project Year 2

Personnel

Leila Williams, Principal Investigator, **Marlene Johnston**, Project Director, and **Kelly Koenig**, Project Coordinator will be responsible for all project activities. Dr. Williams, Ms. Johnston, and Ms. Koenig will communicate on a monthly basis with the primary contractor to ensure that all project activities are proceeding in a timely manner, to identify any challenges to project success, and to develop strategies to overcome those challenges. Dr. Williams, Ms. Johnston, and Ms. Koenig will be responsible for submitting all project reports and for disseminating project products and findings through conference presentations. The project evaluator will also communicate with Dr. Williams, Ms. Johnston, and Ms. Koenig on a regular basis. Dr. Williams, Ms. Johnston, and Ms. Koenig will work for 0.20 FTE, 0.40 FTE, and 0.40 FTE respectively. Please note: Year 2 salaries are adjusted to reflect an annual 3% increase.

Principal Investigator: Leila Williams (.20 FTE @ \$113,000) \$22,600.00

Project Director: Marlene Johnston (.40 FTE @ \$72,226) \$29,757.11

Project Manager: Kelly Koenig (.40 FTE @ \$86,000) \$ 35,432.00

Total Personnel Costs: \$53,035.11

Benefits

Benefits are calculated at 39%.

Total Benefits: \$20,683.69

Travel

All travel associated with the project is incorporated into the Travel budget for the primary contractor.

Contractual

The **National Center on Educational Outcomes (NCEO)** will be contracted as the primary contractor. As such, NCEO will facilitate all development and research activities. NCEO will also manage contracting and payment of all contractors and consultants who work on the project. Please see the Primary Contractor Budget Narrative on page 11 for additional detail.

Personnel

Personnel expenditures for NCEO are included in the attached NCEO budget narrative.

Fringe Benefits

All salaries except for Graduate Research Assistants have a fringe rate of 34%. Graduate Research Assistants have a fringe rate of 115%.

Travel

In Year 2, travel for the co-PIs, staff from NCEO, experts, and up to two state representatives is budgeted for two in-person meetings: 1) to prioritize standards in order to develop the assessment blueprint and innovative item templates, and 2) to finalize project outcomes and strategize approaches for scaling the project. In

addition, travel for data collection and dissemination is also included in Year 2 budget.

Contractual (within primary contractor's budget)

Four experts will be contracted as expert panelists at a rate of \$1,500 per day. In Year 2, the expert panelists will attend two one-day in-person meetings. They will provide four additional days of service to review and provide feedback on products developed for the project. Judy Kraft will serve as a consultant on the project. She will be paid \$500/day for up to 24 days in Year 2. Phoebe Winter will serve as a consultant on the project. She will be paid \$500/day for up to 36 days in Year 2. Courtney Foster will be contracted to lead the evaluation efforts for the project. She will conduct surveys and interviews with key stakeholders, attend project meetings, and write evaluation reports. She will be paid \$500/day for up to 240 days across the two year term of the project.

Supplies

Contractor supplies are detailed in the attached NCEO budget. This includes the following:

\$3,000 for a one year subscription to Basecamp.

\$5,000 for subject payments for classroom observations and interviews.

\$1,500 for food for the interviews.

Other Year 2 Expenses

Other expenses are detailed in the NCEO attached budget. They include the following:

\$1,000 for long distance telephone.

\$1,030 for courier/mailing services/postage.

\$15,000 for publications.

\$1,030 for photocopies.

Indirect

The University of Minnesota's indirect rate of is the federally negotiated rate of 33% on other sponsored activities. This applies to all direct expenses on the project.

Total Contractual Costs: \$913,644.00

Other – Project Operating Expenses

The following are **ADE FTE Operating Expenses** for the equivalent of 1 FTE:

Rent for FTEs @ \$1,755 each

Telephone for FTEs @ \$750 each

Copier use for FTEs @ \$250 each

Risk Management for FTEs @ \$345 each

MIS charge for FTEs @ \$1,385 each

Employee recognition program for FTEs @ \$15 each

Total FTE Operating Expenses: \$4,500

Additional Operating Expenses

Other project operating expenses, to include: office expenses, materials, supplies, equipment, printing, and postage

Total Additional Operating Expenses: \$5,000

Total Direct Costs: \$996,862.81

Indirect

The Arizona Department of Education federally approved indirect rate is 13.0%, and is applied to direct costs and only the first \$25,000 of each contacted service.

Total Indirect Costs: \$14,068.44

Total Costs Year 1 (Direct Costs, Indirect Costs): \$1,010,931.24

Total All Budget Periods: \$2,038,411.22

The **National Center on Educational Outcomes** will serve as the project management partner and facilitate all development and research activities. To reduce the burden on the Arizona Department of Education for managing contracts and payments, NCEO will be established as the primary contractor and will sub-contract with consultants, experts, and the external evaluator on the project. For this reason, the budget narrative details direct expenses to the Arizona Department of Education and all expenses incurred through the primary sub-contract with NCEO.

