

VITA

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Education

Ph. D.	1990	Educational Psychology University of Minnesota, MN
Graduate student	1984 - 1985	Special Education Pennsylvania State University, PA
B.S.	1980	Special Education Slippery Rock State College, PA Summa Cum Laude

Professional Experience

2002-Present	<u>Professor</u> , Educational Psychology, University of Minnesota
1995 - 2002	<u>Associate Professor</u> , Educational Psychology, University of Minnesota
1990 - 1995	<u>Assistant Professor</u> , Educational Psychology, University of Minnesota
1987 - 1990	<u>Project Coordinator</u> , Learning Disabilities and Mildly Handicapped Research Project, University of Minnesota, Minneapolis, MN
1986 - 1990	<u>Instructor</u> , Educational Interventions for Students with Learning Disabilities <u>Instructor</u> , Behavior Analysis in Education <u>Instructor</u> , Behavior Analysis Procedures with Mildly and Moderately Handicapped People <u>Instructor</u> , Brain, Behavior and Learning (Vocational Education) University of Minnesota, Minneapolis, MN
1985 - 1988	<u>Student Teaching Supervisor</u> , Learning Disabilities Practicum,

University of Minnesota, Minneapolis, MN

Advisor, Learning Disabilities Licensure Program, University of Minnesota, Minneapolis, MN

- 1985 - 1987 Teaching Assistant, Educational Interventions for Students with Learning Disabilities
Teaching Assistant, Behavior Analysis in Education
Teaching Assistant, Behavior Analysis Procedures with Mildly and Moderately Handicapped People University of Minnesota, Minneapolis, MN
- 1985 - 1986 Research Assistant, Investigation of teacher questioning through computer-aided technology, University of Minnesota, Minneapolis, MN
- 1984 - 1985 Research Assistant, Special Learner and Teacher Effectiveness Project, Pennsylvania State University, University Park, PA
- 1980 - 1984 Teacher, Students with Learning Disabilities, Grades 9 - 12, Chesapeake High School, Anne Arundel County, MD

Coach, Softball, Soccer, Cheerleading, Chesapeake High School, Anne Arundel County, MD
- 1982 - 1984 Teacher, Study of Chesapeake Bay and Tributaries, Anne Arundel County, MD (Summers only)

Publications

Journal Articles

- Weissenburger, J.W. & Espin, C.A. (2005). Curriculum-based measures of writing across grade levels. *Journal of School Psychology, 43*, 153-169.
- Shin, J., Espin, C., Deno, S., & McConnell, S. (in press). Use of hierarchical linear modeling and curriculum-based measurement for assessing academic growth and instructional factors for students with learning difficulties. *Asia Pacific Education Review, 5*(2).
- Kendeou, P., Lynch, J. S., van den Broek, P., Espin, C., White, M., & Kremer, K. E. (2005). Developing successful readers: Building early narrative comprehension skills through television viewing and listening. *Early Childhood Education Journal, Online First*. Retrieved from <http://dx.doi.org/10.1007/s10643-005-0030-6>
- Espin, C.A., Shin, J., & Busch, T.W. (2005). Curriculum-based measurement in the content areas: Vocabulary-matching as an indicator of social studies learning. *Journal of Learning Disabilities, 38*, 353-363.
- Espin, C.A., De La Paz, S., Scierka, B.J., & Roelofs, L. (2005). Relation between curriculum-based measures in written expression and quality and completeness of expository writing for middle-school students. *Journal of Special Education, 38*.
- Espin, C.A., Weissenburger, J.W., & Benson, B.J. (2004). Assessing the writing performance of students in special education. *Exceptionality, 12*(1), 55-67.
- Jenkins, J.R., Fuchs, L.S., van den Broek, P., Espin, C.A., & Deno, S.L. (2003) Sources of individual differences in reading comprehension and reading fluency. *Journal of Educational Psychology, 95*, 719-729.
- Jenkins, J.R., Fuchs, L.S., van den Broek, P., Espin, C.A., & Deno, S.L. (2003). Accuracy and fluency in list and context reading of skilled and RD groups: Absolute and relative performance levels. *Learning Disabilities Research and Practice, 18*, 222-236.
- Busch, T. & Espin, C.A. (2003). Using curriculum-based measurement to prevent failure and assess learning in content areas. *Assessment for Effective Intervention, 28*, 49-58.
- Espin, C.A., Busch, T., Shin, J., & Kruschwitz, R. (2001). Curriculum-based measures in the content areas: Validity of vocabulary-matching measures as indicators of performance in social studies. *Learning Disabilities Research and Practice, 16*, 142-151.
- Busch, T.W., Pederson, K., Espin, C.A., & Weissenberger, J.W. (2001). Teaching students with learning disabilities: Perceptions of a first-year teacher. *Journal of Special Education, 35*, 92-99.
- Foegen, A., Espin, C.A., Allinder, R., & Markell, M. (2001). Translating research to practice:

- Preservice teachers' beliefs in Curriculum Based Measurement. *Journal of Special Education, 34*, 226-236.
- Shin, J., Deno, S.L., & Espin, C.A. (2000). Technical adequacy of the maze task for Curriculum-Based Measurement of reading growth. *Journal of Special Education, 34*, 164-172.
- Espin, C.A., Skare, S., Shin, J., Deno, S.L., Robinson, S. & Brenner, B. (2000). Identifying indicators of growth in written expression for middle-school students. *Journal of Special Education, 34*, 140-153.
- Espin, C.A., & Deno, S.L. (2000). Introduction to the special issue of Learning Disabilities Research & Practice: Research to practice: Views from researchers and practitioners. *Learning Disabilities Research and Practice, 15*, 67-68.
- Espin, C.A., Shin, J., & Busch, T. (2000). Focusing on formative evaluation. *Current Practice Alerts, 1* (3), 1-4.
- Espin, C.A., Scierka, B.J., Skare, S., & Halverson, N. (1999). Criterion-related validity of curriculum-based measures in writing for secondary students. *Reading and Writing Quarterly, 15*, 5-27.
- Espin, C.A., Deno, S.L., & Albayrak-Kaymak, D. (1998). Individualized educational plans in resource and inclusive settings: How "individualized" are they? *Journal of Special Education, 32* 164-174.
- Deno, S.L., Foegen, A., Robinson, S., & Espin, C.A. (1996). Commentary: Facing the realities of inclusion: Students with mild disabilities. *Journal of Special Education, 30*, 345-357.
- Espin, C.A., & Foegen, A. (1996). Validity of three general outcome measures for predicting secondary students' performance on content-area tasks. *Exceptional Children, 62*, 497-514.
- Espin, C.A., & Deno, S.L. (1995). Curriculum-based measures for secondary students: Utility and task specificity of text-based reading and vocabulary measures for predicting performance on content-area tasks. *Diagnostique, 20*, 121-142.
- Espin, C.A., & Yell, M.L. (1994). Critical indicators of effective teaching for preservice teachers: Relationship between teaching behaviors and ratings of teacher effectiveness. *Teacher Education and Special Education, 17*, 154-169.
- Espin, C.A., & Deno, S.L. (1993). Content-specific and general reading disabilities of secondary-level students: Identification and educational relevance. *Journal of Special Education 27*, 321-337.
- Espin, C.A., & Deno, S.L. (1993). Performance in reading from content-area text as an

- indicator of achievement. *Remedial and Special Education, 14* (6), 47-59.
- Maruyama, G., Deno, S.L., Cohen, C., & Espin, C.A. (1992). The School Characteristics Survey: An "effective school" based means of assessing learning environments. *The Study of Learning Environments, Vol.5*.
- Deno, S.L., Maruyama, G., Espin, C.A., & Cohen, C. (1990). Educating students with mild disabilities in general education classrooms: Minnesota alternatives. *Exceptional Children, 57*, 150-161.
- Sindelar, P.T., Espin, C.A., Smith, M.A., & Harriman, N.E. (1990). A comparison of more and less effective special education teachers in elementary-level programs. *Teacher Education and Special Education, 13*, 9 - 16.
- Yell, M., & Espin, C.A. (1990). The Handicapped Children's Protection Act of 1986: Time to pay the piper ? *Exceptional Children, 56*, 396 - 407.
- Espin, C.A., & Deno, S.L. (1989). The effects of modeling and prompting feedback strategies on sight word reading of students. *Education and Treatment of Children, 12*, 219 - 231.
- Espin, C.A., & Sindelar, P.T. (1988). The effects of auditory feedback on the written revisions of learning disabled and non-disabled students. *Exceptional Children, 55*, 45 - 51.
- Schloss, P.J., Espin, C.A., Smith, M.A., & Suffolk, D.R. (1987). Developing assertiveness during employment interviews with young adults who stutter. *Journal of Speech and Hearing Disorders, 52*, 30 - 36.
- Schloss, P.J., Freeman, C.A., Smith, M.A., & Espin, C.A. (1987). Influence of assertiveness training on the stuttering rates exhibited by three young adults. *Journal of Fluency Disorders, 12*, 333 - 353.

