

Curriculum Vita George Harvey Noell, Jr.

WORK ADDRESS: Department of Psychology
Louisiana State University
Baton Rouge, LA 70803

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EDUCATION: B.S. - Psychology
Georgia State University, 1988
Atlanta, Georgia

M.A. - Psychology
Hofstra University, 1990
Hempstead, New York

Ph.D. - Education, 1995
School Psychology Program
University of California - Riverside
Riverside, California

PROFESSIONAL EXPERIENCE:

1995 School Psychologist
Heartland Area Education Agency
Johnston, Iowa

1995-2000, Assistant Professor
2000-2006, Associate Professor
2006-present, Professor
Department of Psychology
Louisiana State University

2008-2012 Executive Director
Superintendent's Delivery Unit
Strategic Research and Analysis
Louisiana Department of Education

LICENSES AND CERTIFICATIONS:

Licensed psychologist, State of Louisiana
Board Certified Behavior Analyst

AWARDS AND HONORS:

Margaret M. Neely Award, 2008
Baton Rouge Speech and Hearing Foundation

Distinguished Faculty Award, 2005
Louisiana State University

Fellow Division of School Psychology, Elected 2004
American Psychological Association

Editorial Appreciation Award 2003
School Psychology Review

Lightner Witmer Award 2000
(early career scholarship)
Division of School Psychology
American Psychological Association

Society for the Study of School Psychology, Elected 2000
American Psychological Association

TEACHING EXPERIENCE:

Hofstra University

Introductory Psychology
Adolescent Psychology

Louisiana State University

Introductory Psychology
Elementary Experimental Psychology
Educational Psychology
Applied Behavior Analysis (Graduate or Undergraduate Credit)
Multivariate Statistics (Graduate Course)
Current Problems in School Psychology (Graduate Course)
Methodology and Research Design (Graduate Course)
Psychological Assessment I (Graduate Course)
Practicum in School Psychology (Graduate Course)
Ethical and Legal Issues in School Psychology (Graduate Course)
School Psychological Consultation (Graduate Course)
School-Based Psychological Interventions (Graduate Course)
Advanced Seminar in Applied Behavior Analysis (Graduate Course)

RESEARCH INTERESTS:

Assessment of teacher efficacy and teacher training
Child behavior therapy and consultation
Enhancing the implementation of intervention plans
Idiographic assessment for treatment design

RESEARCH IN PROGRESS:

Value added assessment of teacher preparation
Curriculum based assessment: prediction of learning.
Enhancing treatment implementation following consultation
The technical adequacy of observational assessment samples

PEER REVIEW JOURNAL ARTICLES

- Williams, K. L., Noell, G. H., Jones, B., & Gansle, K. (2012). Modifying Students' Classroom Behaviors Using an Electronic Daily Report Card. *Child and Family Behavior Therapy*, 34, 269-289 .
- Gansle, K. A., Noell, G. H., & Burns, J. M. (2012). Do student achievement outcomes differ across teacher preparation programs? An analysis of teacher education in Louisiana. *Journal of Teacher Education*, 63, 304-317.
- Noell, G. H., & Gansle, K. A. (2008). Moving from good ideas in educational systems change to sustainable program implementation: Coming to terms with some of the realities. *Psychology in the Schools*, 46, 79-89.
- Burns, M. K., Peters, R., & Noell, G. H. (2008). Using performance feedback to enhance implementation fidelity of the problem-solving team process. *Journal of School Psychology*, 46, 537-550.
- Gansle, K. A., & Noell, G. H. (2008). Consulting with teachers regarding academic skills: Problem solving for basic skills. *International Journal of Behavioral Consultation and Therapy*, 4, 199-211.
- Noell, G. H. (2008). Appraising and praising systematic work to support systems change: Where we might be and where we might go. *School Psychology Review*, 37, 333-336.
- Resetar, J. L., & Noell, G. H. (2008). Evaluating preference assessments for use in the general education setting. *Journal of Applied Behavior Analysis*, 41, 447-451.
- Gansle, K. A., VanDerHeyden, A. M., Noell, G. H., Resetar, J. L., & Williams, K. L. (2006). The technical adequacy of curriculum-based and rating-based measures of written expression for elementary school students. *School Psychology Review*, 35, 435-450.

