

**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 # S368A150015**

**Grants.gov Tracking#: GRANT11950802**

OMB No. , Expiration Date:

Closing Date: Jun 29, 2015

## **\*\*Table of Contents\*\***

<b>Form</b>	<b>Page</b>
<b>1. Application for Federal Assistance SF-424</b>	e3
<b>2. Assurances Non-Construction Programs (SF 424B)</b>	e6
<b>3. Disclosure Of Lobbying Activities (SF-LLL)</b>	e8
<b>4. ED GEPA427 Form</b>	e9
<i>Attachment - 1 (1235-DIAMOND Part 7 GEPA)</i>	e10
<b>5. Grants.gov Lobbying Form</b>	e13
<b>6. ED Abstract Narrative Form</b>	e14
<i>Attachment - 1 (1234-DIAMOND Grant Abstract, Final, Minnesota)</i>	e15
<b>7. Project Narrative Form</b>	e17
<i>Attachment - 1 (1240-DIAMOND Narrative, FINAL, Minnesota)</i>	e18
<b>8. Other Narrative Form</b>	e83
<i>Attachment - 1 (1239-Part 6 MN DIAMOND Final)</i>	e84
<b>9. Budget Narrative Form</b>	e215
<i>Attachment - 1 (1237-Information for Form 524 - DIAMOND Budget Narrative, Minnesota, Final)</i>	e216
<i>Attachment - 2 (1238-DIAMOND Budget Narrative Other Attachments Final)</i>	e234
<b>10. Form ED_524_Budget_1_2-V1.2.pdf</b>	e251
<b>11. Form ED_SF424_Supplement_1_2-V1.2.pdf</b>	e253
<i>Attachment - 1236-DIAMOND Human Subjects Statement.pdf</i>	e254

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"/>
--	--	--

* 3. Date Received: <input type="text" value="06/29/2015"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text" value="41-6007162"/>	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"/>
---	---

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="41-6007162"/>	* c. Organizational DUNS: <input type="text" value="9335613180000"/>
--	---

**d. Address:**

* Street1:	<input type="text" value="1500 Highway 36 West"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Roseville"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="MN: Minnesota"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="55113-4266"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Statewide Testing"/>	Division Name: <input type="text" value="Student Testing and Assessment"/>
--	---

**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="Cheryl"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Alcaya"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Assessment Supervisor"/>	

Organizational Affiliation:

* Telephone Number: <input type="text" value="(651) 582-8419"/>	Fax Number: <input type="text" value="(651) 582-8874"/>
---	---

\* Email:

**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

View Attachment

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

Data Informed Accessibility - Making Optimal Needs-based Decisions (DIAMOND)

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="3,053,762.00"/>
* 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="3,053,762.00"/>

**\* 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><b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b></p> <p>Jim Wood</p>	<p><b>TITLE</b></p> <p>Assistant Commissioner</p>
<p><b>APPLICANT ORGANIZATION</b></p> <p>Minnesota Department of Education</p>	<p><b>DATE SUBMITTED</b></p> <p>06/29/2015</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

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**  
 Prime  SubAwardee

\* Name: Minnesota Department of Education

\* Street 1: 1500 Highway 36 West Street 2: \_\_\_\_\_

\* City: Roseville State: MN: Minnesota Zip: 55113-4266

Congressional District, if known: \_\_\_\_\_

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

<b>6. * Federal Department/Agency:</b> U.S. Department of Education	<b>7. * Federal Program Name/Description:</b> Grants for Enhanced Assessment Instruments CFDA Number, if applicable: 84.368
--	---

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$. _____
---	--

**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: Jim Wood

\* Name: Prefix \_\_\_\_\_ \* First Name Cheryl Middle Name \_\_\_\_\_  
\* Last Name Alcaya Suffix \_\_\_\_\_

Title: Assessment Supervisor Telephone No.: (651) 582-8419 Date: 06/29/2015

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

PR/Award # S368A150015

## 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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number. 1894-0005.

## Optional - You may attach 1 file to this page.

DIAMOND Part 7 GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

## **General Education Provisions Act (GEPA) Requirements**

### **DIAMOND Project**

The DIAMOND 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) requirements reflect the commitment of NCEO to equitable access and participation.

#### Barriers to Project Employment

NCEO, and its affiliated University of Minnesota department – Institute on Community Integration (ICI), 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 ICI 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. ICI 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 from a variety of nations, 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 ICI 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 DIAMOND 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, teachers), all of whom are adults, will be fluent English speakers so there should be no participation barriers related to participants with limited English language proficiency.

First, the national expert panelists and state partners will participate in meetings and reviews via email, webinars, and teleconferences. If any of our national experts 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 Telecommunication Device for the Deaf (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 individuals 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

Minnesota 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:

## **Data Informed Accessibility – Making Optimal Needs-based Decisions (DIAMOND)**

The DIAMOND project is a collaboration of the State of Minnesota and seven additional states and the National Center on Educational Outcomes. The project's goal is to improve the validity of assessment results and interpretations for students with documented needs by developing guidelines for making informed decisions about accessibility features and accommodations. It will promote a decision-making process that moves beyond the use of a checklist approach (which often results in the identifying tools and accommodations that do not provide access to the student), to an approach that relies on the use of classroom progress data and other measures charted over time to evaluate individual student needs.

This project includes the following activities:

1. Conducting focus groups with educators to generate instructional and assessment strategies that inform the decision-making processes for accessibility features and accommodations.
2. Conducting classroom observations to highlight appropriate practices in implementing accessibility features and accommodations.
3. Conducting assessment data analysis related to accessibility features and accommodations in an example state to showcase the process of making data informed decisions.
4. Holding a forum with national experts to generate consensus on a set of guidelines and related comprehensive assessment instruments for making data-informed decisions about accessibility features and accommodations for students with documented needs.
5. Producing a training module and supplemental materials to summarize and exemplify the guidelines.
6. Piloting the professional development materials and revising them based upon pilot test results.

The DIAMOND project addresses all four absolute priorities:

(1) Collaboration – the project is a collaboration effort of states, project national expert panelists and consultants, and NCEO;

(2) Use of Multiple Measures of Student Academic Achievement – project activities will be informed by instruction, assessment, considerations of individual student characteristics, and other variables determining student academic achievement;

(3) Charting Student Progress Over Time – the goal of the project is to develop optimal decision-making approaches grounded in longitudinal data reflecting student progress over a period of time rather than attempting snapshot-based decisions; and

(4) Comprehensive Academic Assessment Instruments – the project will culminate in the development of a training module and related assessment instruments to summarize guidelines for making optimal, consistent, and comprehensive accessibility and accommodations decisions.

The project addresses both competitive preference priorities:

(1) Implementing Internationally Benchmarked College- and Career-Ready Standards and Assessments – our work will significantly enhance accessibility and accommodations decision-making processes and result in developing and implementing strategies and tools that are based on standards and information from assessments to inform classroom practices that meet the needs of all students on their paths to college and career readiness; and

(2) Leveraging Technology to Support Instructional Practice and Professional Development – the DIAMOND project will culminate in a training module and supplemental tools that will assist general education teachers, special education teachers, English as a second language/bilingual education teachers, and other educators, with making optimal accessibility and accommodations decisions for their students and support their personalized learning.

All students who require accessibility and accommodations supports (general education students with documented accessibility needs, students with disabilities, English language learners (ELLs), ELLs with disabilities) will be served by this project. Project sites will be located in the eight participating states: Minnesota (lead), Alabama, Maryland, Michigan, Ohio, West Virginia, Wisconsin, Virgin Islands.

## Project Narrative File(s)

---

\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

---

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

**Data Informed Accessibility – Making Optimal Needs-based Decisions (The DIAMOND Project)**

**Project Narrative**

**Table of Contents**

(a) Need for the Project..... 3

(b) Significance..... 14

(c) Quality of the Project Design ..... 17

(d) Quality of Project Services..... 29

(e) Quality of Project Personnel..... 31

(f) Adequacy of Resources..... 42

(g) Quality of the Management Plan..... 44

(h) Quality of the Project Evaluation..... 55

(i) Strategy to Scale..... 63

## **Data Informed Accessibility – Making Optimal Needs-based Decisions (The DIAMOND Project)**

**Cheryl Alcaya**, *Principal Investigator*      **Martha Thurlow**, *Subcontract Principal Investigator*

**Collaborating States:** Minnesota (lead), Alabama, Maryland, Michigan, Ohio, West Virginia, Wisconsin, Virgin Islands

The State of Minnesota 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.” Minnesota is the lead state for the Data Informed Accessibility – Making Optimal Needs-based Decisions (DIAMOND) state collaborative, which also includes Alabama, Maryland, Michigan, Ohio, Wisconsin, West Virginia, and the Virgin Islands. The goal of the DIAMOND project is to improve the validity of assessment results and interpretations for students with documented needs by developing guidelines for making informed decisions about accessibility features and accommodations. DIAMOND collaborative states are committed to enhancing accessibility and accommodations decisions related to technology-delivered large scale assessments to allow all students equitable access to assessment content based on their individual needs and preferences.

**Absolute Priorities.** The DIAMOND project addresses all four absolute priorities:

(1) Collaboration – the DIAMOND project 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 enhance decision-making processes and tools related to accessibility and accommodations;

(2) Use of Multiple Measures of Student Academic Achievement – project activities will be informed by instruction, assessment, considerations of individual student characteristics, and other variables determining student academic achievement;

(3) Charting Student Progress Over Time – the goal of the project is to develop optimal decision-making approaches grounded in longitudinal data reflecting student progress over a period of time rather than attempting snapshot-based decisions; the project will also operate under the assumption that based on

these longitudinal data as well as subsequent progress monitoring and evaluation of outcomes, accessibility and accommodations decisions can be revised and improved to best respond to students' needs; and

(4) Comprehensive Academic Assessment Instruments – the DIAMOND project will culminate in the development of a training module and related assessment instruments to summarize guidelines for making optimal, consistent, and comprehensive accessibility and accommodations decisions.

**Competitive Preference Priorities.** The DIAMOND project addresses both competitive preference priorities:

(1) Implementing Internationally Benchmarked College- and Career-Ready Standards and Assessments – our work will significantly enhance accessibility and accommodations decision-making processes and result in developing and implementing strategies and tools that are based on standards and information from assessments to inform classroom practices that meet the needs of all students on their paths to college and career readiness; and

(2) Leveraging Technology to Support Instructional Practice and Professional Development – the DIAMOND project will culminate in a training module and supplemental tools that will assist general education teachers, special education teachers, ESL/bilingual education teachers, and other educators, with making optimal accessibility and accommodations decisions for their students and support their personalized learning.

**(a) Need for the Project**

In the context of new technology-based assessments, various accessibility and accommodations options are available for students to meet their individualized needs and preferences. These new individualized approaches to accessibility place a much greater burden on educator teams and individuals who make decisions about which students need and should receive specific features among a variety of accessibility choices. Currently, both general education and special education teachers receive a multitude of information on accessibility and accommodations for students with documented needs from various

sources. That information may not always be effective when it comes to empowering students with equitable supports so that they can show what they know and can do (Altman, Lazarus, Quenemoen, Kearns, Quenemoen, & Thurlow, 2010; Langley & Olsen, 2003).

Due to significant technological advancements, states and assessment consortia are redefining their approaches to test accessibility and implementing several tiers of supports to better meet individualized access needs of their students. Universally available features (e.g., highlighter) are one such tier and they require no decision-making efforts on behalf of educators since they can be used by all students participating in assessments. This project focuses on two other tiers of supports that involve some decision making by individual educators or groups of educators – accessibility features for students with documented needs and accommodations. Accessibility features for students with documented needs (also known as “accessibility features identified in advance” in Partnership for Assessment of Readiness for College and Careers states and “designated supports” in Smarter Balanced Assessment Consortium states) are features that are available for use by any student (general education, special education, ESL/bilingual education, etc.) for whom the need has been identified by an educator or a team of educators in advance (see *PARCC Accessibility Features and Accommodations Manual* and *Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines*). One example of such feature is color contrast. Accommodations are procedures and materials that increase equitable access during instruction and assessments for students (primarily students with disabilities) and generate valid assessment results that show what ELLs with disabilities know and can do (Shyyan, Christensen, Touchette, Lightborne, Gholson, & Burton, 2013). Translating assessment content into American Sign Language is an example of an accommodation. Current research suggests that use of pre-identified accessibility features and accommodations needs to be based on individual student needs and preferences to be most effective (Christensen, Shyyan, Rogers, & Kincaid, 2014; Shyyan, Christensen, Rogers, & Kincaid, 2014). Also, in order to provide optimal results, accessibility features and accommodations must be similar or identical to the accessibility features and accommodations used in the

classroom. The process of making accessibility decisions must be done with integrity so that these tools produce valid results reflective of what students know and can do (Elliott, Kratochwill, & Schulte, 1998).

The new system of accessibility features and accommodations poses very real challenges for specialists in measurement, curriculum, special education, ESL/bilingual education, and general education, who are now tasked with making informed decisions on how larger numbers of their students participate in assessments. Simply providing definitions of the new features and accommodations is not enough. Targeted training, including specific approaches to using data to inform decisions, needs to be implemented so that optimal decisions can be made. These methodologies are desperately needed by educators who have not had to make these decisions before (for instance, general education teachers), yet are also needed by members of Individualized Education Program (IEP) teams to ensure that their decisions are informed by data.

Although instructional and assessment accessibility features and accommodations are provided to students, there is evidence that they do not always lead to valid results for students. Overaccommodating and underaccommodating of students may lead to ineffective use of the tools provided and an impact on students' test performance. This project creates a collaborative of states to address the improvement of accessibility and accommodations decision making for all students who need these decisions made for them on any type of assessment – general, alternate, or English language proficiency. By working together in this collaborative, states will be able to build on the lessons learned in one state for the benefit of all.

States will collaborate with each other, with the project expert panel and consultants, and with the National Center on Educational Outcomes to investigate teacher instructional and assessment strategies that inform the decision-making processes for accessibility features and accommodations. This project seeks to understand how teachers use data from their classrooms to evaluate the use of accessibility features and accommodations for students and to enhance their decisions made about accessibility and accommodations on large-scale assessments.

**Goal.** This proposed project is a collaboration of states and the National Center on Educational Outcomes. Its goal is to improve the validity of assessment results and interpretations for students with documented needs by developing guidelines for making informed decisions about accessibility features and accommodations. It will promote a decision-making process that moves beyond the use of a checklist approach (which often results in the identifying tools and accommodations that do not provide access to the student), to an approach that relies on the use of classroom progress data and other measures charted over time to evaluate individual student needs. The approach developed by the project members representing PARCC, Smarter Balanced, and states with no consortium affiliation (Minnesota, Alabama, Maryland, Michigan, Ohio, West Virginia, Wisconsin, and the Virgin Islands) and will be replicable so that it can be employed in other states and entities to implement data informed accessibility and accommodations decision making.

All the collaborating partners have joined the DIAMOND project with an understanding that educator perceptions and practices related to using classroom data to inform and improve accessibility and accommodations decisions, as well as data analysis practices in an example state, can capitalize on successes and address challenges in each state to ensure making optimal accessibility and accommodations decisions for all students who need to be supported, which will ultimately bring about more valid assessment outcomes for these students on their paths to college and career readiness. To realize this goal, we identified six objectives highlighted in Table 1.

**Table 1. Summary of Project Objectives**

#	Objective	Activity
1.	To generate instructional and assessment strategies that inform the decision-making processes for accessibility features and accommodations	Online focus groups with teachers
2.	To highlight appropriate practices in implementing accessibility features and accommodations	Classroom observations

#	Objective	Activity
3.	To showcase the process of making data informed decisions	Assessment data analysis related to accessibility features and accommodations in an example state
4.	To generate consensus on a set of guidelines and related comprehensive assessment instruments for making data informed decisions about accessibility features and accommodations for students with documented needs	A forum with national experts
5.	To summarize and exemplify the guidelines and instruments	Professional development materials
6.	To pilot the professional development materials and revise them based upon pilot test results	A pilot test

All materials created during this project will be reviewed by an expert panel made up of state representatives in the areas of assessment, technology, general education, special education, and English language acquisition. Driven by the principles of innovation, flexibility, and inclusivity, this project aims at developing materials that can be used by any state regardless of its membership in a consortium and regardless of the type of assessment (general, alternate, English language proficiency). Project deliverables will be shared first among project participants and then disseminated nationally.

**(i) Magnitude and Severity of the Problem**

As technology-based large-scale assessments are being improved and enhanced with customizable accessibility features and accommodations, millions of general education, special education, and ESL/bilingual education students, as well as other categories of students such as English language learners (ELLs) with disabilities, now can take advantage of these supports to access assessment and

instruction content meaningfully. Those general education students who can benefit from using such features as color contrast, magnification, or a calculator, can have those features activated in their assessment platform as long as an informed educator or group of educators make those decisions.

Students with disabilities account for about 12% of all students enrolled in K-12 schools. The primary disability of almost half of these students is a learning disability, another 19% have speech or language impairments. Students receiving special education services have Individualized Educational Programs (IEPs) that address their needs related to any of 13 disability categories that are diverse in nature: autism, deafness, blindness, developmental delay, emotional disturbance, hearing impairments, mental retardation, multiple disabilities, orthopedic impairments, other health impairments, specific learning disabilities, speech and language impairments, traumatic brain injury, and visual impairments. The customizable accessibility features and accommodations available for these students allow for better ways of leveling the playing field in response to their unique disability demands. It is of paramount importance that IEP team members make appropriate accessibility and accommodations decisions for these students and that these decisions are informed by students' classroom data.

ELLs represent another rapidly growing population in the country. According to the National Center for Education Statistics (2014), "The percentage of public school students in the United States who were English language learners (ELL) was higher in school year 2011-12 (9.1 percent) than in 2002-03 (8.7 percent)." The appropriate use of such language-related accessibility features as glossaries and thesauri enables those students to demonstrate their knowledge while they are learning the English language.

ELLs with disabilities are a growing portion of the students with disabilities subgroup in nearly every state (National Clearinghouse for English Language Acquisition, n.d.). Although they do not represent a large percentage of the student population, they are part of the population of "all students" and are to be included in state assessments. Title I and Title III legislation require that ELLs, including those with disabilities, be taught the same challenging content standards as their fluent-English speaking peers; however, state-level content assessments show that ELLs with disabilities are among the lowest achieving

students (Liu, Barrera, Thurlow, Guven, & Shyyan, 2005). For this group of students, both English language-related needs and disability-related needs may require specific accessibility and accommodations decisions from their IEP teams who, according to the recent guidance from the Department of Education, must include an expert in language acquisition.

Accessibility features and accommodations play a key role in enabling many students to participate meaningfully in instruction and assessment. Since until recently, most accessibility features were deemed to be accommodations, previous research uses the accommodation term for this redefined tier of features. According to Hodgson, Lazarus, and Thurlow (2011), several factors can explain teachers' difficulty in making appropriate accommodations decisions. First, teachers may use either too few or inappropriate sources of information for accommodations decision making (Fuchs & Fuchs, 2001; Ketterlin-Geller, Alonzo, Braun-Monegan, & Tindal, 2007). Some teachers use informal student observation, without consideration of other data sources for making recommendations (Ketterlin-Geller, Alonzo, Braun-Monegan, & Tindal, 2007). Sometimes teachers may consider the feasibility of providing the accommodation, rather than individual student needs (DeStefano, Shriner, & Lloyd, 2001; Lazarus, Thompson, & Thurlow, 2006). Some teachers may tend to select accommodations that can be administered to a group of students in a resource or special education classroom setting. And, some teachers may use student placement (e.g., reading instructional level) or demographic characteristics (e.g., ethnicity, socioeconomic status) to make accommodations decisions (Fuchs & Fuchs, 2001).

The number of students using accommodations on state tests for accountability varies across U.S. states and has for some time (Altman, Thurlow, & Vang, 2010; Thurlow, Moen, & Altman, 2006). For example, more than half of the states report that 50%-74% of elementary school students with disabilities use accommodations in math, and an additional six states report that more than 75% of elementary school students with disabilities use accommodations in math. However, in two states, fewer than 25% of elementary school students with disabilities use the read aloud accommodation in math.

Accessibility features and accommodations meet students' individual needs, and there generally should be consistency used across instruction, other non-summative tests, and state large-scale

assessments – though some accessibility features and accommodations used for instruction or formative assessments may not be appropriate during large-scale testing. In the latter case, students should be practicing participation in assessments without these supports. Data gathered from the use of instructional accessibility should provide a foundation for making assessment accessibility decisions (Elliott & Thurlow, 2006).

To date, research on instructional accommodations has predominantly focused on examining inconsistencies in accommodations documented in students' IEPs, and accommodations used for standardized tests. Some evidence suggests that accommodations may be introduced on test day, rather than implemented consistently across instruction and assessment (Maccini & Gagnon, 2006; Ysseldyke, Thurlow, Bielinski, House, Moody, & Haigh, 2001). Other evidence suggests that some accommodations (e.g., setting accommodations) are more likely to be provided during assessment than instruction, while other accommodations (e.g., extended time, read aloud) are more likely to be provided during instruction than assessment (Bottsford-Miller, 2009). In addition, accommodations may be implemented more consistently across instruction and assessment at the elementary versus secondary levels (Maccini & Gagnon, 2006; Bottsford-Miller, 2009). The diverse and sometimes polarized nature of these findings points to the need of developing a rigorous decision-making approach to inform the use of accessibility features and accommodations.

Researchers report a substantial and growing need for accessibility and accommodations training, and often complexity of the delivery of the training presents significant challenges (Hodgson, Lazarus, & Thurlow, 2011). Teachers report that they need additional training to learn how to confidently make and implement accommodations decisions (Thompson, Lazarus, Thurlow, & Clapper, 2005). However, teachers face many competing demands upon their time and there is limited time available for professional development. General, special, and ESL/bilingual education teachers often need to learn how to develop professional learning communities that work together to help ensure the learning of all students, including students with disabilities (Dede, Ketelhut, Whitehouse, Breit, & McClosey, 2009).

Systemic change is needed to accommodate the needs and preferences of diverse learners and create schools where staff members feel confident that they have the skills needed to use data, and then successfully instruct and assess all learners. Data can provide key information that can be used to improve decision making. Appropriately and consistently used accessibility features and accommodations should be present in all activities, including instruction, formative and high-stakes assessments, and beyond (DeStefano, Shriner, & Lloyd, 2001; Thurlow, Lazarus, & Christensen, 2008).

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

Both state and local educational agencies strive to include all students in large-scale assessments (Albus & Thurlow, 2007; Altman, Lazarus, Quenemoen, Kearns, Quenemoen, & Thurlow, 2010), but teachers, administrators, and other educators still struggle with making appropriate and consistent decisions when it comes to providing accessibility features and accommodations in instruction and on assessments. These challenges have implications for the validity of the assessment results and the meaningful support of all students on their paths to college and career readiness.

With new changes in assessments have come changes in the terminology of accessibility. In the past the focus was almost entirely on accommodations. Now, consortia and states are referring to levels of accessibility. Most common is a three-level framework. In general assessment and ELP assessment consortia, for example, one level includes features available to all students. Another level includes features that must be designated by an educator prior to the assessment. These features are available to any student for whom the features are designated in advance, including, students with disabilities, English language learners (ELLs), and students who do not have disabilities and are not ELLs. The third level typically is accommodations that are limited to students with disabilities, or in some cases, also to ELLs. Alternate assessment consortia also offer three levels of supports for participating students, and these levels often correlate with the types of intensity of needs that they meet. Table 2 summarizes the accessibility and accommodations frameworks of the general assessment, English language proficiency assessment, and alternate assessment consortia (NCEO Brief 11). The accessibility and accommodations

frameworks vary both in terminology and in the student needs they address, and they present expansive and novel information which often requires meaningful decisions on behalf of teachers and test administrators.

**Table 2. Accessibility and Accommodations Frameworks of the Assessment Consortia**

<b>Assessment</b>	<b>Accessibility Framework</b>		
<b><i>General Assessment<sup>a</sup></i></b>			
PARCC	Features for All Students	Accessibility Features Identified in Advance	Accommodations
Smarter Balanced	Universal Tools	Designated Supports	Accommodations
<b><i>ELP Assessment<sup>b</sup></i></b>			
ELPA21	Universal Features	Designated Features	Accommodations
WIDA-ASSETS			Accommodations
<b><i>Alternate Assessment<sup>c</sup></i></b>			
DLM	Supports Provided Within DLM via PNP	Supports Requiring Additional Tools/ Materials	Supports Provided Outside the DLM System
NCSC	Optimal Testing Conditions	Accessibility Features	Test Accommodations

<sup>a</sup> General Assessment Consortia: PARCC – Partnership for Assessment of Readiness for College and Careers; Smarter Balanced – Smarter Balanced Assessment Consortium.

<sup>b</sup> English Language Proficiency Assessment Consortia: ELPA21 – English Language Proficiency for the 21<sup>st</sup> Century; WIDA-ASSETS – World Class Instruction – Assessment Services Supporting ELs through Technology Systems.

<sup>c</sup> Alternate Assessment based on Alternate Achievement Standards Consortia: DLM – Dynamic Learning Maps; NCSC – National Center and State Collaborative.

Educators should know each applicable consortium’s accessibility framework and the tools available within it to be able to identify what accessibility features and accommodations are most beneficial for their students. Accessibility features and accommodations often vary in availability and specifications across various assessments as the latter are designed to measure different aspects of students’ knowledge and skills. Educators are now asked to use technology-based tools, such as a Personal Needs Profile (PNP), an Individual Student Assessment Accessibility Profile (ISAAP), or other tools to determine in advance which features will be part of an assessment platform when the student accesses the assessment. Most educators are in states that belong to more than one consortium, or in which different assessments have different accessibility frameworks and accommodation policies. The need for optimal and consistent decision-making approaches that would transcend consortium membership and assessment types is palpable in the context of these policy changes.

Since learners’ educational needs and preferences are as unique as their fingerprints, and modern technology and other approaches make it possible to customize how learners are taught and assessed, educators’ responsibility to make comprehensive accessibility and accommodations decisions is much more prominent given the availability of many of these supports to all students. Moreover, collecting data on what accessibility features and accommodations students actually use and the extent to which they use them would also contribute to optimizing accessibility and accommodations decisions for all students and contribute to a longitudinal body of knowledge about this aspect of students’ education.

### **(iii) Nature and Magnitude of Gaps and Weaknesses**

Presently, educators are asked to indicate what assessment accessibility features and accommodations should be provided for students with documented needs. A challenge for educators is making appropriate decisions about assigning these newly available accessibility tools to a large number of students, while at the same time balancing the need for individualized decision making and efficiency.

The lack of guidance and related professional development for educators often results in an attempt to make blanket decisions for multiple students or provide as many accessibility features as possible with the hope that those needed ones will be effective. Recent research, however, indicates that providing too many features as part of the platform may lead to ineffective use of these features or an impact on students' test performance (Higgins, Fedorchak, & Katz, 2012). Furthermore, having to turn these features on and off during the test might distract some students (PARCC Accessibility Features and Accommodations Manual, Third Edition). Thus, the decision-making process regarding selecting these features and accommodations appropriately in advance has strong implications for valid assessment results.

Accessibility features and accommodations are now available not only to students with disabilities, but to other categories of students. Given this shift, teachers employed in general education, special education, ESL/bilingual education, and other areas need to be empowered with data informed strategies and communication approaches to make optimal decisions for their students, preferably also based on communication with their students and other stakeholders.

### **(b) Significance**

The dramatic shift in the approaches toward accessibility and accommodations is bound to bring about systemic change, which is often difficult. For this type of sustainable long-term change to occur, educators need to knowledgably and confidently collaborate to ensure that all students are able to meaningfully access the curriculum and assessments (Bolt & Roach, 2008; Thompson, Lazarus, Clapper, & Thurlow, 2006). Given the increased demands for accommodating the needs of diverse learners, systemic change is needed to create schools where school staff feels confident that they have the skills needed to successfully instruct and assess all learners.

### **(i) Significance of the Problem or Issue to Be Addressed by the Proposed Project**

Recent reforms in educational testing have created increased opportunities for improved accessibility in technology-based environments. With the significant increase in the number of students

who can now benefit from these opportunities, larger numbers of educators become responsible for making appropriate accessibility and accommodations decisions – often around technology-based supports – for these students. The DIAMOND project has a deliberate and extensive technological component to both collect accessibility and accommodations information via online focus groups with teachers and to provide professional development opportunities summarized in an online module and satellite tools. Expected outcomes are that educators who participate in the online focus groups and trainings will better use data to make and implement accessibility and accommodations decisions for instruction and assessment. Educators will be able to make better decisions about the use of accessibility features and accommodations for instruction and assessment than similar teachers who do not participate. They will provide leadership that will encourage systemic school change creating schools that have high expectations and support the learning of all students.

While participating in online focus groups, educators will be able to generate and maintain instructional and assessment strategies that apply to the local (e.g., classrooms, schools) as well as the larger socio-political context. Thus, the knowledge and skills educators will gain are tightly linked to the settings in which they teach. Focus groups will be composed of novice and expert teachers who share experiences and work toward building a common discourse (Cochran-Smith & Lytle, 1999). Through their participation in focus groups, teachers may discover new styles or practices to which they otherwise would not have been exposed (Supovitz, 2002).

Teacher communication and professional development in the virtual environment help maintain and improve teacher quality, and are also enjoyable for teachers (Wineberg & Grossman, 1998). This process may have an indirect benefit for students. Through online exchanges, teachers model life-long learning skills that students may begin to imitate (Wineberg & Grossman, 1998).

#### **(ii) Potential Contribution of the Proposed Project to the Development and Advancement of Theory, Knowledge, and Practices in the Field of Study**

The results of this research-based project have the potential to advance theory, increase knowledge about how accessibility and accommodations decisions are made, and improve practices in the

field. Past research studies of accessibility and accommodations suggest that it is difficult for educators to make appropriate instructional and assessment accessibility and accommodations decisions and that the decisions are often not data-based. The results of the teacher focus groups, classroom observations, a state case study, and state expert consensus building will extend theory regarding how teacher make accessibility and accommodations decisions for instruction, classroom assessments, and large-scale assessments. Data informed decision making has the possibility to “supplement and enhance” teacher judgment (Fuchs & Fuchs, 2001). Also, as described above, the current body of literature on instructional accessibility features and accommodations is quite limited and fails to address the effect of instructional accessibility and accommodations on student outcomes. The proposed project will use rigorous research methodologies and the results will provide additional knowledge about how data can be used for accessibility and accommodations decision making.

**(iii) Potential for Generalizing From the Findings or Results of the Proposed Project**

The project employs several research methods to ensure effective generalizability of its outcomes – data informed guidelines for optimal accessibility and accommodations decisions. First, through online focus groups with teachers, the project will generate instructional and assessment strategies used to inform the decision making around accessibility features and accommodations. Next, classroom observations will be conducted to highlight appropriate practices in implementing accessibility features and accommodations. An assessment data analysis related to accessibility features and accommodations will also be conducted in one state to showcase the process of making data informed decisions. Finally, the generated guidelines will be vetted through the Multi-Attribute Consensus Building process with national experts to validate the findings on the national level. These steps will all contribute to highly generalizable accessibility and accommodations guidelines summarized in a professional development module and other related tools.

**(iv) The Project Involves the Development of Promising New Strategies That Build on, or Are Alternatives to, Existing Strategies**

The effectiveness of any attempt to improve the accuracy of assessment accessibility and accommodations decision making for students relies on educators making optimal, data informed decisions. Based on the conceptual framework described in the next section, we also believe that by developing the competencies of educators there will be valid assessment results, which will lead to improved student outcomes reinforcing the teachers' changed practices.

**(v) 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**

Online environments have been shown to increase knowledge of instructional strategies for teachers of all experiences and backgrounds (Fitzgerald et al., 2009). They also have been found to influence teacher behavior. For example, Landry, Anthony, Swank, and Monseque-Bailey (2009) found that teachers used research-based practices with more frequency after completing online training. According to Hauge and Norenes (2009), teachers analyzed and reflected on their teaching practices during group conversations.

The training module highlighting project findings on accessibility and accommodations guidelines is expected to meet decision-making needs of general education, ESL/bilingual education, and special education teachers, assessment administrators, and other educators involved in making decisions in this area. The fact that the module content will be applicable to various assessments (general, alternate, ELP), will have implications for both instruction and assessments, and will not be contextualized for any particular state or entity will only increase its usability among stakeholders nationwide.

**(c) Quality of the Project Design**

The DIAMOND project is designed to meet several goals targeting accessibility and accommodations decision making and is grounded in a conceptual framework reflecting the core variables this decision-making process entails. The project design is based on what we have learned empirically while researching accessibility and accommodations issues around the country as well as on the body of literature focusing on this topic.

**(i) Goals, Objectives, and Outcomes to Be Achieved by the Proposed Project Are Clearly Specified and Measurable**

The project goals and objectives are shown in Table 1. They were developed to support the achievement of the desired project outcome – improvement of accessibility and accommodations decision-making practices summarized in a training module. Through identifying effective guidelines based on teacher input, classroom observations, state data analysis, and expert reviews, the validity of assessment results for all students is expected to optimize the ways in which students access assessment and instructional content. Each project goal is achievable through an identified activity, and the quality, measurability, and evaluation of all activity deliverables are an inherent part of the planning and administration of the project.

**(ii) Conceptual Framework Underlying the Proposed Research or Demonstration Activities and the Quality of That Framework**

The conceptual framework underlying the DIAMOND proposal is based on the work on many researchers but relies primarily on Christensen, Carver, VanDeZande, and Lazarus (2011), Helwig and Tindal (2003), and Shyyan, Christensen, Lightborne, Gholson, and Burton (2013). The basis of this proposal is that appropriate data informed accessibility and accommodations for those students who need them are an important way to provide meaningful access to assessment content and obtain valid assessment results. However, for maximum support to the student, appropriate accessibility features and accommodations should be used during instruction as well on assessments (Christensen, Carver, VanDeZande, & Lazarus, 2011). Instructional accessibility features and accommodations are responsive to students' needs and preferences and provide students with greater access to the state academic standards, content curriculum, and more reliable ways for students to demonstrate what they do or do not comprehend from daily instruction. Instructional accessibility features and accommodations also provide students with practice using accessibility features and accommodations that might be used on large-scale assessments so that students are familiar with the way the accessibility features and accommodations work. Using their knowledge of state or consortium accessibility and accommodations policies, educators

make optimal decisions for all students (general education students, students with disabilities, ELLs, ELLs with disabilities) and ensure that they practice sufficiently, particularly if certain features and accommodations function differently or are not allowed on large-scale assessments.

**Figure 1. Four Cornerstones of Valid Assessment Results** (adapted from Christensen, Carver, VanDeZande, and Lazarus, 2011; Helwig and Tindal, 2003; Shyyan, Christensen, Lightborne, Gholson, & Burton, 2013)

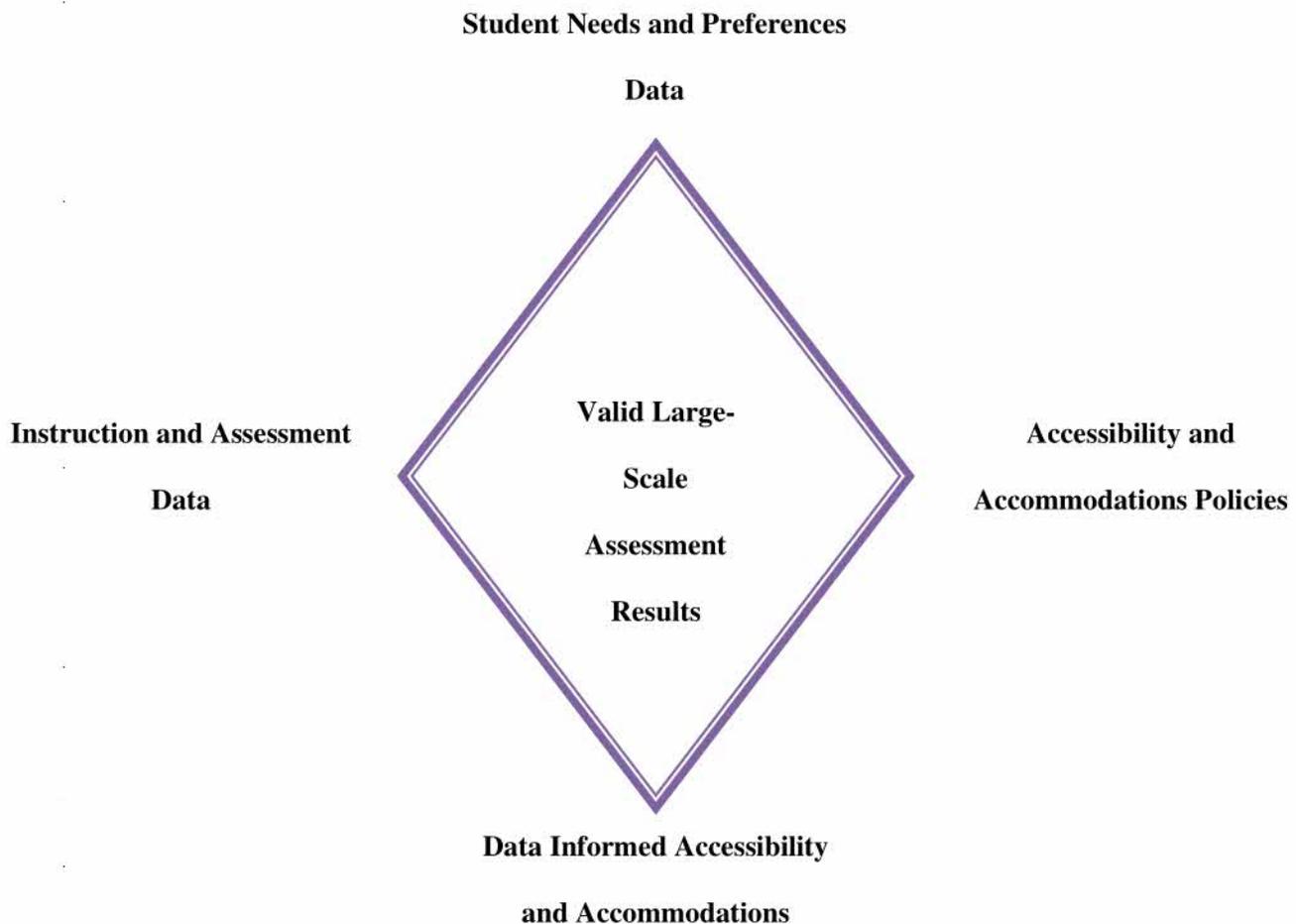


Figure 1 presents the DIAMOND conceptual framework highlighting the four cornerstones of valid large-scale assessment results. The base cornerstone of the figure is labeled “Data Informed Accessibility and Accommodations” indicates that appropriate and consistent data informed accessibility and accommodations decisions provide the basis to students’ meaningful participation in large-scale assessments and valid test scores as a result of this participation. This cornerstone highlights the need for

additional data to be collected (e.g., student scores when they use and do not use an accessibility feature or accommodation, classroom observations) showing how accessibility features and accommodations do, or do not, support students' learning or test-taking needs. Such data help educators to determine whether the accessibility feature or accommodation is appropriate for the student. Research has shown that teachers, particularly if they do not collect any additional data on accommodations functioning, tend to assign appropriate accommodations to students only about half of the time and may not be easily able to tell which assessment accommodations give appropriate support with altering tested constructs (Fuchs & Fuchs, 2001; Helwig & Tindal, 2003; Ketterlin-Geller, Alonzo, Braun-Monegan, & Tindal, 2007). Receiving inappropriate accommodations may actually lessen students' ability to access instructional or assessment content (Braden & Joyce, 2008; Fuchs & Fuchs, 2001).