Book Chapters

- Lembke, E., & Espin, C. (2005). Curriculum based measurement: Using progress monitoring to affect change in the classroom. In G. D. Sideridis & T. A. Citro, (Eds.), *Research to practice: Effective interventions in learning disabilities*, (pp. 150-171). Boston, MA: LDW.
- Deno, S.L., Espin, C.A., & Fuchs, L.S. (2002). Evaluation strategies for preventing and remediating basic skill deficits. In Stoner, G., Shinn, M.R., & Walker, H.M. (Eds.), *Interventions for achievement and behavior problems*, Washington, DC: National Association of School Psychologists.
- Espin, C.A., & Tindal, G. (1998). Curriculum-based measurement for secondary students. In

- Shinn, M.R. (Ed.), *Advanced applications of curriculum-based measurement*. New York: Guilford Publications.
- Deno, S.L., & Espin, C.A. (1994). *Curriculum-based assessment*. International Encyclopedia of Education (2nd ed.). Oxford: Pergamon Press.
- Deno, S.L., & Espin, C.A. (1991). Evaluation strategies for preventing and remediating basic skill deficits. In Stoner, G., Shinn, M.R., & Walker, H.M. (Eds.), *Interventions for achievement and behavior problems*, Washington, DC: National Association of School Psychologists.
- Espin, C.A., & Deno, S.L. (1988). Characteristics of learners with mental retardation. In P.J. Schloss, C.A. Hughes, & M.A. Smith (Eds.), *Educating the mentally retarded: A community transition perspective* (pp. 35 - 55). San Diego, CA: College Hill Press.
- Espin, C.A. (1987). Entries on written composition disabilities, scoliosis, habilitation of the handicapped, dance therapy, and colitis. In C.R. Reynolds & L. Mann (Eds.), *Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and youth*. New York, NY: John Wiley & Sons.

Special Issue Edited

- Espin, C.A. & Deno, S.L. (Eds.) (2000). Special issue: Research to practice: Views from researchers and practitioners. *Learning Disabilities Research and Practice*, 15.

Papers and Presentations

National Meetings

- Reading general outcome measures: Age and skill-level comparisons. Pacific Coast Research Conference, San Diego, CA, February, 2006.
- Monitoring student progress in written expression: Elementary through high school. Learning Disabilities Worldwide, Burlington, MA, October, 2005. (w/ K. McMaster.)
- The effects of student and parent involvement in Curriculum-Based Measurement at the secondary-school level. Project Director's Meeting, Washington, DC, July, 2005.
- The effects of student involvement in progress monitoring using Curriculum-Based Measurement. Council for Exceptional Children, Baltimore, MD, April, 2005.
- The effects of parent involvement in progress monitoring using Curriculum-Based Measurement. Council for Exceptional Children, Baltimore, MD, April, 2005.
- Curriculum-Based Measurement: Past, present and future. Council for Exceptional Children, Baltimore, MD, April, 2005.

Monitoring progress towards success on state standards tests: Reading, writing, content-area learning. Division of Learning Disabilities, Orlando, FL, November, 2004.

Preparing students for state standards tests: Effects of monitoring reading progress of secondary-school students with curriculum-based measures. Council for Exceptional Children, New Orleans, April, 2004.