- Noell, G. H., & Gansle, K. A. (2006). Assuring the form has substance: Treatment plan implementation as the foundation of assessing response to intervention. *Assessment for Effective Intervention, 32*, 32-39.
- Noell, G. H., Connell, J. M., & Duhon, G. J. (2006). Spontaneous response generalization during whole word instruction: Reading to spell and spelling to read. *Journal of Behavioral Education, 15*, 121-130.
- Slider, N. J., Noell, G. H., & Williams, K. L. (2006). Providing practicing teachers classroom management professional development in a brief self-study format. *Journal of Behavioral Education, 15*, 215-228.
- Noell, G. H. & Burns, J. L. (2006). Value added assessment of teacher preparation: An illustration of emerging technology. *Journal of Teacher Education, 57*, 37-50.
- Resetar, J. L., Noell, G. H., & Pellegrin, A. L. (2006). Teaching parents to use research supported systematic strategies to tutor their children in reading. *School Psychology Quarterly, 241-261*.
- Noell, G. H., Witt, J. C., Slider, N. J., Connell, J. E., Gatti, S. L., Williams, K. L., Koenig, J. L., Resetar, J. L., & Duhon, G. J. (2005). Treatment implementation following behavioral consultation in schools: A comparison of three follow-up strategies. *School Psychology Review, 34*, 87-106.
- Dufrene, B. A., & Noell, G. H. (2005). Monitoring implementation of reciprocal peer tutoring: Identifying and intervening with students who do not maintain accurate implementation. *School Psychology Review, 34*, 74-86.
- Duhon, G. J., Noell, G. H., Witt, J. C., Freeland, J. T., Dufrene, B. A., & Gilbertson, D. N. (2004). Identifying academic skill and performance deficits: The experimental analysis of brief assessments of academic skills. *School Psychology Review, 33*, 429-443.
- Gansle, K. A., Noell, G. H., VanDerHeyden, A. M., Slider, N. J., Naquin, G. M., Hoffpaur, L. D., & Whitmarsh, E. L. (2004). An examination of the criterion validity and sensitivity of alternate curriculum-based measures of writing skill. *Psychology in the Schools, 41*, 291-300.
- Noell, G. H., Whitmarsh, E. L., VanDerHeyden, A. M., Gatti, S. L., & Slider, N. J. (2003). Sequencing instructional tasks: A comparison of contingent and non-contingent interspersal of preferred academic tasks. *Behavior Modification, 27*, 191-216.
- Freeland, J. T., & Noell, G. H. (2002). Programming for maintenance: Programming delayed intermittent reinforcement and common stimuli to create indiscriminable contingencies. *Journal of Behavioral Education, 11*, 5-18.

- Gansle, K. A., Noell, G. H., VanDerHeyden, A. M., Naquin, G. M., & Slider, N. J. (2002). Moving beyond total words written: The reliability, criterion validity, and time cost of alternate measures for curriculum-based measurement in writing. *School Psychology Review, 31*, 477-497.
- Gansle, K. A., Noell, G. H., & Freeland, J. T. (2002). Can't Jane read or won't Jane read? An analysis of pre-reading skills designed to differentiate skill deficits from performance deficits. *Behavior Analyst Today, 3*, 161-165.
- Noell, G. H., Duhon, G. J., Gatti, S. L., & Connell, J. E. (2002). Consultation, follow-up, and behavior management intervention implementation in general education. *School Psychology Review, 31*, 217-234.
- Noell, G. H., Gresham, F. M., & Gansle, K. A. (2002). Does treatment integrity matter? A preliminary investigation of instructional implementation and mathematics performance. *Journal of Behavioral Education, 11*, 51-67.
- Noell, G. H., Freeland, J. T., Witt, J. C., & Gansle, K. A. (2001). Using brief assessments to identify effective interventions for individual students. *Journal of School Psychology, 39*, 335-355.
- Noell, G. H., & Gresham, F. M. (2001). A multiple sequence variant of the multiple baseline design: A strategy for analysis of sequence effects and treatment comparison. *School Psychology Quarterly, 16*, 207-221.
- Noell, G. H., VanDerHeyden, A. M., Gatti, S. L., & Whitmarsh, E. L. (2001). Functional assessment of the effects of escape and attention on students' compliance during instruction. *School Psychology Quarterly, 16*, 253-269.
- VanDerHeyden, A. M., Witt, J. C., Naquin, G., & Noell, G. H. (2001). The reliability and validity of CBM-based readiness probes for kindergarten students. *School Psychology Review, 30*, 363-382.
- Noell, G. H., Roane, H. S., VanDerHeyden, A. M., Whitmarsh, E. L., & Gatti, S. L. (2000). Programming for communication in the classroom following assessment and training outside the classroom. *School Psychology Review, 29*, 429-442.
- Noell, G. H., Witt, J. C., LaFleur, L. H., Mortenson, B. P., Ranier, D. D., & LeVelle, J. (2000). A comparison of two follow-up strategies to increase teacher intervention implementation in general education following consultation. *Journal of Applied Behavior Analysis, 33*, 271-284.
- Noell, G. H., Gansle, K. A., & Allison, R. (1999). Do you see what I see? Teachers' and school psychologists' evaluations of naturally occurring consultation cases. *Journal of Educational and Psychological Consultation, 10*, 107-128.