Primary Contractor Budget Narrative

Primary Contractor Budget Categories	Project Year 1	Project Year 2
1. Personnel	\$313,988	\$303,478
2. Fringe Benefits	\$136,700	\$132,934
3. Travel	\$126,250	\$126,250
4. Equipment	\$0	\$0
5. Supplies	\$9,500	\$9,500
6. Contractual	\$108,000	\$108,000
7. Construction	\$0	\$0
8. Other	\$18,000	\$18,060
9. Total Direct Costs (lines 1 - 8)	\$712,438	\$698,222
10. Indirect Costs	\$220,181	\$215,422
11. Training Stipends	0	0
12. Total Costs (lines 9 - 11)	\$932,619	\$913,644

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization

Arizona Department of Education
1535 West Jefferson Street, BIN 28
Phoenix, AZ 85007

Date: OCT 31 2014

Agreement No: 2014-078

Filing Reference: Replaces previous
Agreement No. 2013-088(B)
Dated: 10/3/2014

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and issued by the U.S. Department of Education pursuant to the authority in Attachment A of Office of Management and Budget Circular A-87.

Section I - Rates and Bases

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Fixed	07/01/2013	06/30/2014	13.8%	MTDC	APwR
Fixed	07/01/2014	06/30/2015	13.0%	MTDC	APwR

Distribution Base:

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

Applicable To:

APwR The rates herein are applicable to All Programs including those that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to OMB Circular A-87-Attachment B Paragraph 8.d.(3), unused leave costs for all employees will be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

Section II – Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

Section IV - Approvals

For the State Education Agency:

Arizona Department of Education
1535 West Jefferson Street, BIN 28
Phoenix, AZ 85007

For the Federal Government:

U.S. Department of Education
OCFO / FIPAO / ICG
550 12th Street, SW
Washington, DC 20202-4450

(b)(6)

Signature

ROSS BEENOCHUE

Name

CFO

Title

11/14/14

Date

Signature

Frances Outland

Name

Director, Indirect Cost Group

Title

OCT 31 2014

Date

Negotiator: Nelda Barnes
Telephone Number: (202) 245-8005

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Arizona Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	51,490.40	53,035.11				104,525.51
2. Fringe Benefits	20,081.26	20,683.69				40,764.95
3. Travel	0.00	0.00				0.00
4. Equipment	0.00	0.00				0.00
5. Supplies	0.00	0.00				0.00
6. Contractual	932,619.00	913,644.00				1,846,263.00
7. Construction	0.00	0.00				0.00
8. Other	9,500.00	9,500.00				19,000.00
9. Total Direct Costs (lines 1-8)	1,013,690.66	996,862.80				2,010,553.46
10. Indirect Costs*	13,789.32	14,068.44				27,857.76
11. Training Stipends	0.00	0.00				0.00
12. Total Costs (lines 9-11)	1,027,479.98	1,010,931.24				2,038,411.22

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2014 To: 06/30/2015 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 13.00 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Arizona Department of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Marlene	<input type="text"/>	Johnston	<input type="text"/>

Address:

Street1:	1535 West Jefferson Street
Street2:	<input type="text"/>
City:	Phoenix
County:	<input type="text"/>
State:	AZ: Arizona
Zip Code:	85007
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="602-364-3501"/>	<input type="text"/>

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text" value="ALTELLA Human Subjects Statement .pdf"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
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Exempt Research Narrative ALTELLA Project

The human subjects research of the ALTELLA Project is considered to be **exempt** human subjects research. Applications for human subjects approval for the activities requiring data collection from teachers will be completed prior to any data collection efforts.

Exempt Research – Activity 1: Surveying adults about educational practices.

Researchers at the University of Minnesota propose one study in which human subjects will be participants. A survey questionnaire will be developed for teachers to provide general information about the characteristics of students in their classrooms. This research is considered exempt because the survey procedures will not require individually identifiable information about the students or the teachers.

Outcome: *Innovative item templates*

Method to Evaluate: *The protocols will be evaluated by the Technical Advisory Committee.*

Exempt Research – Activity 2: Observing normal educational practices.

Researchers at the University of Minnesota propose one study in which human subjects will be participants. Teacher self assessment and classroom observation tools will be developed for use in classrooms. Researchers will observe normal educational practices within classrooms using the developed observational tool. This research is considered exempt because the subjects of the observation tool are teachers engaged in regular classroom practice.

Outcome: *Innovative item templates*

Method to Evaluate: *The protocols will be evaluated by the Technical Advisory Committee.*

Exempt Research – Activity 3: Interviewing adults about nonsensitive instructional methods routinely encountered in schools.

Researchers at the University of Minnesota develop interview protocols to talk with teachers about their instructional approaches and strategies in working with their students. Researchers will videotape a segment of a classroom instructional period and watch the video in play back with the teacher to review it. For this review, the team will use a talk aloud procedure with individuals to gather data regarding the approaches and strategies used for students with different needs, such as receptive and expressive communication levels. The talk aloud sessions will be transcribed, reviewed for accuracy, aggregated for ideas/themes across participants and used to guide the development of the innovative item templates. This research is considered exempt because the research is conducted in commonly accepted educational settings involving normal educational practices.

Outcome: *Innovative item templates*

Method to Evaluate: *The protocols will be evaluated by the Technical Advisory Committee*