Preparing students for state standards tests: Effects of monitoring writing progress of secondary-school students with curriculum-based measures. Council for Exceptional Children, New Orleans, April, 2004.

Teacher implementation of a progress monitoring system: Effects on student achievement and teacher instruction. Pacific Coast Research Conference, Coronado, CA, February, 2004.

Curriculum-based measurement in science: Progress monitoring for students at risk. Council for Exceptional Children, Seattle, WA, April, 2003.

Criterion-related validity of curriculum-based measures of writing at the secondary level. American Educational Research Association, Chicago, IL, April, 2003.

Creating a progress monitoring system: Preparing secondary-school students for success on the Minnesota Basic Skills Tests. Pacific Coast Research Conference, La Jolla, CA, February, 2003.

Using curriculum-based measurement in written expression. Division of Learning Disabilities, Pittsburgh, PA, October, 2002.

CBM at the secondary-school level: Reading, written expression, and content-area learning. Division of Learning Disabilities, Austin, TX, 2001.

Monitoring student progress in written expression. Division of Learning Disabilities, Austin, TX, October, 2001.

Combining curriculum-based measurement and Hierarchical Linear Modeling techniques to model academic growth in special education. American Educational Research Association, Seattle, WA, April, 2001.

Use of curriculum-based measurement in the content areas. Council for Exceptional Children, Kansas City, MO, April, 2001.

Use of curriculum-based measurement in second-language learning. Council for Exceptional Children, Kansas City, MO, April, 2001.

Curriculum-based measurement in the content areas: Monitoring student learning in social studies. Pacific Coast Research Conference, February, 2001.

Criterion-related validity of curriculum-based measures in written expression and measures of quality and completeness for middle-school students. American Educational Research Association, Montreal, Canada, April, 1999.

Using curriculum-based measurement in written expression and for secondary-school students. Council for Exceptional Children, Charlotte, NC, April, 1999.

Use of the Basic Instructional Plan in teacher training. Council for Exceptional Children, Charlotte, NC, April, 1999.

Relation between curriculum-based measures in written expression and measures of coherence in written expression. Pacific Coast Research Conference, LaJolla, CA, February, 1999.

Implementing curriculum-based measurement for secondary students. Council for Exceptional Children, Minneapolis, MN, April, 1998.

Observation and evaluation of student teachers using videotaping and structured feedback procedures. Council for Exceptional Children, Minneapolis, MN, April, 1998.

Use of general outcome measures in reading and written expression for decision making. Pacific Coast Research Conference, La Jolla CA, February, 1998.

Curriculum-based measurement in written expression for secondary students. Council for Exceptional Children, Salt Lake City, UT, April, 1997.

Survey of reading instruction in middle and high schools. American Educational Research Association, Chicago, IL, March, 1997.

Extending curriculum-based measurement to the secondary level. Pacific Coast Research Conference, La Jolla, CA, February, 1997.

Factors that affect the effectiveness of curriculum-based measurement. Pacific Coast Research Conference, La Jolla, CA, February, 1996.

Combining curriculum-based measurement and portfolio assessment: Vital signs of academic health. Council for Exceptional Children, Indianapolis, IN, April, 1995.

Are curriculum-based measures for secondary students really curriculum based: Task specificity of reading from text and vocabulary for predicting performance in the content areas. American Educational Research Association, San Francisco, CA, April, 1995

A comparison of alternative procedures for evaluating written expression. Pacific Coast Research Conference, Laguna Beach, CA, February, 1995.