- Freeland, J. T., & Noell, G. H. (1999). Maintaining accurate math responses in elementary school students: the effects of delayed intermittent reinforcement and programming common stimuli. *Journal of Applied Behavior Analysis, 32*, 211-215.
- Noell, G. H. & Witt, J. C. (1999). When does consultation lead to intervention implementation? Critical issues for research and practice. *Journal of Special Education, 33*, 29-35.
- Noell, G. H., Gansle, K. A., Witt, J. C., Whitmarsh, E. L., Freeland, J. T., LaFleur, L. H., Gilbertson, D. A. & Northup, J. (1998). Effects of contingent reward and instruction on oral reading performance at differing levels of passage difficulty. *Journal of Applied Behavior Analysis, 31*, 659-664.
- Noell, G. H., Gresham, F. M., & Duhon, G. (1998). Fundamental agreements and epistemological differences in differentiating what was said from what was done in behavioral consultation. *School Psychology Quarterly, 13*, 81-88.
- Noell, G. H., Witt, J. C., Gilbertson, D. N., Ranier, D. D., & Freeland, J. T. (1997). Increasing teacher intervention implementation in general education settings through consultation and performance feedback. *School Psychology Quarterly, 12*, 77-88.
- Witt, J. C., Noell, G. H., LaFleur, L. H., & Mortenson, B. P. (1997). Teacher usage of interventions in general education: Measurement and analysis of the independent variable. *Journal of Applied Behavior Analysis, 30*, 693-696.
- Gresham, F. M., Noell, G. H., & Elliott, S. N. (1996). Teachers as judges of social competence: A conditional probability analysis. *School Psychology Review, 25*, 108-117.
- Noell, G. H. (1996). New directions in behavioral consultation. *School Psychology Quarterly, 11*, 187-188.
- Noell, G. H., & Witt, J. C. (1996). A critical re-evaluation of five fundamental assumptions underlying behavioral consultation. *School Psychology Quarterly, 11*, 189-203.
- Witt, J. C., Gresham, F. M., & Noell, G. H. (1996). What's behavioral about behavioral consultation? *Journal of Educational and Psychological Consultation, 7*, 327-344.
- Witt, J. C., Gresham, F. M., & Noell, G. H. (1996). The effectiveness and efficiency of behavioral consultation: Differing perspectives about epistemology and what we know. *Journal of Educational and Psychological Consultation, 7*, 355-360.
- Gresham, F. M., Gansle, K. A., & Noell, G. H. (1993). Treatment integrity in applied behavior analysis with children. *Journal of Applied Behavior Analysis, 26*, 257-264.
- Gresham, F. M., Gansle, K. A., Noell, G. H., Cohen, S. & Rosenblum, S. (1993). Treatment integrity of school-based behavioral intervention studies: 1980-1990. *School Psychology Review, 22*, 254-272.

Noell, G. H., & Gresham, F. M. (1993). Functional outcome analysis: Do the benefits of consultation and prereferral intervention justify the costs? *School Psychology Quarterly*, 8, 200-226.

BOOKS

Kelley, M. L., Reitman, D., & Noell, G. H. (2002). *Practitioner's guide to empirically based measures of school behavior*. New York: Kluwer Academic/Plenum Publishers.

Witt, J. C., Daly, E., & Noell, G. H. (2000). *Functional assessments: A step-by-step guide to solving academic and behavior problems*. Longmont, CO: Sopris West.

BOOK CHAPTERS

Noell, G. H., Call, N. A., & Ardoin, S. P. (2011). Building complex repertoires from discrete behaviors by establishing stimulus control, behavioral chains, and strategic behavior. In W. W. Fisher, C. C. Piazza, & H. S. Roane (Eds.), *Handbook of applied behavior analysis*. pp. 250-269. New York: Guilford.

Gansle, K. A., & Noell, G. H. (2010). Assessment of skills in written expression within a problem-solving model. In G. G. Peacock, R. A. Ervin, E. J. Daly III, & K. W. Merrell (Eds.), *Practical handbook of school psychology: Effective practices for the 21st century*, pp. 99-114. New York, NY: Guilford Press.

Noell, G. H. (2010). Empirical and pragmatic issues in assessing and supporting intervention implementation in schools. In G. G. Peacock, R. A. Ervin, E. J. Daly, III, & K. W. Merrell (Eds.), *Practical Handbook of School Psychology: Effective Practices for the 21st Century*. Pp. 513-530. New York: Guilford.

Noell, G. H., Ardoin, S. P., & Gansle, K. A. (2009). Academic assessment. In J. Matson & F. Andrasik (Eds.), *Assessing Childhood Psychopathology and Developmental Disabilities and Treating Childhood Psychopathology and Developmental Disabilities*. pp. 311-340. New York: Springer.

Noell, G. H., & Gansle, K. A. (2009). Introduction to functional behavioral assessment. In K. A. Akin-Little, S. G. Little, M. A. Bray, & T. J. Kehle (Eds.), *Behavioral interventions in schools: Evidence-based positive strategies*, pp. 43-58. Washington, DC: American Psychological Association.

Daly, E. J., III, Martens, B. K., Skinner, C. H., & Noell, G. H. (2008). Contributions of applied behavior analysis. In T. B. Gutkin & C. R. Reynolds (Eds.), *The handbook of school psychology* (4th ed.). New York, NY: John Wiley & Sons.