The cornerstone on the left is titled "Instruction and Assessment Data" indicating the importance of consistency between instruction and assessment accessibility and accommodation decision making. For students participating in a standards-based curriculum, accessibility features and accommodations provided during classroom instruction, classroom assessments, and state or district assessments are inter-related and mutually supportive. In the classroom, students cannot demonstrate knowledge of a curriculum they have not been able to learn because their accessibility needs precluded them from fully taking part in instruction. Similarly, the student's teacher uses the results of classroom tests to plan changes in instruction, and ideally to support differentiation of the curriculum so that all students achieve the intended outcomes (Elliott & Thurlow, 2006). Getting a complete and accurate picture of what students can and cannot do after being instructed in the content is key to planning appropriate adjustments or adaptations to the curriculum. On state assessments, some students need accessibility features and accommodations to demonstrate the content knowledge and skills they do have, but this ability to demonstrate their skills rests on having had the opportunity to use these accessibility features and accommodations during instruction. Clearly, if we want to increase accessibility, and thus the validity of our statewide assessments, the place to begin looking at appropriate accessibility features and accommodations use is in the classroom.

The top cornerstone of Figure 1, labeled “Student Needs and Preferences Data,” indicates the importance of making accessibility and accommodations decisions for students based on individual student needs and preferences. These characteristics include learning strengths and weaknesses in a particular content area, students’ willingness to use a certain feature or accommodation, grades, formative test scores, and their past history of accessibility features and accommodations use (Christensen, Carver, VanDeZande, & Lazarus, 2011). Decisions about accessibility and accommodations should not be based solely on a student’s primary category, such as a disability or ELL status, because students who receive services for the same primary category may have very different learning strengths and challenges (Fuchs & Fuchs, 2001). Likewise, even though it may be easier for some teachers to incorporate instructional accessibility features and accommodations that are beneficial to a large group, accessibility features and accommodations provide greater access to the content when they are designed to support students’ specific learning challenges (Scott, Vitale, & Masten, 1998). Data on individual student needs and preferences should to be collected and reviewed to make optimal accessibility and accommodations decisions.

The cornerstone on the right, “Accessibility and Accommodations Policies,” represents the importance of educators’ up-to-date knowledge of accessibility and accommodations guidelines in their state or consortium. In order to make appropriate decisions before the test on what accessibility features and accommodations should be available to students as they access large-scale assessment, educators must be familiar with what accessibility features and accommodations are actually allowable on each assessment (Shyyan, Christensen, Lightborne, Gholson, & Burton, 2013). If certain accessibility features or accommodations are not available on certain assessments, students should practice sufficiently to be able to access test content meaningfully without these supports.

**(iii) The Proposed Activities Constitute a Coherent, Sustained Program of Research and Development in the Field, Including a Substantial Addition to an Ongoing Line of Inquiry**

The proposed project includes six activities outlined in Table 1 and detailed in the section that follows. The project activities build on each other to generate research findings and inform the outcome

of the project – a process for optimizing data informed accessibility and accommodations decisions. Through online focus groups with teachers and classroom observations, accessibility and accommodation decision-making strategies will be generated. A statistical analysis of one state’s assessment data will be performed to identify trends in accessibility features and accommodations use and explore their consistency with the teacher focus group and classroom observation data. All the qualitative and quantitative findings will be used to identify accessibility and accommodations guidelines which will subsequently undergo a consensus building prioritizing process at an expert forum. Finally, the guidelines will be summarized in a training module, which will be piloted before it is released on the national level. The project is expected to improve substantially data informed accessibility and accommodations decision making for all students who can benefit from these decisions.

**(iv) The Proposed Project Is Based Upon a Specific Research Design, and the Quality and Appropriateness of That Design**

The collaborative of DIAMOND states, working through the National Center on Educational Outcomes, propose to increase the accessibility and validity of state large-scale assessments by addressing six objectives and carrying out six corresponding activities.

**Objective 1: To generate instructional and assessment strategies that inform the decision-making processes for accessibility features and accommodations.**

Objective 1 contains one activity: online focus groups with teachers.

***Activity 1: Online focus groups with teachers.*** Online focus groups with teachers in participating states will be conducted to identify instructional and assessment strategies employed to make decisions related to students’ accessibility and accommodations. The following topics will be addressed in focus group discussions: (1) Teachers’ involvement in and understanding of accessibility and accommodations decision-making processes; (2) Teachers’ comfort and familiarity with implementing individualized instructional accessibility features and accommodations during instruction and formative assessments; (3) The types of data teachers gather to determine the appropriateness and effectiveness of classroom accessibility features and accommodations; (4) How teachers make accessibility and accommodations

recommendations for large-scale assessments; and (5) Teacher confidence in making accessibility and accommodations decisions for their students. Discussion questions related to these topics will be asked gradually, and a moderator at NCEO will facilitate conversations within each focus group. In addition to answering the moderator's questions, teachers will be encouraged to comment on one another's responses and ask questions of their own.

In these online asynchronous text-based focus group discussions, teachers will read and post on a discussion board forum, but will not be required to do so at the same time. Studies report that such focus groups are effective venues for qualitative researchers with several added benefits not possible in face-to-face methods (Adler & Zarchin, 2001; Atkinson, Lohs, Kuhagen, Kaufman, & Bhaidani, 2006; Burton & Goldsmith, 2002; Gothberg, Applegate, Reeves, Kohler, Thurston, & Peterson, 2013; Turney & Pocknee, 2005). First, subjects can participate with more flexibility of time. Second, participants can maintain their anonymity. Third, cost-effective (even free) software solutions exist. Fourth, the same moderator can be used for all focus groups. Last, and perhaps most important, transcription of the discussion is not needed because everything is recorded in an online database, downloaded to local computers, and placed into a desktop word processing software program for analysis (Kenny, 2004; Stancanelli, 2010; Watson, Peacock, & Jones, 2006).

In each participating state, a focus group will include nine teachers (three teachers at the elementary, middle, and high school levels). We will ensure that each group includes general education, special education, and ESL/bilingual education teachers. Although participation in focus groups will be anonymous, each teacher will be invited during the registration process to complete an online profile which will address their areas of expertise, years of professional experience, and other demographic characteristics. Each teacher will also be asked if they would like to participate in the pilot test of a training module (see Activity 6).

**Objective 2: To highlight appropriate practices in implementing accessibility features and accommodations.**

Objective 2 has one activity: classroom observations.

**Activity 2: Classroom observations.** This activity includes classroom observations (Frank, 1999) to explore the ways in which accessibility features and accommodations are implemented in instruction and formative assessments. Research staff at NCEO will work with State Education Agencies to email research participation invitations to school districts and principals in the participating states.

Teams of two researchers will conduct a total of eighteen 30-minute observations (six observations per each school level) in rural, suburban, and urban schools in each participating state. We have deliberately broadened our participation criteria to allow for the greatest possible participation by diverse students, because we believe that teachers will have more complex accessibility and accommodations decisions to make for students with various needs and preferences. The observational protocol will be developed to collect information on classroom demographics; types, methods, and frequency of use of teacher-designated accessibility features and accommodations; possible effect of accessibility features and accommodations on classroom performance; characteristics of students using accessibility features and accommodations; and other instructional and assessment information related to student accessibility.

After each classroom observation, a brief follow-up semi-structured interview will be conducted with each teacher to elicit additional information related to the observation. Teacher demographic information will be collected to further contextualize the accessibility and accommodations findings.

**Objective 3: To showcase the process of making data informed decisions.**

For Activity 3, we will analyze assessment data related to accessibility features and accommodations in one participating state.

**Activity 3: Assessment data analysis related to accessibility features and accommodations in an example state.** To explore the impact of accessibility features and accommodations on the state level, we will collect and analyze assessment data in one state. This activity involves examining student characteristics, identifying what accessibility features and accommodations they used, and merging characteristics data with school information and performance data for each student. NCEO will work with state staff to learn exactly what data are available and the characteristics of those data. The formatting,

variables for which data are collected, number of years the data are available will depend on the data provided by the state. Ideally, longitudinal data sets will be created using individual student records to help track and describe performance across years. Student characteristics such as ethnicity, ELL status, disability, and other demographic characteristics will be addressed. Other data sets might include student program information (e.g., time in content classrooms, mobility, socio-economic status, ELL programming) and accessibility features and accommodations use. Student performance will also be analyzed for a better understanding of the relation among characteristics, programs, and proficiency. Often after data analysis is completed, additional questions arise. NCEO staff, with the input of state personnel, will 1) work to ensure all statewide data are instructive about student results and characteristics, and 2) review results to identify inconsistencies and additional questions. NCEO will use its knowledge of diverse students, large-scale assessment, and accountability systems to summarize the results of the data analyses in a way that provides detailed information for the panel of experts.

Data analysis plans involve gathering state-level data for grades 3-12, from one or more datasets. We expect to have two or more datasets for each grade and content area in each year. Datasets will be cleaned, checked for consistency, and merged. Cleaning will ensure that there are no duplicated cases and that each student number is unique in each dataset for every year. Data also will be checked for consistency of the data format, making sure the format of each variable is consistent across years and datasets.

After initial analysis, NCEO staff members will communicate with the state to verify, discuss findings, and develop plans for additional analyses if desired. NCEO will create figures and tables to improve opportunities for communication about state results.

**Objective 4: To generate consensus on a set of guidelines and related comprehensive assessment instruments for making data informed decisions about accessibility features and accommodations for students with documented needs.**

Objective 4 contains one activity – a forum with state experts.

**Activity 4: A forum with national experts.** Once all the findings from Activities 1-3 are analyzed and synthesized into a set of accessibility and accommodations decision-making guidelines, a forum with the panel of national experts will be convened to review these research findings and prioritize their importance. The forum with the panel of national experts will also include state representatives to ensure that all project stakeholders are involved in the process of prioritizing accessibility and accommodations guidelines.

A Multi-Attribute Consensus Building (MACB) process will be used to generate consensus around the collected findings (Shyyan, Christensen, Thurlow, & Lazarus, 2013). During this quantitative approach for determining a group's opinion about the importance of each accessibility and accommodations guideline on the list (Vanderwood & Erickson, 1994), state experts will be asked to weight the importance of each guideline on a scale from 1 (very unimportant) to 100 (very important), with at least one guideline receiving a score of 100. Once the weightings are complete, they will be entered into an MACB spreadsheet projected onto a screen so that participants are able to see one another's weightings as well as importance averages and proportional weights for each guideline. The guidelines (particularly those with a range of weightings) will be discussed, and participants will be allowed to change their weightings at any time, if desired.

The goal of this activity is not to generate absolute consensus on each accessibility and accommodations guideline. Rather, we will seek to capture the reasons for the ways the guidelines are prioritized, and to identify those that are considered to be important and will subsequently be included in the training module.

**Objective 5: To summarize and exemplify the guidelines and instruments.**

Objective 5 has one activity – a training module.

**Activity 5: Professional development materials.** Once the guidelines are prioritized, they will be included in a training module and supporting tools for educators. In addition to the NCEO staff members involved in this activity, a consultant/consulting firm will be hired to assist with the development process.

The interactive module will include an overview and introductions, key messages on data informed accessibility and accommodations terminology, sets of guidelines applicable to a variety of assessments, instructional and assessments tools that can be used for optimal decision making, and any other materials that will be collected during the study and deemed as instrumental for this professional development product. The module will be segmented into meaningful sections, and each section will end with a quiz that participants can take to identify how well they have internalized the presented principles and guidelines. The module will also cover enclosed tools such as checklists, forms, scenarios, etc. that can be used by educators when making accessibility and accommodations decisions for their students.

**Objective 6: To pilot the professional development materials and revise them based upon pilot test results.**

Objective 6 includes one activity: a pilot test.

*Activity 6. A pilot test.* To try out the module and its applicability to the “real world,” a pilot test will be conducted with 30 educators over a period of two weeks. Most educators are expected to be identified through Activity 1 – after participating in online focus groups they will be asked if they would be willing to also participate in the module pilot test. Additional educators will be identified by project state representatives. Teachers will be asked to participate fully in the module-based online training and complete an exit survey which will focus on various components of the module and accompanying tools, as well as on feasibility, applicability, and usefulness of the professional development suite. In addition to multiple choice response options, the exit survey will contain open-ended questions to collect evaluative information on the product of this project. Qualitative analysis using procedures from grounded theory (cf. Strauss & Corbin, 1994) will be used to determine salient themes in teachers’ interpretations and use of classroom data and the decision-making process for state assessment accommodations. Survey results will be summarized in a pilot test report and inform possible revisions of the module.

**(v) Proposed Development Efforts Include Adequate Quality Controls and, as Appropriate, Repeated Testing of Products**

While completing each project activity, NCEO will adhere to rigorous practices of collecting, analyzing, and summarizing research data using our long-term expertise stemming from working on comparable projects. We will also ensure that each research step is accompanied by total quality control checks to maintain the high quality of collected research. The pilot test that is built into the project serves the purpose of addressing possible adjustments that might need to be made in response to participating educators' feedback.

**(vi) Design of the Proposed Project Reflects Up-to-date Knowledge From Research and Effective Practice**

The design of the DIAMOND project is based on extensive research that has identified the nature of the challenges related to decision making on accessibility and accommodations (see *Need for the Project* section). It is based on years of study of both ineffective and effective practices, as well as research on successful avenues for improving practices. It is meeting the current need in the field for decision making around new accessibility frameworks.

**(vii) Quality of the Methodology to Be Employed in the Proposed Project**

The project employs both qualitative and quantitative research methods which are grounded in current research literature and which we have previously used and continue to use for data collection for other like projects. The data collected during teacher online focus groups, classroom observations, and assessment data analysis have the potential to generate a comprehensive picture of what effective accessibility and accommodations decision-making guidelines would be most helpful for educators in the current system applications.

**(viii) Potential and Planning for the Incorporation of Project Purposes, Activities, or Benefits Into the Ongoing Work of the Applicant Beyond the End of the Grant**

Minnesota, and the other states included in this proposal, will be able to incorporate the products of this project into their ongoing accessibility and accommodations training. The idea for DIAMOND came directly from questions from practitioners, who repeatedly alluded to the need for comprehensive decision-making guidelines for their students.

NCEO will also be able to use the products of the grant. One of NCEO's core missions is delivering technical assistance (TA) in the area of accessibility and accommodations. If executed as planned, the DIAMOND project will be a crown jewel in our TA content, and a useful free resource to which we would be able to refer educators who often contact us with such inquiries. Moreover, we hope that this project will serve as a platform for a momentum of the exciting accessibility and accommodations advancements that are currently happening in the field.

#### **(d) Quality of Project Services**

The DIAMOND project is designed to deliver high quality professional development services to educators using evidence-based strategies and stemming from key research on training approaches. Project activities entail various strategies (e.g., sharing information and exchanging experiences via online focus groups, reflecting on classroom instruction and assessments during follow-up interviews, modeling optimal data approaches to other states and entities by showcasing one state's optimal practices), 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 accessibility and accommodations decision-making professional development materials are intended to improve teacher practices and maintain this improvement through ongoing evaluation and attention to classroom data. All DIAMOND findings will be summarized in project reports and widely disseminated.

One of the core values underlying this project is equal access and treatment for project participants and others interested in benefitting from project results who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. Also, the goal of the project is to improve accessibility and accommodations decisions and ensure equitable access to large-scale assessment content of all students. Such populations as students with disabilities, ELLs, and ELLs with disabilities are often addressed in state and consortium accessibility frameworks and, therefore, will be often considered as the project activities get implemented.

**(i) Training or Professional Development Services 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 online focus groups, classroom observations and teacher follow-up interviews, state data analysis, and experts’ consensus building – 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 DIAMOND implementation.

The professional development materials developed as a result of this project (the training module and other supplemental tools) will be piloted in member states and entities to ensure that they serve intended purposes and provide desired professional development services. The diversity of pilot test participants will contribute to the replicability factor of project services, as this project is intended to serve various educators who work with students characterized by diverse and individualized needs, may be located in states and entities with different or no consortium membership, and are able to apply project findings to various types of assessments.

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

The central point of the DIAMOND conceptual framework is obtaining valid large-scale assessment results for all students contingent on optimal accessibility and accommodations decision making. If students receive the appropriate accessibility features and accommodations they need to meaningfully access content assessment, their results will be reflective of what they know and can do. These results will inform instruction and formative assessments and support these students on the way to post-graduate success.

**(e) Quality of Project Personnel**

Highly qualified staff, in the Minnesota Department of Education, at NCEO, in the participating states and entities, and identified project consultants, will work on the DIAMOND project. The project qualifications and project responsibilities of the Principal Investigator (Cheryl Alcaya), Project Director (Eric Kloos), and Project Manager (Joan Breslin Larson) at the Minnesota Department of Education, the NCEO Principal Investigator (Martha Thurlow) and Co-Investigators (Vitaliy Shyyan and Laurene Christensen), other NCEO staff, the external evaluation consultant (Kimberly Hartsell), and the national expert panelists are included in this section. Curriculum Vitae are in Part 6: Other Attachments.

The State of Minnesota and its project management partner (NCEO) are committed to the employment of personnel from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. This commitment is reflected in NCEO's current employment of individuals with disabilities and individuals of different races, 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 in Part 7: Assurances and Certifications).

**(i) Qualifications, Including Relevant Training and Experience, of the Project Director or Principal Investigator – Key Personnel**

**Cheryl Alcaya (.10 FTE)** will serve as Principal Investigator on the DIAMOND project. Ms. Alcaya is the Assessment Supervisor at the Minnesota Department of Education supervising test development efforts of group creating statewide science assessments, English language proficiency assessments, and alternate assessments for students with disabilities. Ms. Alcaya supports implementation of online delivery of statewide assessments and serves as the Chair the Test Policies and Procedures Committee, convened to ensure test security and data integrity in Minnesota assessments. She also works with project management groups to develop online trainings and to organize face-to-face trainings related to online, ELP, alternate, and science assessments. Ms. Alcaya has served as Project Director and Principal Investigator on federal grants, including the “Accessible Portable Item Profile” project and the

“Improving the Validity of Assessment Results for ELLs with Disabilities” project. She has served as Minnesota representative in federal grant projects and consortia, including Enhanced Assessment Grants “Guidelines for Accessible Assessment Project” and “Student Accessibility Assessment System.”

**Eric Kloos (.10 FTE)** will serve as Project Director on DIAMOND. Mr. Kloos is the Special Education Supervisor at the Minnesota Department of Education. He supervises the development, implementation, and evaluation of statewide initiatives on Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered Systems of Support (MTSS), Prevention and Early Intervening Services, and the use of Implementation frameworks to support effective practices. Mr. Kloos budgets and oversees annual funding to address statewide needs in special education, including staff development, continuous improvement activities and development of training resources. He also manages a staff of special education content experts and regional PBIS projects throughout Minnesota.

**Joan Breslin Larson (.10 FTE)** will serve as Project Manager on DIAMOND. Ms. Breslin Larson is the Supervisor in the Division of Special Education at the Minnesota Department of Education. She has worked in assistive technology for over 20 years as an independent consultant, in a school setting and at the state education agency. Her work at MDE focuses on improving outcomes for students with low incidence disabilities, English language learners with disabilities, disproportionate representation in special education and supporting a special education teacher sustainable workforce.

**Martha Thurlow, Ph.D., (.30 FTE)** is the lead NCEO’s Principal Investigator for the NCEO subcontract for the DIAMOND project. Dr. Thurlow’s Director of NCEO. She addresses the implications of contemporary U.S. policy and practice for students with disabilities and ELLs 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. Much of this work has focused on accommodations, including the development of policies, the provision of appropriate manuals and professional development approaches, and the generation of research to examine the effects of accommodations. During the past five years, Dr. Thurlow has been an active participant in the

generation of new approaches to accessibility for the consortia of states development assessments of college and career readiness, including serving as a member of the Accessibility, Accommodations, and Fairness Technical Work Group of the Partnership for Assessment of Readiness for College and Careers and a member of the Technical Advisory Committee for the Smarter Balanced Assessment Consortium. 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 during the past decade. Many of these projects focused on accessibility and accommodations.

**(ii) The qualifications, including relevant training and experience, of other project personnel.**

**State Personnel.** Each participating state and entity has designated at least one person to be the state or entity coordinator for the project. These individuals are described briefly here. Alabama will be represented on the project by **Nannette Pence**, Education Specialist in the Office of Student Assessment. In Maryland, **Trinell Bowman**, Program Manager for Division of Curriculum, Assessment and Accountability, will support the project. In Michigan, **Jennifer Paul**, EL and Accessibility Assessment Consultant, will coordinate project efforts. For Ohio, **Wendy Stoica**, Assistant Director for Diverse Learners (including Gifted Children), will coordinate her state's efforts. In West Virginia, **Melissa Gholson**, Coordinator in the Office of Assessment and Research, will support this project. Wisconsin will be represented on the project by **Audrey Lesondak**, EL Education Consultant, and **Kristen Burton**, Special Populations Consultant. For the U.S. Virgin Islands, **Alexandria Baltimore-Hookfin**, State Assessment Director, will support the project efforts.

**NCEO Personnel.** Two Co-Investigators will lead the work of the DIAMOND project in collaboration with NCEO's Principal Investigator Martha Thurlow. **Vitaliy Shyyan, Ph.D., (.40 FTE)** will serve as Co-Investigator for the NCEO Subcontract. Dr. Shyyan is a Research Associate at NCEO. He works with state departments of education to improve outcomes for diverse students, including

students with disabilities, ELLs, and ELLs 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; and designing and delivering technical assistance to states and assessment consortia. Dr. Shyyan has served as co-investigator on other NCEO projects. He has assisted states with developing accommodations manuals for ELLs and ELLs with disabilities and has been involved in work on accessibility and accommodations manuals for the Smarter Balanced Assessment Consortium and the English Language Proficiency for the 21<sup>st</sup> Century (ELPA21) consortium. Dr. Shyyan has also served as a co-lead on ELPA21's Administration, Accessibility, and Accommodations Task Management Team.

**Laurene Christensen, Ph.D., (.40 FTE)** will serve as Co-Investigator for the NCEO Subcontract. Dr. Christensen brings expertise regarding accessibility and accommodations to the project. Most recently, she has collaborated with CCSSO and state partners to develop new accommodations manuals for students with disabilities, ELLs, and ELLs with disabilities. Dr. Christensen has consulted with both Smarter Balanced and PARRC consortia on accommodations policies. Dr. Christensen has served as Co-Investigator on other projects, including a federally-funded grant related to ELLs with disabilities, and an evaluation of a project that developed embedded access tools in an assessment. Dr. Christensen has also served as a co-lead on the Administration, Accessibility, and Accommodations Task Management Team for ELPA21. **Sheryl Lazarus, Ph.D., (.40 FTE)** is a Senior Research Associate at NCEO. Dr. Lazarus conducts research and provides technical assistance on the inclusion of all students, including students with disabilities, ELLs, and ELLs with disabilities, in assessments and assessment systems. Her areas of focus include accessibility and accommodations, alternate assessments, and graduation. Dr. Lazarus publishes and presents regularly on these and related topics. She also led the effort at NCEO to develop five interactive multi-media professional development modules on how to select, administer, and evaluate the use of accommodations. **Christopher Rogers (.40 FTE)** 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 currently focuses his work on accessible science assessments and assisting states in utilizing research evidence supporting accommodations use for students with disabilities and ELLs. **Debra Albus (.40 FTE)** is a Research Fellow at NCEO. Deb conducts research and policy analyses on the inclusion of ELLs 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 Improving the Validity of Assessment Results for ELLs with Disabilities project and policy analyses for NCEO on alternate assessments based on alternate achievement standards for students with significant cognitive disabilities. **Linda Goldstone (.60 FTE)** will serve as Research Fellow for the project. Linda's research work has been on projects related to large-scale assessments and academic standards for preK-12 students with disabilities, ELLs, and ELLs with disabilities. Linda's has over 15 years of special education experience that includes conducting screenings, evaluations, assessments, and interventions as a speech-language pathologist with pre-K learners to adult population with a spectrum of disabilities in various settings. She is currently a Doctoral Candidate in the Second Language Education Program in the Department of Curriculum and Instruction at the University of Minnesota. **Yi-Chen Wu, Ph.D., (.30 FTE)** will serve as a Research Associate on the project. She has been working with large-scale assessment data since 2000. She has had experience in analyzing state-wide assessment datasets, formative assessment at the classroom level, and various types of datasets. She conducts analyses of the relationship between proficiency rate and accommodation policies in all 50 states. She also has experience analyzing statewide data to examine accessibility features and accommodations on science assessments. She has more than 25 years of experience of using statistics software programs, such as SPSS and SAS, to run various types of analyses. **Kristin Liu, Ph.D., (.40 FTE)** will serve as a Research Associate on the project. Kristi has a variety of experiences working on

state and federally funded projects relating to large-scale assessment and instruction for 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. **James Hatten, Ph.D., (.50 FTE)** will serve as a Research Fellow on the project. Jim is primarily responsible for many of the center's instructional design projects. He has designed, developed, and moderated over forty online research environments (focus group discussions, Delphi environments, surveys, and usability studies). Additionally, he designed nearly twenty web sites and modules for NCEO. Jim's doctoral work in Education, Curriculum and Instruction at the University of Minnesota focused on designing online research tools and learning environments. **Michael Moore (.20 FTE)** will serve as Principal Editor/Writer on the project. Michael 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 of NCEO activities. His work has also included helping develop online training modules, specifically an online staff development learning curriculum. This online course was made available to teachers to help them make better accommodations decisions. **Debbie Hansen (.50 FTE)** will serve as Executive Office and Administrative Specialist on the project. At NCEO, Debbie provides office support, including purchasing, accounts payable, processing employee travel reimbursements, preparing contracts for independent consultants, communicating with consultants and nonemployee travelers regarding invoicing and expense reimbursement, ordering supplies, and performing other related tasks.

**(iii) The qualifications, including relevant training and experience, of project consultants or subcontractors.**

This project will be supported by two consultants – an external evaluation consultant and a web design consultant.

**External Evaluation Consultant. Kim Hartsell** will serve as the external evaluator for the DIAMOND project. Ms. Hartsell has worked to improve educational and functional outcomes for students with disabilities for over 30 years. Currently, she is an external evaluator for the Georgia State Personnel Development Grant (SPDG). She is responsible for all data collection, analysis, and reporting requirements associated with the SPDG. Ms. Hartsell previously worked as a Senior Analyst with the Southeast Regional Resource Center, one of six OSEP-funded centers in the Regional Resource Center Program (RRCP). In this capacity, she worked with states to analyze and update their state systems, to align their systems with general education initiatives, and to support state and local educational agencies in the implementation of evidenced-based practices. Earlier in her career, Ms. Hartsell served as the Director of the Division for Special Education Supports in a State Education Agency (SEA). She coordinated all IDEA discretionary projects and was responsible for developing and managing budgets, recruiting and supervising personnel, and coordinating services for each of the projects. Prior to becoming the state director, she served as a program manager in a SEA for three years managing statewide assistive technology and accessible instructional materials' projects. In each of these positions at the SEA, Ms. Hartsell worked with key personnel from a variety of offices including finance, curriculum, and school improvement to develop, coordinate, and manage programs and to provide technical support to local educational agencies. Ms. Hartsell received her B.S. degree from Auburn University and her Ed.S. from the University of Georgia.

**Project Consultant.** A consulting firm will be hired to support the development of a training module related to the guidelines developed for the project. The consulting firm will work closely with Dr. Shyyan and Dr. Hatten to develop the training module, including developing graphic design layouts, hiring and coordinating actors for videos for the module. The consulting firm will be hired to work in Years 2 and 3 for a total of \$200,000 for the work across both years.

**National Panel of Experts.** Seven national scholars with a range of expertise in accessibility and accommodations for students, educators' professional development, and education technology will support the DIAMOND project.

**Anne Chartrand, Ed.D.**, earned a Bachelor of Science from Florida State University in Elementary Education. She received an Advanced Studies in Education degree, and a Masters of Education from the University of Alabama at Birmingham in the area of Elementary Education with an emphasis in Reading. Her Doctorate of Education is from the University of Alabama in Elementary Education with an emphasis in student assessment. Dr. Chartrand began her career as a classroom teacher in Pensacola, Florida and Birmingham, Alabama. In 1975 she joined the Alabama Department of Education where she began as a reading and language arts specialist assisting school systems with curriculum, standards and training issues. Dr. Chartrand then became the Director of Assessment for the department and was responsible for the development, administration, and interpretation of all criterion and norm-referenced testing in the state and all associated issues. This included the provisions and inclusion of special education students, accommodation and modification details, and training of special educators in assessment issues regarding the special education populations. She served on numerous national committees to advise on these issues. Her experiences include all aspects of standards development, alignment of curriculum, item and assessment development, interpretation, psychometrics, standards setting, accommodations, and alternate assessments. She was very involved in the development, scoring, and professional development of performance assessments and effective classroom assessment. She served as the representative for Regional Resource Centers on ASES SCASS and as the Chair of the Inclusive Assessment Community of Practice. She served on the national advisory boards for NCEO, National Alternate Assessment Center (NAAC), and National Accessible Reading Assessment Projects (NARAP), participated on the panels of several EAGs and national projects.

**Leanne Ketterlin Geller, Ph.D.**, is a Professor in Education Policy and Leadership at Southern Methodist University and the director of the Research in Mathematics Education unit. She has served as Principal Investigator for numerous funded projects investigating test accommodations and test development procedures to support students with disabilities. Her interests focus on the development of effective assessment procedures in mathematics and valid decision-making systems for students with diverse needs through the integration of accommodations and principles of universal design. Her work is

centered on using technology to provide flexible assessment systems for supporting students' needs with embedded accommodations. She works closely with teachers and administrators to understand the application of measurement and assessment principles for making decisions in school settings. She has published articles and book chapters in the areas of testing accommodations, universal design for assessment, and using data from large-scale and classroom-based assessment for making decisions. She has presented original research findings at local, national, and international conferences. In addition, Dr. Ketterlin Geller taught high school science and is a trained K-12 administrator.

**Judy Kraft** has worked as a classroom teacher, high school administrator, WA state department alternate assessment specialist and a staff development trainer. 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 has many responsibilities but has been primarily assigned to support partner states' teachers of student with significant cognitive disabilities in their journey toward teaching and assessing their students with the Common Core State Standards.

**Caroline MaGee** is a Senior Research Assistant and Technical Assistance Provider for the National Technical Assistance Center on Transition (NTACT) and the National Post-School Outcomes Center (NPSO) at the University of Oregon. *Caroline provides technical assistance to state and local education and vocational rehabilitation agencies to implement evidence-based and promising practices that ensure students and young adults with disabilities, including those with significant disabilities, stay in school, progress in school, and graduate with the knowledge, skills, and supports needed to succeed in postsecondary education and employment.*

**Michael Russell, Ph.D.**, has a doctorate in Educational Research, Measurement, and Evaluation and M.Ed. in Secondary Education. He is currently a Full Professor at the Lynch School of Education at Boston College where he teaches courses on assessment, test construction, technology enhanced assessment, and Universal Design for Assessment. He has conducted dozens of small- and large-scale research studies that focus on accessibility, comparability, test validity, and educational technology that

resulted in more than 50 publications. Michael has also authored or co-authored five books on assessment, co-developed the Accessible Portable Item Protocol (APIP) Standard, and co-developed NimbleTools, an award-winning Universally Designed test delivery system that exceeds federal requirements for accessibility. Michael has also served as President of Nimble Assessment Systems, Senior Vice President at Measured Progress, and a Senior Associate at the National Center for the Improvement of Educational Assessment. In terms of his accessibility and accommodations work, Dr. Russell also co-developed the AIM Explorer, a tool designed to inform decisions about accessibility supports for individual students; directed multiple federally funded research projects that focused on improving accessibility during assessment through applications of technology; led research on improving accessibility during assessment via embedded ASL support, refreshable braille devices, and Touch Graphics technologies; and directed development of Smarter Balanced accessibility guidelines and initial accessibility policies.

**Alan Sheinker, Ph.D.**, is an educational consultant for Sheinker Educational Services, Inc. specializing in state and local assessment, curriculum development, and accessibility. He has worked with several states on all of these topics and their application to both general and special populations. Dr. Sheinker has served as Vice President State Solution Consultant, Senior Director of Product Development and Senior Director of Product Management, Associate Director of the University of Kansas CETE Dynamic Learning Maps Alternate Assessment project, and Wyoming Assistant State Superintendent of Schools. Dr. Sheinker recently led a team that achieved Accessible Portable Item Protocol certification to maximize accessibility for students with disabilities to access and accommodate on-line assessments. Dr. Sheinker served as a technical assistance provider for the United States Department of Education on aligned assessment systems and programs. In his forty years in public and higher education, Dr. Sheinker has taught, supervised and evaluated both regular education and special education classrooms and programs, taught graduate courses in assessment, authored instructional and professional development materials, and facilitated the development of district standards and district, state and consortium

assessments. He has done numerous presentations and authored papers on a variety of curriculum and assessment topics.

**Cathy Newman Thomas, Ph.D.**, is an Assistant Professor in the Department of Special Education at the University of Missouri. Dr. Thomas' research interests focus on technology in preservice teacher education, inservice professional development, and for students with and at risk for disabilities. She is interested in using learning theory to support the development and identification of technology enhanced evidence-based practices. Her work is focused on how technology can be used to develop teacher knowledge and skills that improve academic and behavioral outcomes for students with and at risk for disabilities and the affordances of technology that provide access to the general curriculum for students with and at risk for disabilities. Dr. Thomas is the recipient of the *2014 Lee Henson Access Award*. She is principal investigator on the *Secondary Science Tiered Technology-Enhanced Methods (S<sup>2</sup>T<sup>2</sup>EM) for Learning* project which employs universal design for learning to study science learning of students with and at risk for disabilities in a school which has adopted a 1:1 iPad initiative, and she is a co-investigator on the *QuEST: Quality Elementary Science* project, with her contributions centered around on professional development, universal design for learning, and providing access to the general curriculum for diverse learners. Further, Dr. Thomas has experience in developing and testing online professional development materials including an anchored instruction website teaching evidence based practices to preservice teachers as project director for Project MAINSTEP, and in her ongoing role in the development of Content Area Podcasting. Dr. Thomas teaches coursework in the undergraduate teacher preparation program. Her primary teaching responsibilities have been to prepare undergraduate preservice general education teachers to implement inclusive practices, covering special education law and procedures, characteristics of disability, evidence-based interventions for students with disabilities, and behavior management. In Fall 2013 and Fall 2015, Dr. Thomas teaches a doctoral course on special education technology.

**(f) Adequacy of Resources**

NCEO as the DIAMOND management partner has excellent facilities, equipment, supplies and other resources to support this project. Housed at the University of Minnesota, one of the nation's top institutions of higher education, NCEO has rich resources for ensuring adequate support for successful completion of all project activities.

**(i) The Adequacy of Support, Including Facilities, Equipment, Supplies, and Other Resources, From the Applicant Organization or the Lead Applicant Organization**

NCEO is a nationally-acclaimed center within the College of Education and Human Development's (CEHD) Institute on Community Integration (ICI) which has an active research staff of more than 100 individuals managing more than 60 research, evaluation, and technical assistance and training projects concurrently with an annual operating budget of approximately \$24M. ICI has a core team of administrative support professionals who provide budget management and fiscal reporting; technology design and development; data management; communications and marketing; and print and graphic design services.

**(ii) The Relevance and Demonstrated Commitment of Each Partner in the Proposed Project to the Implementation and Success of the Project**

The DIAMOND collaborative brings established organizational resources together. The states and entities bring to this project their individual and collective commitments to developing assessment systems that ensure that assessment outcomes for all students, including students with disabilities, ELLs, ELLs with disabilities, and those students who are not ELLs or do not have a disability status, are valid, through building capacity of educators to use classroom data to evaluate the effectiveness of instructional accessibility features and accommodations and apply that knowledge to optimal accessibility and accommodations decision making on large-scale assessments. States' interest in partnering to ensure the highest possible outcomes for their students, and their willingness to advance the research and practice field while they do so, is the most powerful resource this project has.

The other organizations also offer strength and resources. NCEO has over 25 years of experience in providing OSEP-funded technical assistance to all states and national leadership in inclusive assessments and accountability systems that appropriately monitor educational results for all students. NCEO is uniquely qualified to assist this state collaborative because it is widely considered to be the national expert on assessment and accountability information for students with disabilities, ELLs, ELLs with disabilities, and other students with documented accessibility needs. It has conducted research and has been a leader in providing technical assistance to state departments of education for over 20 years. NCEO tracks what is happening in each state and has a deep understanding of the policy context as well as technical requirements of assessments. Over the past decade, NCEO has collaborated with states, school districts, and teachers to study standards-based instruction and outcomes for diverse students in addition to conducting regular analyses of state assessment policies and practices. Because of this work NCEO is uniquely positioned to assist states in moving forward supporting the capacity-building of educators to improve accessibility and accommodations decision making, thereby leading to more valid assessment results.