- Using curriculum-based measurement in secondary content areas and in secondary settings. Council for Exceptional Children, Denver, CO, April, 1994.
- Validity of curriculum-based measures in reading for secondary-level students. American Educational Research Association Conference, New Orleans, LA, April, 1994.
- Combining curriculum-based measurement and portfolio assessment. Pacific Coast Research Conference, La Jolla, CA, February, 1994.
- Improving teachers' "comprehension" of the classroom: Effects on teaching performance and student achievement. Council for Exceptional Children, San Antonio, TX, April, 1993.
- Use of curriculum-based measurement at the secondary level: Validity and reliability of reading from text for predicting student academic progress. Council for Exceptional Children, San Antonio, TX, April, 1993.
- Methodological issues in applying and extending the general outcome measurement approach of curriculum-based measurement. Pacific Coast Research Conference, Rodondo Beach, CA, February, 1993.
- Use of curriculum-based measurement at the secondary level. Council for Learning Disabilities, Kansas City, MO, October, 1992.
- "Classroom comprehension": A causal analysis. Council for Exceptional Children, Baltimore, MD, 1992.
- Comparison of the Individualized Education Programs (IEPs) for students in integrated and resource programs. Council for Exceptional Children, Baltimore, MD, 1992.
- Classroom reading environments and reading achievement gains for low-achieving and mildly-handicapped students. American Educational Research Association, Chicago, IL, 1991.
- Program and achievement differences between integrated and resource programs for students with learning disabilities and their low-achieving classmates. Council for Exceptional Children, Atlanta, GA, 1991.
- Specificity and individualization of reading programs for students with learning difficulties: Mainstream vs. resource models of special education. Council for Exceptional Children, Toronto, Canada, 1990.
- Program and achievement differences between three approaches to integrated education for learning disabled and "at-risk" students. American Educational Research Association, Boston, MA, 1990.

Building and classroom factors that shape effective schools: Additional findings using the School Characteristics Survey. American Educational Research Association, Boston, MA, 1990.

The Basic Academic Skills Samples: An instrument for screening and identifying children at risk for failure in the regular education classroom. American Educational Research Association, San Francisco, CA, 1989.

The School Characteristics Survey: An "effective school" based means of assessing learning environments. American Educational Research Association, San Francisco, CA, 1989.

Educating mildly handicapped students in general education. Council for Exceptional Children, San Francisco, 1989.

Curriculum-based measurement for improving instruction. Council for Exceptional Children, Washington, DC, 1988.

Development of an empirically-based methodology for evaluation of preservice teachers, Southeastern Regional Conference of the American Educational Research Association, Division G, Nashville, TN, 1988.

The effects of technology-aided direct instruction in large groups. American Educational Research Association, San Francisco, CA, 1986.

State / Local Meetings

Extending progress measurement in reading across age and skill levels. Special Education Research Colloquium, Minneapolis, MN, February, 2006.

Creating a progress monitoring system for secondary-school students: Determining probable success on Minnesota Basic Standards Tests. College of Education Research Day, University of Minnesota, Minneapolis, MN, March, 2004.

No Child Left Behind: Behind What? The quest for all children to be Minnesotan. Keynote address given at the Minnesota Association of School Psychologists, Minneapolis, MN, January, 2004.

Creating a progress monitoring system: Preparing secondary students for success on Minnesota Basic Standards Tests: Results from Years 1 and 2. Minnesota Association of School Psychologists, Minneapolis, MN, January, 2004.

Creating a progress monitoring system: Preparing secondary students for success on Minnesota Basic Standards Tests: Results from Year 1. Roosevelt High School, May, 2003.

Creating a progress monitoring system: Preparing secondary students for success on Minnesota Basic Standards Tests: Results from Year 1. Patrick Henry High School, May, 2003.

Creating a progress monitoring system: Preparing secondary students for success on Minnesota Basic Standards Tests: Results from Year 1. Presentation given to the Assessment and Evaluation and Learning Disabilities Teams of the Minneapolis Public Schools, May, 2003.

Monitoring student progress in reading and written expression. Invited presentation at the Pennsylvania Technical Assistance Network conference, Harrisburg, PA, March, 2003.

Increasing the diagnostic utility of Curriculum-based Measurement: I've looked at CBM from both sides now. Institute on Curriculum-based Measurement. University of Minnesota, June, 1999.

Curriculum-based Measurement for secondary students in reading and the content areas. Institute on Curriculum-based Measurement. University of Minnesota, June, 1999.

Curriculum-based Measurement for secondary students in written expression. Institute on Curriculum-based measurement. University of Minnesota, June, 1999.

Technology-enhanced reading instruction: Combining classwide peer tutoring, repeated readings, and reciprocal teaching. Building Individualized Reading Programs, Minnesota Specific Learning Disabilities Conference, Brainerd, MN, 1998.