Noell, G. H. (2008). Research examining the relationships among consultation process, treatment integrity, and outcomes. In W. P. Erchul & S. M. Sheridan (Eds.) *Handbook of*

research in school consultation: Empirical foundations for the field (pp 323-342).
Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

- Gansle, K. A., & Noell, G. H. (2007). *The Fundamental Role of Intervention Implementation in Assessing Resistance to Intervention*. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden, *The handbook of response to intervention: The science and practice of assessment and intervention* (pp 244-251). Springer Science Inc.
- Noell, G. H., Gilbertson, D. N., VanDerHeyden, A. M., & Witt, J. C. (2005). Eco-Behavioral Assessment and Intervention for Culturally Diverse At-Risk Students. In C. L. Frisby & C. R. Reynolds (Eds.) *Comprehensive Handbook of Multicultural School Psychology* (pp. 904-927). Hoboken, NJ: John Wiley & Sons, Inc.
- Noell, G. H., & Gansle, K. A. (2003). Mathematics: Screening, assessment, and intervention. In K. L. Lane, F. M. Gresham, & T. E. O'Shaughnessy (Eds.), *Interventions for students with emotional and behavioral disorders* (pp. 125-143). Needham Heights, MA: Allyn and Bacon.
- Gresham, F. M. & Noell, G. H. (1999). Functional analysis assessment as a cornerstone for noncategorical special education. In D. J. Reschly, W. D. Tilly III, & J. P. Grimes (Eds.), *Special education in transition: Functional assessment and noncategorical programming* (pp. 49-80). Longmont, CO: Sopris West.
- Noell, G. H. & Witt, J. C. (1998). Toward a behavior analytic approach to consultation. In T. S. Watson & F. M. Gresham (Eds.), *Handbook of child behavior therapy* (pp. 41-57). New York: Plenum.
- Gresham, F. M. & Noell, G. H. (1993). Issues in classification of childhood psychopathology. In T. Kratochwill & R. Morris (Eds.), *Handbook of psychotherapy with children and adolescents* (pp. 108-128). New York: Pergamon Press.
- Gresham, F. M. & Noell, G. H. (1993). Documenting the effectiveness of consultation outcomes. In J. Zins, T. Kratochwill, & S. Elliott (Eds.), *The handbook of consultation services for children* (pp. 249-273). San Francisco: Jossey-Bass.
- PROFESSIONAL TECHNICAL MANUALS and REPORTS**
- Gansle, K. A., Burns, J. M., & Noell, G. H. (2011). Value added assessment of teacher preparation programs in Louisiana: 2007-08 to 2009-10. Louisiana Board of Regents. <http://regents.louisiana.gov/index.cfm?md=pagebuilder&tmp=home&pid=113>
- Noell, G. H., & Gleason, B. (2011). The status of the development of the value added assessment model as specified in Act 54: A report to the Senate Education Committee and the House Education Committee of the Louisiana Legislature. Louisiana Department of Education. <http://regents.louisiana.gov/index.cfm?md=pagebuilder&tmp=home&pid=113>

- Noell, G. H., & Kowalski, P. (2010) *Using longitudinal data systems to inform state teacher quality efforts*. American Association of Colleges for Teacher Education, Washington, DC. National Education Association, Washington, DC.
- Gansle, K. A., Noell, G. H., Knox, R. M., & Schafer, M. J. (2010). Value Added Assessment of Teacher Preparation in Louisiana: 2005-2006 to 2008-2009.
<http://www.regents.la.gov/Academic/TE/Value%20Added.aspx>.
- Noell, G. H., Gansle, K. A., Patt, R. M., & Schafer, M. J. (2009). Value Added Assessment of Teacher Preparation in Louisiana: 2005-2006 to 2007-2008.
<http://www.regents.la.gov/Academic/TE/Value%20Added.aspx>.
- Noell, G. H., Porter, B. A., Patt, R. M., Dahir, A. (2008). Value Added Assessment of Teacher Preparation in Louisiana: 2004-2007.
<http://www.regents.state.la.us/Academic/TE/Value%20Added.htm>.
- Noell, G. H., Porter, B. A., & Patt, R. M. (2007). Value Added Assessment of Teacher Preparation in Louisiana: 2004-2006.
<http://www.regents.state.la.us/Academic/TE/Value%20Added.htm>.
- Noell, G. H. (2006). Annual Report of: Value Added Assessment of Teacher Preparation.
http://asa.regents.state.la.us/TE/value_added_model.
- Noell, G. H. (2005). Assessing teacher preparation program effectiveness: A pilot examination of value added approaches II. http://asa.regents.state.la.us/TE/value_added_model.
- Noell, G. H. (2004). Assessing teacher preparation program effectiveness: A pilot examination of value added approaches. http://asa.regents.state.la.us/TE/value_added_model.
- Noell, G. H. (1994) Organizational skills. In G. H. Noell & L. Volmer (Eds.), *Interventions to enhance student functioning: A guide for educators*. Johnston, IA: Heartland Area Education Agency 11.
- Noell, G. H. (1994) Impulsive behavior. In G. H. Noell & L. Volmer (Eds.), *Interventions to enhance student functioning: A guide for educators*. Johnston, IA: Heartland Area Education Agency 11.
- Ikeda, M., Volmer, L., & Noell, G. H. (1994). *Educational assessment of attention-deficit hyperactivity disorder*. Johnston, IA: Heartland Area Education Agency 11.