**(iii) The Budget Is Adequate to Support the Proposed Project**

The budget of the DIAMOND project (included in Part 4: Budget Narrative 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. The overall Minnesota budget includes all expenses for their investigation, as well as subcontracts for the activities conducted by NCEO, and the project consultants. NCEO will manage all Objectives for the project, with the input and assistance from states. NCEO will host the national expert panel stipends and expenses.

**(iv) Costs Are Reasonable in Relation to the Objectives, Design, and Potential Significance of the Proposed Project**

All project costs contained in the budget (see Part 4: Budget Narrative) have been analyzed by multiple NCEO staff members and other University of Minnesota employees to ensure that they are both sufficient and reasonable for meeting the project goals, implementing the activities, and generating

project deliverables of high significance. These costs are based on NCEO's prior extensive experience of budgeting for similar projects as well as current educational and economic trends shaping the field.

**(g) Quality of the Management Plan.**

The DIAMOND project is a state collaborative supported by NCEO, the National Expert Panel, and the project consultants. NCEO will organize and carry out project activities under the direction of Principal Investigator (Cheryl Alcaya), Project Director (Eric Kloos), and Project Manager (Joan Breslin Larson). Minnesota's Principal Investigator, Project Director, and Project Manager and NCEO Principal Investigator and Co-Investigators will form the *project leadership team*. This team will meet by WebEx conference bimonthly throughout the project to review project work related to projected timelines, troubleshoot and problem-solve, and plan activities. NCEO will write quarterly activity summaries to be sent to state coordinators from each state.

**(i) The Adequacy of the Management Plan to Achieve the Objectives of the Proposed Project on Time and Within Budget, Including Clearly Defined Responsibilities, Timelines, and Milestones for Accomplishing Project Tasks**

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.

**Minnesota Department of Education.** The Minnesota 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. In addition to the evaluation activities (completed by the external evaluator), the Minnesota Department of Education will check that requirements are being met during monthly calls with the subcontractors and state coordinators. This work will be carried out by **Cheryl Alcaya**, Principal Investigator, **Eric Kloos**, Project Director, and **Joan Breslin Larson**, Project Manager, or designees within the Minnesota Department of Education.

**NCEO Subcontract.** Minnesota will establish a subcontract with NCEO to carry out the activities in each of the stated objectives. NCEO's Principal Investigator (**Martha Thurlow**) and Co-Investigators (**Vitaliy Shyyan** and **Laurene Christensen**) 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 Minnesota 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, phone, and Basecamp communications among the NCEO leads, as well as other NCEO staff members.

Specific NCEO responsibilities include: (1) Communicating with all states and entities by facilitating bimonthly calls and summarizing those calls; (2) Conducting online focus groups with educators to generate instructional and assessment strategies that inform the decision-making processes for accessibility features and accommodations; (3) Conducting classroom observations and follow-up interviews in teachers to identify appropriate practices in implementing accessibility features and accommodations; (4) Conducting one state's data analysis to showcase the process of making data informed decisions; (5) Holding a forum with national experts to generate consensus on a set of guidelines and related comprehensive assessment instruments for making data informed decisions about accessibility features and accommodations for students with documented needs; (6) Developing professional development materials, including a training module, to summarize and exemplify the guidelines and instruments; (7) Piloting the professional development materials to test them in the field; (8) Collaborating with the external evaluator throughout the project to obtain and apply objective and effective evaluation results; and (9) Disseminating information related to grant efforts.

**Martha Thurlow, Ph.D., (.30 FTE)** will serve as NCEO's Principal Investigator on the project. She will oversee all aspects of the DIAMOND project. She will be responsible for the hiring and supervision of all staff on the project. She will work closely with project Co-Investigators, Dr. Shyyan and Dr. Christensen, to manage contracts, budgets, and timelines for this work. Dr. Thurlow will read all

reports prior to their publication and dissemination. She will attend project meetings and participate in dissemination efforts as needed.

**Vitaliy Shyyan, Ph.D., (.40 FTE)** will serve as NCEO's Co-Investigator for the project. He will work closely with Dr. Thurlow and Dr. Christensen to manage contracts, budgets, and timelines and to provide strategic leadership for the project. Dr. Shyyan will lead the development of the guidelines, the training module and other professional development materials related to the guidelines, the expert forum, and the pilot testing of the professional development materials. Dr. Shyyan will contribute to writing and reading 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.

**Laurene Christensen, Ph.D., (.40 FTE)** will serve as Co-Investigator on the project. 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. Dr. Christensen will read all reports prior to publication and dissemination. Dr. Christensen will attend project meetings, and will participate in dissemination efforts for the project.

**Sheryl Lazarus, Ph.D., (.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. Dr. Lazarus will contribute to the writing of reports for the project and participate in dissemination activities. She will also participate in the forum with states and national expert panelists.

**Christopher Rogers (.40 FTE)** will serve as Research Fellow on the project. He will work closely with Dr. Shyyan on the development of the training module for the project. He will assist with writing the guidelines for the project and with writing content for the module and other professional development materials.

**Deb Albus (.40 FTE)** will serve as Research Fellow for the project. She will gather information on current guidelines in participating states. She will help support the organization of the forum with state participants and national experts, including taking meeting notes. She will contribute to writing the training module content as needed.

**Linda Goldstone (.60 FTE)** will serve as Research Fellow on the project. She will develop focus group questions, facilitate the focus groups, collaborate with other project staff on the analysis of focus group data, and assist with writing the report based on the focus groups. She will also assist with dissemination efforts for the project.

**Yi-Chen Wu, Ph.D., (.30 FTE)** will serve as Research Associate for the project. Dr. Wu will work closely with Dr. Shyyan and the state leads to develop a sample data analysis for the forum. This analysis will also be included in the training module.

**Kristin Liu, Ph.D., (.40 FTE)** will serve as Research Associate on the project. She will work closely with Dr. Christensen to develop observation and interview protocols. She will assist writing reports based on the classroom observation activity. Dr. Liu will also work with Dr. Wu on the development of sample data analyses for the forum and training module.

**Jim Hatten, Ph.D., (.50 FTE)** will serve as Research Fellow on the project. He will work on the web design of the professional development materials, including the training module and related tools. Dr. Hatten will also assist with developing a platform for the online focus groups.

**Michael Moore (.20 FTE)** will serve as Principal Editor/Writer on the project. He will work closely with Dr. Thurlow, Dr. Shyyan, and Dr. Christensen to ensure that project publications are developed for production in print and on the web in a timely manner.

**Debbie Hansen (.50 FTE)** will serve as Executive Office and Administrative Specialist on the project. Ms. Hansen will coordinate all travel logistics for non-employees, including state representatives and national expert panelists. She will help with additional meeting logistics including hotel contracts and food orders, meeting materials, and other arrangements as needed.

**Graduate Research Assistant 1 (.50 FTE)** (to be named) will be hired to support the data collection efforts of the project including the classroom observations and the focus groups. This GRA will develop Institutional Review Board applications, communicate with data collection sites, recruit focus group participants, and manage logistics for data collection and storage. This GRA will assist with data collection and also with writing reports based on the data.

**Graduate Research Assistant 2 (.50 FTE)** (to be named) will be hired to support the development of the training module for the project. This GRA will help with writing content for the module and other professional development materials as well as assist with various other aspects of module production such as programming, captioning, and other components as needed.

**Timeline.** The DIAMOND project activities are planned to be completed within a three-year timeframe, with each activity designated for completion during certain months of the project and representing project milestones (see Table 3).

**Table 3. Project Timeline**

Activities for Each Objective	Year 1 (Months)												Year 2 (Months)					
	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M
<b>Obj. 1, Act. 1: Online Focus Groups With Teachers</b>																		
1a. Develop focus group questions and build online platform																		
1b. Obtain IRB approval																		
1c. Hold a kickoff meeting with project partners																		
1d. Recruit participants																		
1e. Conduct online focus groups																		
1f. Analyze data																		
1g. Write a report of focus group findings																		
1h. Share findings with SCASS groups for feedback																		
<b>Obj. 2, Act. 2: Classroom Observations and Follow-up Interviews</b>																		
2a. Develop observation and interview protocols																		
2b. Obtain IRB approval																		
2c. Recruit participants																		
2d. Conduct observations and interviews																		





**(ii) 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 state experts – both from the participating states and entities and from Assessing Special Education Students (ASES) and English Language Learner (ELL) State Collaboratives on Assessment and Student Standards (SCASS) members. Both groups will receive frequent updates on project developments and will have the opportunity to offer suggestions for furthering effectively the project goals. Our work will also rely on input from the national panel of experts who represent important project areas and will be instrumental in enhancing project outcomes.

One of the concluding project activities entails the pilot test of professional development materials developed through this initiative. This activity was included in the project plan to authentically test out the project deliverables and improve them further if based on field test results.

**(iii) Adequacy of Mechanisms for Ensuring High-quality Products and Services From the Proposed 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 and entities, 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.

Within the DIAMOND project, Minnesota 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. The project management partner and the Minnesota 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.

**(iv) 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 4). 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 other personnel are adequate to meet the objectives. States and entities have also committed time to ensure the success of the project (see Part 6 for Letters of Support from states and entities).

**Table 4. Person Loading Chart (Days per Task for Three Years)**

Activity	CA	EK	JBL	SEAs	MT	VS	LC	SL	CR	DA	LG	YCW	KL	JH	MM	DH	GRA 1	GRA 2	KH	Cons.
1	5	17	16	1	15	22	88	78	19	-	255	-	83	92	10	40	90	-	45	-
2	5	5	4	1	15	30	72	91	24	-	107	-	105	-	10	40	90	-	45	-
3	4	5	5	1	24	7	7	22	-	-	-	184	82	-	10	-	90	-	45	-
4	16	4	5	1	40	20	11	40	-	62	-	-	-	-	5	135	-	30	20	-
5	17	16	17	1	16	82	23	10	187	152	88	-	14	192	72	50	30	180	45	240
6	8	8	8	1	26	53	13	5	64	83	-	35	10	88	34	50	90	150	50	60
7	23	23	23	1	98	98	98	60	18	15	18	15	18	18	15	75	-	-	-	-
<b>Total</b>	78	78	78	1	234	312	312	312	312	312	468	234	312	390	172	390	390	390	295	300

**Activities:** 1 – online focus groups, 2 – classroom observations and interviews, 3 – state data analysis, 4 – forum with national experts, 5 – professional development materials, 6 – pilot test, 7 – project management.

**Staff:** CA – Cheryl Alcaya, EK – Eric Kloos, JBL – Joan Breslin Larson, SEAs – state and entity representatives, MT – Martha Thurlow, VS – Vitaliy Shyyan, LC – Laurene Christensen, SL – Sheryl Lazarus, CR – Christopher Rogers, DA – Deb Albus, LG – Linda Goldstone, YCW – Yi-Chen Wu, KL – Kristin Liu, JH – Jim Hatten, MM – Michael Moore, DH – Debbie Hansen, GRA 1 – Graduate Research Assistant 1 (TBN), GRA 2 – Graduate Research Assistant 2 (TBN), KH – Kim Hartsell, Cons. – Consultant (TBN).

#### **(h) Quality of the Project Evaluation**

Throughout the DIAMOND 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.

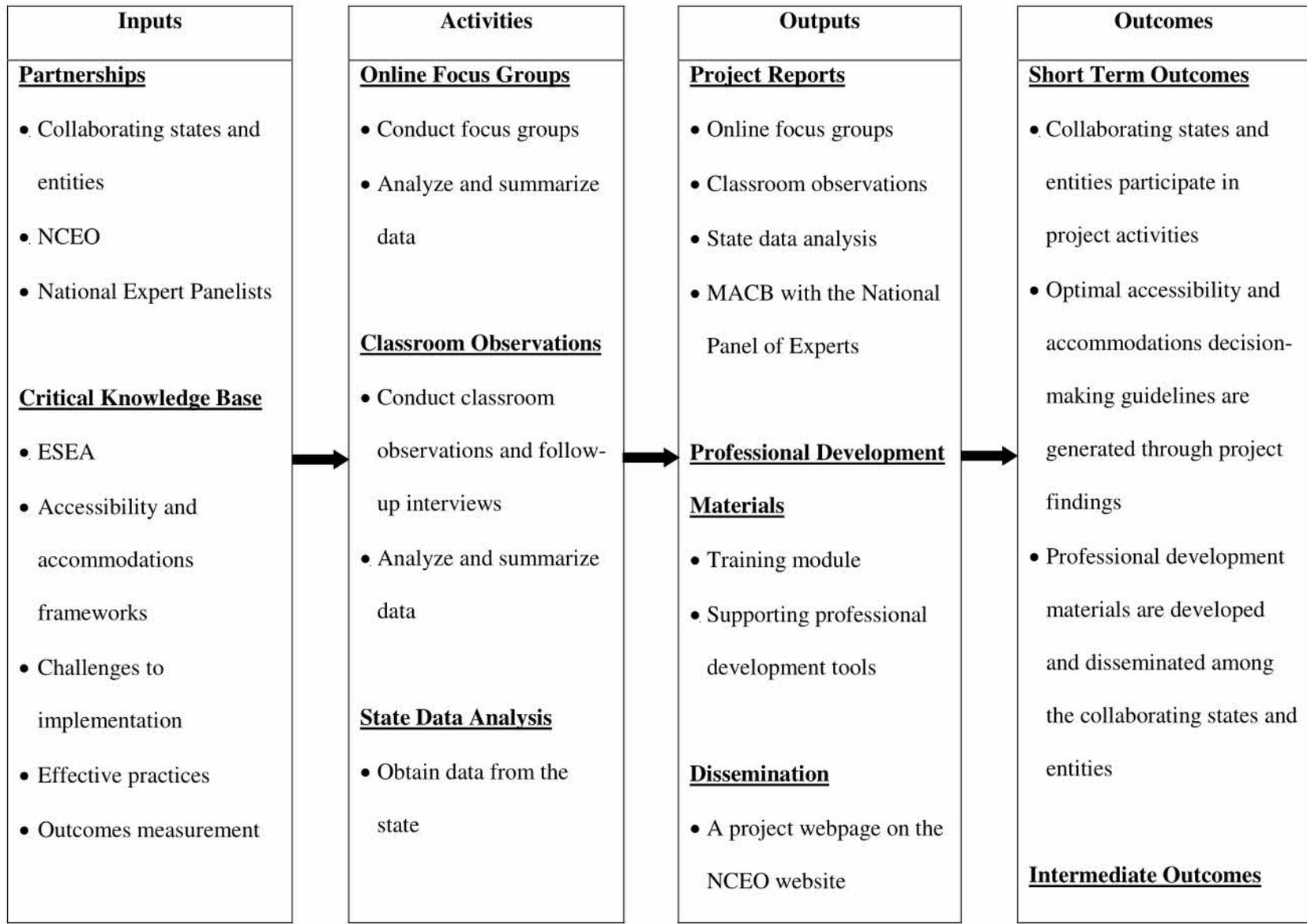
#### **(i) Methods of Evaluation Are Thorough, Feasible, and Appropriate to the Goals, Objectives, and Outcomes of the Project**

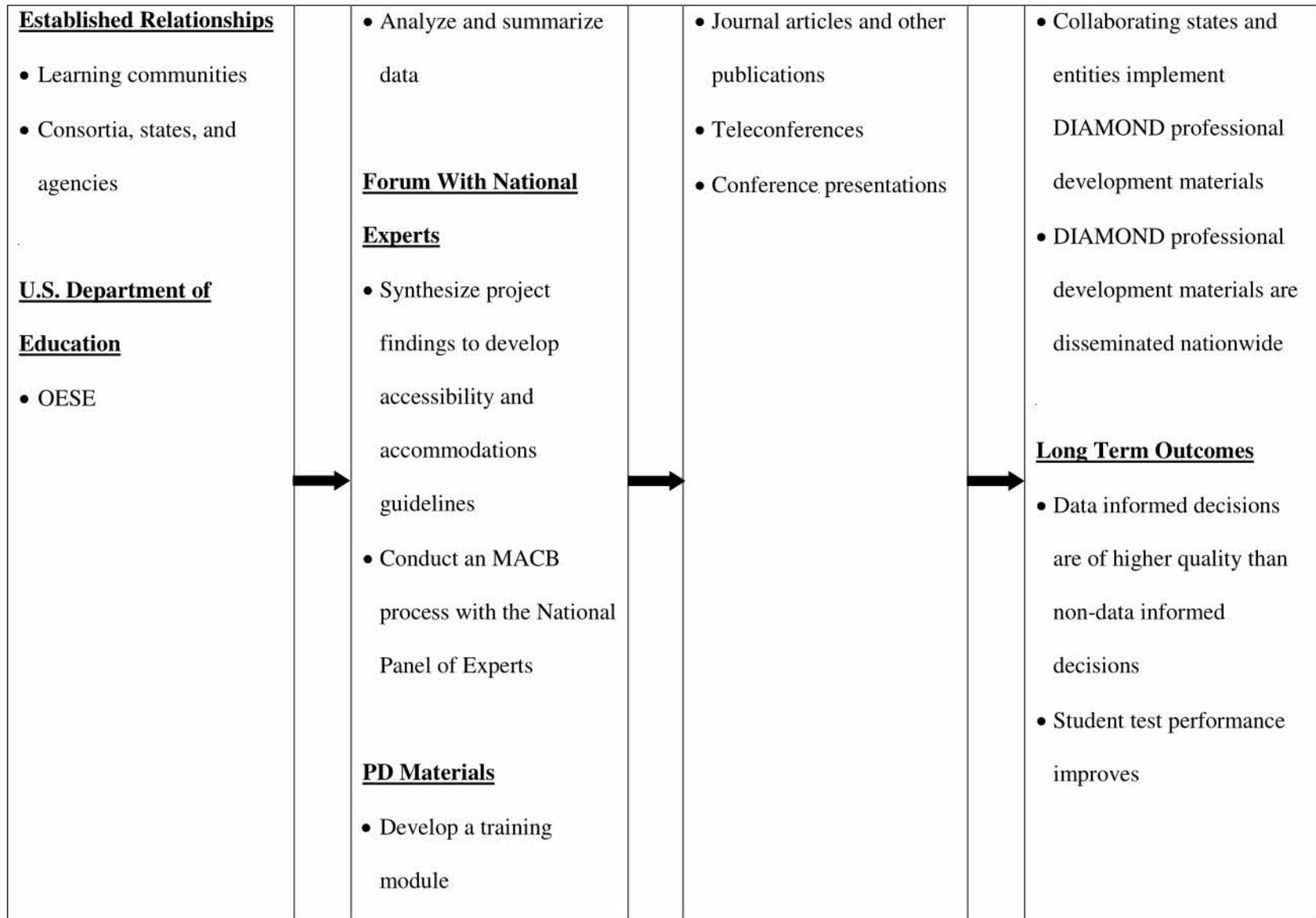
In preparation for the evaluation, to ensure that it meets project needs and is grounded in a strong plan, the external evaluator will meet with the DIAMOND leadership team in the first month of the project. During this meeting, plans for both formative and summative aspects of the project will be reviewed, 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. The NCEO internal evaluation team will be able to use the expertise of ongoing NCEO evaluation efforts to assist with the development of the project evaluation plan. Based on the evaluation plan, an evaluation schedule will be developed to summarize all evaluation activities, instruments/procedures, and dates of completion.

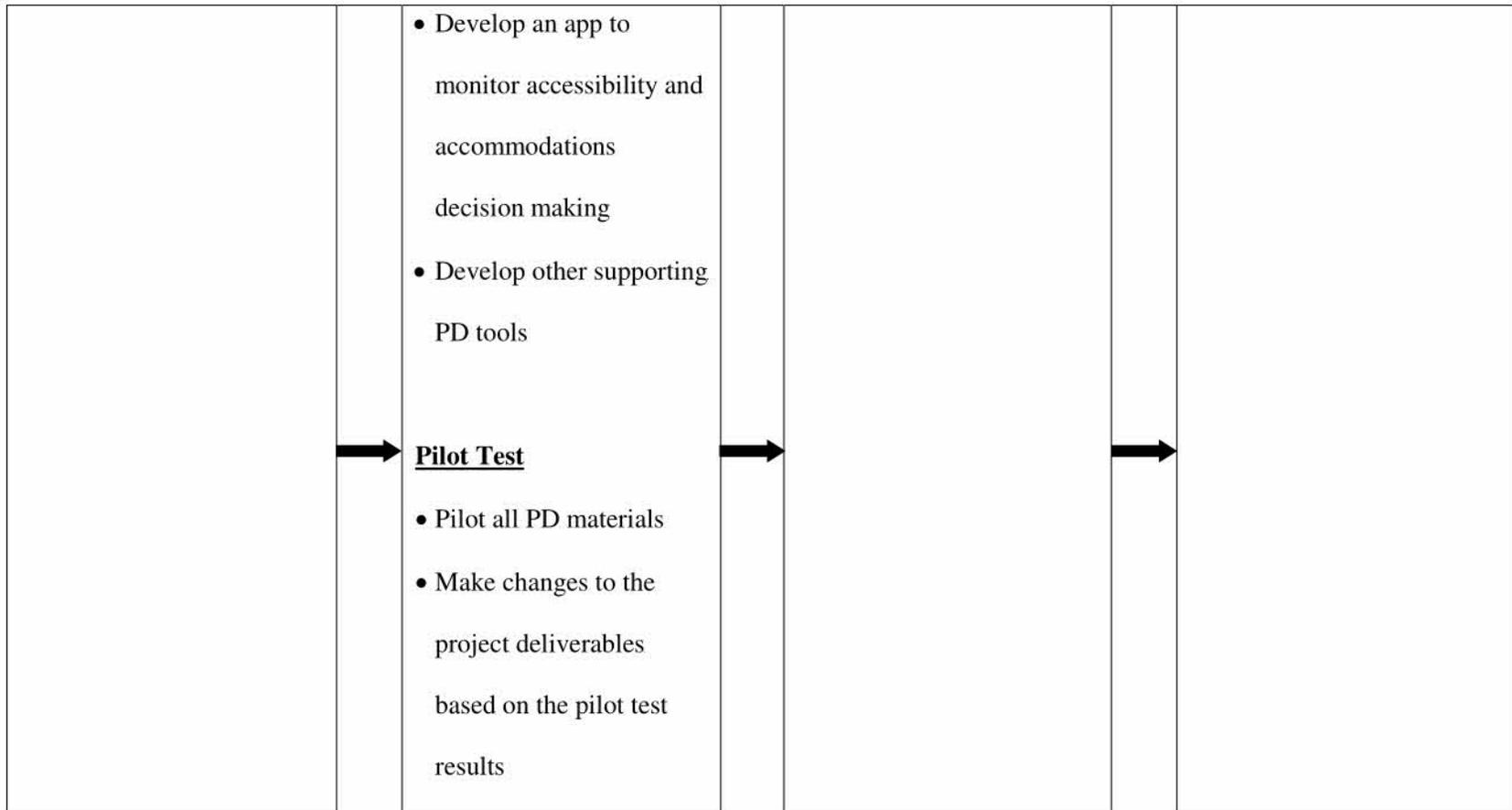
An evaluation logic model for the DIAMOND project is shown in Figure 2. This model details project inputs, activities, outputs, and outcomes. Evaluation methods employed for this project will include surveys and interviews. These will be designed to provide project staff with important formative and 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.

**Figure 2. DIAMOND Logic Model**







## **(ii) Methods of Evaluation Provide for Examining the Effectiveness of Project**

### **Implementation Strategies**

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 DIAMOND 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.

### **(iii) Methods of Evaluation Include the Use of Objective Performance Measures**

The DIAMOND 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 DIAMOND evaluation performance measures.

#### **Table 5. DIAMOND Performance Measures**

**Activity 1. Online Focus Groups**

Performance Measure 1a: Online focus groups with teachers are conducted in participating states and entities.

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. Classroom Observations**

Performance Measure 2a: Classroom observations and follow-up interviews are conducted in collaborating states and entities.

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 3. State Data Analysis**

Performance Measure 3a: Accessibility and accommodations analysis of data in one state is carried out.

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 4. Forum With the National Panel of Experts**

Performance Measure 4a: Project findings are synthesized to develop data informed accessibility and accommodations decision-making guidelines.

Performance Measure 4b: A Multi-Attribute Consensus Building process is conducted with the National Panel of Experts.

Performance Measure 4c: Forum evaluations indicate that 80% of participants were satisfied or highly satisfied with the forum.

Performance Measure 4d: An activity report is published and disseminated.

**Activity 5. Professional Development Materials**

Performance Measure 5a: A training module summarizing and exemplifying accessibility and accommodations guidelines is developed.

Performance Measure 5b: Other supporting professional development tools (e.g., forms, checklists) are developed.

Performance Measure 5c: Experts review the professional development materials developed as a result of Activity 5.

**Activity 6. Pilot Test**

Performance Measure 5a: Collaborating states and entities pilot professional development materials.

Performance Measure 5b: 80% of evaluation exit survey participants are satisfied or highly satisfied with professional development materials.

Performance Measure 5c: If necessary, changes are made to the project deliverables based on the pilot test results.

Performance Measure 5d: Professional development materials are disseminated nationwide.

Performance Measure 5e: Student outcomes improve as a result of professional development activities.

**(iv) 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.

**(v) 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 DIAMOND 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 studies.

**(i) Strategy to Scale**

The DIAMOND project is scalable in nature and is designed to be adjusted in accordance with the field's needs and produce effective professional development resources that will have long-term implications for educators' optimal accessibility and accommodations decision making. The project strategies and activities will generate extensive findings that will first inform educator professional development efforts in the participating states and entities and then will be scaled up on the national level.

**(i) Capacity to Further Develop and Bring to Scale the Proposed Process, Product, Strategy, or Practice**

Multifaceted collaboration is planned for every stage of the project to ensure that multiple stakeholders are involved in amplifying the effect of the project outcomes in the country. The state and entity representatives, even based on their initial messages of support for the project, are significantly invested in generating effective project deliverables and sharing them with educators nationwide. NCEO, the subcontract agency, has a solid history of conducting timely and usable research enhancing educational practices and sharing research findings through well-established channels of communications with SEAs and other educational stakeholders. Other project collaborators – national expert panelists, consultants, SCASS members – will also support DIAMOND scalability efforts.

**(ii) Mechanisms the Applicant Will Use to Broadly Disseminate Information on Its Project**

The DIAMOND project will employ a number of dissemination efforts to support educator professional development efforts that optimize accessibility and accommodations decision making for all students. 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 DIAMOND project investigations, in particular the results of the online focus groups, classroom observations and interviews, as well as the guidelines prioritization, will be shared at conferences that have an emphasis on assessment, students with disabilities, and ELLs, and other students. 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. Results of the DIAMOND project research studies will be highlighted at national conferences targeted at student assessment, English language development, and students with disabilities. Potential conferences will include the American Educational Research Association, 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 DIAMOND project reports and journal publications. Key DIAMOND publications will include reports about online focus group results, the classroom observation and teacher interview findings, the prioritized guidelines, and the professional development materials. 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 DIAMOND 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 the DIAMOND project. Links to key project information, including participating states and entities, project activities and reports, conference presentations, and project deliverables, 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 and entities, including via state newsletters (print and electronic), through regularly scheduled training forums, regional and state conference presentations, and other state mechanisms for information sharing.

**(iii) 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**

Given the shift in accessibility and accommodations approaches on large-scale assessments, new and timely decision-making guidelines are needed to ensure that the new accessibility and accommodations options are maximally beneficial for all students who need them. Educators need extensive professional development support, and the field is in urgent need of the deliverables proposed in the DIAMOND project. States and entities partnering in the effort described in this proposal are committed to developing effective accessibility and accommodations guidelines and summarizing them in professional development materials.

## Other Attachment File(s)

---

\* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

---

To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

## **DIAMOND Part 6 – Other Attachments**

This section contains the following documentation:

1. References from the DIAMOND Narrative
2. Curriculum vitae from project personnel
3. Letters of support from experts
4. Letters of commitment from states
5. Indirect cost agreement

## References from the DIAMOND Narrative

## DIAMOND References

- Adler, C. L., & Zarchin, Y. R. (2001). The 'virtual focus group': using the internet to reach pregnant women on home bed rest. *Journal of Obstetric, Gynecologic, and Neonatal Nursing*, 31(4), 418-427.
- Albus, D. A., & Thurlow, M. L. (2007). English language learners with disabilities in state English language proficiency assessments: A review of state accommodation policies (Synthesis Report 66). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Altman, J. R., Lazarus, S. S., Quenemoen, R. F., Kearns, J., Quenemoen, M., & Thurlow, M. L. (2010). 2009 survey of states: Accomplishments and new issues at the end of a decade of change. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Altman, J. R., Thurlow, M., & Vang, M. (2010). *Annual performance report: 2007-2008 state assessment data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Atkinson, M. J., Lohs, J., Kuhagen, I., Kaufman, J., & Bhaidani, S. (2006). A promising method for identifying cross-cultural differences in patient perspective: The use of internet-based focus groups for content validation of new patient reported outcome assessments. *Health and Quality of Life Outcomes*, 46, 4-14.
- Bolt, S.E., & Roach, A. T. (2009). *Inclusive assessment and accountability: A guide to accommodations for students with diverse needs*. New York, NY: Guilford Press.
- Bottsford-Miller, N. A. (2009). *A Cross-Sectional Study of Reported Inconsistency in Accommodation use in the Classroom and Standardized Test Settings for Elementary and Middle School Students with Disabilities*. (Doctoral dissertation). Available from ProQuest Digital Dissertations and Theses database. (UMI No. 3343545).
- Braden, J., & Joyce, L. (2008). Best practices in making assessment accommodations. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology (Volume 2)*. (5th ed., pp. 589-603). National Association of School Psychologists.
- Burton, L., & Goldsmith, D. (2002). The medium is the message: Using online focus groups to study online learning. *Association for Intuitional Research*. Connecticut Distance Learning Consortium, 1-14.
- Chen, H. T. (2005). *Practical program evaluation: Assessing and improving planning, implementation, and effectiveness*. Sage.
- Christensen, L., Carver, W., VanDeZande, J., & Lazarus, S. (2011). *Accommodations manual: How to select, administer, and evaluate the use of accommodations for instruction and assessment of students with disabilities (3<sup>rd</sup> ed.)*. Washington, DC: Assessing Special Education Students State Collaborative on Assessment and Student Standards, Council of Chief State School Officers.
- 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>

- Cochran-Smith, M., & Lytle, S. L. (1999). Relationships of knowledge and practice: Teacher learning in communities. *Review of Research in Education*, 24(1), 249-305.
- Dede, C., Ketelhut, D., Whitehouse, P., & Breit, L. & McCloskey, E. (2009). A research agenda for online teacher professional development. *Journal of Teacher Education*, 60(1), 8-19.
- DeStefano, L., Shriner, J. G., & Lloyd, C. A. (2001). Teacher decision making in participation of students with disabilities in large-scale assessment. *Exceptional Children*, 68(1), 7-22.
- Elliott, S. N., Kratochwill, T. R., & Schulte, A. G. (1998). The assessment accommodation checklist: Who, what, where, when, why, and how? *Teaching*, 31(2), 10-14.
- Elliott, J. L., & Thurlow, M. L. (2006). *Improving test performance of students with disabilities – on district and state assessments*. Thousand Oaks, CA: Corwin Press.
- Fitzgerald, G., Koury, K., Mitchem, K., Hollingsead, C., Miller, K., Park, M.K., & Tsai, H. (2009). Implementing case-based instruction in higher education through technology: What works best? *Technology and Teacher Education*. 17(1): 31-63.
- Frank, C. (1999). *Ethnographic eyes: A teacher's guide to classroom observation*. Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912.
- Fuchs, L. S., & Fuchs, D. (2001). Helping teachers formulate sound test accommodation decisions for students with learning disabilities. *Learning Disabilities Research & Practice*, 16(3), 174-181.
- Gothberg, J., Applegate, B., Reeves, P., Kohler, P., Thurston, L., & Peterson, L. (2013). Is the medium really the message? A comparison of face-to-face, telephone, and internet focus group venues. *Journal of Ethnographic & Qualitative Research*, 7, 108-127.
- Hauge, T. E., & Norenes, S. O. (2009). Changing teamwork practices: videopaper as a mediating means for teacher professional development. *Technology, Pedagogy and Education*, 18(3), 279-297.
- Helwig, R., & Tindal, G. (2003). An experimental analysis of accommodation decisions on large-scale mathematics tests. *Exceptional Children*, 69(2), 211-225.
- Higgins, J., Fedorchak, G., & Katz, M. (2012). Assignment of Accessibility Tools for Digitally Delivered Assessments: Key Findings. White Paper for Enhanced Assessment Grant # S368A100008.
- Hodgson, J.R., Lazarus, S.S., & Thurlow, M.L. (2011). *Professional development to improve accommodations decisions—A review of the literature*. (Synthesis Report 84). Minneapolis MN: University of Minnesota, National Center on Educational Outcomes.
- Kenny, A. J. (2004). Interaction in cyberspace: an online focus group. *Journal of Advanced Nursing*, 49(4), 414-422.
- Ketterlin-Geller, L. R., Alonzo, J., Braun-Monegan, J., & Tindal, G. (2007). Recommendations for accommodations: Implications of (in) consistency. *Remedial and Special Education*, 28(4), 194.
- Landry, S., Anthony, J., Swank, P., & Monseque-Bailey, P. (2009). Effectiveness of comprehensive professional development for teachers of at-risk preschoolers. *Journal of Educational Psychology*, 101(2), 448-465.

- Langley, J., & Olsen, K. (2003). *Training district and state personnel on accommodations: A study of state practices, challenges, and resources*. Washington, DC: Council of Chief State School Officers.
- Lazarus, S. S., Thompson, S. J., & Thurlow, M. L. (2006). How students access accommodations in assessment and instruction: Results of a survey of special education teachers. EPRRI issue brief seven. *Educational Policy Reform Research Institute*, 28.
- Liu, K., Barrera, M., Thurlow, M., Guven, K. & Shyyan, V. (2005). Graduation exam participation and performance (1999-2000) of English language learners with disabilities (*ELLs with Disabilities Report 2*). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Available at: <http://cehd.umn.edu/NCEO/OnlinePubs/ELLsDisReport2.html>
- Maccini, P., & Gagnon, J. C. (2006). Mathematics instructional practices and assessment accommodations by secondary special and general educators. *Exceptional Children*, 72(2), 217-234.
- National Center for Education Statistics (2014). English Language Learners. Retrieved May, 2015, from: [https://nces.ed.gov/programs/coe/indicator\\_cgf.asp](https://nces.ed.gov/programs/coe/indicator_cgf.asp)
- National Center on Educational Outcomes (2015). Making accessibility decisions for ALL students: NCEO Brief 11.
- National Clearinghouse for English Language Acquisition, n.d.
- Scott, B. J., Vitale, M. R., & Masten, W. G. (1998). Implementing instructional adaptations for students with disabilities in inclusive classrooms: A literature review. *Remedial and Special Education*, 19(2), 106-119. doi:10.1177/074193259801900205
- 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>
- 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>
- 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>
- Stancanelli, J. (2010). Conducting an online focus group. *The Qualitative Report*, 15(3), 761-765.
- Strauss, A., & Corbin, J. (1994). Grounded theory methodology. *Handbook of qualitative research*, 273-285.
- Supovitz, J. (2002). Developing communities of instructional practice. *The Teachers College Record*, 104(8), 1591-1626.

- Thompson, S.J., Lazarus, S.S., Clapper, A.T., & Thurlow, M.L. (2006). Adequate yearly progress of students with disabilities: Competencies for special education teachers. *Teacher Education and Special Education (TESE)*, 26(2).
- Thompson, S.J., Lazarus, S.S., Thurlow, M.L., & Clapper, A.T. (2005). *The role of accommodations in educational accountability systems*. (Topical Review 8). College Park MD: University of Maryland, Educational Policy Reform Research Institute.
- Thurlow, M. L., Lazarus, S. S., & Christensen, L. L. (2008). Role of assessment accommodations in accountability. *Perspectives on Language and Literacy*, 34(4), 17-20.
- Thurlow, M.L., Moen, R., & Altman, J. (2006). Annual performance reports: 2003-2004 state assessment data. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Available at: <http://www.nceo.info/OnlinePubs/APRsummary2006.pdf>.
- Turney, L., & Pocknee, C. (2005). Virtual focus groups: New frontiers in research. *International Journal of Qualitative Methods*, 4(2), Article 3.
- Vanderwood, M. L., & Erickson, R. (1994). Consensus building. In J. E. Ysseldyke, & M. L. Thurlow. (Eds.), *Educational outcomes for students with disabilities*. New York: The Haworth Press, Inc.
- Watson, M., Peacock, S., & Jones, D. (2006). The analysis of interaction in online focus groups. *International Journal of Therapy and Rehabilitation*, 13(12), 551-557.
- Weiss, C. H. (1972). Utilization of evaluation: Toward comparative study. *Evaluating action programs: Readings in social action and education*, 318-326.
- Wineburg, S., & Grossman, P. (1998). Creating a community of learners among high school teachers. *Phi Delta Kappan*, 79(5), 350-353.
- Ysseldyke, J., Thurlow, M., Bielinski, J., House, A., Moody, M., & Haigh, J. (2001). The relationship between instructional and assessment accommodations in an inclusive state accountability system. *Journal of Learning Disabilities*, 34(3), 212.