Inclusion: All for one and one for all? Fifth Annual Inclusion Conference, University of Wisconsin-Eau Claire, Eau Claire, WI, 1996.

Curriculum-based measurement at the secondary level. First Annual Special Education Conference, University of Minnesota, Minneapolis, MN, 1995.

Methods for implementing curriculum-based measurement in basic skill and content areas. First Annual Special Education Conference, University of Minnesota, Minneapolis, MN, 1995.

Information processing: Combined use of curriculum-based measurement and portfolio assessment. Minnesota Council for Exceptional Children, Minneapolis, MN, 1995.

The use of behavior modification in teaching special athletes physical skills. Presentation given at the University of Minnesota Sport Science Institute, "Sports and Persons with Disabilities: Special Olympics and Beyond", Plymouth, MN, 1991.

An evaluation of approaches to educating students with learning disabilities and those who are mildly handicapped in mainstream classrooms using data-based intervention as a case illustration. Minnesota Council for Exceptional Children, Brooklyn Park, MN, 1991.

Alternative school programs for integrating students with mild disabilities in regular classroom settings. University of Minnesota Research Fair, Minneapolis, MN, 1989; Academia in

Review, Rochester, MN, 1989.

Implementation of curriculum-based measurement procedures: Technical and practical considerations. Design for Excellence Conference, San Diego City Schools, San Diego, CA, 1989.

Using curriculum-based measurement in goal setting and instructional planning. Phyllis K. Mirkin Lectureship Series in Special Education, Department of Educational Psychology, University of Minnesota, Minneapolis, MN, October, 1988.

Teacher planning and student achievement. Educational Psychology Graduate Student Colloquium, University of Minnesota, Minneapolis, MN, May, 1988.

Investigation of teacher questioning through use of computer-aided technology. Research Colloquium Series, University of Minnesota, Minneapolis, MN, 1986.

Evaluating and improving instructional effectiveness in special education programs. Summer Education Conference, Pennsylvania State University, State College, PA, 1985.

Workshops / Consultancies

Progress monitoring for secondary-level students in reading. Florida Reading Center, Florida State University, Tallahassee, FL, November, 2004

Implementing progress monitoring procedures. Roosevelt High School, September, 2003.

Implementing progress monitoring procedures. Roosevelt High School, September, 2003.

Monitoring student progress towards success on state standards tests. Roosevelt High School, September, 2002.

Collecting and graphing ongoing progress monitoring data. Como Elementary School, January, 2001.

Using data to make instructional decisions. Como Elementary School, March, 2001.

Curriculum-based Measurement for secondary students. Northwest Kansas Educational Cooperative, March, 1999.

Curriculum-based Measurement for secondary students. Arlington Heights School District, July, 1998.

Meeting the needs of students with mild disabilities in the general education classroom. Edgewood Middle School, Mounds View School District, May, 1997.

Critical indicators of academic health: Combining curriculum-based measurement and portfolio

- assessment procedures. University of Minnesota, July, 1996.
- Critical indicators of academic health: Combining curriculum-based measurement and portfolio assessment procedures. University of Minnesota, Rochester Center, July, 1996.
- Curriculum-based measures for secondary students. Iowa State Department of Education, Des Moines, Iowa, May, 1995.
- Informal teacher assessment procedures: Combining curriculum-based measurement and portfolio assessment procedures. University of Minnesota, July, 1994.
- Outcomes for secondary students with disabilities: What should we be teaching our students? Presentation given at the Delta, Epsilon, & Omegon "Day-a-way: A Fall Festival", Chaska, MN, October 15, 1993.
- Integrated and resource programs in reading for low-achieving students and students with mild disabilities. Bloomington School District, Bloomington, MN, 1991.
- A data-based intervention approach for instructional planning and monitoring: Use of curriculum-based measurement (CBM) in special education problem solving. A workshop for Minnesota teachers sponsored by Winona State University. Rochester, MN, November, 1989.
- Educational interventions for secondary-aged students with learning disabilities. Invited lecture given at the College of St. Thomas. Minneapolis, MN, October, 1989.
- A data-based intervention approach to screening and prereferral in the regular education classroom. Workshop given at Cold Spring Elementary School. Cold Spring, MN, November, 1988.
- A data-based intervention approach to screening and prereferral in the regular education classroom. Workshop given at Prosperity Heights Elementary School. Minneapolis, MN, October, 1988.
- Increasing teacher effectiveness in LD/EMR programs. Presentation given for Colonial Northampton Intermediate Unit #20. Nazareth, PA, 1984.