INDICATION OF IMPACT OF PUBLICATIONS

Citations of first author publications	479
Citations of co-authored publications	340
Total Citations	819

Citations are based on the data provided by the Institute for Scientific Information Web Site based on the *Social Sciences Citation Index* available at the time of the last revision of this CV.

PROFESSIONAL PRESENTATIONS

(In reverse chronological order)

- Noell, G. H., & Burns, J. *Using longitudinal data systems to improve teacher preparation*. Office of Special Education Programs Directors' Conference, Washington, DC, July 18, 2011.
- Noell, G. N. *Challenges in understanding what happens after teacher preparation: Louisiana's value added assessment of teacher preparation*. Presented at the annual meeting of the Florida Association of Colleges of Teacher Education, Orlando, FL, October, 2010.
- Noell, G. H. *Implementing a delivery framework in a state department of education*. Presented at a meeting of the American Diploma Project, Washington, D.C., September, 2010.
- Noell, G. H. *Value added assessment of teacher preparation*. In symposium: How do you measure merit for teachers. Presented at the Annual Meeting of the Education Writers Association, San Francisco, CA, May, 2010.
- Noell, G. H. *Assessing the impact of teacher preparation on student achievement*. Presented at the annual meeting of the American Association of Colleges of Teacher Preparation, Atlanta, GA, February, 2010.
- Noell, G. H. *Assessment of teacher preparation: Issues and illustrations*. Meeting of the deans of the colleges of education, State University System of Florida, Orlando, FL, February, 2010.
- Noell, G. H. *Building longitudinal data systems that are robust enough to assess educational programs*. Paper presented at the 23rd Management Information Systems Conference (Institute of Education Sciences), Phoenix , AZ, March, 2010.
- Noell, G. H. *Treatment plan implementation in schools following behavioral consultation: A hierarchical reanalysis across two studies*. Paper presented at the Annual Meeting of the Teacher Educators of Children with Behavior Disorders, Phoenix , AZ, November, 2006.
- Burns, J., & Noell, G. H. *Value-added teacher preparation assessment: one way to measure the flow of high quality new teachers*. Presented at the annual meeting of The Educational Trust, Washington, DC, November, 2006.

- Burns, J., & Noell, G. H. *Fulfilling the promise: Building a comprehensive teacher quality data system*. Presented at By the numbers: A national education data summit sponsored by the National Governor's Association, Orlando, FL, February, 2006.
- Noell, G. H., Dufereine, B. A., Slider, N. J., & Witt, J. C. *Treatment plan implementation in school: Outcomes across plans, agents, targets, and follow-up*. Paper presented at the Annual Meeting of the American Psychological Association, New Orleans, LA August, 2006.
- Burns, J. & Noell, G. H. *Using qualitative and quantitative research to examine a value-added teacher-preparation assessment model*. Presented at the annual meeting of The Educational Trust, Washington, DC, November, 2005.
- Noell, G. H. *Treatment implementation in schools following consultation: A comparison of follow-up procedures*. In symposium: Moderating variables in school consultation: Diversity, interaction, and follow-up. Paper presented at the Annual Meeting of the American Psychological Association, Washington, DC, August, 2005.
- Noell, G. H., Resetar, J. L., & Williams, K. L. *Assessing the learning span: Identifying how much to teach*. Poster presented at the Annual Meeting of the American Psychological Association, Washington, DC, August, 2005.
- Noell, G. H., & Burns, J. *Louisiana's pilot examination of the value added assessment of teacher preparation programs*. Presented at the national conference of the Education Trust, Washington, D.C., November, 2004.
- Burns, J. & Noell, G. H. *How can we use value added teacher effectiveness data to better understand, study, and improve teacher preparation programs?* Presented at the annual meeting of The Educational Trust, Washington, DC, November, 2004.
- Noell, G. H. *Supporting intervention implementation following eco-behavioral consultation: Practical evidence supported procedures*. Presented at the Annual Meeting of the National Association of School Psychologists, Dallas, TX, March, 2004.
- Noell, G. H., Gatti, S. L., Duhon, G. J., & Witt, J. C. *Supporting prevention: Predicting learning with adapted curriculum-based assessment*. Presented at the Annual Meeting of the National Association of School Psychologists, Dallas, TX, March, 2004.
- Noell, G. H. & Whelan, C. S. *Building a research-based evaluation plan for a school improvement model*. Annual Policy Forum and Business Meeting Council of Chief State School Officers, New Orleans, LA, November, 2002.
- Picard, C., Whelan, C. S., Jarvis, R., & Noell G. H. *Supporting low performing schools: Louisiana's teacher quality initiative*. Annual Policy Forum and Business Meeting Council of Chief State School Officers, New Orleans, LA, November, 2002.