## **Curriculum vitae from project personnel**

Cheryl Alcaya

---

## Relevant Experience

### Supervisor, July 2006 to present

Minnesota Department of Education, Roseville, MN

- Supervise test development efforts of group creating statewide science assessments, English language proficiency (ELP) assessments and alternate assessments for students with disabilities.
  - Support development of schedules and processes for test development and quality control.
  - Support content specialists to ensure timely completion of tasks.
  - Create documentation in support of assessments for multiple audiences, including district assessment coordinators, teachers, and federal peer reviewers.
  - Organize and facilitate advisory group meetings and ad hoc panels convened to support and document assessment practices.
- Support implementation of online delivery of statewide assessments.
  - Facilitate lines of communication between district technology coordinators and testing contractor.
  - Chair the Statewide Assessment Technology Work Group.
  - Document technology requirements and assist districts with troubleshooting technology issues.
- Chair the Test Policies and Procedures Committee, convened to ensure test security and data integrity in Minnesota assessments.
- Work with Project Management group to develop online training and to organize face-to-face trainings related to online, ELP, alternate and science assessments.
- Serve as Project Director and/or Principal Investigator on federal grants. Past grants include the "Accessible Portable Item Profile" project and the "Improving the Validity of Assessment Results for ELLs with Disabilities" project.
- Serve as Minnesota representative in federal grant projects and consortia. Past grants include Enhanced Assessment Grants "Guidelines for Accessible Assessment Project" and "Student Accessibility Assessment System"; General Supervision Enhancement Grants H373X070028 and H373X070010.

### Assessment and Technology Specialist, April 2003 to June 2006

Minnesota Department of Education, Roseville, MN

- Create and/or evaluate content for standardized assessments for K-12 English language learners (ELL).
- Work with teacher committees in various phases of test development.
- Serve as primary contact for content development and online test delivery vendors.
- Analyze test data.
- Report test development activities at conferences.
- Write RFPs and contracts for ELP test development, test specifications, detailed blueprints, reports.
- Serve on ESL, Bilingual Education, and Migrant Education Program conference organizing committee.

### **Coordinator, Assessment Team, June 1995-April 2003**

Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota, Minneapolis, MN.

- Supervise and participate in the development, pilot testing, and analysis of second-language proficiency tests for large-scale administration in an ongoing project to improve articulation of language programs across all levels of education.
- Author content and software for computer-delivered tests in reading, writing, and listening in French, German, and Spanish, and a training package for raters of writing and speaking tests.
- Create web-based assessment resources for language teachers ("Virtual Assessment Center").
- Assist University of Minnesota foreign language departments with assessment development and policy related to graduation requirements.
- Serve on the University's Committee for Second Language Education.
- Lead workshops for language teachers.

### **Assistant Coordinator of French Language Program, September 1988-June 1995**

Department of French and Italian, University of Minnesota.

- Assisted the Director of Language Instruction and was responsible for writing syllabi and assessments for first and second-year language courses, administering placement exams and special exams for credit, advising students with questions regarding placement, proficiency test requirements, or dissatisfaction with their instructors.
- Participated in the selection of course content and materials. Assisted instructors (TAs) with questions about teaching and administration of language program.
- Taught two courses per year.

### **Education**

B.A., French, 1978, College of Liberal Arts, University of Minnesota

B.S., Second Languages and Cultures Education, 1982, College of Education, University of Minnesota

M.A., French (Spanish minor), 1988, College of Liberal Arts, University of Minnesota

Completed coursework for Ph.D. in Curriculum and Instruction in the College of Education and Human Development, University of Minnesota

### **Languages**

French, fluent

Spanish, intermediate-level language skills

### **Selected Publications & Presentations**

Russell, M., Mattson, D., Higgins, J., Hoffmann, T., Bebell, D., & Alcaya, C. (2011). A Primer to the Accessible Portable Item Profile (APIP) Standards. Retrieved August 3, 2011, from [http://www.education.state.mn.us/MDE/Accountability\\_Programs/Assessment\\_and\\_Testing/APIP/index.html](http://www.education.state.mn.us/MDE/Accountability_Programs/Assessment_and_Testing/APIP/index.html).

Tedick, D., & Alcaya, C. (2001). The Minnesota Articulation Project: Past, present, and future. In C. Gascoigne Lally (Ed.), *Foreign Language Program Articulation* (pp. 119-138). Westport, CT: Bergin & Garvey.

Chalhoub-Deville, M., Alcaya, C., & McCollum Lozier, V. (1996). *An Operational Framework for Constructing a Computer-Adaptive Test of L2 Reading Ability: Theoretical and Practical Issues*. University of Minnesota, Minneapolis: CARLA Working Paper Series #1.

Chalhoub-Deville, M., Alcaya, C., Klein, F., McCollum Lozier, V., & Budlong, E. (1996). *Qualitative and Quantitative Review of the University of Minnesota CLA Language French Entrance and Graduation Proficiency Tests*. (Technical Report No. 3), The Center for Advanced Research on Language Acquisition, University of Minnesota, Minneapolis.

Alcaya, C., Stegman, J., Susbury, S. (2011, June). "Assessing 21<sup>st</sup> Century Students: Considerations in the Development and Implementation of Innovative Item Types." National Conference on Student Assessment, Orlando, FL.

Harms, M., Dolan, R., Alcaya, C., Young, V., Strain-Seymour, E. (2007, June). "Challenges and Opportunities in Designing Innovative Computer-Based Test Items." Council of Chief State School Officers national conference, Nashville, TN.

Alcaya, C. & Dualeh, A. (2005, September). "Issues in developing a high-stakes web-based assessment for English language learners." Conference on Technology for Second Language Learning, Iowa State University, Ames, IA.

Alcaya, C., Henderson, J., Buck, G., Carr, T. (2005, June) "Issues in Developing an Online Assessment for English Language Learners: The Test of Emerging Academic English-Listening and Speaking (TEAELS)." Council of Chief State School Officers: National Conference on Large-Scale Assessment, San Antonio, Texas.

Alcaya, C., Henderson, J., & Buck, G. (2005, April). "Issues in Developing a High Stakes Web-Based Assessment for Young English Language Learners." American Educational Research Association annual meeting, Montreal, Quebec.

Cohen, A., Tedick, D., & Alcaya, C. (2000, November). "Strategies, Curriculum and Assessment: Helping Learners Learn and Teachers Teach." ACTFL 2000 conference, Boston, MA. Presented the Minnesota Language Proficiency Assessments as part of a session on products developed at CARLA.

Tedick, D., Johnshoy, M., & Alcaya, C. (2000, November). "CoBaLTT! Content-Based Language Teaching through Technology." ACTFL 2000 conference, Boston, MA. Presented proposed components of the Virtual Assessment Center.

Alcaya, C., & Johnshoy, M. (1999, June) "Writing and Rating, It's Easier Online!" International Association of Language Learning and Technology conference, College Park, Maryland. Presented an online tutorial and scoring package to train raters of second-language writing developed in Authorware.

Alcaya, C. (1997, July). "Constructing and Validating Proficiency-Based Assessment in Second Language: The Collaborative Efforts of the Minnesota Articulation Project and the Center for Advanced Research on Language Acquisition." Lecture presented at the Institute for European Studies/Institute for Asian Studies annual training session, at Gustavus Adolphus in St. Peter, MN.

**ERIC THOMAS KLOOS**

(b)(6)

**PROFESSIONAL OBJECTIVE:**

---

*To assure equity in education and success for all children, including those with disabilities, that result in effective and measurable outcomes:*

- through all-education partnerships
- by empowering and integrating existing organizational and community skills, talent and resources
- using collaborative and open source approaches that support education reform
- by understanding the complexity of systems change and how to address adaptive challenges
- investing in evidence-based practices identified in research
- establishing the conditions to support implementation with fidelity

**WORK EXPERIENCE:**

---

**Minnesota Department of Education, Special Education Policy Division**

Supervisor of Research, Practice and Implementation, 2011-present.

Supervisor of Assessment and Accountability, 2006-2011.

Supervisor of Categorical Disabilities, 2004-2006.

Supervisor of Low Incidence Disabilities, 1999-2004.

- Supervised the development, implementation and evaluation of statewide initiatives on Positive Behavior Interventions and Supports (PBIS), Response to Intervention (RTI) and Early Intervening Services.
- Collaborated with the National Center for State Implementation and Scaling Up Evidence-Based Practices (SISEP), including roles in state and local leadership and implementation teams.
- Successfully performed key roles in the writing or implementation of the following federal grants:
  - Minnesota Deaf-Blind Technical Assistance grants (1992-95, 1995-1999, 1999-2004, 2004-2009, 2009-2014)
  - General Supervision Enhancement Grants (2006-08, 2007-09, 2008-2011)
  - Enhanced Assessment Grant (2008-2010)
  - State Professional Development Grant (2005-2009, 2009-2014)
  - State Dropout Prevention Grant (2005-2009)
  - State Improvement Grant (2000-2005)
- Budgeted and oversaw annual funding to address statewide needs in special education, including staff development, continuous improvement activities and development of training resources.
- Managed a staff of special education content experts and regional projects throughout Minnesota.

- Oversaw development and implementation of statewide rules, statutes and policies in special education impacting over 120,000 Minnesota children annually.
- Oversaw major statewide initiatives in areas of workforce, supply and demand of educators, teacher mentoring, equalization of geographical differences, and parent training.
- Participated in numerous interdepartmental workgroups and initiatives, including common principles of effective practice, statewide assessment, No Child Left Behind, dropout prevention, academic standards, college and career readiness, and teacher licensure.
- Participated in multiple statewide task forces, work groups and advisory councils.
- Collaborated on multiple interagency leadership teams, including extensive work with the Department of Human Services, Department of Trade and Economic Development, and the Department of Health.
- Collaborated with multiple non-profit agencies serving children with disabilities and their families.
- Extensive writing projects, including grant writing, report writing and technical writing.
- Presented at numerous national, regional and statewide conferences, and teacher networks.

### **University of Minnesota, College of Education**

Adjunct Faculty Member, 2002, 2004, 2007

- Taught special education graduate courses for teacher licensure in Developmental Disabilities.

### **Minnesota Deaf-Blind Technical Assistant Project, 1992–2008.**

Senior Advisor, 2008-2013.

Project Director, 1997-2008.

Coordinator, 1994-1997.

Family Support Specialist, 1992–1994.

### **University of Minnesota, Institute of Community Integration, 1990–1992.**

Project Coordinator for a five-year study of older persons with developmental disabilities.

## **FIELD EXPERIENCES:**

---

**Project SALUTE: Successful Adaptations for Learning to Use Touch Effectively**, Advisory Member, California State University at Northridge, 2000-2003.

**National Technical Assistance Consortium** – Co-Author of a Briefing Paper on Interveners, 2000.

**SKI-HI Institute** – Content Editor for Understanding DeafBlindness: Issues, Perspectives, and Strategies, two manual set, 2002.

**Perkins School for the Blind – Deafblind Program**, August 1996 – July 1997.

**The International CHARGE Syndrome Conference, Boston, Massachusetts, Children’s Activities and Volunteer Co-coordinator**, July 1997.

**American Association of the Deaf-Blind Annual Conference in Tulsa, Oklahoma, Youth Leadership Training – Youth Activity Coordinator, June 1996.**

## **TECHNICAL ASSISTANCE AND CONSULTATION:**

---

**The Council of Chief State School Officers (CCSSO) –State Collaborative on Assessment and Student Standards/ Assessing Special Education Students-** member 2007-present.

**Washington State Deaf-Blind Technical Assistance Project Site Review,** February, 2000.

**National Association of State Directors of Special Education – Project FORUM Focus Group – Educating Children and Youth Who are Deaf-Blind: Review of Issues and Directions for Federal Support,** July, 1998.

**University of Minnesota –Research Grant on Self-Determination for Youth with Deafblindness,** Consultant, June–Oct., 1997.

**New England Center for Deaf-Blind Services,** Educational Consultant, January – June, 1997.

**New Jersey Deaf-Blind Technical Assistant Project Site Review,** November, 1996.

## **SELECTED EXPERIENCES:**

---

**1<sup>st</sup> Global Implementation Conference, Washington, DC-** August, 2011.

**1<sup>st</sup> Scaling Up and Implementation Institute, Chapel Hill, NC-** March, 2009.

**RTI National Summit- Washington, DC-** December, 2007.

**US Department of Education- Office of Special Education Programs Project Directors Meetings -** 1993-2009.

**Special Education Leadership Fellowship (SELF)-** Spring, 2002  
Leadership training experience with state, regional and local leadership personnel in special education.

**Minnesota State Rehabilitation Council for the Blind, 1999-2005.**  
Served two terms, appointed by the Governor.

**Presentation at the Nobel Peace Prize Forum,** February, 2003.

**Deaf-Blind International World Conference,** Lisbon, Portugal, July 1999.

## **ADDITIONAL SKILLS:**

---

- Skilled in American Sign Language (ASL), including tactile signing.

**EDUCATION:**

---

**Boston College**      **9/96 – 7/97**      **Chestnut Hill, Massachusetts 02167**  
**M.Ed. Education**

**St. Olaf College**      **9/86 – 5/90**      **Northfield, Minnesota 55057**  
**B.A. Psychology**

# JOAN BRESLIN LARSON

---

## PROFESSIONAL EXPERIENCE

A. SUPERVISOR: SPECIAL EDUCATION POLICY. 2007- current  
Minnesota Department of Education

- Supervise programs related to special education for students with low incidence disabilities in Minnesota schools.
- Supervise, support and mentor professional staff
- Monitor annual budget exceeding \$4,000,000
- Oversee and evaluate regional low incidence projects
- Facilitate collaboration among institutes of higher education preparing special educators
- Project manager for state DeafBlind grant
- Oversee projects related to assistive technology, universal design for learning, literacy for students with a range of abilities, and special education workforce recruitment and retention

B. ASSISTIVE TECHNOLOGY SPECIALIST 1999-2007  
Minnesota Department of Education

- Developed and implemented strategies to increase skills and knowledge related to assistive technology and universal design for learning
- Oversaw annual budget of \$250,000
- Managed annual conference, with growth in attendance from 75 individuals to 500+ attendees over 8 years
- Developed and disseminated series of five DVDs focusing on a range of strategies in assistive technology and assessment

C. Independent Consultant in Assistive Technology 1990-1999  
People Achieving Change Through Technology (PACTT)

- Founded and managed a non-profit consulting service in assistive technology
- Provided consulting and referral services to clients across 11 counties, 44 school districts
- Provided consulting to State Rehabilitation Service

## EDUCATION

M.Ed. Adult Education, University of Minnesota  
B.A. Music Education, Mundelein College, Chicago

*Continued...*

**AWARDS:**

Governor's Award for Excellence in Assistive Technology	1997
Government Partner Award, The Arc of Minnesota	2009
Assistive Technology Lifetime Achievement Award	2009

**MEMBERSHIPS:**

- Quality Indicators in Assistive Technology Leadership Team
- Advisory Board- Family Center on Technology and Disability
- School board member- Minnesota State Academies
- The Arc of Minnesota
- Minnesota Quad Agencies for Support for Minnesotans who are Deaf/Hard of Hearing
- Steering Committee- Minnesota Collaborative Plan for Deaf/Hard of Hearing

**Conference Presentations:**

Regular presenter at Closing the Gap, ATIA, Charting the Cs, OCALI and other state and national conferences on topics related to quality services in assistive technology and systems of improvement in special education

**Authored:**

Minnesota Manual for Consideration of Assistive Technology, 1999 and 2003 editions  
Thurlow, M., Tindal, G., Powers, R., Lewis, P., Laitusis, C.C. & Breslin-Larson, J. (2007).  
Research on AT Outcomes and Large Scale Assessments. Assistive Technology  
Outcomes and Benefits, 4(1), 11-27.

**VITA**  
**Martha L. Thurlow**

**SUMMARY OF RELATED EXPERIENCE**

Dr. Thurlow has spent nearly 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, graduation requirements, and alternative approaches to assessment.

**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. (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 21<sup>st</sup> century. In L. Florian (Ed.), *The Sage handbook of special education* (2<sup>nd</sup> 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* (3<sup>rd</sup> 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:**

- 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). Accommodation for challenge, diversity and variance in human characteristics. *Journal of Negro Education*, 83(4), 442-464. [Published in 2015]
- 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:**

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.

Lazarus, S. S., Kincaid, A., Thurlow, M. L., Rieke, R. L. & Dominguez, L. M. (2014). *2013 state policies for selected response accommodations on statewide assessments* (Synthesis Report 93). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Thurlow, M.L. (2013). Accommodation for challenge, diversity, and variance in human characteristics. Paper prepared for the Gordon Commission. Available at [www.gordoncommission.org/rsc/pdf/thurlow\\_accommodation\\_challenge\\_diversity\\_variance.pdf](http://www.gordoncommission.org/rsc/pdf/thurlow_accommodation_challenge_diversity_variance.pdf).

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).

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).

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.

Hodgson, J. R., Lazarus, S. S., Price, L. M., Altman, J. R., & Thurlow, M. L. (2012). *Test administrators' perspectives on the use of the read aloud accommodation in math on state tests for accountability* (Technical Report 66). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Rogers, C.M., Christian, E.M., & Thurlow, M.L. (2012). *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.

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

Thurlow, M.L. (2014). (Moderator). *NCME symposium on growth models for special populations*. National Council on Measurement in Education, Philadelphia, PA.

Thurlow, M.L. (2014, April). *NCSC technology and testing accommodations*. Inclusion & Accommodations in Educational Assessment (IAEA) SIG, American Educational Research Association, Philadelphia, PA.

Thurlow, M.L. (Moderator). (2014, April). *Growth models for students with disabilities and ELLs* (Diversity and Testing Committee Invited Symposium). National Council on Measurement in Education, Philadelphia, PA.

Thurlow, M.L. (Discussant), Stevenson, Z (Chair), Russell, M., Chia, M., & Reavis, T. (2013, April). *Inclusion of students with disabilities and English learners in the administrations of the Race to the Top assessments: Technical issues and accommodations*. National Council on Measurement in Education, San Francisco.

Liu, K.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.

## **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)  
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)

**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.

**Precarpathian 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**

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

May 2013

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

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.

**LAURENE L. CHRISTENSEN**



**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)
- 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/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>
- 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 (1<sup>st</sup> 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*(1<sup>st</sup> 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 method in 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.

## **Short Curriculum Vitae**

### **Sheryl Lazarus**

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

(b)(6)

#### **Summary of Related Experience**

Sheryl Lazarus 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 accessibility and accommodations, alternate assessments, and graduation. Dr. Lazarus publishes and presents regularly on these and related topics. She also led the effort at NCEO to develop five interactive multi-media professional development modules on how to select, administer, and evaluate the use of accommodations.

#### **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.
- 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—A foundation for research. *Journal of Technology, Learning, and Assessment*. 10(5), 4-49.
- Lazarus, S.S. & Thurlow, M. L. (2009). The changing landscape of alternate assessments based on modified academic achievement standards (AA-MAS): An analysis of early adopters of AA-MASs. *Peabody Journal of Education*. 84(4), 496-510.
- Lazarus, S.S., Thurlow, M.L., Lail, K.E., & Christensen, L. (2009). A longitudinal analysis of state accommodations policies: Twelve years of change 1993-2005. *Journal of Special Education*. 43(2), 67-80.
- Thurlow, M.L., Lazarus, S.S., & Christensen, L. L. (2008). Role of assessment accommodations in accountability. *Perspectives on Language and Literacy*. 34(4), 17-20.
- Thompson, S.J., Lazarus, S.S., Clapper, A.T., & Thurlow, M.L. (2006). Adequate yearly progress of students with disabilities: Competencies for special education teachers. *Teacher Education and Special Education (TESE)*, 26(2).
- Thurlow, M.L., Lazarus, S.S., Thompson, S.J., & Morse, A. (2005). State policies on assessment participation and accommodations for students with disabilities. *Journal of Special Education*. 38(4), 232-240.

### **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.
- Lazarus, S.S. & Quenemoen, R.F. (2011). Instructing and assessing students who may be candidates for alternate assessments based on modified achievement standards (AA-MAS). In Russell, M. & Kavanaugh, M. (Eds.), *Assessing students in the margins: Challenges, strategies, and techniques*. Charlotte NC: Information Age Publishing.
- 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. & Kavanaugh, M. (Eds.), *Assessing students in the*

*margins: Challenges, strategies, and techniques.* Charlotte NC: Information Age Publishing.

### **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.
- 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.
- Lazarus, S.S., Kincaid, A., Thurlow, M.L., Rieke, R.L., & Dominguez, L.M. (2014). *2013 state policies for selected response accommodations on statewide assessments* (Synthesis Report 93). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Lazarus, S.S., Thurlow, M.L., & Kincaid, A. (2013). *2012 state policies for accommodations used to deliver assessments orally* (Synthesis Report 91). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Lazarus, S.S., Thurlow, M.L., & Edwards, L.M. (2013). *States' flexibility plans for phasing out the Alternate Assessment Based on Modified Academic Achievement Standards (AA-MAS) by 2014-15* (Synthesis Report 89). 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., 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.
- Hodgson, J.R., Lazarus, S.S., Price, L.M., Altman, J.R., & Thurlow, M.L. (2012). *Test administrators' perspectives on the use of the read aloud accommodation in math on state tests for accountability.* (Technical Report 66). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Hodgson, J.R., Lazarus, S.S., & Thurlow, M.L. (2011). *Professional development to improve accommodations decisions—A review of the literature.* (Synthesis Report 84). Minneapolis MN: University of Minnesota, National Center on Educational Outcomes.
- Albus, D., Christensen, L., Davis, K., Lazarus, S., Liu, K., Thurlow, M., & Wu, Y. (2011). *Developing common accommodations policies: Discussion points for consortia.* (NCEO Brief 2). Minneapolis MN: University of Minnesota, National Center on Educational Outcomes.

Altman, J., Christensen, L., Davis, K., Johnstone, C., Lazarus, S., Liu, K., Rogers, C., & Thurlow, M. (2011). *Don't forget accommodations! Five questions to ask when moving to technology-based assessments*. (NCEO Brief 1). Minneapolis MN: University of Minnesota, National Center on Educational Outcomes.

Christensen, L., Carver, W., VanDeZande, J., & Lazarus, S. (2011). *Accommodations manual: How to select, administer, and evaluate the use of accommodations for instruction and assessment of students with disabilities (3<sup>rd</sup> ed.)*. Washington, DC: Assessing Special Education Students State Collaborative on Assessment and Student Standards, Council of Chief State School Officers.

### **Presentations**

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.

Lazarus, S.S. & Kincaid, A. (2014). *Providing access: Selecting and implementing frequently used accommodations on statewide assessments*. Council for Exceptional Children (CEC) Annual Convention, Philadelphia PA, April 9-12.

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.

Lazarus, S.S., Thurlow, M.L., & Christensen, L. (2013). *Developing accommodations policies aligned to internationally benchmarked assessments*. Office of Special Education Programs (OSEP) Project Directors' Conference, Washington DC, July 15-17.

Lazarus, S.S., Boddicker, A., & Price, L. (2013). *How to successfully use the read aloud accommodation for math instruction and assessment*. 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., Rieke, R., Chambers, D., & Pence, N. (2012). *Using online training to improve accommodations decision-making and implementation*. Office of Special Education Programs (OSEP) Project Directors' Conference, Washington DC, July 23-25.

Lazarus, S.S. & Rieke, R., (2012). *Innovative accommodations decision-making training for pre-service and in-service teachers*. Teacher Education Division (TED), Council for Exceptional Children (CEC) Annual Conference, Grand Rapids MI, November 7-10.

**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

## Deb Albus, Curriculum Vitae

---

### 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.

### 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., & 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.
- 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. (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.
- 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.
- Albus, D., Thurlow, M., Liu, K., & Bielinski, J. (2001). *The effect of a simplified English language dictionary on a reading test* (LEP Report 1). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

---

## 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](http://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.

Linda Goldstone  
June 2015

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

## CV

YI-CHEN WU

### EDUCATIONAL EXPERIENCE

Ph.D. University of Minnesota	Minneapolis, MN
Major: Educational Psychology	2000-2004
Advisor: Dr. S. Jay Samuels	
Ph.D. Candidate, National Taiwan Normal University	Taiwan
Major: Measurement	1998-2000
M.A., National Tainan Teachers College	Taiwan
Major: Elementary Education	1997
Advisor: Dr. Hsiu-Shuang Huang	
B.A., National Taichung Teachers College	Taiwan
Major: Mathematical and Science Education	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 16<sup>th</sup> 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.

# 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)

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.

## Publications and Reports

- 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.
- 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*.

**Service to  
Profession**

**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

## Curriculum Vitae

**EDUCATION**

- Ph.D.**, Curriculum and Instruction, Concentration in Learning Technologies 2014  
 University of Minnesota, Minneapolis, MN  
 Dissertation: *Optimal Size For Online Asynchronous Text-Based Focus Group Discussions*
- Framed around a comprehensive evaluation of a series of PK-12 professional development workshops, this mixed methods dissertation study advances the field of online qualitative research toward a clearer understanding of the online asynchronous focus group methodology.
- Degree conferred: November 28, 2014  
 Co-chairs: Aaron H. Doering, Ph.D. and Charles D. Miller, Ph.D.  
 Committee members: Cassandra M. Scharber, Ph.D.; Richard A. Krueger, Ph.D.; Martha Thurlow, Ph.D.
- M.Ed.**, Curriculum and Instruction, Concentration in Learning Technologies 2009  
 Technology Enhanced Learning Certificate, K-12 Technology Integration  
 University of Minnesota, Minneapolis, MN  
 Thesis: *Interactive Design: Informing Better Design Through Client/Designer Collaboration*
- B.S.**, English and Mass Communications (double-major); minor in Secondary Education 1997  
 St. Cloud State University, St. Cloud, MN

**RESEARCH EXPERIENCE**

**Research Associate**, Institute on Community Integration, Minneapolis, MN January 2015-present

*Research and Training Center on Community Living (RTC)*

Roles: Developer 2/UX web and instructional designer

Supervisor: Kristin Dean

- Created an instantaneous online ranking, polling, graphing, and voting system for face-to-face focus groups that gather data on transitional center staff and managers across Minnesota.
- Developed HTML, CSS, PHP, XML, and JavaScript interactions for a series of Direct Course professional development online lessons and modules, including online quizzes, interactive sliders, fill-in-the-blank, and matching systems.
- Created menu and static systems for several websites in a Symfony content management system.
- Presented at American Educational Research Association national conference in Chicago, Ill.

**Research Fellow**, National Center on Educational Outcomes, Minneapolis, MN 2011-2015

*NCEO National Assessment Center*

2011-2015

Roles: Researcher fellow; web and instructional designer

Principal Investigator (PI): Martha Thurlow, Ph.D.

Funding: Cooperative Agreement with the Research to Practice Division, Office of Special Education Programs, U.S. Department of Education (*H325G110002*)

- Gathered data, wrote journal articles, disseminated data, worked on the website re-design team, and acted as staff Learning Technologist. Presented to key groups affiliated with NCEO, including state departments of education, U.S. Department of Education staff, educators, and various consortia regarding assessments, alternate assessments, accommodations, and graduation standards. This project provides knowledge development, technical assistance, dissemination, leadership, and coordination to improve the educational results for students with disabilities.

*Improving the Validity of Assessment Results for English Language Learners with Disabilities* 2011-2014

Role: Researcher; Instructional Designer

Supervisors/PIs: Laurene Christensen, Ph.D., Kristin Kline Liu, Ph.D.

Funding: Enhanced Assessment Grant (S368A100011) from the U.S. Department of Education

- Conducted qualitative data gathering and analysis; designed and developed various project web sites and online training modules; created online qualitative data-gathering environments (Delphi and Focus Groups), presented at international and national conferences; disseminated information with various grant stakeholders; collaborated with U.S. and state departments of education staff; wrote reports; submitted journal articles and other written deliverables. IVARED was a collaborative project with a consortium of states to address the validity of assessment results of ELLs with Disabilities in statewide accountability assessments. The consortium was led by the Minnesota Department of Education and NCEO NAC and involved Maine, Michigan, Minnesota, Arizona, and Washington state departments of education.

**Research Assistant:** Learning Technologies-St. Paul Public Schools, Minneapolis,-St. Paul MN 2010-2011

*Evaluation and Research of St. Paul Public Schools 1-to-1 Laptop Pilot*

Role: Field researcher (observations, field notes, one-on-one interviews with teachers)

Supervisors/PIs: Cassandra Scharber, Ph.D.; Aaron Doering, Ph.D.

Funding: St. Paul Public Schools and Minnesota Department of Education

- Gathered qualitative data through observations, notes, photos, videos, and interviews in St. Paul Public Schools' evaluation of a 1-to-1 laptop initiative pilot program in senior high school English classes.

### **TEACHING EXPERIENCE**

**University of Minnesota:** Curriculum and Instruction

2010-2013

Student feedback: 87% would recommend the instructor to others.

Instructor for CI 2133w/CI4133w *Intro to Technology & Ethics in Society/Technology & Ethics in Society*  
Online class, undergraduate students. Ethics and philosophical approaches to technology in society. Course explored philosophical and ethical issues surrounding technical issues of Internet, healthcare, transportation, military/weaponry, mass media, privacy, wireless technologies, manufacturing, and art. Ethical issues were couched in elements of society: political, economic, education, social, religious, and artistic constructs.

- Spring 2013 (20 students, 3 credits)

Instructor for CI 5362: *Foundations of Interactive Design for Web-Based Learning*

Face-to-face/blended class; graduate students. Foundations of interactive design for web-based learning is a class that covers Internet development for educators, business/marketing, and non-profits. Students learn by creating projects they can employ in a variety of real-life settings. Included are design principles, design theory, basic programming for the Internet, graphic design and graphic elements, video shooting-editing-optimization. Software used include Adobe Dreamweaver, Adobe Photoshop, Adobe Premiere Elements, iMovie, and others.

- Spring 2011 (17 students, 3 credits)
- Fall 2010 (12 students, 3 credits)

Instructor for CI 5303: *Data Analysis and Information Design for Business and Education*

Face-to-face; undergraduates and graduate students. Students learned data analysis using spreadsheets and databases and programming using Visual Basic for Applications (VBA) language. Information visualization of data were taught through a variety of scenarios and datasets. Student projects were research-based and utilized both original and extant data sets.

- Spring 2010 (21 students, 3 credits)

**University of Minnesota:** Education and Human Development 2010  
 Student feedback: 90% would recommend the instructor to others.

Instructor for EDHD 5007: *Technology for Teaching and Learning*

Post-bachelor's/initial licensure cohort students. Students took this class in concert with a field observations and just prior to student teaching. Course covered a variety of technology integration lesson approaches and uses.

- Fall 2010, (22 students, 1.5 credits).

**Edina High School**, Edina, MN: English/Language Arts & Journalism teacher 2007-2008

- English 10, 8 sections, 240 students
- Journalism, 1 section, 28 students
- Broadcast Journalism, 1 section, 28 students

**Tartan Senior High School**, Oakdale, MN: English/Language Arts teacher 2006-2007

- English 10, 6 sections, 208 students
- Communications, 1 section, 38 students

**Champlin Park High School**, Champlin, MN: English/Language Arts & Journalism teacher 2003-2006

- English 9, 7 sections, 238 students
- English 10, 2 sections, 63 students
- Introduction to Print Journalism, 5 sections 249 students
- Broadcast Television, 2 sections, 56 students
- Sophomore Baseball Coach

**St. Francis Senior High School**, St. Francis, MN: English/Language Arts & Journalism teacher 1997-2003

- English 11, 6 sections, 222 students
- English 10, 8 sections, 304 students
- English 9, 6 sections, 220 students
- Broadcast Television Production, 16 sections, 426 students
- Junior Varsity Boys Hockey Coach
- Co-Head Debate Coach and Assistant Speech Coach

### NEWSPAPER JOURNALISM EXPERIENCE

**St. Paul Pioneer Press**, St. Paul, MN: Sports copy editor, agate editor, and writer 1995-1997, 2002-2003

**St. Cloud Times**, St. Cloud, MN: Sports writer, columnist, copy editor, and agate editor 1989-1994

### PUBLICATIONS & REPORTS

Liu, K. K., Thurlow, M. L., Ward, J., Hatten, J., & Christensen, L. L. (2014). 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). Retrieved from <http://www.cehd.umn.edu/nceo/OnlinePubs/IVAREDFocusGroupReport.pdf>

Hatten, J. (2008). Using blogs and wikis for teaching high school journalism. In Beach, R., Anson, C., Breuch, L.-A. K., and Swiss, T. *Teaching writing using blogs, wikis, and other digital tools* (pp. 172-173). Norwood, MA: Christopher-Gordon Publishers, Inc.

### CONFERENCE PRESENTATIONS & POSTERS

Hatten, J. (2015, April). Utilization of Online Asynchronous Text-Based Focus Group Discussions to Improve Efficacy of Staff Development for Educators. In Annual Conference of the American Educational Research

Association (AERA), Chicago, IL.

- Hatten, J., Christensen, L., Liu, K., Goldstone, L., & Thurlow, M. (2014, October). Elements of Successful Online Asynchronous Text-Based Discussions. In *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2014*. Chesapeake, VA: AACE.
- Hatten, J. & Christensen, L. (2014). An Approach to Designing Effective PK-12 Online Professional Development Modules. In M. Searson & M. Ochoa (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2014* (p. 1164). Chesapeake, VA: AACE.
- Hatten, J. & Christensen, L. (2013). These Aren't the Droids You're Looking For: Anticipating Participant Mind Tricks in Pilot Study Feedback Responses. In T. Bastiaens & G. Marks (Eds.), *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2013* (pp. 1135-1136). Chesapeake, VA: AACE.
- Christensen, L., Alcaya, C., Ho, M., & Hatten, J. (2013). Improving the validity of assessment results for English language learners with disabilities. Council of Chief State School Officers National Conference on Student Assessment (CCSSO, NCSA), National Harbor, MD.
- Hatten, J., Christensen, L., Liu, K., & Goldstone, L. (2013, April). Discussant reaction to online asynchronous focus group participation: An examination of responses to the methodology. In Annual Conference of the American Educational Research Association (AERA), San Francisco, CA.
- Hatten, J., Goldstone, L., & Liu, K. (2012, Oct). Evaluating and improving online asynchronous focus groups conducted via learning management systems. In 26<sup>th</sup> Annual Conference of the American Evaluation Association (AEA). Minneapolis, MN.: AEA.
- Hatten, J. & Christensen, L. (2012). Utilizing Online Technologies To Effectively Facilitate Data Gathering In Large-Scale Qualitative Research. In T. Bastiaens & G. Marks (Eds.), *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2012* (p. 611). Chesapeake, VA: AACE.
- Liu, K., Hatten, J., Goldstone, L., Nguyen, H., & Larson, J. (2012, March 12) Qualitative research of ELLs with disabilities in online asynchronous environments. Poster presentation at College of Education and Human Development (CEHD) Research Day. McNamara Center, University of Minnesota, Minneapolis.
- Hatten, J. (2011). Proposing the 2(ICD) Design Model: How Interactive Inclusive Collaboration with the Client Informs Better Development and Design. In *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2011* (pp. 1261-1267). Chesapeake, VA: AACE.
- Hatten, J. & Tholen Hatten, R. (2011). Transforming Collaboration into Cooperation: Fostering Positive Interdependence in Online Computer Supported Collaborative Learning Environments. In *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2011* (pp. 1268-1275). Chesapeake, VA: AACE.
- Hatten, J. (2011). A Call for Essential Certification and Apprenticeship Socialization in K-12 Online Teaching. In M. Koehler & P. Mishra (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2011* (pp. 4463-4467). Chesapeake, VA: AACE.
- St Louis, E., McCauley, P., Breuch, T. & Hatten, J. (2009). Artscura: Experiencing Art Through Art. In T.

Bastiaens et al. (Eds.), *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2009* (pp. 1993-1998). Chesapeake, VA: AACE.

**CONFERENCE SYMPOSIA & WORKSHOPS**

- Liu, K., Hatten, J., & Nguyen, H. (2012, August). Improving assessment results for ELLs with disabilities. Minnesota Assessment Conference, Northwestern College, Roseville, MN.
- Krueger, R., Casey, M.A., Ernst, D., Lee, M., Link, A., Sintjago, A., O’Leary, P., Hatten, J., O’Brien, M.K., Dinsmore, S., Lindsay, C., and Longley, N. (2012, March 29). Internet focus group interviewing. Conference Session at Minnesota Evaluation Studies Institute (MESI) Conference, St. Paul, Minnesota.

**PROFESSIONAL HONORS & AWARDS**

- Nominee: Minnesota State Teacher of the Year, Education Minnesota 2001
  - Nominated by students and staff at St. Francis Senior High School.
- Department of Mass Communications E. Scott Bryce Mass Communications Scholarship 1996
  - Awarded Bryce Scholarship by faculty of St. Cloud State Mass Communications Department and Society of Professional Journalists (SPJ).

**PROFESSIONAL DEVELOPMENT/OUTREACH**

- Hatten, J. (2011, Nov. 14). Twitter feeds, online collaboration, clickers, & instant polling. *Invited presentation at Institute on Community Integration Annual Kickoff Event. Minneapolis, MN.*
- Hatten, J. (2010, January 22). Technology tools for you. *Presentation at Duluth City Speaker Series, Duluth City Hall, Duluth, MN.*
- Hatten, J. (2007, 2008). *Integrating Web 2.0 Into Your Classroom: A Workshop For All K-12 Teachers.* Minnesota Department of Education, Roseville, MN
  - Planned and facilitated a one-day, eight-hour professional development workshop with 28 teachers and administrators. The workshop focused on pedagogical uses of technology for teachers to use in working toward a blended curriculum. Participants were awarded 8 CEUs by the Minnesota Department of Education via ELA Content Specialist 2 Charon Tierney.
  - Workshops delivered June 28, 2008; August 17, 2007; June 28, 2007.