Professional Activities

- Current Editorial Boards: Exceptional Children
Learning Disabilities Research and Practice
Journal of Special Education
- Previous Editorial Boards: Teacher Education and Special Education
Diagnostique
Beyond Behavior
- Guest Reviewer: Contemporary Educational Psychology
American Educational Research Journal
Learning Disability Quarterly
School Psychology Review
- Reviewer: Conference proposals for the Pacific Coast Research Conference on Learning Disabilities (1995 - 1999)
- Annual Conventions) Conference proposals for special education special interest group of the American Educational Research Association (1992, 1997, 1999)
- Member: Council for Exceptional Children, Division of Learning Disabilities Publications Committee

Membership in Professional Associations

- Council for Exceptional Children: Division of Learning Disabilities
Teacher Education Division
- American Educational Research Association: Special Education Special Interest Group
- Council for Learning Disabilities
- Higher Education Consortium on Learning Disabilities
- Learning Disabilities of Minnesota

Consultancies

- American Guidance Service, Development of written expression subtest, 1999.
- North Branch School District, Implementation of School-wide Curriculum-based Measurement, 1998.
- John Glen Middle School, Minneapolis Public Schools, Evaluation of an inclusive classroom in social studies, 1997.
- Mounds View Public Schools, Revision of the Continuous Progress Monitoring System, Special Education Department, 1993 - 1994.
- North Branch School District and the Minnesota Tae Kwon Do Center Collaborative Project, Project RESPECT, 1993 - 1994.

St. Paul Public Schools, Implementation of General Outcome Monitoring System,
Special

Education Department, 1993.

Educational Testing Service, Princeton, NJ, 1986.

Colonial Northampton Intermediate Unit #20, Nazareth, Pennsylvania, 1984 - 1985.

Awards

Research institute on progress monitoring: Creating a seamless and flexible system for monitoring and promoting access to and progress within the general education curriculum (w/ T. Wallace). Research Institute on Progress Monitoring, U.S. Department of Education, Office of Special Education Programs (\$971,017).

Creating a progress measurement system: Preparing secondary students with disabilities for success on standards tests (w/ Teri Wallace). Field Initiated Research Projects, U.S. Department of Education, Office of Special Education Programs (\$180,000).

Survey of reading practices in middle and high schools. Center for Applied Research and Educational Improvement. Grant in collaboration with the Bloomington School District, 1995 (\$2,500).

Summer Institute on instructional evaluation and assessment. Minnesota Department of Education, 1994 (\$758)

Combining new models of assessment in written language for LD students (w/ Caren Wesson). Advancing and Improving the Knowledge Base, US Department of Education. Grant was transferred here from the University of Wisconsin, Milwaukee, 1994-95 (\$161,253).

Summer Institute on instructional evaluation and assessment. Minnesota Department of Education, 1994 (\$8,000).

Summer Research Fellowship. Classroom comprehension: Teachers' understanding of events in their classrooms. Graduate School Summer Research Fellowship, University of Minnesota, 1993 (\$4,800).

Literature based assessment. Center for Applied Research and Educational Improvement Collaborative Grant Program (with J. L. Brown), University of Minnesota, 1992 (\$2,360).

Teaching comprehension: A causal analysis. Graduate School Grant-in-Aid Award, University of Minnesota, 1991 (\$10,665).

Dissertation Fellowship Grant Award, University of Minnesota, 1990 (\$595.00).

Ruth Eckert Scholarship for Outstanding Female Graduate Student in Education, University of

Minnesota, 1990.

Student Research in Learning Disabilities Award, Phyllis K. Mirkin Colloquium, University of Minnesota, 1986.

Maree McKay Scholarship for Outstanding Students in Education, Slippery Rock State College, 1980.