- Noell, G. H. *Functional-ecological assessment for decision making and intervention design*. Invited all day address. Presented at the Fall Meeting of the Ohio Association of School Psychologists, Columbus, OH, November, 2001.
- Noell, G. H. *School psychology in a changing society: The fundamental importance of treatment integrity for producing intended outcomes*. On symposium: School psychology in a changing culture: Division 16's 2000 award recipients. Presented at the Annual Meeting of the American Psychological Association, San Francisco, CA, August, 2001.
- Noell, G. H. *Effects of data review and performance feedback on intervention implementation*. In symposium: Contributions of behavior analysis to school psychology. Presented at the Annual Meeting of the American Psychological Association, San Francisco, CA, August, 2001.
- Daly, E. J., III, & Noell, G. H. *An integrated functional assessment model for academic performance and behavior*. Mini-skills workshop presented at the Annual Meeting of the National Association of School Psychologists, Washington, DC, April, 2001.
- Dufrene, B. Noell, G. H., Duhon, G., Gilbertson, D., & Honore, M. *The use of performance feedback to increase tutor integrity for a peer tutoring procedure*. Poster presented at the Annual Meeting of the Association for Behavior Analysis, Washington, DC, May, 2000.
- Noell, G. H., Witt, J. C., LaFleur, L. H., Gilbertson, D. M., Mortenson, B. P., Ranier, D. & Freeland, J. T. *Treatment Implementation: A Summary of Research to Enhance Teacher Implementation of Interventions*. In symposium: A general case model for behavior analysis in general education settings: Empirical and conceptual support for a problem validation, problem analysis, treatment identification and treatment implementation process. Symposium presented at the Annual Meeting of the Association for Behavior Analysis, Chicago, May, 1999.
- Noell, G. H., VanDerHeyden, A. M., Gatti, S. L., & Whitmarsh, E. L. *Instructional sequencing*. Poster presented at the Annual Meeting of the Association for Behavior Analysis, Chicago, May, 1999.
- Noell, G. H. *A three phase functional assessment of two teacher attention contingencies on the behavior young children in a school setting*. In symposium: Functional assessment of academic performance and adaptive behavior in children. Symposium presented at the Annual Meeting of the National Association of School Psychologists, Las Vegas, NV, April, 1999.
- Noell, G. H., Roane, H. S., VanDerHeyden, A. M., Whitmarsh, E. L., & Gatti, S. L. *Programming for generalization of a communication response following an analogue assessment of skills and performance*. Poster presented at the annual meeting of the Association for Behavior Analysis, Orlando, FL May 1997.

- Freeland, J. T., & Noell, G. H. *Programming maintenance of mathematic responding using indiscriminable contingencies*. Poster presented at the annual meeting of the Association for Behavior Analysis, Orlando, FL May 1997.
- VanDerHeyden, A., Roane, H., & Noell, G. H. *Generalization of functional analysis-based interventions in the treatment of severe SIB*. Poster presented at the annual meeting of the Association for Behavior Analysis, Orlando, FL May 1997.
- Whitmarsh, E., & Noell, G. H. *The application of noncontingent reinforcement to reduce the problematic behavior of children in a general education classroom*. Poster presented at the annual meeting of the Association for Behavior Analysis, Orlando, FL May 1997.
- Noell, G. H., & Gansle, K. A. *The impact of treatment integrity on intervention outcome*. Paper presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA, March, 1996.
- Noell, G. H., Allison, R., & Gansle, K. A. *Psychologists' and teachers' evaluations of consultation outcomes*. Poster presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA, March, 1996.
- Noell, G. H., Witt, J. C., Freeland, J., Ranier, D., & Gilbertson, D. *Systematic programming to obtain generalization of treatment behavior by general education teachers*. Poster presented at the annual meeting of the Association for Behavior Analysis, Chicago, IL May 1996.
- Noell, G. H., Witt, J. C., Gansle, K. A., Freeland, J., Whitmarsh, E., Gilbertson, D. & LaFleur, L. *An empirical method for differentiating skill deficits and performance deficits applied to reading fluency*. Poster presented at the annual meeting of the Association for Behavior Analysis, Chicago, IL, May, 1996.
- Volmer, L., & Noell, G. H. *Data based decision making and ADHD*. Paper presented at the annual meeting of the Iowa School Psychologists Association, Johnston, IA, October, 1994.
- Noell, G. H. *The implications of proposed voucher based educational reforms for special education*. Paper presented at the annual meeting of the National Association of School Psychologists, Washington, DC, April, 1993.
- Noell, G. H., Gansle, K. A., McBurnett, R. K. & Pfiffner, L. *Assessment of attention deficit hyperactivity symptoms across teachers and parents*. Poster presented at the annual meeting of the National Association of School Psychologists, Washington, DC, April, 1993.
- Noell, G. H. *Cost outcome analysis and the functional analysis of consultation*. Paper presented at the Annual Meeting of the National Association of School Psychologists, Nashville, TN, March, 1992.