**PROFESSIONAL AFFILIATIONS**

- Member, American Educational Research Association (AERA) 2010-present
- Member, Association for the Advancement of Computing in Education (AACE) 2010-present
- Member, American Evaluation Association (AEA) 2012-2013
- Member, National Council of Teachers of English (NCTE) 1995-2013
- Member, Minnesota State Coaches Association (MSCA) 1995-2008
- Member, Minnesota Council of Teachers of English (MCTE) 1995-2008
- Contributor, Associated Press 1989-2003
- Contributor, Knight-Ridder News Service 1995-2003
- Contributor, Gannet News Service 1989-1994

**CONTACT INFORMATION**

Jim Hatten  
2415 Zircon Lane N  
Plymouth, MN, 55447  
jameshatten@umn.edu  
jhatten99@gmail.com  
(763) 350-0478

# CURRICULUM VITAE

## 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 host 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.

**RESUME**  
**DEBBIE HANSEN**

**EDUCATION**

Concordia College, Moorhead, Minnesota; Bachelor of Arts cum laude in Music Education;  
Minor in German

**WORK HISTORY**

- 1995-present National Center on Educational Outcomes, Institute on Community Integration;  
University of Minnesota, Minneapolis  
*Executive Office and Administrative Specialist*
- 1997-present Naturally Wild, Native Minnesota Wildflower Nursery, Minneapolis  
*Owner/Sole Proprietor*
- 1985-present Beaumont's Quality Tools, Minneapolis  
*Bookkeeping and Sales*
- 1986-1995 Adia Personnel Services (now Adecco), Minneapolis  
*Temporary Office Worker*
- 1980-1992 Private instructor of individual woodwind music lessons; self-employed

**SKILLS AND EXPERIENCE**

- Extensive computer experience with Macintosh, some with PC. Experience with Microsoft Word, Filemaker Pro, Excel, Powerpoint, University Enterprise Financial System
- Electronic processing of University financial forms, including purchase orders, invoices, employee travel reimbursements, transfer of funds between departments and other financial forms; design and maintain Filemaker Pro databases; also help fellow employees with minor computer problems
- Experience in a wide variety of office settings; responsibilities have included word processing, proofreading and formatting documents, designing and maintaining databases, supervising student employees, data entry, reception, phones/switchboard, bookkeeping, 10-key, inventory, scheduling department meetings, credit reference and collection calls, mail, ordering supplies
- Communicate with consultants and nonemployee travelers regarding invoicing and expense reimbursement
- Able to work independently and also enjoy working with others
- Learn new skills quickly and easily; enjoy learning new skills, taking classes and seeking information
- Member of my University Department's former Clean and Green Committee, in the Institute on Community Integration. In collaboration with University Recycling Services, we initiated a pilot composting program in our building, collecting all food waste and other compostable

materials for conversion into usable compost. I personally initiated an "Energy Blitz" by the "Power Police" in the University's It All Adds Up program, which consisted of an evaluation of each individual's workstation and recommendations of how each person can minimize their power use at their workstation and other situations at work.

- I have initiative and the ability to work independently and productively. I have successfully launched a business growing, selling and marketing native Minnesota wildflowers to the public. The time I spend working on my own, planning strategies and preparing plants for sale, is valuable to me. I enjoy selling the plants, and am motivated and enthusiastic in teaching customers the value of gardening organically and sustainably and to support wildlife.
- Sales experience includes selling native plants; different varieties of hand tools; selling fabric, patterns and advising sewing customers; cashiering at retail stores
- Privately taught school-aged woodwind students; sought to instill good playing and practice habits while making music enjoyable

### **COMMUNITY ENGAGEMENT**

- Charter member of Hopkins Westwind Concert Band, a community concert band that performs regularly at the Hopkins Center for the Arts, Twin Cities area parks and festivals, assisted living centers, etc.
- Member of Wild Ones, a national organization to educate and share information with the community, promoting biodiversity and environmentally sound practices by creating landscapes with native plants
- Member of Fulton neighborhood (Minneapolis) Environment Committee
- Member of Linden Hills Co-op (Minneapolis) Climate Action Team



states on the integration of implementation science principles and frameworks into improvement initiatives.

Served on the Office of Special Education Programs' (OSEP) State Systemic Improvement Plan (SSIP) Design Team. Provided feedback to OSEP on the development of procedures and processes for the SSIP including the development of a multi-year evaluation plan.

Coordinated evaluation of OSEP Continuous Improvement Visits. Developed formative and summative evaluation measures and created data reports for OSEP staff.

**June, 2007 – August, 2010**

**Director**

Division for Special Education Supports

Georgia Department of Education, Atlanta, Georgia

Responsibilities: Managed, planned, and directed the activities of the division including statewide program development, operations, and budget management. Provided leadership to all division staff. Articulated policies and plans to local school systems, state schools, educational associations, the State Board of Education, and the public. Provided leadership and technical assistance to programs in the following areas: assistive technology, accessible instructional materials, positive behavior supports, and professional learning.

**August 1990 – June 2007**

**Program Manager**

Division for Exceptional Students

Georgia Department of Education, Atlanta, Georgia

Responsibilities: Coordinated a statewide support network in the area of assistive technology. Provided professional learning and technical support services to local school system personnel in the area of assistive technology. Served as the National Instructional Materials Accessibility Standard (NIMAS) contact for Georgia.

Also managed the Georgia Instructional Materials Center, a statewide program that produced, obtained, and disseminated accessible, alternate format instructional materials for students with print disabilities in local school systems.

**August, 1985 - August, 1990**

**Speech-Language Pathologist**

Clayton County Schools, Jonesboro, Georgia

Responsibilities: Developed and implemented speech-language intervention programs for students with severe disabilities. Conducted multidisciplinary augmentative communication assessments. Provided in-service training to teachers and related service providers. Developed resource materials for teachers.

**August, 1982 - August, 1985**

**Speech-Language Pathologist**

Heard County Schools, Franklin, Georgia

Responsibilities: Conducted speech-language assessments for students in kindergarten through twelfth grades. Implemented intervention programs for students with mild to severe speech-language disorders.

## **NATIONAL COMMITTEES:**

State Systemic Improvement Plan Design Team, United States Department of Education, Office of Special Education Programs, Washington, D.C., December 2013 – Present.

Systems and Improvement Planning Priority Team, Regional Resource Center Program. 2010 – 2013.

Accessible Instructional Materials Advisory Board, Center for Special Education Technology and Office of Special Education Programs, United States Department of Education, Washington, D.C., 2012 – Present.

Quality Indicators in Assistive Technology Leadership Team, 2000-2010.

State Leaders in Assistive Technology in Education Steering Committee, 2006-2007.

National File Format Committee, Center for Special Education Technology and Office of Special Education Programs, United States Department of Education, Washington, D.C., 2004.

National Assistive Technology Research Institute, University of Kentucky, 2002-2004.

## **PUBLICATIONS:**

Schmitz, S. and Hartsell, K. Developing the SSIP: Integrating Quantitative and Qualitative Data Analysis. Regional Resource Center Program. December 2013.

Zabala, J.; Blunt, M.; Carl, D.; Davis, S.; Deterding, C.; Foss, T.; Hamman, T.; Bowser, G.; Hartsell, K.; Korsten, J.; Marfilius, S.; McCloskey-Dale, S.; Nettleton, S.; Reed, P. . “Quality Indicators for Assistive Technology Services in School Settings”. Journal of Special Education Technology, Vol. 15, No. 4, pp. 25-36. Fall 2000.

Zabala, J.S. and Hartsell, K. “Assistive Technology: Legal and Practical Issues”. In J. Lindsey (Ed). Technology in Special Education, (4th Edition). Austin, TX: ProEd Publications. 2009.

## **SELECTED PRESENTATIONS:**

Defining the “What”: The Importance of Usable Interventions in Improving Implementation Outcomes. Office of Special Education Programs State Systemic Improvement Plan Design Team Meeting. Washington, D.C., December 12, 2013.

Using Improvement Cycles to Create Hospitable Environments for New Interventions. Office of Special Education Programs State Systemic Improvement Plan Design Team Meeting. Washington, D.C., December 13, 2013.

Implementing Effective Improvement Activities to Achieve Improved Results for Children and Youth with Disabilities. Office of Special Education Programs Leadership Conference, Washington, D.C., August 1, 2012.

Using the State Performance Plan as a Management Tool: Strategies for Improving Implementation and Results. Office of Special Education Programs Leadership Conference, Washington, D.C., August 1, 2012.

Implementing Collaborative Partnerships to Develop a Special Education Teacher Induction Program, Association for Childhood Education International Annual International Conference, Phoenix, Arizona, April 28, 2010.

Providing Highly Capable Teachers for All Classrooms: Implementation Strategies, National Association of State Directors of Special Education Annual Meeting, Kiawah, South Carolina, October 18, 2008.

Meeting the Provision of Highly Qualified Teachers at the Secondary Level: Strategies for Success, Office of Special Education Programs Leadership Conference, Baltimore, Maryland, August 27, 2008.

Assistive Technology: Past, Present and Future, Louisiana Department of Education, Natchitoches, Louisiana, July 17, 2007.

Supporting Struggling Readers through Assistive Technology, State Reading First Conference, Atlanta, Georgia, September 7, 2006.

Guidelines and Procedures for Conducting Assistive Technology Evaluations, Alabama MegaConference, Mobile, Alabama, July 10-14, 2006.

Supporting Reading, Writing, and Math Skills through Assistive Technology, Louisiana Department of Education, Baton Rouge, Louisiana, June 26-29, 2006.

Using Visual Supports to Enhance Student Communication, Learning, and Behavior, Best Practices Conference, Atlanta, Georgia, March 17, 2006.

Enhancing Access to the School Curriculum through Assistive Technology, Alabama MegaConference, Mobile, Alabama, July 14, 2005.

Legal Mandates and Practical Strategies for Determining and Implementing Student Assistive Technology Needs, LRP National Institute on Legal Issues, Las Vegas, Nevada, May 5, 2005.

Pathways to Success: Using the Quality Indicators to Guide Assistive Technology Services, Region IV Education Service Center, Houston, Texas, April 5, 2005.

Planning for Successful Assistive Technology Implementation, Texas Department of Education at the Region IV Educational Service Center, Houston, Texas, January 11, 2005.

What Is It? And Who Is It For? A Hotlinked Guide for AT Consideration, Closing the Gap Conference, Minneapolis, Minnesota, October 22, 2004.

Quality Indicators in Assistive Technology Services Delivery, Closing the Gap Conference, Minneapolis, Minnesota, October 16, 2003.

Enhancing Access to the School Curriculum through Assistive Technology, LRP National Institute on Legal Issues, Tampa, Florida, May 6, 2002.

Developing Effective Guidelines and Procedures for Assistive Technology, Williamsville School District, Williamsville, New York, June 19, 2001.

Addressing Assistive Technology in the Development of Student Individual Education Plans, LRP National Institute on Legal Issues, Las Vegas, Nevada, May 9, 2001.

Consideration of Assistive Technology: What Does It Mean? Closing the Gap Assistive Technology Conference, Minneapolis, Minnesota, October 21, 2000.

Implementing a Statewide Assistive Technology Initiative. LRP-NASDSE National Educational Technology Conference, Atlanta, Georgia, August 5, 1997.

Low Technology Augmentative Communication Solutions. LRP-NASDSE National Educational Technology Conference, San Francisco, California, August 7, 1996.

Providing Statewide Technical Support and Training in Assistive Technology. LRP-NASDSE National Educational Technology Conference, San Francisco, California, August 6, 1996.

Service Delivery Models in Assistive Technology. LRP-NASDSE National Educational Technology Conference, Orlando, Florida, August 8, 1995.

Funding Assistive Technology: The Georgia Experience. LRP-NASDSE National Educational Technology Conference, Orlando, Florida, August 8, 1995.

Providing Assistive Technology Training through Distance Learning. LRP-NASDSE National Educational Technology Conference, Orlando, Florida, August 7, 1995.

Assistive Technology Initiatives in Georgia. National Association of State Directors of Special Education Annual Conference, Grand Rapids, Michigan, November 13, 1994.

Tune into Technology through Distance Learning. Closing the Gap Assistive Technology Conference, Minneapolis, Minnesota, October 21, 1994.

Implementing a Statewide Augmentative and Alternative Communication Technical Assistance Project. American Speech-Language-Hearing Association annual conference, Anaheim, California, November 21, 1993.

Project FACTT: From Research to Practice in Augmented Language Development. International Society for Augmentative and Alternative Communication Annual Conference, Philadelphia, Pennsylvania, August 8, 1992.

## **REFERENCES**

Available Upon Request

**Anne M. Chartrand, Ed. D.**

(b)(6)

**Education**

University of Alabama, Ed. D., Elementary Education  
University of Alabama, A.A., Elementary Education, Reading  
University of Alabama, M.A., Elementary Education, Reading  
Florida State University, B.S., Elementary Education

**Professional Experience:**

**Retired – Consultant:**

Facilitator, NCEO Inclusive Assessment CoP and consultant

ASES SCASS (CCSSO)

Alabama Department of Education, Florida Department of Ed.

**Southeast Regional Resource Center** (Auburn University at Montgomery)

Associate Director (December 2005-August 2014) – In addition to responsibilities of Program Manager below:

- Assist Director in management and coordination of SERRC staff and activities
- Provide technical assistance as well as serve as a link between State Departments of Education, Lead Agencies and appropriate technical assistance providers to assist in achieving systemic change and improving results for children with disabilities and their families. Assist in development of SPP/APR and SSIP plans.
- Specifically deals with technical assistance regarding assessment, alternate assessments, achievement standards, access to the general curriculum, and reading and language arts issues.
- Provide a variety of administrative and management responsibilities for the Southeast Regional Resource Center.
- Represent the RRCP on Assessing Special Education

Students (SCASS-CCSSO)

- Chairs/facilitates Inclusive Assessment Community of Practice for NCEO
- Serves as technical advisor on Enhanced Assessment Grants and General Supervision Education Grants

Program Manager (May 2004-December 2005)-SERRC is a federally-funded center that provides technical assistance to ten states and territories in the southeastern United States in the area of special education.

- Primary responsibilities are to provide technical assistance in the area of assessment, access to the general curriculum, alternate assessment and reading initiatives. Other responsibilities are in the area of Annual Performance Reports for states, liaison to state departments of education and serving on committees that provide technical assistance across the United States.

**Pearson Educational Measurement** (formerly NCS and NCS Pearson)

Program Manager, State Assessment (1995-2004)

- Liaison with State Departments of Education and serving on national committees regarding assessment and curriculum issues
- Consulted with State Assessment Directors regarding standards and curriculum, state testing programs
- Provided presentations regarding curriculum issues, assessment issues/ differences between large-scale and classroom assessment
- Dealt with issues such as item development, performance assessment scoring, rangefinding, selected-response, constructed response items, setting performance levels, etc.
- Provided technical assistance in Reading/Language Arts
- Developed customized staff development programs for performance assessment in states
- Developed a standard staff development product in the area of performance assessment in writing to be distributed nationwide
- Assisted in coordination of other products and services for education/assessment community

Educational Assessment Consultant (1989-1995)

- Responsible for Content Mastery Examinations for Educators (CMEE ) distributed by NCS.
- Consultant service on legal and developmental issues of teacher assessments, as well as state student testing programs
- Consulted with State Assessment Directors regarding statewide student testing programs
- Participant on advisory committees regarding testing issues such as NAEP, EIAC, and national testing

### **Alabama State Department of Education**

#### State Director of Testing (1984-1989)

Responsible for all testing programs developed and conducted by the State Department of Education; specifically the Basic Competency Tests, the Alabama High School Graduation Examination, and norm-referenced instruments

- Worked with curriculum committees to identify objectives and standards
- Conducted item development workshops, bias and content reviews for items and other committee activities needed for the development of assessments
- Organized all administrative activities for the administration of all assessments
- Conducted statewide staff development regarding testing issues such as test interpretation, preparation, administration, validation, etc.
- Conducted statewide staff development regarding instructional implications of assessment
- Represented Alabama on numerous national committees dealing with assessment issues
- Served by request of several national agencies on advisory panels

#### Coordinator, Basic Competency Education Program (1983-1984)

Responsible for development, implementation, and administration of the Alabama High School Graduation Examination and the Basic Competency Tests in grades 3, 6, and 9

- Conducted all activities for the development of all forms for all tests, i.e. identifying standards, item development workshops, bias and content reviews for items and other committee activities needed for the development of assessments
- Worked with curriculum committees to identify objectives and standards

- Organized all administrative activities for the administration of all assessments
- Conducted statewide staff development regarding testing issues such as test interpretation, preparation, administration, validation, etc.
- Conducted statewide staff development regarding instructional implications of assessment
- Represented Alabama on numerous national committees dealing with assessment issues
- Served by request of several national agencies on advisory panels

Education/Assessment Specialist (1977-1983)

Led the development of the Basic Competency Tests and Alabama High School Graduation Exam in the area language arts – performed activities listed above for the area of language arts

Education Specialist (1975 – 1977)

Language Arts curriculum– provided staff development/technical assistance to all school systems in the state regarding specific programs, development and strategies. Conducted workshops throughout the state regarding reading and language arts.

**University of Alabama**

Research Assistant (1974 – 1975)

Research primarily in the area of reading instruction

**Birmingham Board of Education**

Elementary School Teacher (1973 – 1974)

**Escambia County Board of Education**

Elementary School Teacher (1971 – 1973)

For publications and presentations please contact Dr. Chartrand

**LEANNE KETTERLIN GELLER, PH.D.**  
 Professor, Education Policy and Leadership  
 Southern Methodist University

**CONTACT**

(b)(6)

**CURRENT POSITIONS**

Professor, Applied Measurement and Assessment, SMU	2015-present
Director, K-12 STEM Initiatives, Caruth Institute for Engineering Education, SMU	2014-present
Director, Research in Mathematics Education, SMU	2011-present

**EDUCATIONAL BACKGROUND****Education**

Ph.D., Educational Leadership, University of Oregon	2003
B.A., Biology, University of California, Santa Cruz	1994

**Certificates**

Initial Administrative Licensure Program, University of Oregon	2003
California Professional Clear Single Subject Teaching Credential California Polytechnic State University, San Luis Obispo, California	1995

**PROFESSIONAL EXPERIENCE****Higher Education Teaching Experience**

Professor, Applied Measurement and Assessment Education Policy and Leadership, Southern Methodist University	2015-present
Associate Professor, Applied Measurement and Assessment Education Policy and Leadership, Southern Methodist University	2009-2015
Assistant Professor, Applied Measurement Educational Methodology, Policy, and Leadership, University of Oregon	2005-2009

**Research and Development Experience**

Director, K-12 STEM Initiatives, Caruth Institute for Engineering Education Lyle School of Engineering, Southern Methodist University Primary responsibilities include: (a) strategic planning for STEM research and outreach, (b) coordinating and evaluating STEM initiatives, and (c) implementing targeted STEM research activities.	2014-present
Director, Research in Mathematics Education, Southern Methodist University Simmons School of Education and Human Development, Southern Methodist University Primary responsibilities include: (a) strategic planning for mathematics education research and outreach, (b) implementing and managing research projects, (c) recruiting and supervising personnel and graduate students, and (d) managing resources.	2011-present

**Public Education Teaching Experience**

Physical Science Teacher, Sheltered Physical Science Coordinator Westmont High School, Campbell, CA	1999-2000
Life Science Teacher, Sheltered Life Science Coordinator Live Oak High School, Morgan Hill, CA	1998-1999
Life Science Teacher, Advancement Via Individual Determination Coordinator Paso Robles High School, Paso Robles, CA	1996-1998

**SELECTED EXTERNAL FUNDING****National and Internationally Funded Grants**

Partnering with Parents to Foster Academic Success

Inter-American Development Bank

Budget from 2015-17: \$500,000

Description: **Principal Investigator** responsible for developing, implementing, and evaluating a parent intervention in Jamaica to support young children's development of early mathematics concepts.

Project PAR: Promoting Algebra Readiness

U.S. Department of Education, Institute for Education Sciences, Goal 2

Budget from 2012-15: \$351,168 (Subaward)

Description: **Co-Principal Investigator** responsible for developing and assessing the feasibility of a strategic mathematics intervention on rational number concepts for grade 6 students struggling in mathematics.

Project DIVIDE: Dynamic Instruction Via Individually Designed Environments in Mathematics

U.S. Department of Education, Office of Special Education Programs, Steppingstones

Budget from 2006-09: \$399,278

Description: **Principal Investigator** responsible for developing a universally designed computer-based instructional system to diagnose student skills and knowledge in mathematics. Project components include developing diagnostic assessments as well as instructional units to remediate deficits.

Project INFORM: Instantiating Frameworks of Organized Responsive Measurement

U.S. Department of Education, Technology and Standards-based Reform

Budget from 2006-09: \$896,971

Description: **Co-Principal Investigator** responsible for developing and implementing standards-based reform practices for students with disabilities. Project components include aligning curriculum with instruction and assessment, developing appropriate measurement systems, and incorporating web-based training modules for interpreting data and making decisions to support the needs of students with disabilities.

Early Learning in Mathematics: A Prevention Approach

U. S. Department of Education, Institute for Education Sciences

Annual budget from 2004-08: \$371,283

Description: Assumed **Principal Investigator** responsibilities for Dr. David Chard to disseminate findings from empirical studies designed to investigate the effects of Kindergarten mathematics curriculum on student achievement.

### State Funded Grants

Disseminating the Dyslexia Handbook for Texas

Educational Services Center, Region X

Budget from 2015: \$110,000

Description: **Principal Investigator** responsible for developing and deploying mobile applications and websites for disseminating information about the Dyslexia Handbook for Texas.

Response to Intervention: Guidance Documentation

Educational Services Center, Region XIII; Texas Initiatives

Budget from 2014-15: \$850,000.

Description: **Principal Investigator** responsible for developing, disseminating, and providing professional development training on implementing Response to Intervention guidance documentation.

Middle School Students in Texas Algebra Ready (MSTAR) Universal Screener Alignment

Educational Services Center, Region XIII; Texas Initiatives

Budget from 2014-15: \$350,000.

Description: **Principal Investigator** responsible for aligning the existing MSTAR universal screening system with the new Texas Essential Knowledge and Skills for grades 5-8.

Elementary School Students in Texas Algebra Ready (ESTAR) Diagnostic Assessment System

Educational Services Center, Region XIII; Texas Initiatives

Budget from 2013-14: \$1,100,000

Description: **Principal Investigator** responsible for developing algebra-readiness diagnostic assessment systems for students in grades 2-4 using learning progressions.

Texas Algebra Ready (TX-AR) Professional Development

Educational Services Center, Region XIII; Texas Initiatives

Budget from 2013: \$206,000

Description: **Principal Investigator** responsible for developing professional development materials to support teachers' and administrators' use of data from the algebra-readiness diagnostic assessment systems for instructional decisions making.

Elementary School Students in Texas Algebra Ready (ESTAR) Universal Screener Assessment System

Educational Services Center, Region XIII; Texas Initiatives

Budget from 2012-13: \$1,000,000

Description: **Principal Investigator** responsible for developing algebra-readiness universal screener assessment systems for grades 2-4.

Middle School Students in Texas Algebra Ready (MSTAR) Diagnostic Assessment System

Educational Services Center, Region XIII; Texas Initiatives

Budget from 2011-13: \$1,200,000

Description: **Principal Investigator** responsible for developing diagnostic assessment systems for students in grades 5-8 using learning progressions and professional development opportunities for teachers.

## SELECTED PUBLICATIONS

### Refereed Publications

- Basaraba, D., Ketterlin-Geller, L.R., & Yovanoff, P. (in preparation). Designing a stopping rule for diagnostic assessments: Implications for measurement.
- Basaraba, D., Ketterlin-Geller, L.R., & Yovanoff, P. (in preparation). How does varying the level of cognitive engagement impact item difficulty?
- Ketterlin-Geller, L.R., Gifford, D., & Shivraj, P. (in preparation). Visual representations in mathematics: Accessibility feature or accessibility barrier?
- Sitabkhan, Y., Ketterlin-Geller, L. R., & Platas, L. M. (in preparation). Using Assessments of Early Mathematical Knowledge and Skills to Inform Policy and Practice: Examples from the Early Grade Mathematics Assessment.
- Ketterlin-Geller, L.R., & Schielack, J. (under review). The design and implementation of a universal screening system for algebraic readiness, grades 5-8.
- Nelson-Walker, N., Ketterlin-Geller, L.R., Jamgochian, E., Copeland, H., Park, J., & Jungjohann, K. (under review). Improving teachers' content knowledge: Does targeted professional development work?
- Ketterlin-Geller, L.R., Shivraj, P., Basaraba, D., & Yovanoff, P. (revised & resubmit). Using mathematical learning progressions to design diagnostic assessments.
- Ketterlin-Geller, L.R., Gifford, D., & Perry, L. (in press). Measuring middle school students' algebra readiness: Examining validity evidence for experimental measures. *Assessment for Effective Intervention*.
- Jamgochian, E., & Ketterlin-Geller, L.R. (in press). The 2% transition: Supporting access to mathematics for students with moderate disabilities using accommodations. *TEACHING Exceptional Children*.
- Ketterlin-Geller, L.R., Baumer, P., & Lichon, K. (2015). Administrators as advocates for teacher collaboration. *Intervention in School and Clinic, 51*(1).
- Ketterlin-Geller, L.R., Crawford, L., & Huscroft-D'Angelo, J. N. (2014). Screening to assign accommodations: Using data to make decisions. *Learning Disabilities: A Multidisciplinary*.

*Journal*, 20(2), 61-74.

- Ketterlin-Geller, L.R., Yovanoff, P., Jung, E., Liu, K., & Geller, J. (2013). Construct definition using cognitive-based evidence: A framework for practice. *Educational Assessment*, 18, 122-146. DOI: 10.1080/10627197.2013.790207
- Crawford, L., & Ketterlin-Geller, L. R. (2012). Middle School Teachers' Assignment of Test Accommodations. *The Teacher Educator*, 48(1), 29-45.
- Ketterlin-Geller, L. R., Jamgochian, E., Nelson-Walker, N., & Geller, J. (2012). Disentangling mathematics target and access skills: Implications for accommodation assignment practices. *Learning Disabilities Research and Practice*, 27(4), 178-188.
- Ketterlin-Geller, L. R., & Chard, D. J. (2011). Algebra readiness for students with learning difficulties in grades 4-8: Support through the study of number. *Australian Journal of Learning Disabilities*, 16(1), 65-78.

## Chapters

- Ketterlin-Geller, L.R. (invited). Cognitively-grounded assessment for special populations. In A. Rupp & J. P. Leighton (Eds.), *Handbook of Cognition and Assessment*. Wiley-Blackwell.
- Ketterlin-Geller, L. R., Johnstone, C., & Thurlow, M. (in press). Universal design of assessment. In S. Burgstahler and R. Cory (Eds), *Universal Design in Postsecondary Education: From Principles to Practice, 2<sup>nd</sup> Edition*, pp. XX-XX. Boston, MA: Harvard Education Press.
- Zannou, Y., Ketterlin-Geller, L.R., & Shivraj, P. (in press). Best practices in mathematics instruction and assessment in secondary settings. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology VI*, pp. XX-XX. Bethesda, MD: National Association of School Psychologists.
- Ketterlin-Geller, L. R., & Jamgochian, E. M. (2012). Instructional Accommodations and Modifications that Support Accessible Instruction. In S. N. Elliott, R. J. Kettler, P. A. Beddow, & A. Kurz (Eds.), *The Handbook of Accessible Achievement Tests for All Students: Bridging the Gap Between Research, Practice, and Policy*, pp. 131-146. New York: Springer.
- Scalise, K., & Ketterlin-Geller, L. R. (2012). Reciprocal Leading: Improving Instructional Designs in E-Learning. In P. Ghislandi (Ed.), *e-Learning: Theories, Design, Software and Applications*, pp. 73-90. Rijeka, Croatia: InTech Open Access Publisher (<http://www.intechopen.com/articles/show/title/reciprocal-leading-improving-instructional-designs-in-e-learning> ).
- Carrizales, D., & Ketterlin-Geller, L. R. (2011). Alternate assessments based on modified achievement standards: Reflections on assessment design and implementation. In M. Russell, & M. Kavanaugh (Eds.), *Assessing Students in the Margins: Challenges, Strategies, and Techniques*. Charlotte, NC: Information Age Publishing.
- Ketterlin-Geller, L. R., & Crawford, L. (2011). Improving accommodations assignment: Reconceptualizing professional development to support accommodations decision making. In M. Russell, & M. Kavanaugh (Eds.), *Assessing Students in the Margins: Challenges, Strategies, and Techniques*. Charlotte, NC: Information Age Publishing.

## SELECTED PRESENTATIONS

### International and National Presentations

- Basaraba, D., Yovanoff, P., Ketterlin-Geller, L. R., & Shivraj, P. (April, 2015). *Examining the Role of Cognitive Engagement in Students' Mathematical Understanding*. Paper presented at the 77<sup>th</sup> Annual Meeting of the National Council on Measurement in Education, Chicago, IL.
- Jungjohann, K., Ketterlin-Geller, L.R., & Crosby, C. (April, 2015). *On PAR for Success: Promoting Algebra Readiness through High Quality Fraction Instruction*. Presented at the 2015 Council for Exceptional Children Convention and Expo, San Diego, CA.
- Ketterlin-Geller, L. R., Shivraj, P., & Basaraba, D. (April, 2015). *Designing Instruction Based on Learning Progressions: Teachers' Use of Diagnostic Assessments to Support Struggling Students*. Invited Research Panel presented with Alonzo, A., Alzen, J., Briggs, D., Furtak, E., Heritage, M.,

- Kobrin, J., McClarty, K., Mosher, F., & Peck, F. at the 2015 Annual Meeting of the American Educational Research Association, Chicago, IL.
- Nelson, N., & Ketterlin-Geller, L.R. (April, 2015). *PrePARing to Pilot: Studying the Feasibility of a Middle School Algebra Readiness Intervention*. Presented at the 2015 Council for Exceptional Children Convention and Expo, San Diego, CA.
- Woods, D., Basaraba, D., Ketterlin-Geller, L. R., & Simon, E. (April, 2015). *Teaching Number Sense Concepts with Number Line Routines*. Presented at the 2015 Annual Meeting & Exposition of National Council for Teachers of Mathematics: Boston, MA.
- Basaraba, D., Ketterlin-Geller, L. R., Shivraj, P., & Yovanoff, P. (February, 2015). *Item difficulty: What factors influence the difficulty of mathematics items*. Poster presented at the 22<sup>th</sup> Annual Pacific Coast Research Conference, San Diego, CA.
- Crawford, L., Huscroft-D'Angelo, J. N., Higgins, K. N., & Ketterlin-Geller, L. R. (October, 2014). *Differences in Mathematics Reasoning in Technology or Traditional Environments*. Panel presented at the 36th International Council on Learning Disabilities Annual Conference: Philadelphia, PA.
- Ketterlin-Geller, L. R., Nelson-Walker, N., Clarke, B., & Jungjohann, K. J. (October, 2014). *Preparing Students for Algebra: Intervening with Fractions*. Panel presented at the 36th International Council on Learning Disabilities Annual Conference: Philadelphia, PA.
- Simon, E., Basaraba, D., Woods, D., & Ketterlin-Geller, L. R. (October, 2014). *The Number Line in Kindergarten: Explicit Routines for Number Sense*. Presented at the 36th International Council on Learning Disabilities Annual Conference: Philadelphia, PA.
- Basaraba, D., Ketterlin-Geller, L.R., & Yovanoff, P. (April, 2014). *Establishing a stopping rule for an instructional informative diagnostic assessment of algebra readiness*. Paper presented at the 2014 Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Ketterlin-Geller, L.R., Basaraba, D., Shivraj, P., & Yovanoff, P. (April, 2014). *Using learning progressions to design diagnostic assessments in mathematics*. Paper presented at the 76<sup>th</sup> Annual Meeting of the National Council on Measurement in Education, Philadelphia, PA.
- Nelson-Walker, N., Ketterlin-Geller, L.R., Woods, D., & Zachary, S. (April, 2014). *Promoting algebra readiness: Developing a 6<sup>th</sup> grade rational number curriculum*. Presented at the 2014 Council for Exceptional Children Convention and Expo, Philadelphia, PA.

#### **SELECTED SERVICE / CONSULTING / OTHER**

##### **International and National Service**

Steering Committee Member, CIES SIG Global Mathematics Education	2015-present
Chairperson, AERA SIG Inclusion and Accommodation in Educational Assessment	2013-2014
Assessment Expert, Early Grade Mathematics Assessment, RTI International	2011-present
Technical Review Committee Member, National Center for Students with Disabilities Who Require Intensive Interventions, American Institutes for Research, funded by Offices of Special Education Programs, U.S. Department of Education	2011-present
Expert in Universal Design for Assessment, National Assessment Center, National Center on Educational Outcomes, funded by Offices of Special Education Programs, U.S. Department of Education	2011-present
Expert in Mathematics Instruction and Assessment, Middle School Matters Initiative, Bush Presidential Institute	2011-present

## Judy A. Kraft

---

### Home Office:

4009 64<sup>th</sup> Avenue East  
Fife, WA 98424  
206.948.2573  
glee4009@comcast.net

### **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.
- Researched accommodations' trends by comparing WIDA's current accommodations to accommodations from PARRC, SB, DLM, NCSC, and ASES/SCASS.
  - Presented recommendations to WIDA's management team.
  - Met with the assessment team to discuss next steps.
  - Edited documents as recommendations were implemented.

### **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, March and May 2013

**Caroline Augusté MaGee, M.Ed.**

Senior Research Assistant I/Technical Assistance Provider  
National Technical Assistance Center on Transition  
National Post-School Outcomes Center

(b)(6)

UNIVERSITY RANK: Senior Research Assistant I  
Secondary Special Education and Transition  
College of Education, University of Oregon

EDUCATION

IAL	University of Oregon Initial Administrator License	2012
M.Ed.	University of Oregon Master of Education	1999
	University of Oregon Middle/Secondary Teacher Licensure Program Language Arts Endorsement	1999
BA	State University of New York, College at Purchase English	1989

CONTINUING EDUCATION

Professional Development at University of Oregon	Project Management Course	2010-2011
	Personal Services Contracts & Contracting 101	2009
	Grant Proposal Writing Course	2008

PROFESSIONAL EXPERIENCE

1/2015 – present *Project Coordinator/Senior Research Assistant I/Technical Assistance Provider, National Technical Assistance Center on Transition, University of Oregon, Eugene.*  
 Responsibilities: Coordinate technical assistance and project activities for the National Technical Assistance Center on Transition and the National Post-School Outcomes Center. Provide technical assistance to State Education Agencies, Local Education Agencies, State VR agencies, and VR service providers in implementing evidence-based and promising practices ensuring students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment. *NTACT Membership: NCEO Community of Practice on Inclusive Assessment; Content Advisory/Resource Experts Liaison – Academic Rigor & Standards.*

- 9/2013 – present *Senior Research Assistant I/Technical Assistance Provider, National Post-School Outcomes Center, University of Oregon, Eugene.*  
Responsibilities: Provide technical assistance to state education agencies to establish practical and rigorous data collection systems that measure and profile the post-school experiences of youth with disabilities. *Serve as primary liaison to intensive states: Delaware, Missouri, South Dakota, Utah, Vermont, Wisconsin.*
- 2006 – 9/2013 *Technical Assistance Project Manager, Technical Assistance and Consulting Services/Western Regional Resource Center, University of Oregon, Eugene.*  
Responsibilities: Provide states and Pacific entities technical assistance that affords access to current special education policy, technology, and best practices research. Serve as primary liaison to the Northern Mariana Islands; the Republic of Palau; the Federated States of Micronesia; and Nevada, Office of Special Education, Elementary and Secondary Education, and School Improvement Programs, and IDEA Part C, Aging & Disability Services Division. *Membership: RRCPT Technology Cadre; Part B State Accountability Systems Priority Area Advisory Group. Communities of Practice: Inclusive Assessment; Pacific General Supervision.*
- 2003 - 2006 *Language Arts Teacher; Social Studies Teacher; Reading Teacher & Media Specialist; Journalism Teacher and Advisor for school newspaper; Colin Kelly Middle School, School District 4J, Eugene, Oregon.*  
Responsibilities/Achievements: (Program nominated for National School Change Award for significant improvement in state reading test scores and low incidence of behavior referrals due to implementation of school-wide Effective Behavior Support system.) *Reading Teacher & Media Specialist:* course development, design, and implementation of reading curriculum for struggling readers for grade levels 7 and 8; responsible for selection and acquisition of new library texts. *Language Arts/Social Studies Teacher:* designed, developed, implemented, and assessed language arts and social studies curriculum. *Eugene School District 4J Language Arts Textbook Adoption Committee; Member, Site Council.*
- 1999 - 2002 *English Teacher, North Eugene High School, School District 4J, Eugene, Oregon.*  
Responsibilities/Achievements: Designed, developed, implemented, and assessed curriculum for upper and lower division Language Arts courses. Developed ninth grade Entry English and tenth grade Intermediate English courses with emphasis in the Humanities, aligning curriculum with all statewide benchmark assessment and portfolio requirements. *Member, Site Council; Technology Committee; Post-High School Development Committee; and Arts & Humanities Certificate of Advanced Mastery (CAM) Committee.*

#### SELECTED CONSULTANCIES AND OTHER PROFESSIONAL ACTIVITIES

- 2015 *Trainer, State Toolkit for Examining Post-School Success (STEPSS), NPSO. State Departments of Special Education. Train state and local personnel in utilizing the continuous improvement/data-based decision making models to improve post-school outcomes for youth with disabilities.*

- 2015 Co-Presenter, *Implementing Evidence-Based Practices with Youth with Low Incidence Disabilities*, NPSO. Oregon Association of Vocational and Special Needs Personnel, Oregon.
- 2014 Presenter, *Teaching Transition in Conjunction with the Common Core State Standards*, NPSO. Division on Career Development and Transition Conference. Cleveland, Ohio.
- 2014 Presenter, *Federal Updates: Revised SPP/APR & the State Systemic Improvement Plan (SSIP) and Workforce Innovation & Opportunity Act (WIOA)*, NPSO. Midyear Check & Connect Cadre Meeting. Cleveland, Ohio.
- 2014 Facilitator, *State Toolkit for Examining Post-School Success Professional Development*, STEPSS PD; IES Grant. Design Team Meeting with AZ, OR, KY, MD. Scottsdale, Arizona.
- 2014 Keynote & Presenter, *Post-School Outcomes & Building Community Relationships: Predictors for Post-School Success; Improving Post-School Outcomes: Paid Employment/Work Experience & Implementation of Predictors of Post-School Success*, NPSO. 11<sup>th</sup> Annual Nebraska Department of Education Transition Conference. Kearney, Nebraska.
- 2014 Facilitator, *Transition Services Liaison Project (TSLP) Stakeholder Meeting*, NPSO. TSLP Stakeholder Meeting. Pierre, South Dakota.
- 2014 Presenter, *Post-School Outcomes Data: A National and State of Missouri Perspective & Improving Post-School Outcomes: Community Experiences & Predictors of Post-School Success*, NPSO. Missouri Transition Institute & Dropout Prevention Summit. Columbia, Missouri.
- 2014 Presenter, *Transforming the Monitoring System*, NPSO. Wyoming Task Force Meeting. Rock Springs, Wyoming.
- 2014 Co-Presenter, *College & Career Readiness – Transition Focused Education*, NPSO. Oregon Association of Vocational and Special Needs Personnel, Oregon.
- 2014 Facilitator, Capacity Building Institute (National Post-School Outcomes Center; National Dropout Prevention Center; IDEA Partnership; National Secondary Transition Technical Assistance Center). Led strategic planning sessions with an interdisciplinary state team using a continuous improvement process to build the state's capacity to improve transition services, high school completion rates, and post-school outcomes of students with disabilities.
- 2013 Facilitator, *Check & Connect Mid-Year Cadre Meeting*, National Post-School Outcomes, National Secondary Technical Assistance, & National Dropout Prevention for Students with Disabilities centers. Williamsburg, VA.
- 2013 Co-Presenter, *Jump Start your State Systemic Improvement Plan (SSIP) – Using NPSO Tools for Planning and Developing the SSIP*, NPSO. Western Regional Resource Center Fall Forum. Eugene, OR.

- 2013 Facilitator, *State Toolkit for Examining Post-School Success Professional Development*, STEPSS PD. Research and Design Team Focus Groups with AZ, OR, KY, MD. Baltimore, MD.
- 2013 Co-Presenter, *College & Career Readiness – Transition Focused Education*, NPSO. South Dakota Transition Institute. Pierre, SD.
- 2013 Facilitator, *South Dakota Professional Development Series, Course Follow-up*, NPSO. South Dakota Transition Institute. Pierre, SD.
- 2013 Co-Presenter, *Results-Driven Accountability across General Education and Special Education – Opportunities for Collaboration in OSEP’s State Systemic Improvement Plan*, Regional Resource Center Program. Pacific Educational Conference. Saipan, CNMI.
- 2013 Trainer, *Thinking through Collaboration: A Guide for Educator Effectiveness*, Regional Resource Center Program. With colleagues from the North Central Regional Resource Center, provided a 5-day intensive training program to Pacific region teams of general educators and special educators to build their knowledge and skills for collaborating and using a data-based decision-making process to ensure educational success for all students. Mangilao, Guam.
- 2011-2013 Member, Student Performance & Achievement Priority Team, *Standards, Assessment, and Accountability Resources* training modules. Developed eighteen online professional development modules on standards, assessment, and accountability, including requirements within the IDEA and ESEA.
- 2006-2013 State Liaison to Nevada Department of Special Education, Parts B and C. *NCCAT-D Initiative*. Assisted Title I, School Improvement, and Special Education DOE staff in the development and implementation of a curriculum audit tool to assess district practices in the areas of curriculum and instruction, assessment and accountability, and leadership. Advisory Board member for Nevada's *Statewide RtI Implementation Plan*.
- 2013; 2012 Facilitator, Capacity Building Institute (National Post-School Outcomes Center; National Dropout Prevention Center; IDEA Partnership; National Secondary Transition Technical Assistance Center). Led strategic planning sessions for state transition teams to complete an Implementation Assessment and Needs Assessment, and develop an action plan for improving transition education, services, and outcomes for students with disabilities.
- 2010-2012 Reviewer, TTC Advisory Group, Regional Resource Center Program. *Thinking through Collaboration: A Guide to Teacher Effectiveness*. Reviewed district curriculum on collaboration and teacher effectiveness providing universal instruction and supplemental support, interventions, and services to ensure every child meets expected outcomes.
- 2008-2009 Trainer, *Thinking through Improvement: Tools and Strategies to Guide Improvement Efforts*, Regional Resource Center Program. Provided training and assistance to state and local agencies in planning for improvement in response to the accountability provisions of IDEA 2004, specifically the *State Performance Plan*.

- 2008-2009 Co-Facilitator, *Western Region RtI Community of Practice*. In partnership with the National Center on Response to Intervention, co-facilitated a CoP to address emerging and continuing issues related to the development and implementation of Response to Intervention initiatives in the western region.
- 2008 Presenter, 24<sup>th</sup> Annual PacRim Conference: *Pacific Basin AA-AAS Development Informs Curriculum, Instruction, and Assessment for Students with Significant Cognitive Disabilities*. Presentation with University of Guam CEDDERS and University of Kentucky's ILSSA highlighting progress of the Pacific Assessment Consortium toward full implementation of an alternate assessment based on alternate achievement standards (AA-AAS) in the six Pacific entities.
- 2007-2008 Trainer and Facilitator, in partnership with University of Guam CEDDERS, *Implementing the 4-Step Process: Using Targeted Skills for Collecting SY 2006-2007 Alternate Assessment Data*. Provided training to special and general education teachers, consulting resource teachers, school principals, special education program specialists, and Leadership Assessment Team in four Pacific entities using the 4-Step Process as an alternate assessment for students with significant cognitive disabilities.
- 2007 Facilitator, *National Summit on Response to Intervention*. Facilitated RtI action planning sessions with state cross-departmental team of representatives from Title I, Title III, Chiefs and Deputy Chiefs, Reading First, Curriculum and Instruction, School Improvement, national organizations/networks (NEA & AFT) and state-level parent organizations.
- 2006 Facilitator, New Hampshire Enhanced Assessment Initiative/National Alternate Assessment Center - Seminars on Inclusive Assessment: *Evaluating and Improving Technical Quality of Alternate Assessments*. Facilitated work sessions with state level representatives using tools designed to document the technical quality of alternate assessments based on alternate achievement standards for systems improvement.

#### PROFESSIONAL AFFILIATIONS & HONORS

- 2015 Vice President, Board, Oregon Association for Vocational and Special Needs Personnel (OAVSNP).
- 2013-2014 Advisory Board, IRIS Center, Vanderbilt University.
- 1999 Commencement Speaker, College of Education, University of Oregon.
- 1998 - 1999 Co-hort Advisory Committee, Middle/Secondary Program, College of Education, University of Oregon.

**Michael Russell**

(b)(6)

**EDUCATION:**

---

- 6/93-5/99     **BOSTON COLLEGE**     Chestnut Hill, MA  
Ph.D. Educational Research, Measurement and Evaluation, May 1999.  
Masters in Secondary Education, May 1994.
- 9/85-5/89     **BROWN UNIVERSITY**     Providence, RI  
Bachelor of Arts degree in History. Senior thesis distinguished with Honors.

**RELEVANT EMPLOYMENT HISTORY:**

---

- 7/14 – Present     Professor, Boston College, Lynch School of Education
- 12/13 – 7/14     Senior Associate, National Center for the Improvement of Educational Assessment
- 12/11 – 11/13     Senior Vice President of Strategic Development, Measured Progress
- 9/10- 12/11     Vice President of Innovation, Measured Progress | Nimble Innovation Lab
- 9/05 – 9/10     President, Nimble Assessment Systems, Inc.
- 3/05 – 8/10     Associate Professor, Boston College, Lynch School of Education
- 9/02 – 3/05     Assistant Professor, Boston College, Lynch School of Education
- 7/99 – Present     Senior Research Associate, Boston College, Center for the Study of Testing, Evaluation, and Educational Policy (currently on leave)
- 9/94 – 7/99     Research Associate, Boston College, Center for the Study of Testing, Evaluation, and Educational Policy

**RESEARCH & DEVELOPMENT EXPERIENCE:**

---

- '13-'14     NATIONAL CENTER FOR THE IMPROVEMENT OF EDUCATIONAL ASSESSMENT  
**Senior Associate**  
*Partnership for Assessment of Readiness for College and Careers*  
Provided technical assistance on the development of an open-source test development platform, the application of industry interoperability standards, test and item development, and the design of field and research studies regarding the validity and accessibility of PARCC assessment instruments.  
*National Center and State Collaborative*  
Provided technical assistance on the development of an open-source test development platform, the application of industry interoperability standards, and the implementation of field testing.
- '10-'13     MEASURED PROGRESS | NIMBLE INNOVATION LAB  
**Vice President of Innovation**  
*Accessible Portable Item Profile (APIP) Standard Project*  
Co-directed development of the APIP Standard, an assessment content interoperability technical standard designed to support exchange of assessment content among content development and test delivery systems.  
*Student Access Assessment System (SAAS)*  
Directed development of the SAAS, an online assessment system designed to assist educators in making informed decisions about the access needs of students during assessment.  
*SBIR NimblePad Phase II*  
Co-directed development of the NimblePad, a peripheral device that allows examinees to enter open-response items by hand into a computer-based test.  
*Providing Accessibility Via Refreshable Braille Displays*  
Co-directed development of the assessment platform that provides access to students who read Braille via a refreshable Braille display.
- '05-'10     NIMBLE ASSESSMENT SYSTEMS, INC.  
**President and Director of Research**

*SBIR NimbleTools Fast Track*

Directed development of NimbleTools, a universally designed test delivery system. Oversaw design of software and several research studies that focus on the usability and efficacy of NimbleTools.

*SBIR NimblePad Phase I*

Directed development of NimblePad, a peripheral device that allows examinees to enter open-response items by hand into a computer-based test. Oversaw design of device and research that focused on usability of the device.

*New Hampshire Enhanced Assessment Grant*

Directed research studies that focused on the feasibility and effect of using NimbleTools to deliver an operational state test.

9/93-8/10

**CENTER FOR THE STUDY OF TESTING, EVALUATION, AND EDUCATIONAL POLICY**  
Chestnut Hill, MA

*Senior Research Associate* (7/99 – present)

*Director, Technology and Assessment Study Collaborative (inTASC).*

Oversee studies conducted by a team of 10-18 researchers and graduate students that focus on assessment and technology. Studies range from examining impacts of instructional uses of technology to applications of computer-based technologies to the technology of testing. (2/01 – Present)

*Project Director, e-Learning for Educators*

Direct a 5 year effort to examine the effectiveness of on-line professional development programs developed by 9 partner states. This work is supported by a \$4.5 million, five year sub-contract from Alabama Public Television which is supported by a US Department of Education Ready to Teach grant. (9/05-Present)

*Principal Investigator, Computer-based Testing and Gap Students Study*

Developing an a new approach to computer-based testing that probes student performance within a Grade Level Expectation by presenting items that focus on discrete aspects of complex tasks. This work is supported by a \$200,000 sub-contract from the New England Compact. (6/05-Present)

*Project Director and Co-Principal Investigator, Developing Diagnostic Algebra Tests*

Direct a 3 year effort to develop adaptive diagnostic algebra tests to be used to inform classroom assessment and to advance the current state of the art of state testing programs. This work is supported by a \$1 million, three grant from the Institute of Education Sciences. (9/04-Present)

*Principal Investigator, Optimizing On-Line Professional Development Study.*

Collaborate with EDC to direct research activities conducted by inTASC for a 3-year, \$1.8 million study funded by NSF to conduct a series of randomized experiments designed to optimize the effect of on-line professional development on teacher knowledge and practices. (6/03-Present)

*Principal Investigator, Computer-based Test Delivery and Accommodation Studies.*

Direct an 18-month, \$400,000 series of studies conducted for the New England Compact to examine mode of administration effects and validity of accommodations provided via computer-based tests for state testing programs. (5/03-9/04)

*Principal Investigator, Use, Support, and Effect of Instructional Technology (USEIT) Study.*

Direct a three year \$1.7 million US DoE funded study conducted across twenty-four districts to examine the relationships among district support of technology, classroom use of technology and impacts on student learning. (2/01 – 3/04)

*Principal Investigator, Journal of Technology, Learning and Assessment.*

Established and edit a peer-reviewed scholarly on-line journal. (1/02 – Present)

*Principal Investigator, Talking Tactile Tablet Test Accommodation Studies.*

Direct research activities for a two-year study of the use of the TTT as an instructional and test accommodation tool for blind and visually impaired students. (10/02-Present)

*Research Fellow, National Board on Educational Testing and Public Policy*

Participated in a study that focused on effects of state-testing programs on teacher and school practices. The study included a nationally representative survey of 12,000 teachers and case studies

- in four states. (6/00-3/03)
- Principal Investigator, Surgical Simulation Validation Studies.*  
Directed a two-year investigation into the validity of surgical simulators and uses of data collected while working with surgical simulators. (10/01 – 6/03)
- Principal Investigator, Rhode Island Department of Education Standards-Based Reform.* Conducted an impact evaluation that focused on changes in teachers' practices as a result of statewide standards-based reform efforts. (9/98-9/01)
- Principal Investigator, Co-NECT Longitudinal Outcomes Study*  
Collected and analyzed educational outcome data to examine the impact the Co-NECT School Design model had on student learning and attitudes toward school. (7/99- 9/00)
- Research Associate** (9/94 – 6/99)
- Co-Principal Investigator, Drawing on Education:* Studied the feasibility of and technical issues related to using student drawings to illuminate classroom practices. (6/98-12/01)
- Research Fellow, National Board of Educational Testing and Public Policy:* Participated in a study focusing on the role of tests and testing programs in college admissions in light of changes in affirmative action policies. (9/98-6/01)
- Project Director, Vanguard for Learning:* Designed and oversaw data collection and analysis for the Vanguard Project, a project funded by the National Science Foundation to study strategies for initiating and supporting systemic change across school systems. Performed a study involving six classrooms in two schools located in Aviano, Italy examining the effects classroom standards have on student achievement. (7/96-9/98)
- Research Associate, Clark Middle Schools Standards Project:* Provided technical assistance to six urban school districts implementing standards based reform. Worked with two schools in Minneapolis, MN to use exploratory data analysis techniques and case studies to develop strategies to improve student performance. (9/95-9/98)

#### Books:

- 
- Russell, M., & Kavanaugh, M.** (2011). *Assessing Students in the Margins: Challenges, Strategies and Techniques.* Charlotte, NC: Information Age Publishing.
- Russell, M. & Airasian, P. W.** (2011). *Classroom Assessment: Concepts and Applications, 7<sup>th</sup> Edition.* New York, NY: McGraw-Hill.
- Madaus, G., **Russell, M.**, & Higgins, J. (2009). *The Paradoxes of High-Stakes Testing: How They Affect Students, Their Parents, Teachers, Principals, Schools, and Society.* Charlotte, NC: Information Age Publishing.
- Airasian, P. W. & **Russell, M.** (2007). *Classroom Assessment: Concepts and Applications, 6<sup>th</sup> Edition.* New York, NY: McGraw-Hill.
- Russell, M.** (2006). *Technology and Assessment: The Tale of Two Perspectives.* Greenwich, CT: Information Age Publishing.

#### Select Peer-Reviewed Articles:

- 
- Russell, M., Hoffmann, T., & Higgins, J.** (2009). NimbleTools: A Universally Designed Test Delivery System. *Teaching Exceptional Children.*
- Russell, M., Higgins, J., & Hoffmann, T.** (2009). Meeting the Needs of All Students: A Universal Design Approach to Computer-Based Testing. *Innovate.*
- Russell, M., Kavanaugh, M., Masters, J., Higgins, J., & Hoffmann, T.** (2009). Computer-Based Signing Accommodations: Comparing a Recorded Human with an Avatar. *Journal of Applied Testing Technology, 10(3)*, <http://www.testpublishers.org/Documents/090727Russelletal.pdf>.
- Russell, M., O'Dwyer, L., & Miranda, H.** (2009). Diagnosing students' misconceptions in algebra: results from an experimental pilot study. *Behavior Research Methods, 41(2)*, 414-424.
- Russell, M., Douglas, J., Kleiman, G., & Carey, R.** (2009). Comparing self-pace and cohort-based online courses for teachers. *Journal of Research on Technology in Education, 41(3)*, 361-384.
- Russell, M. & Famularo, L.** (2008). Testing what students in the gap can do. *Journal of Applied Testing Technology, 9(4)*.

- Russell M., O'Dwyer L. M., Bebell, D., & Tao, W. (2007)** How Teachers' Uses of Technology Vary by Tenure and Longevity. *Journal of Educational Computing Research*, 37(4).
- Landau, S., **Russell, M.**, & Erin, J. (2006). The use of the Talking Tactile Tablet as a testing accommodation. Re:view, 37.
- Higgins, J., **Russell, M.**, & Hoffmann, T. (2005). Examining the effect of computer-based passage presentation on reading test performance. *Journal of Technology, Learning, and Assessment*, 3(4). Available from <http://www.jtla.org>
- Bebell, D., **Russell, M.**, & O'Dwyer, L.M. (2004). Measuring teachers' technology uses: Why multiple-measures are more revealing. *Journal of Research on Technology in Education*, 37(1), 45-63.
- Russell, M.**, Cowan, C., & Raczek, S. (2004). Accountability California Style: Counting or accounting for educational impacts. *Teachers College Record*, 106(11).
- Russell, M.**, Bebell, D. & Higgins, J. (2004). Laptop learning: A comparison of teaching and learning in upper elementary classrooms equipped with shared carts of laptops and permanent 1:1 laptops. *Journal of Educational Computing Research*, 31(2) 313-330.
- Russell, M.** & Abrams, L. (2004). Instructional uses of computers for writing: How some teachers alter instructional practices in response to state testing. *Teachers College Record*, 106(6) 1332-1357.
- Russell, M.** & Tao, W. (2004). The influence of computer-print on rater scores. *Practical Assessment, Research, and Evaluation*, 9(10).
- Russell, M.** & Tao, W. (2004). Effects of handwriting and computer-print on composition scores: A follow-up to Powers et al. *Practical Assessment, Research, and Evaluation*, 9(1).
- Russell, M.**, Goldberg, A. & O'Connor, K. (2003). Computer-based testing and validity: A look back and into the future. *Assessment in Education*, 10(3) 279-293.
- Landau, S., **Russell, M.**, Gorgey, K., Erin, J., & Cowan, J. (2003). Use of the Talking Tactile Tablet in mathematics testing. *Journal of Visual Impairment and Blindness*, 97(2) 85-96.
- Goldberg, A., **Russell, M.**, & Cook, A. (2003). Effects of computers on student writing: A meta-analysis of research 1992-2002. *Journal of Technology, Learning and Assessment*, 2(1). Available: <http://www.bc.edu/research/intasc/jtla/journal/v2n1.shtml>.
- Russell, M.** & Plati, T. (2002). Does it matter with which I write: Comparing performance on paper, computer and portable writing devices. *Current Issues in Education* [On-line], 5 (4). Available: <http://cie.ed.asu.edu/volume5/number4/>
- Russell, M.** (2002). It's Time to Upgrade: Tests and administration procedures for the new millennium. *Essays in Education*, 1(1). [Available online: [http://www.columbiacollegesc.edu/essays/vol.%201%20spring%202002/time\\_to\\_upgrade\\_revised.pdf](http://www.columbiacollegesc.edu/essays/vol.%201%20spring%202002/time_to_upgrade_revised.pdf)]
- Russell, M.** & Haney, W. (2000). Bridging the gap between testing and technology in schools: Four policy options. *Educational Policy Analysis Archives*, 8(19). Available: <http://epaa.asu.edu/epaa/v8n19.html>
- Russell, M.** (1999). Testing writing on computers: A follow-up study comparing performance on computer and on paper. *Educational Policy Analysis Archives*, 7(20). Available: <http://epaa.asu.edu/epaa/v7n20/>
- Russell, M.** & Haney, W. (1997). Testing writing on computers: An experiment comparing student performance on tests conducted via computer and via paper-and-Pencil. *Educational Policy Analysis Archives*, 5(3). Available: <http://epaa.asu.edu/epaa/v5n3.html>

### **Select Monographs and Chapters:**

- Russell, M. (2011). Digital Test Delivery: Empowering Accessible Test Design to Increase Test Validity for All Students. A Monograph Commissioned by the Arbella Advisors.
- Russell, M., Mattson, D., Higgins, J., Hoffmann, T., Bebell, D., & Alcaya, C. (2011). A Primer to the Accessible Portable Item Profile (APIP) Standards, Minnesota Department of Education.

- Russell, M. (2011). Item Tagging Options for the SBAC Interoperable Assessment Systems. A Paper Commissioned by the Smarter Balanced Assessment Consortium.
- Russell, M. (2011). Computerized Tests Sensitive to Individual Needs. In S.N. Elliott, R.J. Kettler, P.A. Beddow, & A. Kurz, *Handbook of Accessible Achievement Tests for All Students*, Springer.
- Russell, M. (2011). Formative Assessment: A Key Component of Digital Learning Platforms. In J. Richards & C. Dede, *Digital Teaching Platforms*, Teachers College Press.
- Russell, M. (in press, 2011) Accessible Next Generation Assessments. In M.C. Mayrath, J. Clarke-Midura, D.H. Robinsaon, & G. Schraw, *Technology-Based Assessments for 21<sup>st</sup> Century Skills*, Information Age Publishing.
- Russell, M. (2009). Technology-Aided Formative Assessment of Learning: New Developments and Applications. In H. L. Andrade & G. J. Cizeck, *Handbook of Formative Assessment*, Routledge.
- Russell, M., Miranda, H., & Kay, R. (2007). *Developing a Diagnostic Algebra Assessment: Phase III Technical Report*.

---

#### **SCHOLARLY CONTRIBUTIONS, SERVICE, AND AWARDS:**

##### **Da Vinci Award for Accessibility and Universal Design, National Multiple Sclerosis Society, Michigan Chapter**

Recognized for exceeding federal accessibility requirements for the development of NimbleTools. (2008)

##### **Journal of Technology, Learning and Assessment**

*Chief Editor*. An on-line journal published by the Technology and Assessment Studies Collaborative (inTASC) and the Center for the Study of Testing, Evaluation and Educational Policy (CSTEPP) at Boston College. (01/02 – Present)

# Alan Sheinker

(b)(6)

---

## **Education**

Ed.D., Special Education  
University of Northern Colorado, Greeley, CO

M.A., Learning Disabilities  
University of Northern Colorado, Greeley, CO

B.S., Physical Education and Science  
Colorado State, Fort Collins, CO

Education Administration Courses  
University of Wyoming and University of Utah

## **Current Position**

**Educational Consultant**  
Sheinker Educational Consulting, Inc.  
A Wyoming Corporation with offices at  
P.O. Box 24045  
Overland Park, KS 66209

## **Previous Experience**

**Vice President, State Solution Consultant**  
(April 2014–October 2014)

**Senior Director of Product Development**

Questar Assessment, Inc.  
Apple Valley, MN/Leawood, KS  
(February 2013–April 2014) Worked with assessment development and technology staff to incorporate APIP and 508 requirements in their on-line assessment system. Involved with Enhanced Assessment System in the areas of Accommodations, Accessibility, and general design working on features, functionality, roll-out, and testing. Led the team that obtained IMS Global APIP certification.

**Associate Director**

Center for Educational Testing and Evaluation, University of Kansas  
Lawrence, KS  
(October 2010–February 2013)

**Senior Product Manager/State Solutions**  
(2010)

**Senior Director of Product Management**  
(2008–2009)

**National Assessment Consultant/State Solutions Manager**  
(2001–2008)

CTB/McGraw-Hill  
Overland Park, KS

## Alan Sheinker

Page 2

---

### *Previous Experience, continued*

#### **Senior Product Manager for Special Products**

CTB/McGraw-Hill  
Monterey, CA  
(1999–2001)

#### **Assistant State Superintendent**

Wyoming Department of Education  
Cheyenne, WY  
(1995–1999)

#### **Co-Director and Curriculum/Assessment Consultant**

Center for School Improvement BOCES  
Jackson, WY  
(1991–1995)

#### **Assistant Superintendent/Academic Dean**

(1990–1991)

#### **Director of Research and Staff Development**

(1983–1990)

#### **Educational Diagnostician**

(1981–1983)  
Sweetwater School District Number One  
Rock Springs, WY

#### **Resource Specialist**

Region V Board of Cooperative Services  
Jackson, WY  
(1979–1980)

#### **Assistant Professor**

East Carolina University  
Greenville, NC  
(1974–1976 and 1978–1979)

#### **Lecturer, Learning Disabilities**

University of Northern Colorado  
Greeley, CO  
(1978)

#### **Learning Disabilities Teacher**

Greenville City Schools  
Greenville, NC  
(1974)

#### **Learning Disabilities Teacher**

Danville City Schools  
Danville, VA  
(1973–1974)

**Publications, Presentations,  
and Papers**

Lorié, W., Sheinker, A., and Vinopol, C., (2014). *American sign language (ASL) grant summary report draft: Grant number: TECP#1118610*. Apple Valley, MN: Questar Assessment, Inc.

Sato, E., Nagle, K., Cameto, R., Sheinker, A., Lehr, D., Harayama, N., Cook, H.G., and Whetstone, P., (2012). *Understanding learning progressions and learning maps to Inform the development of assessment for students in special populations*. Symposium 2011 White Paper No. 1.2. Menlo Park, CA, and Lawrence, KS: SRI International and Center for Educational Testing and Evaluation (CETE).

Sheinker, A., (2012, June). *Lessons learned for improving access to general assessments by low-performing students with disabilities*. Discussant at the U.S. Department of Education in Partnership with Council of Chief State School Officers, Washington, DC.

Sheinker, A., and Whetstone, P.J., (2012, June). *Empowering students for the new frontier: College & career readiness*. Presentation at Pursuing the Promise, Des Moines, IA.

Sheinker, A., (2012, June). *Dynamic learning maps consortia work with the common core standards for students with significant cognitive disabilities*. Presentation at Vision 2020, Oklahoma City, OK.

Tindal, G., Sheinker, A., Thurlow, M., and Zigmond, N., (2012, May). *The next generation in alternate assessment*. Presentation at Council for Exceptional Children, Denver, CO.

Sheinker, A., Whetstone, P. J., and Thurlow, M., (2012, May). *Program chair invited session: Next generation alternate assessments for students with significant cognitive disabilities*. Presentation at Council for Exceptional Children, Denver, CO.

Thomas, K., Sheinker, A., and Joannou, J., (2012, May). *The road less traveled for alternate assessments: Mapping multiple learning pathways*. Presentation at Council for Exceptional Children, Denver, CO.

Quenemoen, R.Q., and Sheinker, A., (2012, May). *Development of growth models for students taking an alternate assessment on alternate academic achievement standards (AA-AAS)*. Discussant at the Collaboration to Promote Self Determination, Washington, DC.

Thomas, K., Sheinker, A., Sood, P., and Broaddus, A., (2012, April). *Constructing a “street level view of the common core state standards: A map for how all students learn mathematics*. National Council of Supervisors of Mathematics, Philadelphia, PA.

Thurlow, M.L., Sheinker, A., Quenemoen, R.Q., and Kingston, N., (2012, April). *Assessment of students with significant cognitive disabilities: Dynamic Learning Maps (DLM) and National Center and State Collaborative (NCSC) –*

**Publications, Presentations,  
and Papers, continued**

*Structured Demonstration*. National Council on Measurement in Education in Education, Vancouver, BC, Canada.

Ehlert, M., Kramer, L., Sheinker, A., Wittmann, T., Holder, K., Meyer, S., and Clay, D., (2012, March). *Maximizing the data we have to inform and improve practice and policy*. Panel at the Kansas City Area Education Research Consortium, Kansas City, MO.

Hock, M., Muldoon, L., Quenemoen, R., Sheinker, A., and Wilmes, C., (2012, January). *Assessments for the common core: Development and implementation*. Panel at the IDEA Partnership meeting, Washington, DC.

Hain, B., Hock, M., Sheinker, A., and Quenemoen, R., (2011, December). *A conversation with Gene Whilhoit*. Panel discussion at the ASES Summit on College and Career Readiness in Arlington, VA.

Quenemoen, R., and Sheinker, A., (2011, December). *College, career, and community ready: Empowering students for postsecondary opportunities*. Presentation at the ASES Summit on College and Career Readiness in Arlington, VA.

Sheinker, A., Mark, C., and Shin, S., (2011, December). *DLM-AAS: A new generation assessment for students with significant cognitive disabilities*. Presentation at TASH Conference, Atlanta, GA.

Quenemoen, R., and Sheinker, A., (2011, July). *Preparing all students for life, work, and citizenship: The next generation of alternate assessments*. Presentation at the OSEP Project Directors' Conference in Washington, DC.

McGarvey, L., Barrett, A., Michaels, H., and Sheinker, A., (2010, June). *Assessing leadership in short-duration experiential learning programs: Pilot results and future directions*. Presentation at National Conference on Student Assessment, Detroit, MI

Sheinker, J., Sheinker, A., Holder, C., and Whetstone, P., (2008). *Metacognitive Approach to Social Skills Training- Revised: Strand A*. Jackson, WY: Sheinker Educational Services, Inc.

Sheinker, A., (2005, January). *The vendors perspective of challenges and opportunities when working with SEAs*. Presentation at CCSO MEGA-SCASS meeting in Orlando, FL.

Bilinski, J., Sheinker, A., and Ysseldyke, J., (2003). *Varied opinions on how to report accommodated test scores: Findings based on CTB/McGraw-Hills framework for classifying accommodations*. (Synthesis Report 49). Minneapolis: University of Minnesota: National Center for Educational Outcomes.

Benson, D., Sirko, D., Sheinker, A., and Barton, K., (2003, June). *Comparability: Online versus on paper writing prompt administration and scoring across students with various abilities*. Paper presented at the Twelfth Annual Standards and Assessments Conference: Leading in a Standards-based Environment,

---

**Publications, Presentations,  
and Papers, continued**

Breckenridge, CO.

Barton, K., Sheinker, A., Edelblut, P., Elliot, S., and Mikulas, C, (2003, April). *Comparability: Online versus on paper writing prompt administration and scoring across students with various abilities*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Bielinski, J., and Sheinker, A., (2001, June). *Reporting accommodated test scores: Perceptions of researchers and policy-makers*. Paper presented at the 31<sup>st</sup> Annual Large Scale Assessment Conference, Houston, TX.

Lewis, D., John B., Patz, R., Sheinker, A., and Barton, K., (2001, June). *Reconciling standardization and accommodation in support of inclusive testing practice*. Paper presented at the 31<sup>st</sup> Annual Large Scale Assessment Conference, Houston, TX.

Sheinker, A., (1999). *Disaggregation of assessment results when the numbers are small: A small states dilemma*. Presentation at The Sixth Annual Regional Conference on Improving America's Schools, Salt Lake City, UT.

Sheinker, A., (1999, June). *Strengths and weaknesses of different methods of combining information from multiple measures*. Moderator at the 29<sup>th</sup> Annual Large Scale Assessment Conference, Snowbird, UT.

Sheinker, A., Watson, D., Maxcy, B., and Carlson, D., (June, 1999). *Small school participation: Unique inclusion issues*. Presentation at the 29<sup>th</sup> Annual Large Scale Assessment Conference, Snowbird, UT.

Weiner, D., Sheinker, A., and Almond, P., (1999, June). *Why inclusive large scale assessment*. Presentation at Forum on Alternate Assessment and "Gray Area" Students, Snowbird, UT.

Blank, R., Manise, J., Richardson, G., Bogart, J., Ross, G., Johnson, J., McDonald, J., and Sheinker, A., (1999, April). *Assessments and accountability for Title I: Progress of states and districts*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Lombardo, J., Sheinker, A., and Gloeckler, L., (1998). *Data access & use at the system level*. Presentation at IDEA Assessment Institute, New Orleans, LA.

Sheinker, A., (1998). *Wyoming comprehensive assessment system*. Presenter at First Wyoming School Leadership Institute: The New Wyoming Three R's, Laramie, WY.

Marion, S., and Sheinker, A., (1999). *Issues and consequences related to state-level minimum competency testing programs*. (Wyoming Report 1). Minneapolis: University of Minnesota: National Center for Educational Outcomes.

---

(A list of earlier publications and recommendations are available upon request)

**CURRICULUM VITA**

***Cathy Newman Thomas***

(b)(6)

**EDUCATIONAL EXPERIENCE**

Ph.D.	Special Education Learning Disabilities/Behavior Disorders The University of Texas at Austin Austin, TX	2008
M.A.	Communication Sciences and Disorders Learning Disabilities Montclair State University Montclair, NJ	2001
B.A.	Liberal Studies, Education San Diego State University San Diego, CA	1980

**PROFESSIONAL EXPERIENCE**

Assistant Professor	Department of Special Education College of Education University of Missouri Columbia, MO	09/2009-present
Research Associate/Instructor	Department of Special Education College of Education The University of Texas at Austin Austin, TX	5/2008-8/2009
Graduate Research Assistant	Department of Special Education College of Education The University of Texas at Austin Austin, TX	8/2002-5/2008
Graduate Assistant	Department of Communication Sciences and Disorders Montclair State University Montclair, NJ	2000-2001
Educational Consultant	Private Practice River Vale, NJ	1997-2002
Resource Teacher	Woodcliff Lake Public Schools Woodcliff Lake, NJ	1995-1997
Substitute Teacher	River Vale Public Schools River Vale, NJ	1993-1995
Special Education Teacher	Bergen County Special Services Phoenix Academy Rockleigh, NJ	1992-1993
Self-Contained Learning	Santee School District	1989-1991

Disabilities Teacher	Santee, CA	
Self-Contained Non-Severely Handicapped Special Education Teacher	Cajon Valley Unified School District El Cajon, CA	1987-1989

## **PUBLICATIONS**

### ***Peer Refereed Journal Articles***

- Smith, C. A., **Thomas, C. N.**, & Stormont, M. A. (in press). Understanding how mentors build relationships with their mentees: A focus group study. Manuscript submitted to *Mentoring & Tutoring: Partnership in Learning*.
- Thomas, C. N.**, & Pinter, E., Carlisle, A., & Goran, L. (in press). The impact of student response systems on learning and engagement for preservice general education teachers. *Journal of Special Education Technology*.
- Ciullo, S., Lembke, E., Carlisle, A., **Thomas, C. N.**, Goodwin, M., & Judd, L. (2015). Evidence-based literacy practices in middle-school RTI: A systematic observation study. Submitted to *Learning Disability Quarterly*.
- Kennedy, M. J., Kellems, R. O., **Thomas, C. N.**, & Newton, J. R. (2015). Using content acquisition podcasts to deliver core content to preservice teacher candidates. *Intervention in School and Clinic*, 50(3).
- Thomas, C. N.**, van Garderen, D., Lee, E. J., & Scheuermann, A. (2015). Applying a Universal Design for Learning framework to mediate the language demands of mathematics. *Reading and Writing Quarterly*.
- Kennedy, M. J., Aronin, S., Newton, J. R., O'Neal, M., & **Thomas, C. N.** (2014). Creating multimedia-based vignettes with embedded evidence-based practices: A tool for supporting struggling learners. *Journal of Special Education Technology*, 29(4), 15-30.
- Kennedy, M. K., **Thomas, C. N.**, Aronin, S., & Newton, J. R. (2014). Improving Teacher Candidate Knowledge Using Content Acquisition Podcasts. *Computers & Education*. 70, 116-127. <http://dx.doi.org/10.1016/j.compedu.2013.08.010>
- Thomas, C. N.** (2014). Considering the impact of preservice teacher beliefs on future practice. *Intervention in School and Clinic*, 49(4), 230-236. doi:10.1177/1053451213509490
- Kennedy, M. K., **Thomas, C. N.**, Meyer, J. P., Alves, K. A., & Lloyd, J. L. (2014) Using Evidence-Based Multimedia to Improve Vocabulary Performance of Adolescents with LD: A UDL Approach. *Learning Disability Quarterly*, 37(2), 71-86. doi:10.1177/0731948713507262
- van Garderen, D., **Thomas, C. N.**, Stormont, M., & Lembke, E. S. (2013). An overview of principles for special educators to guide mathematics instruction. *Intervention in School and Clinic*, 48(3), 131-141. doi:10.1177/1053451212454006
- Kennedy, M. J., Ely, E., **Thomas, C. N.**, Pullen, P. C., Newton, J. R., Ashworth, K., . . . Lovelace, S. P. (2012). Using multimedia tools to support teacher candidates' learning. *Teacher Education and Special Education*, 35(3), 243-257. doi:10.1177/0888406412451158
- Under Review**
- van Garderen, D., Hanuscin, D., Stormont, M., Newman **Thomas, C. N.**, & Lee, E. J. (revise and resubmit). I need to know science?! Resources and supports for self-directed learning for special educators to teacher science to elementary students with disabilities. *Intervention School and Clinic*
- Hirsch, S. E., Kennedy, M. J., Haines, S. J., **Thomas, C. N.**, & Alves, K. A. (in review). Improving

preservice teachers' knowledge and application of functional behavioral assessments using multimedia. *Behavior Disorders*.

Carlisle, A. A., **Thomas, C. N.**, & McCathren, R. (under review). The Effectiveness of Using a Content Acquisition Podcast to Teach Phonological Awareness, Phonemic Awareness, and Phonics to Preservice Special Education Teachers. *Computers & Education*.

**Thomas, C. N.**, & Rieth, H. J. (under review). The comparative effectiveness of three instructional methods on the knowledge, beliefs, and skills for teaching preservice teachers the functional behavioral assessment process. *Journal of Technology and Teacher Education*.

#### ***Other Publications***

Dieker, L. A., Kennedy, M. J., Smith, S., Vasquez III, E., Rock, M., & **Thomas, C. N.** (2014). *Use of technology in the preparation of pre-service teachers* (Document No. IC-11). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website:  
<http://cedar.education.ufl.edu/tools/innovation-configurations/>

#### **GRANTS, Funded**

**Thomas, C. N.** (principal investigator), Friedrichsen, P., & Lembke, E. S. (2014). University of Missouri Research Board (\$20,000). *Secondary Science Tiered Technology-Enhanced Methods (S<sup>2</sup>T<sup>2</sup>EM) for Learning*.

Hanuscin, D. (principal investigator), van Garderen, D., Ehlert, M., **Thomas, C. N.**, & Klosterman, M. (co-investigators)(2013). National Science Foundation. (\$2.6 million) *QuEST: Quality Elementary Science Teaching*. 2 months summer pay, Years 1-3.