- Noell, G. H. *The assessment of treatment integrity in applied settings*. In symposium: Integrity of school-based interventions with children: Current status and future directions. Symposium presented at the Annual Meeting of the National Association of School Psychologists, Nashville, TN, March, 1992.
- Gansle, K. A., Noell, G. H. & Gresham, F. M. *Teacher versus peer mediated interventions in the schools*. Poster presented at the Annual Meeting of the American Psychological Association, Washington, DC, August, 1992.
- Noell, G. H. *External validity of applied behavior change: Cost, benefit, and efficiency*. In symposium: Internal, external, and ecological validity in school-based consultation. Symposium presented at the Annual Meeting of the American Psychological Association, Washington, DC, August, 1992.
- Noell, G. H. & Gresham, F. M. *Handicapped and non-handicapped children's social skills: empirically derived types*. Poster presented at the Annual Meeting of the American Psychological Association, Washington, DC, August, 1992.
- Noell, G. H. & Hart, K. E. *Social-Clinical-Counseling Psychology: A survey of graduate training programs*. In symposium: Social-Clinical-Counseling psychology: Education and training graduate students. Symposium presented at the Annual Meeting of the American Psychological Association, Washington, DC, August, 1992.
- Gresham, F. M., Noell, G. H., & Elliott, S. N. *Rater effects in the assessment of social competence*. Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA, August, 1991.
- Gresham, F. M., Noell, G. H., & Elliott, S. N. *Classification of social competence strengths and weaknesses across informants*. Poster presented at the Annual Meeting of the American Psychological Association, San Francisco, CA, August, 1991.
- Noell, G. H., Gresham, F. M., Zaromatidis, K. & Gilde, A. *Internalizing and externalizing problem behaviors relationship to social skills*. Poster presented at the Annual Meeting of the American Psychological Association, San Francisco, CA, August, 1991.
- Noell, G. H. & Gresham, F. M. *Cross-rater prediction of children's social skills*. Poster presented at the Annual Meeting of the Association for the Advancement of Behavior Therapy, San Francisco, CA, November, 1990.

EDITORIAL RESPONSIBILITIES

- Editor-in-Chief:** *Journal of Behavioral Education*
Term 2006-2008
- Associate Editor:** *School Psychology Quarterly*, 1997
Journal of Behavioral Education, 2001 – 2005
Behavior Analysis in Practice, 2007 - 2011
- Guest Editor:** Special Section on Behavioral Consultation
School Psychology Quarterly, Fall 1996
- Guest Associate Editor:**
Journal of Applied Behavior Analysis
- Editorial Board:** *Journal of Evidence Based Practices for Schools*
1999 - present
Journal of Educational and Psychological Consultation
2000 - present
School Psychology Review
2000 - present
Journal of Applied Behavior Analysis
2001, 2003-present
Journal of Behavioral Education
2001 - present
Journal of School Psychology
2007 - present
Journal of Youth and Adolescence
2006 – present
Journal of School Psychology
2012-present

Guest Reviewer: *Educational Evaluation and Policy Analysis*
Education Finance and Policy
Journal of Early Intervention
Studies in Educational Evaluation
Studies in Educational Evaluation
Journal of Consulting & Clinical Psychology
School Psychology Quarterly
Journal of Psychoeducational Assessment
Research in Developmental Disabilities
Archives of Clinical Neuropsychology
American Psychological Association Book Acquisitions
Journal of Teacher Education

National Association of State Directors of Special Education (NASDSE)
policy guide: *Functional behavioral assessment: Policy development in
light of emerging research and practice.* 1998

Division 16 Program for American Psychological Assoc. Convention
2001, 2002, 2003, and 2004

GRANTS and CONTRACTS

Noell, G. H. & Gansle, K. A. Value-Added Assessment (VAA) of Teacher Preparation.
Louisiana Board of Regents. funded in 2012 for \$96,000.

Noell, G. H. Value added consultation. Louisiana Department of Education. funded in 2012 for
\$48,960 over 2 years.

Noell, G. H. Extern agreement with the Louisiana Department of Education. Louisiana
Department of Education. funded in 2012 for \$7,095.

Noell, G. H. Extern agreement for autism services. Baton Rouge Speech and Hearing
Foundation funded in 2012 for \$5,500.

Noell, G. H. & Gansle, K. A. Value-Added Assessment (VAA) of Teacher Preparation.
Louisiana Board of Regents. funded in 2011 for \$210,000.

Noell, G. H. Extern agreement for autism services. Baton Rouge Speech and Hearing
Foundation funded in 2011 for \$5,500.

Noell, G. H. Extern agreement for autism services. Baton Rouge Speech and Hearing
Foundation funded in 2010 for \$6,250.