**Thomas, C. N.** (principal investigator) (2011). *Big 12 Faculty Fellowship Program*. University of Missouri. (\$1890). Invited by Sean J. Smith, University of Kansas.

**Thomas, C. N.** (principal investigator) (2010). *University of Missouri Alumni Association, Richard Wallace Research Incentive Grant* (\$4000). A Synthesis of the Literature on Multimedia Anchored Instruction in K-12 Education.

#### **Submitted, Not Funded**

Lazarus, S. (principal investigator), Thurlow, M., & **Thomas, C. N.** (co-investigators) (2014). *Using Accommodations to Improve Instruction and Assessment of Students with Disabilities: Online Professional Development Modules*. Professional Development for Teachers and Related Service Providers, Institute of Education Sciences (\$1,500,000, subcontract to University of Missouri \$392,412). .32 FTE Years 1-2, .40 FTE Year 3, .15 FTE Year 4.

**Thomas, C. N.** (project director), Rose, C., Lembke, E., McCathren, R., Barth, A., van Garderen, D., & Lewis, T. (2014). *The SU<sup>2</sup>PER Project: Schools and University Urban Partnership for Evidence-based Reforms Project*. Personnel Development to Improve Services and Results for Children with Disabilities: Preparing Personnel to Serve School-Age Children with Low Incidence Disabilities, U. S. Department of Education, Office of Special Education and Rehabilitative Research. (\$1,108,775). .5 summer months Year 1, .20 FTE Years 1-2, .15 FTE Years 3-4, .10 FTE Year 5.

McCathren, R. B. (project director), Marra, R. M., & **Thomas, C. N.** (2014). *Behavior Language, and Literacy Online (BELL-O)*. Preparation of Special Education, Related Services, and Early Intervention, U. S. Department of Education, Office of Special Education and Rehabilitative Research. (\$1,250,000). .5 summer months Year 1, .20 FTE Years 1-2, .15 FTE Years 3-4, .10 FTE Year 5.

- van Garderen, D, Lembke, E., **Thomas, C. N.**, & Stormont, M. (co-investigators) (2014). *The SYSTEMS Leadership Project: Structuring Inclusive Inquiry Systems to Enhance Mathematics and Science*. Personnel Development to Improve Services and Results for Children with Disabilities: Preparation of Leadership Personnel, U.S. Department of Education, Office of Special Education and Rehabilitative Research. (\$1,250,108) .10 FTE Year 1, .05 FTE Years 2-3, .025 FTE Years 4-5.
- Fitzgerald, G. (principal investigator), Mitchem K., & **Thomas, C. N.** (co-investigators)(2012). *Case-based professional development in an RTI model to prepare inservice teachers to use evidence-based practices with students with high incidence disabilities*. Professional Development for Teachers and Related Service Providers, Institute for Education Sciences (\$1,499,999). .20 FTE Years 1-3.

### **CONFERENCE PRESENTATIONS**

#### ***National and International (peer reviewed)***

- Thieman, E., & Thomas, C. N. (April, 2015). Preservice Agriscience Teachers and Students with Disabilities: Readiness and Stress. Presentation at the annual meeting of the American Educational Research Association, Chicago, IL.
- Thomas, C. N., & Wilcox, L. A. (April, 2015). Preservice general educators' attitudes, self-efficacy, and readiness for teaching students with disabilities, Presentation at the annual meeting of the Council for Exceptional Children, San Diego, CA.
- Thieman, E., & Thomas, C. N. (November, 2014). Preservice Agriculture Education Teacher Stress for Teaching Students with Disabilities (accepted). Presentation at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Indianapolis, IN.
- Thomas, C. N., & Wilcox, L. (November, 2014). A Snapshot of the continuous improvement process in reforming coursework on inclusion. Presentation at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Indianapolis, IN.
- Carlisle, A. A., Ciullo, S., Lembke, E., Goodwin, M., & Thomas, C. N. (2014, October). Response to Intervention in Middle School Literacy Classrooms. Presentation at the 36<sup>th</sup> annual International Conference on Learning Disabilities, Philadelphia, PA.
- Kim, S. A., Thomas, C. N., Carlisle, A., and Kennedy, M. J. (2014, October). Podcasting: Mathematics Word Problem Solving Technology for Students with LD. Presentation at the 36<sup>th</sup> annual International Conference on Learning Disabilities, Philadelphia, PA.
- Thomas, C. N. (2013, October). Anchored instruction for students with LD: Synthesis of the Literature. Interactive paper session at the 35<sup>th</sup> Annual International Conference on Learning Disabilities, Austin, TX.
- Goodwin, M., Ciullo, S., Judd, L, Walker, S., & Thomas, C. N. (2013, October). Response to intervention in middle school literacy classrooms. Interactive paper session at the 35<sup>th</sup> Annual International Conference on Learning Disabilities, Austin, TX .
- Thomas, C. N. (2013, April). A synthesis of the literature on multimedia anchored instruction in PK-12 Education. Poster presentation at the annual meeting of the Council for Exceptional Children, San Antonio, TX.
- Thomas, C. N. & Blood, E. (2013, April). The impact of SRS on preservice teachers' learning and engagement. Multiple presentation at the annual meeting of the Council for Exceptional Children, San Antonio, TX.



## **Letters of Support From Experts**

**Anne M. Chartrand, Ed. D.**

*Consultant*

709 Evanwood Drive  
Montgomery, Alabama 37117  
334/244-6495

[achartra@aum.edu](mailto:achartra@aum.edu)  
[achartrand@bellsouth.net](mailto:achartrand@bellsouth.net)

**June 16, 2015**

Martha Thurlow, 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. Thurlow:

I am pleased to offer support for the proposal of a collaborative of states and the National Center on Educational Outcomes (NCEO) through the Data Informed Accessibility – Making Optimal Needs-based Decisions (DIAMOND) project. The DIAMOND project will certainly fill an important knowledge and emerging practice gap in the field.

I accept your invitation to serve as a member of the DIAMOND National Expert Panel, and I look forward to working with you. I agree to the roles and responsibilities of membership in the expert panel in ways that establish guidelines and related materials for making data informed decisions about accessibility features and accommodations for students with documented needs. I look forward to sharing my skills in the assessment of students with and without disabilities with the project partners. I believe that my background as an assessment director, a technical assistant provider for OSEP's Regional Resource Center Program, and an advisor to various other panels and grants regarding the assessment of students with disabilities will enhance the panel and the final outcomes of the grant. As the facilitator for NCEO's Inclusive Assessment Community of Practice, I believe this will be a significant resource of national technical assistant providers that will be most interested in this effort. My involvement with ASES SCASS will also provide insight from many state perspectives and their activities in this area.

The specific roles may include:

- Reviewing and commenting on reports, reviews of literature, and other written materials in my area of expertise;
- Reviewing accessibility and accommodations guidelines;
- Participating in in-person meetings as needed;
- Advising on the prioritization of guidelines the training module; and
- Providing feedback on professional development materials

I know how important it will be to ensure optimal accessibility and accommodations approaches for all students with documented needs and I share NCEO and the member states' commitment to developing these guidelines. Best wishes to you in this important endeavor.

(b)(6)

Anne Chartrand, Ed. D.



SMU

ANNETTE CALDWELL SIMMONS  
SCHOOL OF EDUCATION  
& HUMAN DEVELOPMENT

June 15, 2015

Martha Thurlow, 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. Thurlow:

I am pleased to offer support for the proposal of a collaborative of states and the National Center on Educational Outcomes (NCEO) through the Data Informed Accessibility – Making Optimal Needs-based Decisions (DIAMOND) project. The DIAMOND project is filling a key knowledge and practice gap in the field.

I accept your invitation to serve as a member of the DIAMOND National Expert Panel, and I look forward to working with you. I agree to the roles and responsibilities of membership in the expert panel in ways that establish guidelines and related materials for making data informed decisions about accessibility features and accommodations for students with documented needs. I look forward to sharing my skills in test accommodations with the project partners. I have extensive experience researching and supporting practitioners in implementing test accommodations, as well as designing accessible educational assessments. These experiences should support the goals of your project.

The specific roles may include:

- Reviewing and commenting on reports, reviews of literature, and other written materials in my area of expertise;
- Reviewing accessibility and accommodations guidelines;
- Participating in in-person meetings as needed;
- Advising on the prioritization of guidelines the training module; and
- Providing feedback on professional development materials

This project is particularly exciting to me because I know how important it will be to ensure optimal accessibility and accommodations approaches for all students with documented needs. I share NCEO and the member states' commitment to developing these guidelines, and I am confident that our collective experience and areas of expertise make this a strong partnership in leading this effort.

Respectfully,

(b)(6)

Leanne Ketterlin Geller  
Professor

June 11, 2015

Martha Thurlow, 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. Thurlow:

I am pleased to offer my support for the proposal of a collaborative of states and the National Center on Educational Outcomes (NCEO) through the Data Informed Accessibility – Making Optimal Needs-based Decisions (DIAMOND) project. The DIAMOND project is filling a key knowledge and practice gap in the field.

I accept your invitation to serve as a member of the DIAMOND National Expert Panel, and I look forward to working with you. I agree to the roles and responsibilities of membership in the expert panel in ways that establish guidelines and related materials for making data informed decisions about accessibility features and accommodations for students with documented needs. I look forward to sharing my skills in my continued work for students with disabilities and working with the project partners. I have spent the past decade focused on accessibility issues and accommodations for all students with a particular focus on students with significant cognitive disabilities including ELLs.

The specific roles may include:

- Reviewing and commenting on reports, reviews of literature, and other written materials in my area of expertise;
- Reviewing accessibility and accommodations guidelines;
- Participating in in-person meetings as needed;
- Advising on the prioritization of guidelines the training module; and
- Providing feedback on professional development materials

This project is particularly exciting to me because I know how important it will be to ensure optimal accessibility and accommodations approaches for all students with documented needs. I share NCEO and the member states' commitments to developing these guidelines, 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)

(b)(6)

Judy Kraft



UNIVERSITY OF OREGON

College of Education

June 15, 2015

Martha Thurlow, 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. Thurlow:

I am pleased to offer support for the proposal of a collaborative of states and the National Center on Educational Outcomes (NCEO) through the Data Informed Accessibility - Making Optimal Needs-based Decisions (DIAMOND) project. The DIAMOND project is filling a key knowledge and practice gap in the field.

I accept your invitation to serve as a member of the DIAMOND National Expert Panel, and I look forward to working with you. I agree to the roles and responsibilities of membership in the expert panel in ways that establish guidelines and related materials for making data informed decisions about accessibility features and accommodations for students with documented needs. I look forward to sharing my knowledge in data-based decision making related to accessibility and accommodations with the project partners. My background as a technical assistance provider to state departments of special education developing and delivering professional development related to assessment, accountability, and access, and my experience as a general educator in inclusive settings would help enhance the project and support its intended outcomes.

The specific roles may include:

- Reviewing and commenting on reports, reviews of literature, and other written materials in my area of expertise;
- Reviewing accessibility and accommodations guidelines;
- Participating in in-person meetings as needed;
- Advising on the prioritization of guidelines the training module; and
- Providing feedback on professional development materials

**SECONDARY SPECIAL EDUCATION AND TRANSITION**

5260 University of Oregon, Eugene OR 97403-5260

T (541) 346-3585 F (541) 346-1411 [www.uoregon.edu](http://www.uoregon.edu)

*An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act*

PR/Award # S368A150015

Page e195

This project is particularly exciting to me because I know how important it will be to ensure optimal accessibility and accommodations approaches for all students with documented needs. I share NCEO and the member states' commitment to developing these guidelines, 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)

Caroline A. MaGee, M.Ed.  
Senior Research Assistant  
Secondary Special Education and Transition, University of Oregon



**BOSTON COLLEGE**  
**LYNCH SCHOOL OF EDUCATION**  
**Center for the Study of Testing, Evaluation, and Educational Policy**

Campion Hall, Room 323  
Chestnut Hill, MA 02467-3813  
617-552-4521 fax: 617-552-8419

June 15, 2015

Martha Thurlow, 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. Thurlow:

I am writing to express my support for the proposed Data Informed Accessibility – Making Optimal Needs-based Decisions (DIAMOND) project. Should this project be funded, I also agree to serve as a member of the DIAMOND National Expert Panel. I understand that the expert panel will provide input during meetings and by reviewing documents during the course of the project to help the project establish guidelines and related materials for making data informed decisions about accessibility features and accommodations for students with documented needs. As you know, I have been actively engaged in issues of accessible assessments, personal need profiles, tailored test administration, and the APIP standard. I look forward to sharing suggestions and insights based on this prior work.

I understand that the various tasks I may be asked to perform as an advisor include:

- Reviewing and commenting on reports, reviews of literature, and other written materials in my area of expertise;
- Reviewing accessibility and accommodations guidelines;
- Participating in in-person meetings as needed;
- Advising on the prioritization of guidelines the training module; and
- Providing feedback on professional development materials

This project is particularly exciting to me because I know how important it will be to ensure optimal accessibility and accommodations approaches for all students with documented needs. I share NCEO and the member states' commitment to developing

these guidelines, 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)

Michael Russell

*June 15, 2015*

Martha Thurlow, 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. Thurlow:

I am pleased to represent Sheinker Educational Services, Inc. in support for the proposal of a collaborative of states and the National Center on Educational Outcomes (NCEO) through the Data Informed Accessibility – Making Optimal Needs-based Decisions (DIAMOND) project. The DIAMOND project is filling a key knowledge and practice gap in the field.

I accept your invitation to serve as a member of the DIAMOND National Expert Panel, and I look forward to working with you. I agree to the roles and responsibilities of membership in the expert panel in ways that establish guidelines and related materials for making data informed decisions about accessibility features and accommodations for students with documented needs. I look forward to sharing my skills in accommodations and accessibility with the project partners. I have spent the last four decades working to enhance accessibility to local, state, and national assessments for students with disabilities and all students. I have recently led a team that achieved Accessible Portable Item Protocol certification to maximize accessibility for students with disabilities to access and accommodate on-line assessments. I was also Associate Director of the University of Kansas CETE Dynamic Learning Maps Alternate Assessment project. In that role, I worked collaboratively with the National Collaborative and State Consortium to develop participation guidelines for students with significant cognitive disabilities. I also worked with a team to develop a Personal Needs and Preferences Profile to determine individual student accessibility needs. These experience will be valuable in reviewing the materials that this project intends to produce.

This project addresses needs I have been committed to addressing throughout my career. The project is particularly exciting to me because it seeks to ensure optimal accessibility and accommodations approaches for all students with documented needs. I share NCEO and the member states' commitment to developing these guidelines, 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)

Alan Sheinker, Ed.D.  
Educational Consultant, Sheinker Educational Services, Inc.

# UNIVERSITY *of* MISSOURI

COLLEGE OF EDUCATION  
DEPARTMENT OF SPECIAL EDUCATION

June 11, 2015

Martha Thurlow, 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. Thurlow:

I am very pleased to offer support for the proposal of a collaborative of states and the National Center on Educational Outcomes (NCEO) through the Data Informed Accessibility – Making Optimal Needs-based Decisions (DIAMOND) project. The DIAMOND project is filling a key knowledge and practice gap in the field.

I accept your invitation to serve as a member of the DIAMOND National Expert Panel, and I look forward to working with you. I agree to the roles and responsibilities of membership in the expert panel in ways that establish guidelines and related materials for making data informed decisions about accessibility features and accommodations for students with documented needs. I look forward to sharing my knowledge and skills in technology-based professional development and accessibility for students with disabilities with the project partners. I have experience developing content and designing navigational interfaces for online professional development through my work as project director on Project MAINSTEP and through my ongoing work with Content Area Podcasting. Further, I have experience in investigating assistive technology, accessible instructional materials, and universal design for learning to promote access to the general curriculum for students with disabilities. I believe my knowledge and skills are a good fit for the DIAMOND project, and I am excited to have this opportunity to participate.

The specific roles may include:

- Reviewing and commenting on reports, reviews of literature, and other written materials in my area of expertise;
- Reviewing accessibility and accommodations guidelines;
- Participating in in-person meetings as needed;
- Advising on the prioritization of guidelines the training module; and
- Providing feedback on professional development materials



This project is particularly exciting to me because I know how important it will be to ensure optimal accessibility and accommodations approaches for all students with documented needs. I share NCEO and the member states' commitment to developing these guidelines, 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, used to redact the signature of the sender.

Cathy Newman Thomas, PhD  
Assistant Professor  
Department of Special Education  
University of Missouri  
303 Townsend Hall  
Columbia, MO 65211  
[thomascat@missouri.edu](mailto:thomascat@missouri.edu)  
573-864-8166

## Letters of Commitment From States

June 23, 2015

---

Dear Dr. Thurlow,

As the Coordinator of Student Assessment in the Alabama State Department of Education, I am pleased to offer our state's commitment to the proposed project: *Data Informed Accessibility – Making Optimal Needs-based Decisions (DIAMOND)*. 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 guidelines and related materials for making data-informed decisions about accessibility features and accommodations for students with documented needs.

Our state will have the following responsibilities to the project: (1) to support the efforts of the National Center on Educational Outcomes to recruit educators for participation in focus groups to generate instructional and assessment strategies that inform the decision-making processes for accessibility features and accommodations; (2) to support NCEO's recruitment of educators for participation in classroom observations to highlight appropriate practices in implementing accessibility features and accommodations; (3) to participate in a forum with state experts to generate consensus on a set of guidelines and related comprehensive assessment instruments for making data-informed decisions about accessibility features and accommodations for students with documented needs; (4) to support the process of developing and field-testing a training module summarizing and exemplifying the guidelines and instruments; and (5) to provide feedback through an expert panel 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. I believe that from our work together, the collaboration among states and NCEO will yield these proposed deliverables, which will improve outcomes for students with documented accessibility and accommodations needs in our state as well as be a great benefit to the field as a whole.

Sincerely,

(b)(6)

Rebecca Mims  
Coordinator of Student Assessment  
Alabama State Department of Education



Lillian M. Lowery, Ed.D.  
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchools.org

June 9, 2015

Mary Thurlow, Ph.D.  
National Center on Educational Outcomes/University of Minnesota  
207 Pattee Hall  
150 Pillsbury Dr. SE  
Minneapolis, MN 55455

Melissa Gholson  
West Virginia Department of Education  
Building 6, Room 825, 1900 Kanawha Boulevard, East  
Charleston, West Virginia 25305-0330

Dear Dr. Thurlow and Ms. Gholson,

As the Program Manager at the Maryland State Department of Education, I am pleased to offer our state's commitment to the proposed project: Data Informed Accessibility – Making Optimal Needs-based Decisions (DIAMOND). 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 guidelines and related materials for making data-informed decisions about accessibility features and accommodations for students with documented needs.

Our state will have the following responsibilities to the project: (1) to support the efforts of the National Center on Educational Outcomes to recruit educators for participation in focus groups to generate instructional and assessment strategies that inform the decision-making processes for accessibility features and accommodations; (2) to support NCEO's recruitment of educators for participation in classroom observations to highlight appropriate practices in implementing accessibility features and accommodations; (3) to participate in a forum with state experts to generate consensus on a set of guidelines and related comprehensive assessment instruments for making data-informed decisions about accessibility features and accommodations for students with documented needs; (4) to support the process of developing and field-testing a training module summarizing and exemplifying the guidelines and instruments; and (5) to provide feedback through an expert panel 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. This past spring, our state learned first-hand the importance of making sound decisions for students who require accessibility features and accommodations. This project will greatly benefit Maryland educators, parents and students. It is critical that educators are provided with the necessary support and tools to make better informed decisions on student's needs based on their learner characteristics and needs. I believe that from our work together, this collaboration among states and NCEO will yield these proposed deliverables, which will improve outcomes for students with documented accessibility and accommodations needs in our state as well as be a great benefit to the field as a whole.

Sincerely,

(b)(6)

Trinell Bowman



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING

RICK SNYDER  
GOVERNOR

MICHAEL P. FLANAGAN  
STATE SUPERINTENDENT

May 29, 2015

Dear Ms. Gholson and Dr. Thurlow,

As a State Assessment Director at the Michigan Department of Education I am pleased to offer our state's commitment to the proposed project: Data Informed Accessibility – Making Optimal Needs-based Decisions (DIAMOND). 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 guidelines and related materials for making data-informed decisions about accessibility features and accommodations for students with documented needs.

Our state will have the following responsibilities to the project: (1) to support the efforts of the National Center on Educational Outcomes to recruit educators for participation in focus groups to generate instructional and assessment strategies that inform the decision-making processes for accessibility features and accommodations; (2) to support NCEO's recruitment of educators for participation in classroom observations to highlight appropriate practices in implementing accessibility features and accommodations; (3) to participate in a forum with state experts to generate consensus on a set of guidelines and related comprehensive assessment instruments for making data-informed decisions about accessibility features and accommodations for students with documented needs; (4) to support the process of developing and field-testing a training module summarizing and exemplifying the guidelines and instruments; and (5) to provide feedback through an expert panel 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. As the field looks to expand and increase accessibility options for students, the skills necessary for educators to make good decisions also increases. The deliverables proposed will strengthen this skills building that Michigan has already begun. I believe that from our work together, this collaboration among states and NCEO will yield these proposed deliverables, which will improve outcomes for students with documented accessibility and accommodations needs 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](mailto:MiddlesteadA@Michigan.gov)

STATE BOARD OF EDUCATION

JOHN C. AUSTIN – PRESIDENT • CASANDRA E. ULBRICH – VICE PRESIDENT  
MICHELLE FECTEAU – SECRETARY • PAMELA PUGH SMITH – TREASURER  
LUPE RAMOS-MONTIGNY – NASBE DELEGATE • KATHLEEN N. STRAUS  
EILEEN LAPPIN WEISER • RICHARD ZEILE

June 26, 2015

Dr. Martha Thurlow, Director  
National Center on Educational Outcomes  
University of Minnesota  
207 Pattee Hall  
Minneapolis, MN 55455

Dear Dr. Thurlow,

I am pleased to offer Minnesota's commitment to the proposed project: Data Informed Accessibility – Making Optimal Needs-based Decisions (DIAMOND). As part of this collaboration with other states and NCEO, I look forward to gaining important knowledge from this project's proposed activities in order to establish guidelines and related materials for making data-informed decisions about accessibility features and accommodations for students with documented needs.

Our state will have the following responsibilities to the project: (1) to support the efforts of the National Center on Educational Outcomes to recruit educators for participation in focus groups to generate instructional and assessment strategies that inform the decision-making processes for accessibility features and accommodations; (2) to support NCEO's recruitment of educators for participation in classroom observations to highlight appropriate practices in implementing accessibility features and accommodations; (3) to participate in a forum with state experts to generate consensus on a set of guidelines and related comprehensive assessment instruments for making data-informed decisions about accessibility features and accommodations for students with documented needs; (4) to support the process of developing and field-testing a training module summarizing and exemplifying the guidelines and instruments; and (5) to provide feedback through an expert panel on other products developed through the project.

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. I believe that from our work together, this collaboration among states and NCEO will yield these proposed deliverables, which will improve outcomes for students with documented accessibility and accommodations needs in our state as well as be a great benefit to the field as a whole.

Sincerely,

(b)(6)

Cheryl Alcaya  
Supervisor, Test Development



**Department  
of Education**

John R. Kasich, Governor  
Dr. Richard A. Ross, Superintendent of Public Instruction

June 26, 2015

Dear Ms. Gholson and Dr. Thurlow:

As director at the Ohio Department of Education, Office for Exceptional Children I am pleased to offer our state's commitment to the proposed project: Data Informed Accessibility – Making Optimal Needs-based Decisions (DIAMOND). 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 guidelines and related materials for making data-informed decisions about accessibility features and accommodations for students with documented needs.

Our state will have the following responsibilities to the project: (1) to support the efforts of the National Center on Educational Outcomes to recruit educators for participation in focus groups to generate instructional and assessment strategies that inform the decision-making processes for accessibility features and accommodations; (2) to support NCEO's recruitment of educators for participation in classroom observations to highlight appropriate practices in implementing accessibility features and accommodations; (3) to participate in a forum with state experts to generate consensus on a set of guidelines and related comprehensive assessment instruments for making data-informed decisions about accessibility features and accommodations for students with documented needs; (4) to support the process of developing and field-testing a training module summarizing and exemplifying the guidelines and instruments; and (5) to provide feedback through an expert panel 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. Ohio has an identified need for a research-based, decision-making process that can be applied across state assessments and guidelines that will benefit school districts teams responsible for assessment decisions that impact all students. I believe that from our work together, this collaboration among states and NCEO will yield these proposed deliverables, which will improve outcomes for students with documented accessibility and accommodations needs in our state as well as be a great benefit to the field as a whole.

Sincerely,

(b)(6)

Sue Zake, Ph.D.,  
Director  
Office for Exceptional Children

June 25, 2015

---

Dear Dr. Thurlow,

As the State Assessment Director in the U.S. Virgin Islands Department of Education, I am pleased to offer our state's commitment to the proposed project: Data Informed Accessibility – Making Optimal Needs-based Decisions (DIAMOND). 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 guidelines and related materials for making data-informed decisions about accessibility features and accommodations for students with documented needs.

Our state will have the following responsibilities to the project: (1) to support the efforts of the National Center on Educational Outcomes to recruit educators for participation in focus groups to generate instructional and assessment strategies that inform the decision-making processes for accessibility features and accommodations; (2) to support NCEO's recruitment of educators for participation in classroom observations to highlight appropriate practices in implementing accessibility features and accommodations; (3) to participate in a forum with state experts to generate consensus on a set of guidelines and related comprehensive assessment instruments for making data-informed decisions about accessibility features and accommodations for students with documented needs; (4) to support the process of developing and field-testing a training module summarizing and exemplifying the guidelines and instruments; and (5) to provide feedback through an expert panel 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. I believe that from our work together, the collaboration among states and NCEO will yield these proposed deliverables, which will improve outcomes for students with documented accessibility and accommodations needs in our state as well as be a great benefit to the field as a whole.

Sincerely,

(b)(6)

Alexandria Baltimore-Hookfin  
State Assessment Director  
U.S. Virgin Islands Department of Education  
(340)773-1095 Ext. 7084  
[abaltimore-hookfin@sbx.k12.vi](mailto:abaltimore-hookfin@sbx.k12.vi)

June 23, 2015

Dr. Martha Thurlow, Senior Research Associate  
National Center on Educational Outcomes  
University of Minnesota  
207 Pattee Hall  
150 Pillsbury Dr. SE  
Minneapolis, MN 55455

Dear Dr. Thurlow:

As a Superintendent at the West Virginia Department of Education I am pleased to offer our state's commitment to the proposed project: Data Informed Accessibility – Making Optimal Needs-based Decisions (DIAMOND). 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 guidelines and related materials for making data-informed decisions about accessibility features and accommodations for students with documented needs. If the enhanced assessment grant is awarded to NCEO, West Virginia would participate only in agreement with our data and security policies.

Our state will have the following responsibilities to the project if awarded: (1) to support the efforts of the National Center on Educational Outcomes to recruit educators for participation in focus groups to generate instructional and assessment strategies that inform the decision-making processes for accessibility features and accommodations; (2) to support NCEO's recruitment of educators for participation in classroom observations to highlight appropriate practices in implementing accessibility features and accommodations; (3) to participate in a forum with state experts to generate consensus on a set of guidelines and related comprehensive assessment instruments for making data-informed decisions about accessibility features and accommodations for students with documented needs; (4) to support the process of developing and field-testing a training module (an app to monitor accessibility and accommodations) summarizing and exemplifying the guidelines and instruments; and (5) pilot the materials and revise them based upon results; and (6) to provide feedback through an expert panel 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. West Virginia is excited about this opportunity to improve accessibility for our state assessments. I believe that from our work together, this collaboration among states and NCEO will yield these proposed deliverables, which will improve outcomes for students with documented accessibility and accommodations needs in our state as well as be a great benefit to the field as a whole.

Sincerely,

**Pending Dr. Martirano's Signature**

Michael J. Martirano, Ed.D.  
State Superintendent of Schools

MJM/MG:mm

June 5, 2015

Ms Gholson and Dr. Thurlow:

As the Director of the Office of Student Assessment, I am pleased to offer our state's commitment to the proposed project: Data Informed Accessibility – Making Optimal Needs-based Decisions (DIAMOND). As part of this collaboration with other states and National Center on Educational Outcomes (NCEO), our department looks forward to gaining the critical knowledge from this project's proposed activities in order to establish guidelines and to develop related resources for making data-informed decisions about accessibility features and accommodations for students with documented needs.

Our state will have the following responsibilities to the project: (1) to support the efforts of the National Center on Educational Outcomes to recruit educators for participation in focus groups to generate instructional and assessment strategies that inform the decision-making processes for accessibility features and accommodations; (2) to support NCEO's recruitment of educators for participation in classroom observations to highlight appropriate practices in implementing accessibility features and accommodations; (3) to participate in a forum with state experts to generate consensus on a set of guidelines and related comprehensive assessment instruments for making data-informed decisions about accessibility features and accommodations for students with documented needs; (4) to support the process of developing and field-testing a training module summarizing and exemplifying the guidelines and instruments; and (5) to provide feedback through an expert panel on other products developed through the project as we desire.

This is wonderful example for how in partnerships with other states and NCEO, we can create much needed resources that will support our constituents to make better data-derived decisions about accommodations and linguistic supports for students with identified need. Through this joint effort, we will be able to successfully produce resources that will both directly positively impact student outcomes within our state and contribute to the field as a whole.

Sincerely,

(b)(6)

Troy Couillard, Director  
Office of Student Assessment

## **Indirect cost agreement**

COPY

INDIRECT COST RATE AGREEMENT  
STATE EDUCATION AGENCY

**Organization**

Minnesota Department of Education  
1500 Highway 36 West  
Roseville, MN 55113-4266

**Date:** JAN 31 2014

**Agreement No:** 2013-029

**Filing Reference:** Replaces previous  
Agreement No. 2012-040(A)

**Dated:** 1/31/2014

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>
Final	07/01/2012	06/30/2014	20.8%	MTDC	APwR
Predetermined	07/01/2014	06/30/2015	20.8%	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:**

Minnesota Department of Education  
1500 Highway 36 West  
Roseville, MN 55113-4266

**For the Federal Government:**

U.S. Department of Education  
OCFO / FIO / ICG  
550 12th Street, SW  
Washington, DC 20202-4450

(b)(6)

Signature

Signature

Name

Frances Outland

Name

Title

Director, Indirect Cost Group

Title

Date

JAN 31 2014

Date

Negotiator: Nelda Barnes

Telephone Number: (202) 245-8005

ORGANIZATION: Minnesota Department of Education

Page 3

## 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](#)

**SECTION A - BUDGET SUMMARY**  
**U.S. DEPARTMENT OF EDUCATION FUNDS**

<b>Budget Categories</b>	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>
1. Personnel			
2. Fringe Benefits			
3. Travel			
4. Equipment			
5. Supplies			
6. Contractual <sup>1</sup>	931,834	1,081,554	1,024,774
7. Construction			
8. Other:			
9. Total Direct Costs	931,834	1,081,554	1,024,774
10. Indirect Costs	5,200	5,200	5,200
11. Training Stipends			
12. Total Costs (lines 9-11)	937,034	1,086,754	1,029,974

---

<sup>1</sup> Contractual budget detail provided in s a separate document.

**Section B – Budget Summary**

**Non-federal Funds**

The salary and benefits of the Minnesota State Department of Education staff members who are contributing “in kind” work hours to this grant should be listed below—the staff salaries are not paid for by EAG federal funds.

**Cheryl Alcaya** (Principal Investigator on DIAMOND), **Eric Kloos** (Project Director on DIAMOND), and **Joan Breslin Larson** (Project Manager on DIAMOND)

<b>Budget Categories</b>	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>
1. Personnel	0 (Donated “in kind”)	0 (Donated “in kind”)	0 (Donated “in kind”)
2. Fringe Benefits			
3. Travel			
4. Equipment			
5. Supplies			
6. Contractual	931,834	1,081,554	1,024,774
7. Construction			
8. Other			
9. Total Direct Costs	931,834	1,081,554	1,024,774
10. Indirect Costs	5,200	5,200	5,200
11. Training Stipends			
12. Total Costs (lines 9-11)	937,034	1,086,754	1,029,974

<b>Primary Contractor Budget Categories</b>	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>
1. Personnel	331,760	341,713	351,965
2. Fringe Benefits	142,688	145,817	149,038
3. Travel	150,500	151,400	104,327
4. Equipment	0	0	0
5. Supplies	3,000	3,000	3,000
6. Contractual	67,000	167,000	167,000
7. Construction	0	0	0
8. Other	16,900	15,540	65,000
9. Total Direct Costs (lines 1-8)	711,848	824,470	781,830
10. Indirect Costs	219,986	257,084	242,944
11. Training Stipends	0	0	0
12. Total Costs (lines 9-11)	931,834	1,081,554	1,024,774

**Primary Contractor Budget Narrative**

The DIAMOND project requires a team with expertise in a variety of areas. All project activities will be directed by Cheryl Alcaya, Assessment Supervisor for the Minnesota Department of Education, Eric Kloos, Special Education Supervisor, and Joan Breslin Larson, Special Education Supervisor. The guidelines and professional development module will be developed by a working group with expertise in the field of accessibility and accommodations as well as online learning. 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 Minnesota State 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 Minnesota State Department of Education and all expenses incurred through the primary sub-contract with NCEO.

### **Project Expenditures for Project Year 1**

#### **Personnel**

**Cheryl Alcaya**, Principal Investigator, **Eric Kloos**, Project Director, and **Joan Breslin Larson**, Project Manager, will be responsible for all project activities. Ms. Alcaya, Mr. Kloos, and Ms. Breslin Larson 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. Ms. Alcaya, Mr. Kloos, and Ms. Breslin Larson 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 Ms. Alcaya, Mr. Kloos, and Ms. Breslin Larson on a regular basis. Ms. Alcaya, Mr. Kloos, and Ms. Breslin Larson will each provide an in-kind donation of 0.10 FTE on the project. Their salaries are not included in the budget for this project.

#### **Travel**

All travel associated with the project is incorporated into the Travel budget for the primary contractor.

#### **Contracts**

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.

As described in the Project Narrative, the project includes seven activities that overlap in their duration.

**Martha Thurlow, Ph.D.**, will serve as Principal Investigator for the NCEO subcontract on the project. She will oversee all aspects of the DIAMOND project. She will be responsible for the hiring and supervision of all staff on the project. She will work closely with project Co-Investigators, Dr. Shyyan and Dr. Christensen, to manage contracts, budgets, and timelines for this work. Dr. Thurlow will read all reports prior to their publication and dissemination. She will attend project meetings and participate in dissemination efforts as needed. She will work 30% on DIAMOND.

**Vitaliy Shyyan, Ph.D.**, will serve as Co-Investigator for the NCEO subcontract on the project. He will work closely with Dr. Thurlow and Dr. Christensen to manage contracts, budgets, and timelines and to provide strategic leadership for the project. In Year 1, Dr. Shyyan will work closely with Dr. Wu to develop a model data analysis. 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. He will work 40% on DIAMOND.

**Laurene Christensen, Ph.D.**, will serve as Co-Investigator for the NCEO subcontract on the project. Dr. Christensen will provide strategic leadership on the project. In Year 1, Dr. Christensen will supervise the data collection efforts for the focus groups, and she will be directly involved with developing data protocols for the classroom observation and interview study. Dr. Christensen will attend project meetings, and will participate in dissemination efforts for the project. She will work 40% on DIAMOND.

**Sheryl Lazarus, Ph.D.**, 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 work 40% on the project.

**Christopher Rogers** will serve as Research Fellow on the project. He will work closely with Dr. Shyyan on the development of the training module for the project. He will assist with writing the guidelines for the project and with writing content for the module and other professional development materials. He will work 40% on the project.

**Deb Albus** will serve as Research Fellow for the project. She will gather information on current guidelines in participating states. She will help support the organization of the forum with state participants and national experts, including taking meeting notes. She will contribute to writing the training module content as needed. She will work 40% on the project.

**Linda Goldstone** will serve as Research Fellow on the project. In Year 1, she will develop focus group questions and facilitate the focus groups. She will work 60% on DIAMOND.

**Yi-Chen Wu, Ph.D.,** will serve as Research Associate for the project. Dr. Wu will work closely with Dr. Shyyan and the state leads to develop a sample data analysis for the forum. This analysis will also be included in the training module. She will work 30% on the project.

**Kristin Liu, Ph.D.,** will serve as Research Associate on the project. She will work closely with Dr. Christensen to develop observation and interview protocols. She will assist writing reports based on the classroom observation activity. Dr. Liu will also work with Dr. Wu on the development of sample data analyses for the forum and training module. She will work 40% on DIAMOND.

**Jim Hatten, Ph.D.,** will serve as Research Fellow on the project. In Year 1, Dr. Hatten will develop a platform for the online focus groups. He will work 50% on the project.

**Michael Moore** will serve as Principal Editor/Writer on the project. He will work closely with Dr. Thurlow, Dr. Shyyan, and Dr. Christensen to ensure that project publications are developed for production in print and on the web in a timely manner. He will work 20% on the project.

**Debbie Hansen** will serve as Executive Office and Administrative Specialist on the project. Ms. Hansen will coordinate all travel logistics for non-employees, including state representatives and national expert panelists. She will help with additional meeting logistics including hotel contracts and food orders, meeting materials, and other arrangements as needed. She will work 50% on DIAMOND.

**Graduate Research Assistant 1** (to be named) will be hired to support the data collection efforts of the project including the classroom observations and the focus groups. This GRA will develop Institutional Review Board applications, communicate with data collection sites, recruit focus group participants, and manage logistics for data collection and storage. This GRA will assist with data collection and also with writing reports based on the data. This GRA will work 50% on the project.

**Graduate Research Assistant 2** (to be named) will be hired to support the development of the training module for the project. This GRA will help with writing content for the module and other professional development materials as well as assist with various other aspects of module production such as programming, captioning, and other components as needed. This GRA will work 50% on the project.

#### **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.

#### **Contractual (within primary contractor's budget)**

Seven 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 two additional days of service to review and provide feedback on products developed for the project.

Kimberly Hartsell 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**

Basecamp will be used to communicate electronically with project stakeholders across the project periods. Basecamp costs \$3,000 for a one-year subscription.

### **Other Year 1 Expenses**

\$500 is budgeted for long distance telephone.

\$500 is budgeted for courier/ mailing services/postage.

\$5,000 is budgeted for publications.

\$500 is budgeted for photocopies.

\$2,200 is budgeted for subject payments for interviews in Year 1. This activity continues into Year 2.

\$1,000 is budgeted for food for interviews. This activity continues into Year 2.

\$7,200 is budgeted for subject payments for online focus groups that will be conducted in Project Year 1.

### **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.

### **Indirect**

The Minnesota State Department of Education federally approved indirect rate is 20.8%. Minnesota is claiming only those indirect costs related to the first \$25,000 of sub-contracts.

## **Project Expenditures for Project Year 2**

### **Personnel**

**Cheryl Alcaya**, Principal Investigator, **Eric Kloos**, Project Director, and **Joan Breslin Larson**, Project Manager, will be responsible for all project activities. Ms. Alcaya, Mr. Kloos, and Ms. Breslin Larson 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. Ms. Alcaya, Mr. Kloos, and Ms. Breslin Larson 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 Ms. Alcaya, Mr. Kloos, and Ms. Breslin Larson on a regular basis. Ms. Alcaya, Mr. Kloos, and Ms. Breslin Larson will each provide an in-kind donation of 0.10 FTE on the project. Their salaries are not included in the budget for this project.

### **Travel**

All travel associated with the project is incorporated into the Travel budget for the primary contractor.

### **Contracts**

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.

As described in the Project Narrative, the project includes seven activities that overlap in their duration.

**Martha Thurlow, Ph.D.**, will serve as Principal Investigator for the NCEO subcontract on the project. She will oversee all aspects of the DIAMOND project. She will be responsible for the hiring and supervision of all staff on the project. She will work closely with project Co-Investigators, Dr. Shyyan and Dr. Christensen, to manage contracts, budgets, and timelines for this work. Dr. Thurlow will read all reports prior to their publication and dissemination. She will

attend project meetings and participate in dissemination efforts as needed. She will work 30% on DIAMOND.

**Vitaliy Shyyan, Ph.D.**, will serve as Co-Investigator for the NCEO subcontract on the project. He will work closely with Dr. Thurlow and Dr. Christensen to manage contracts, budgets, and timelines and to provide strategic leadership for the project. In Year 2, Dr. Shyyan will lead the development of the guidelines and the expert forum. Dr. Shyyan will attend project meetings, and will participate in dissemination efforts for the project. He will work 40% on DIAMOND.

**Laurene Christensen, Ph.D.**, will serve as Co-Investigator on the project. Dr. Christensen will provide strategic leadership on the project. In Year 2, Dr. Christensen will supervise the data collection efforts for the classroom observations and interviews, and she will lead the analysis of the focus group data that was collected in Year 1. Dr. Christensen will attend project meetings, and will participate in dissemination efforts for the project. She will work 40% on DIAMOND.

**Sheryl Lazarus, Ph.D.**, will serve as Senior Research Associate on the project. She will oversee the development of publications on the project. In Year 2, she will also participate in the forum with states and national expert panelists. She will work 40% on the project.

**Christopher Rogers** will serve as Research Fellow on the project. He will work closely with Dr. Shyyan on the development of the training module for the project. He will assist with writing the guidelines for the project and with writing content for the module and other professional development materials. He will work 40% on the project.

**Deb Albus** will serve as Research Fellow for the project. She will gather information on current guidelines in participating states. In Year 2, she will help support the organization of the forum with state participants and national experts, including taking meeting notes. She will contribute to writing the training module content as needed. She will work 40% on the project.

**Linda Goldstone** will serve as Research Fellow on the project. She will develop focus group questions, facilitate the focus groups, collaborate with other project staff on the analysis of

focus group data, and assist with writing the report based on the focus groups. She will also assist with dissemination efforts for the project. She will work 60% on DIAMOND.

**Yi-Chen Wu, Ph.D.**, will serve as Research Associate for the project. Dr. Wu will work closely with Dr. Shyyan and the state leads to develop a sample data analysis for the forum. In Year 2, she will present this analysis to the experts and state representatives at the in-person meeting. She will work 30% on the project.

**Kristin Liu, Ph.D.**, will serve as Research Associate on the project. She will work closely with Dr. Christensen to develop observation and interview protocols. She will assist writing reports based on the classroom observation activity. Dr. Liu will also work with Dr. Wu on the development of sample data analyses for the forum and training module. She will work 40% on DIAMOND.

**Jim Hatten, Ph.D.**, will serve as Research Fellow on the project. In Year 2, he will work on the web design of the professional development materials, including the training module and related tools. He will work 50% on the project.

**Michael Moore** will serve as Principal Editor/Writer on the project. He will work closely with Dr. Thurlow, Dr. Shyyan, and Dr. Christensen to ensure that project publications are developed for production in print and on the web in a timely manner. He will work 20% on the project.

**Debbie Hansen** will serve as Executive Office and Administrative Specialist on the project. Ms. Hansen will coordinate all travel logistics for non-employees, including state representatives and national expert panelists. She will help with additional meeting logistics including hotel contracts and food orders, meeting materials, and other arrangements as needed. She will work 50% on DIAMOND.

**Graduate Research Assistant 1** (to be named) will be hired to support the data collection efforts of the project including the classroom observations and the focus groups. This GRA will develop Institutional Review Board applications, communicate with data collection

sites, recruit focus group participants, and manage logistics for data collection and storage. This GRA will assist with data collection and also with writing reports based on the data. This GRA will work 50% on the project.

**Graduate Research Assistant 2** (to be named) will be hired to support the development of the training module for the project. This GRA will help with writing content for the module and other professional development materials as well as assist with various other aspects of module production such as programming, captioning, and other components as needed. This GRA will work 50% on the project.

### **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**

Travel for Project Year 2 will involve travel for co-PIs, NCEO staff, experts, and state representatives to attend the consensus building activity related to the guidelines. Additional travel is budgeted for data collection for the classroom observations and interviews. Travel for dissemination at conferences and SCASS meetings is included in the travel budget for Project Year 2.

### **Contractual (within primary contractor's budget)**

Seven experts will be contracted as expert panelists at a rate of \$1500 per day. In Year 2, the expert panelists will attend an two-day in-person meeting. They will provide 1 additional day of service to review and provide feedback on products developed for the project.

A module consultant will be hired to support the development of the training module for the project. A total of \$100,000 will be budgeted for work on the module in Project Year 2.

Kimberly Hartsell 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**

Basecamp will be used to communicate electronically with project stakeholders across the project periods. Basecamp costs \$3000 for a one-year subscription.

### **Other Year 2 Expenses**

\$500 is budgeted for long distance telephone.

\$500 is budgeted for courier/mailing services/postage.

\$5,000 is budgeted for publications.

\$500 is budgeted for photocopies.

\$5,000 is budgeted for subject payments for interviews in Year 2.

\$4,040 is budgeted for food for interviews in Year 2.

### **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.

### **Indirect**

The Minnesota State Department of Education federally approved indirect rate is 20.8%. Minnesota is claiming only those indirect costs related to the first \$25,000 of sub-contracts.

### **Project Expenditures for Project Year 3**

#### **Personnel**

**Cheryl Alcaya**, Principal Investigator, **Eric Kloos**, Project Director, and **Joan Breslin Larson**, Project Manager, will be responsible for all project activities. Ms. Alcaya, Mr. Kloos, and Ms. Breslin Larson 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. Ms. Alcaya, Mr. Kloos, and Ms. Breslin Larson 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 Ms. Alcaya, Mr. Kloos, and Ms. Breslin Larson on a regular basis. Ms. Alcaya, Mr. Kloos, and Ms. Breslin Larson will each provide an in-kind donation of 0.10 FTE on the project. Their salaries are not included in the budget for this project.

### **Travel**

All travel associated with the project is incorporated into the Travel budget for the primary contractor.

### **Contracts**

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.

As described in the Project Narrative, the project includes seven activities that overlap in their duration.

**Martha Thurlow, Ph.D.**, will serve as Principal Investigator for the NCEO subcontract on the project. She will oversee all aspects of the DIAMOND project. She will be responsible for the hiring and supervision of all staff on the project. She will work closely with project Co-Investigators, Dr. Shyyan and Dr. Christensen, to manage contracts, budgets, and timelines for this work. Dr. Thurlow will read all reports prior to their publication and dissemination. She will attend project meetings and participate in dissemination efforts as needed. She will work 30% on DIAMOND.

**Vitaliy Shyyan, Ph.D.**, will serve as Co-Investigator for the NCEO subcontract on the project. He will work closely with Dr. Thurlow and Dr. Christensen to manage contracts, budgets, and timelines and to provide strategic leadership for the project. In Year 3, Dr. Shyyan will oversee the development of the training module and the piloting of the module. 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. He will work 40% on DIAMOND.

**Laurene Christensen, Ph.D.**, will serve as Co-Investigator on the project. Dr. Christensen will provide strategic leadership on the project. In Year 3, Dr. Christensen will supervise the finalization of reports based on data collection activities. She will disseminate project findings. Dr. Christensen will attend project meetings, and will participate in dissemination efforts for the project. She will work 40% on DIAMOND.

**Sheryl Lazarus, Ph.D.**, 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. In Year 3, Dr. Lazarus will contribute to the writing of reports for the project and participate in dissemination activities. She will work 40% on the project.

**Christopher Rogers** will serve as Research Fellow on the project. He will work closely with Dr. Shyyan on the development of the training module for the project. He will assist with writing the guidelines for the project and with writing content for the module and other professional development materials. He will work 40% on the project.

**Deb Albus** will serve as Research Fellow for the project. In Year 3, she will support the project by helping to finalize project reports. She will work 40% on the project.

**Linda Goldstone** will serve as Research Fellow on the project. In Year 3, she will help finalize reports related to the project. She will also assist with dissemination efforts for the project. She will work 60% on DIAMOND.

**Yi-Chen Wu, Ph.D.**, will serve as Research Associate for the project. In Year 3, she will assist with the finalization of the professional development materials. She will work 30% on the project.

**Kristin Liu, Ph.D.**, will serve as Research Associate on the project. She will assist writing reports based on the classroom observation activity. Dr. Liu will also work with Dr. Wu

on the development of sample data analyses for the forum and training module. She will work 40% on DIAMOND.

**Jim Hatten, Ph.D.**, will serve as Research Fellow on the project. In Year 3, he will help with piloting the training module. He will work 50% on the project.

**Michael Moore** will serve as Principal Editor/Writer on the project. He will work closely with Dr. Thurlow, Dr. Shyyan, and Dr. Christensen to ensure that project publications are developed for production in print and on the web in a timely manner. He will work 20% on the project.

**Debbie Hansen** will serve as Executive Office and Administrative Specialist on the project. Ms. Hansen will coordinate all travel logistics for non-employees, including state representatives and national expert panelists. She will help with additional meeting logistics including hotel contracts and food orders, meeting materials, and other arrangements as needed. She will work 50% on DIAMOND.

**Graduate Research Assistant 1** (to be named) will be hired to support the data collection efforts of the project including the classroom observations and the focus groups. This GRA will develop Institutional Review Board applications, communicate with data collection sites, recruit focus group participants, and manage logistics for data collection and storage. This GRA will assist with data collection and also with writing reports based on the data. This GRA will work 50% on the project.

**Graduate Research Assistant 2** (to be named) will be hired to support the development of the training module for the project. This GRA will help with writing content for the module and other professional development materials as well as assist with various other aspects of module production such as programming, captioning, and other components as needed. This GRA will work 50% on the project.

### **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**

Travel for Project Year 3 will involve travel for co-PIs, NCEO staff, experts, and state representatives to attend the final project meeting to review goals and share strategies to scale up the project. Additional travel is budgeted for dissemination at SCASS meetings and conferences for Year 3.

### **Contractual (within primary contractor's budget)**

Seven experts will be contracted as expert panelists at a rate of \$1,500 per day. In Year 3, the expert panelists will attend a one-day in-person meeting. They will provide 2 additional days of service to review and provide feedback on products developed for the project.

A module consultant will be hired to support the development of the training module for the project. A total of \$100,000 will be budgeted for work on the module in Project Year 3.

Kimberly Hartsell 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**

Basecamp will be used to communicate electronically with project stakeholders across the project periods. Basecamp costs \$3,000 for a one-year subscription.

### **Other Year 3 Expenses**

\$500 is budgeted for long distance telephone.

\$500 is budgeted for courier/mailing services/postage.

\$5,000 is budgeted for publications.

\$500 is budgeted 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 .

**Indirect**

The Minnesota State Department of Education federally approved indirect rate is 20.8%. Minnesota is claiming only those indirect costs related to the first \$25,000 of sub-contracts.

# 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 29, 2015

Ms. Cheryl Alcaya  
Minnesota Department of Education  
1500 Highway 36 West  
Roseville MN 55113

Title: DIAMOND Project

Dear Ms. Alcaya,

The University of Minnesota is pleased to endorse a proposal for the above referenced sponsored project in the amount of \$3,038,162 for the period 10/01/2015 - 09/30/2018. This proposal is submitted on behalf of Dr. Martha Thurlow at the University of Minnesota and has been administratively reviewed and approved on behalf of the Regents of the University of Minnesota. The University of Minnesota reserves the right to negotiate the terms and conditions of an awarded agreement.

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](mailto:ally0007@umn.edu).

Congressional District: MN-005

EIN: 416007513

DUNS Number: 555917996

Sincerely,

(b)(6)

Kevin McKoskey  
Senior Associate Director  
Sponsored Projects Administration

Enclosure

# University of Minnesota Standard Proposal for External Funding

PROPOSAL TITLE: DIAMOND Project

SUBMITTED TO: Minnesota Department of Education

RFA/RFP or ANNOUNCEMENT (if applicable)

Number: 84.368A

Title: EAG Program

## 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) **Thurlow, Martha, L.**  
Degree(s) **B.A., M.A., Ph.D.**  
Position/Title **Senior Research Associate**  
Department **Community Integration, Inst on**  
Major Subdivision **EDUCATION & HUMAN DEVEL,**  
Telephone **(612)624-4826**  
Fax **(612)624-0879**  
E-Mail Address **thurl001@tc.umn.edu**

Mailing Address (Street, City, State, Zip Code)

**COMMUNITY INTEGRATION, INST ON  
350 Elliott Hall  
75 East River Road  
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 (\$)  
**931,834**

## TOTAL PROJECT PERIOD

From Through  
**10/01/2015 09/30/2018**

Total Project Cost (\$)  
**3,038,162**

## 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.)

## 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
Thurlow, Martha L	Principal Investigator	30	42,981	14,484	57,465
Shyyan, Vitaliy V	Co-Investigator	40	24,797	8,356	33,153
Christensen, Laurene L	Co-Investigator	40	26,660	8,984	35,644
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	40	17,740	5,978	23,718
Goldstone, Linda S	Research Fellow	60	26,689	8,994	35,683
Wu, Yi-Chen	Research Associate	30	19,349	6,520	25,869
Liu, Kristin K	Research Associate	40	22,459	7,568	30,027
Hatten, Jim	Research Fellow	50	27,256	9,185	36,441
Moore, Michael L	Principal Editor/Writer	20	11,733	3,954	15,687
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 ----->			331,760	142,688	474,448

## CONSULTANT COSTS

Name	Total Cost
Expert Panelists	27,000
*the inflation rate for this item is 0%	
Module Consultant	0
*the inflation rate for this item is 0%	
External Evaluator	40,000

\*the inflation rate for this item is 0%

---

 SUBTOTALS -----> 67,000
 

---

## SUPPLY COSTS

Item Description	Total Cost
------------------	------------

---

Basecamp One Year Subscription-Software	3,000
---	-------

\*the inflation rate for this item is 0%

---

 SUBTOTALS -----> 3,000
 

---

## TRAVEL COSTS

Item Description	Total Cost
------------------	------------

---

Non-employee travel to meetings	40,000
---------------------------------	--------

\*the inflation rate for this item is 0%

Staff travel to meetings	17,500
--------------------------	--------

\*the inflation rate for this item is 0%

Travel for Project Dissemination	30,000
----------------------------------	--------

Expert panel travel to meetings	15,000
---------------------------------	--------

\*the inflation rate for this item is 0%

Travel for Data Collection	48,000
----------------------------	--------

\*the inflation rate for this item is 0%

---

 SUBTOTALS -----> 150,500
 

---

## OTHER EXPENSES

Item Description	Total Cost
------------------	------------

---

Long Distance Telephone	500
-------------------------	-----

\*the inflation rate for this item is 0%

Courier/Mailing Services/Postage	500
----------------------------------	-----

\*the inflation rate for this item is 0%

Publications	5,000
--------------	-------

\*the inflation rate for this item is 0%

Photocopies	500
-------------	-----

\*the inflation rate for this item is 0%

Subject Payments for Interviews	2,200
---------------------------------	-------

\*the inflation rate for this item is 0%

Food for Interviews	1,000
---------------------	-------

\*the inflation rate for this item is 0%

Subject Payments for Online Focus Groups 7,200  
 \*the inflation rate for this item is 0%

SUBTOTALS -----> 16,900

SUBTOTAL COSTS FOR PERIOD 1

DIRECT COSTS 711,848  
 INDIRECT COSTS 219,986  
 TOTAL COSTS 931,834

DETAILED BUDGET FOR PERIOD 2

From 10/01/2016 Through 09/30/2017

PERSONNEL

Name	Role on Project	% Effort on Proj	Salary Requested	Fringe Benefits	Total Cost
Thurlow, Martha L	Principal Investigator	30	44,270	14,919	59,189
Shyyan, Vitaliy V	Co-Investigator	40	25,541	8,607	34,148
Christensen, Laurene L	Co-Investigator	40	27,460	9,254	36,714
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	40	18,272	6,157	24,429
Goldstone, Linda S	Research Fellow	60	27,490	9,264	36,754
Wu, Yi-Chen	Research Associate	30	19,929	6,716	26,645
Liu, Kristin K	Research Associate	40	23,133	7,795	30,928
Hatten, Jim	Research Fellow	50	28,074	9,460	37,534
Moore, Michael L	Principal Editor/Writer	20	12,085	4,072	16,157
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 ----->			341,713	145,817	487,530

CONSULTANT COSTS

Name Total Cost

Expert Panelists	27,000
*the inflation rate for this item is 0%	
Module Consultant	100,000
*the inflation rate for this item is 0%	
External Evaluator	40,000
*the inflation rate for this item is 0%	
<hr/>	
SUBTOTALS ----->	167,000

SUPPLY COSTS

Item Description	Total Cost
Basecamp One Year Subscription-Software	3,000
*the inflation rate for this item is 0%	
<hr/>	
SUBTOTALS ----->	3,000

TRAVEL COSTS

Item Description	Total Cost
Non-employee travel to meetings	40,000
*the inflation rate for this item is 0%	
Staff travel to meetings	17,500
*the inflation rate for this item is 0%	
Travel for Project Dissemination	30,900
Expert panel travel to meetings	15,000
*the inflation rate for this item is 0%	
Travel for Data Collection	48,000
*the inflation rate for this item is 0%	
<hr/>	
SUBTOTALS ----->	151,400

OTHER EXPENSES

Item Description	Total Cost
Long Distance Telephone	500
*the inflation rate for this item is 0%	
Courier/Mailing Services/Postage	500
*the inflation rate for this item is 0%	
Publications	5,000
*the inflation rate for this item is 0%	

Photocopies	500
*the inflation rate for this item is 0%	
Subject Payments for Interviews	5,000
*the inflation rate for this item is 0%	
Food for Interviews	4,040
*the inflation rate for this item is 0%	
Subject Payments for Online Focus Groups	0
*the inflation rate for this item is 0%	
<hr/>	
SUBTOTALS ----->	15,540

SUBTOTAL COSTS FOR PERIOD 2

DIRECT COSTS	824,470
INDIRECT COSTS	257,084
TOTAL COSTS	1,081,554

DETAILED BUDGET FOR PERIOD 3

From  
10/01/2017

Through  
09/30/2018

PERSONNEL

Name	Role on Project	% Effort on Proj	Salary Requested	Fringe Benefits	Total Cost
Thurlow, Martha L	Principal Investigator	30	45,598	15,366	60,964
Shyyan, Vitaliy V	Co-Investigator	40	26,307	8,865	35,172
Christensen, Laurene L	Co-Investigator	40	28,284	9,531	37,815
Lazarus, Sheryl	Senior Research Associate	40	33,028	11,130	44,158
Rogers, Christopher	Research Fellow	40	22,419	7,555	29,974
Albus, Deb	Research Fellow	40	18,820	6,342	25,162
Goldstone, Linda S	Research Fellow	60	28,315	9,542	37,857
Wu, Yi-Chen	Research Associate	30	20,527	6,917	27,444
Liu, Kristin K	Research Associate	40	23,827	8,029	31,856
Hatten, Jim	Research Fellow	50	28,916	9,744	38,660
Moore, Michael L	Principal Editor/Writer	20	12,448	4,195	16,643
Hansen, Debbie	Executive office and Adminis	50	22,578	6,186	28,764
TO BE NAMED	Graduate Research Assistant	50	20,449	22,818	43,267

TO BE NAMED				
Graduate Research Assistant	50	20,449	22,818	43,267
SUBTOTALS ----->		351,965	149,038	501,003

## CONSULTANT COSTS

Name	Total Cost
Expert Panelists	27,000
*the inflation rate for this item is 0%	
Module Consultant	100,000
*the inflation rate for this item is 0%	
External Evaluator	40,000
*the inflation rate for this item is 0%	
SUBTOTALS ----->	
	167,000

## SUPPLY COSTS

Item Description	Total Cost
Basecamp One Year Subscription-Software	3,000
*the inflation rate for this item is 0%	
SUBTOTALS ----->	
	3,000

## TRAVEL COSTS

Item Description	Total Cost
Non-employee travel to meetings	40,000
*the inflation rate for this item is 0%	
Staff travel to meetings	17,500
*the inflation rate for this item is 0%	
Travel for Project Dissemination	31,827
Expert panel travel to meetings	15,000
*the inflation rate for this item is 0%	
Travel for Data Collection	0
*the inflation rate for this item is 0%	
SUBTOTALS ----->	
	104,327

## OTHER EXPENSES

Item Description	Total Cost
------------------	------------

Long Distance Telephone	500
*the inflation rate for this item is 0%	
Courier/Mailing Services/Postage	500
*the inflation rate for this item is 0%	
Publications	5,000
*the inflation rate for this item is 0%	
Photocopies	500
*the inflation rate for this item is 0%	
Subject Payments for Interviews	0
*the inflation rate for this item is 0%	
Food for Interviews	0
*the inflation rate for this item is 0%	
Subject Payments for Online Focus Groups	0
*the inflation rate for this item is 0%	
<hr/>	
SUBTOTALS ----->	6,500

SUBTOTAL COSTS FOR PERIOD 3

DIRECT COSTS	781,830
INDIRECT COSTS	242,944
TOTAL COSTS	1,024,774

TOTAL COSTS FOR ENTIRE PROJECT

DIRECT COSTS	2,318,148
INDIRECT COSTS	720,014
TOTAL COSTS	3,038,162

## SUMMARY BUDGET FOR ENTIRE PROPOSED PERIOD OF SUPPORT

PERIOD 1 From: 10/01/2015 To: 09/30/2016

PERSONNEL	474,448
CONSULTANT	67,000
SUPPLIES	3,000
TRAVEL	150,500
OTHER EXPENSES	16,900

SUBTOTAL	711,848
----------	---------

## TOTALS

DIRECT COSTS----->	711,848
INDIRECT COSTS----->	219,986
TOTAL COSTS----->	931,834

PERIOD 2 From: 10/01/2016 To: 09/30/2017

PERSONNEL	487,530
CONSULTANT	167,000
SUPPLIES	3,000
TRAVEL	151,400
OTHER EXPENSES	15,540

SUBTOTAL	824,470
----------	---------

## TOTALS

DIRECT COSTS----->	824,470
INDIRECT COSTS----->	257,084
TOTAL COSTS----->	1,081,554

PERIOD 3 From: 10/01/2017 To: 09/30/2018

PERSONNEL	501,003
CONSULTANT	167,000
SUPPLIES	3,000
TRAVEL	104,327
OTHER EXPENSES	6,500

SUBTOTAL	781,830
----------	---------

## TOTALS

DIRECT COSTS----->	781,830
INDIRECT COSTS----->	242,944
TOTAL COSTS----->	1,024,774

TOTAL COST FOR ENTIRE PERIOD OF SUPPORT

Principal Investigator/Program Director (Last, First, Middle): **Thurlow, Martha, L.**

---

<b>DIRECT COSTS</b>	<b>2,318,148</b>
<b>INDIRECT COSTS</b>	<b>720,014</b>
<b>TOTAL COSTS</b>	<b>3,038,162</b>

## BUDGET JUSTIFICATIONS

	Direct Costs		Backout Costs		F&A Costs
Period 1:	711,848	-	45,222	=	666,626
Period 2:	824,470	-	45,426	=	779,044
Period 3:	781,830	-	45,636	=	736,194

---

Total To Apply F&A Rate = 2,181,864

Total To Apply F&A Rate	Total Direct Costs	Total Backed Out Costs
2,181,864	= 2,318,148	- 136,284

	Base Amount		F&A Rate		F&A Cost
Period 1:	666,626	x	33%	=	219,986
Period 2:	779,044	x	33%	=	257,084
Period 3:	736,194	x	33%	=	242,944

---

Total F&A Costs = 720,014

Total Costs	Total Direct Costs	Total F&A Costs
3,038,162	= 2,318,148	+ 720,014

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](http://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) \*\*\*\*\*

Thurlow, Martha L., Principal Investigator

- Martha Thurlow, Ph.D., will serve as Principal Investigator on the project. She will oversee all aspects of the DIAMOND project. She will be responsible for the hiring and supervision of all staff on the project. She will work closely with project Co-Investigators, Dr. Shyyan and Dr. Christensen, to manage contracts, budgets, and timelines for this work. Dr. Thurlow will read all reports prior to their publication and dissemination. She will attend project meetings and participate in dissemination efforts as needed.

Shyyan, Vitaliy V, Co-Investigator

- Vitaliy Shyyan, Ph.D., will serve as Co-Investigator for the project. He will work closely with Dr. Thurlow and Dr. Christensen to manage contracts, budgets, and timelines and to provide strategic leadership for the project. Dr. Shyyan will lead the development of the guidelines, the training module and other professional development materials related to the guidelines, the expert forum, and the pilot testing of the professional development materials. Dr. Shyyan will contribute to writing and reading 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.

Christensen, Laurene L, Co-Investigator

- Laurene Christensen, Ph.D., will serve as Co-Investigator on the project. 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. Dr. Christensen will read all reports prior to publication and dissemination. Dr. Christensen will attend project meetings, and will participate in dissemination efforts for the project.

Lazarus, Sheryl , Senior Research Associate

- Sheryl Lazarus, Ph.D., 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. Dr. Lazarus will contribute to the writing of reports for the project and participate in dissemination activities. She will also participate in the forum with states and national expert panelists.

Rogers, Christopher , Research Fellow

- Christopher Rogers will serve as Research Fellow on the project. He will work closely with Dr. Shyyan on the development of the training module for the project. He will assist with writing the guidelines for the project and with writing content for the module and other professional development materials.

Albus, Deb, Research Fellow

- Deb Albus will serve as Research Fellow for the project. She will gather information on current guidelines in participating states. She will help support the organization of the forum with state participants and national experts, including taking meeting notes. She will contribute to writing the training module content as needed.

Goldstone, Linda S., Research Fellow

- Linda Goldstone will serve as Research Fellow on the project. She will develop focus group questions, facilitate the focus groups, collaborate with other project staff on the analysis of focus group data, and assist with writing the report based on the focus groups. She will also assist with dissemination efforts for the project.

Wu, Yi-Chen , Research Associate

- Yi-Chen Wu, Ph.D., will serve as Research Associate for the project. Dr. Wu will work closely with Dr. Shyyan and the state leads to develop a sample data analysis for the forum. This analysis will also be included in the training module.

Liu, Kristin Kline, Research Associate

- Kristin Liu, Ph.D., will serve as Research Associate on the project. She will work closely with Dr. Christensen to develop observation and interview protocols. She will assist writing reports based on the classroom observation activity. Dr. Liu will also work with Dr. Wu on the development of sample data

analyses for the forum and training module.

Hatten, Jim , Research Fellow

- James Hatten, Ph.D., will serve as Research Associate on the project. He will work on the web design of the professional development materials, including the training module and related tools. Dr. Hatten will also assist with developing a platform for the online focus groups.

Moore, Michael L, Principal Editor/Writer

- Michael Moore will serve as Principal Editor/Writer on the project. He will work closely with Dr. Thurlow, Dr. Shyyan, and Dr. Christensen to ensure that project publications are developed for production in print and on the web in a timely manner.

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

- Graduate Research Assistant 1 will be hired to support the data collection efforts of the project including the classroom observations and the focus groups. This GRA will develop Institutional Review Board applications, communicate with data collection sites, recruit focus group participants, and manage logistics for data collection and storage. This GRA will assist with data collection and also with writing reports based on the data.

TO BE NAMED, Graduate Research Assistant

- Graduate Research Assistant 2 will be hired to support the development of the training module for the project. This GRA will help with writing content for the module and other professional development materials as well as assist with various other aspects of module production such as programming, captioning, and other components as needed.

\*\*\*\*\* CONSULTANT COSTS JUSTIFICATION(S) \*\*\*\*\*

Expert Panelists

- Up to 6 expert panelists will be used to provide feedback on various aspects of the project, including data collection tools, the guidelines, and the training module. Expert panelists will be paid \$1500/day for up to 3 days per year for each year of the project.

Module Consultant

- A consulting firm will be hired to support the development of a training module related to the guidelines developed for the project. The consulting firm will be hired to work in years 2 and 3 for a total of \$200,000 for the work across both years.

External Evaluator

- Kim Hartsell will serve as the external evaluator for the project. She will work closely with 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. She will be paid \$500/day for up to 240 days across the three year term of the project.

\*\*\*\*\* SUPPLIES JUSTIFICATION(S) \*\*\*\*\*

Basecamp One Year Subscription-Software

- Basecamp will be used to manage the project electronically. This software will allow project partners to

communicate internally to help the project run more efficiently. This software will be particularly helpful as project partners are located across the United States; Basecamp will make it possible to be more productive in between in-person project meetings. Basecamp is \$3000/year and will be used for the duration of the project.

\*\*\*\*\* TRAVEL COSTS JUSTIFICATION(S) \*\*\*\*\*

Non-employee travel to meetings

- Travel for state representatives: Travel for 2 state representatives from each of the 8 participating states to attend up to 3 in person meetings for the project. A total of 16 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.

Staff travel to meetings

- Travel for staff to attend one project meeting for each of the project years. Up to 7 staff members will attend in-person project meetings. Each trip is estimated at \$2500 for a total of \$17,500 per year for 3 years for a total of \$52,500. (\$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.

Travel for Project Dissemination

- Travel for staff to present at conferences such as AERA, NCME, NCSA, and CEC. Up to four presentations for three staff will be included each year, with travel at \$2500 per trip. (\$1000 for airfare, \$750 for 3 nights hotel, and \$750 for per diem and ground transportation). Dissemination at conferences will benefit the project by helping project staff gather feedback to improve products and also to promote scaling up of the project.

Expert panel travel to meetings

- Up to 6 expert panelists will attend in-person project meetings each year of the project. Their travel is estimated at \$2500 per year (\$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

- A team of 2 staff will travel to each of the 8 states to gather data in classrooms. Each state may be visited up to twice, and each trip may be a week in duration. Trips will be budgeted at \$3000/person (\$1000 airfare/\$1000 hotel/\$500 per diem/\$500 rental car and ground transportation.) A total of 32 trips may be taken, for a total of \$96,000. The data collected from this project activity will be used to develop project reports as well as to inform the development of the training module.

\*\*\*\*\* OTHER EXPENSES JUSTIFICATION(S) \*\*\*\*\*

Long Distance Telephone

- Long distance telephone services will be used to communicate with project partners in different geographic regions during the duration of the project. Long distance phone services will allow for teleconferences among project participants, phone calls to data collection sites, and phone conferencing among NCEO staff and the state lead's team.

Courier/Mailing Services/Postage

- Courier/mailling services will be used to mail project reports and other materials to state representatives, expert panelists, and other stakeholders in the project. Mailing services will also be used to mail materials related to data collection, meetings, and conference presentations.

Publications

- Publications from the project, including reports of the online focus group and teacher interviews and

observations, as well as other materials related to the training module, will be printed for project dissemination. Having print materials will ensure that products from the project are accessible to a wide audience. Furthermore, print publications will assist with the scalability of the project.

#### Photocopies

- Photocopies are needed for draft documents and other materials for project meetings.

#### Subject Payments for Interviews

- Teachers will be interviewed as part of data collection for the project. Up to 144 teachers will be interviewed (6 educators from rural schools, 6 educators from suburban schools, and 6 educators in urban schools for a total of 18 educators per state). Teachers will be paid \$50 for their time for the interviews. Data gathered from teacher interviews will be used to inform the development of the training module and other training materials.

#### Food for Interviews

- We will be purchasing food for the meetings we have with the teachers as this will be happening during their lunch time or after school hours. Providing food for these meetings will help us gain their participation in this work, and it will also put them at ease to provide us with the necessary feedback we need to accomplish our goals of this project. We estimate have 21 teachers in 8 states for a total of 168 teachers. Roughly \$30 will be spent on food for each interview for a total of \$5040.

#### Subject Payments for Online Focus Groups

- Online focus groups will be conducted with educators in each of the participating states. Online focus groups are needed to gather information from educators across the participating states in a timely and efficient manner. The information from the focus groups will be used to inform the development of consensus building activity as well as the module and other training materials. Up to 9 teachers in each of the 8 participating states will be included in the focus groups, for a total of 72 teachers. Teachers will be paid \$100 for their participation, for a total of \$7200.

DIAMOND Project

NCEO Workslope—Subcontract to the Minnesota Department of Education

PI: Martha Thurlow, Ph.D.

Budget Period: 10/1/2015-9/30/2018

Total Amount Requested: \$3,038,162

Goal: to improve the validity of assessment results and interpretations for students with documented needs by developing guidelines for making informed decisions about accessibility features and accommodations. The DIAMOND project will promote a decision-making process that moves beyond the use of a checklist approach to an approach that relies on the use of classroom progress data and other measures charted over time to evaluate individual student needs.

Proposed Activities:

NCEO, in collaboration with the Minnesota Department of Education and other collaborating states and entities will complete the following activities:

This project will include the following activities:

1. Conducting focus groups with educators to generate instructional and assessment strategies that inform the decision-making processes for accessibility features and accommodations.
2. Conducting classroom observations to highlight appropriate practices in implementing accessibility features and accommodations.
3. Conducting assessment data analysis related to accessibility features and accommodations in an example state to showcase the process of making data informed decisions.
4. Holding a forum with national experts to generate consensus on a set of guidelines and related comprehensive assessment instruments for making data-informed decisions about accessibility features and accommodations for students with documented needs.
5. Producing a training module and supplemental materials, which summarize and exemplify the guidelines.
6. Piloting the professional development materials and revising them based upon pilot test results.

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

Name of Institution/Organization

Minnesota 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	0.00	0.00	0.00			0.00
2. Fringe Benefits	0.00	0.00	0.00			0.00
3. Travel	0.00	0.00	0.00			0.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	0.00	0.00	0.00			0.00
6. Contractual	931,834.00	1,081,554.00	1,024,774.00			3,038,162.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	931,834.00	1,081,554.00	1,024,774.00			3,038,162.00
10. Indirect Costs*	5,200.00	5,200.00	5,200.00			15,600.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	937,034.00	1,086,754.00	1,029,974.00			3,053,762.00

**\*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:  To:  (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

(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 Minnesota 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 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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Cheryl		Alcaya	

Address:

Street1:	1500 Highway 36 West
Street2:	
City:	Roseville
County:	
State:	MN: Minnesota
Zip Code:	55113-4266
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(651) 582-8419	

Email Address:

Cheryl.Alcaya@state.mn.us
---------------------------

**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.

DIAMOND Human Subjects Statement.pdf	Add Attachment	Delete Attachment	View Attachment
--------------------------------------	----------------	-------------------	-----------------

## **Exempt Research Narrative DIAMOND Project**

The human subjects research of the DIAMOND 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:** Online focus groups with adults.

Researchers at the University of Minnesota propose one study in which human subjects will be participants. An online focus group will be developed for teachers to provide general information about decision-making processes about accessibility features and accommodations for instruction and assessment. This research is considered exempt because the focus group procedures will not require individually identifiable information about the students or the teachers.

**Outcome:** *Professional development module for educators*

**Method to Evaluate:** *The protocols will be evaluated by the Expert Panel.*

### **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. Researchers will follow up with a brief interview with the observed teacher. This research is considered exempt because the subjects of the observation tool are teachers engaged in regular classroom practice. These data collection procedures will not require individually identifiable information about the student or teachers.

**Outcome:** *Professional development module for educators*

**Method to Evaluate:** *The protocols will be evaluated by the Expert Panel.*

### **Exempt Research – Activity 3:** Assessment Data Analysis

Researchers at the University of Minnesota develop a model data analysis to use in the professional development module. Longitudinal data sets will be created using individual student records to help track and describe performance across years. Student characteristics such as ethnicity, ELL status, disability, and other demographic characteristics will be addressed. Other data sets might include student program information (e.g., time in content classrooms, mobility, socio-economic status, etc.) and accessibility features and accommodations use. Student performance will also be analyzed for a better understanding of the relation among characteristics, programs, and proficiency. This activity is considered exempt because the data collected involves normal educational practices and the data will be de-identified prior to being shared with the research team.

**Outcome:** *Professional development module for educators*

**Method to Evaluate:** *The protocols will be evaluated by the Expert Panel.*