Noell, G. H. & Gansle, K. A. Value-Added Assessment (VAA) of Teacher Preparation.
Louisiana Board of Regents. funded in 2010 for \$210,000.

- Noell, G. H. Extern agreement for autism services. Baton Rouge Speech and Hearing Foundation funded in 2010 for \$21,000.
- Noell, G. H. & Gansle, K. A. Value-Added Assessment (VAA) of Teacher Preparation. Louisiana Board of Regents. funded in 2009 for \$240,000.
- Noell, G. H. Extern agreement for autism services. Baton Rouge Speech and Hearing Foundation funded in 2010 for \$21,000.
- Noell, G. H. Agreement to provide professional services as Executive Director for research. Louisiana Department of Education. Funded for \$167,500 per year in 2008 (continuing).
- Noell, G. H. Extern agreement for autism services. Baton Rouge Speech and Hearing Foundation funded in 2008 for \$21,000.
- Noell, G. H. Value added assessment of teacher preparation. Louisiana Board of Regents. funded in 2007 for \$391,016 over 2 years. A sub-award of a Carnegie Corporation of New York Grant.
- Noell, G. H. Extern agreement for autism services. Baton Rouge Speech and Hearing Foundation funded in 2007 for \$21,000.
- Noell, G. H. Value added assessment of teacher preparation. Louisiana Board of Regents. funded in 2005 for \$554,027 over 2 years.
- Noell, G. H. Extern agreement for autism services. Baton Rouge Speech and Hearing Foundation funded in 2006 for \$21,000.
- Kelley, M. L.; Noell, G. H., & Self-Brown, S. Psychological functioning of children in the aftermath of Hurricane Katrina. National Institute of Health/National Institute of Mental Health (Grant # 1 R21 MHO78148-O1) funded for \$378,212 in 2005 over 3 years.
- Noell, G. H. Extern agreement for autism services. Baton Rouge Speech and Hearing Foundation funded in 2005 for \$18,750.
- Gansle, K. A., & Noell, G. H. (2005). Evaluation of professional development for educators (*LINCS*) that integrates a distinct residential institute and job embedded components (2004-2005). Louisiana Department of Education funded: \$19,800.
- Gansle, K. A., & Noell, G. H. (2005). Evaluation of professional development for educators (*LINCS*) that integrates a distinct residential institute and job embedded components (2004-2005). Louisiana Systemic Initiatives Program (LaSIP) funded: \$19,000.
- Noell, G. H. Evaluation of Project LINCS: Learning-Intensive Networking Communities for Success a BESE 8g Program. Louisiana Department of Education fund in 2004 for \$21,000.

- Noell, G. H. Development of a Value-Added Model for the assessment of teacher preparation programs. Louisiana Board of Regents funded in 2004 for \$25,000.
- Noell, G. H. & Gansle, K. A. Evaluation professional development for educators that integrates a distinct residential institute and job embedded components. Louisiana Systemic Initiatives Program funded in 2004 for \$19,000.
- Noell, G. H. Extern agreement for autism services. Baton Rouge Speech and Hearing Foundation funded in 2004 for \$12,500.
- Noell, G. H. Evaluation of Project LINC'S: Learning-Intensive Networking Communities for Success a BESE 8g Program. Louisiana Department of Education funded in 2003 for \$19,000.
- Noell, G. H. Learning-Intensive Networking Communities for Success a BESE 8g Program: Program Evaluation. Louisiana Department of Education funded in 2002 for \$15,000.
- Noell, G. H. Steadfast Implementation of Intervention Plans for Children (Steadfast). *Society for the Study of School Psychology* funded 2002 for \$12,500.
- Noell, G. H. Evaluation of Project LINC'S: Learning-Intensive Networking Communities for Success a BESE 8g Program. Louisiana Department of Education funded in 2001 for \$20,000.
- Noell, G. H. Evaluation of Learning-Intensive Networking Communities for Success (LINC'S) Mathematics and Science Components. Louisiana Systemic Initiatives Program, funded in 2001 for \$19,999.
- Noell, G. H. Evaluation of the Developing Educational Excellence Proficiency (DEEP) projects in mathematics and science. Louisiana Systemic Initiatives Program, funded in 2000 for \$39,698.09.
- Noell, G. H. Evaluation of Project DEEP: Developing Educational Excellence Proficiency. Louisiana Systemic Initiatives Program, funded in 1999 for \$20,000.
- Witt, J. C., & Noell, G. H. Project RASE: Racial accountability in special education. Louisiana Department of Education, funded 1997 for \$149,000 over three years.

SELECTED PROFESSIONAL SERVICE COMMITMENTS

- Member: Task Force
Board of Educational Affairs
American Psychological Association
Applying Psychological Science to Analysis of Data for Program Improvement
- Negotiator: Negotiated Rule Making Committee for the Re-Authorization of the
Higher Education Act
United States Department of Education
- Member: Developmental Delay Eligibility Criteria Advisory Committee
Louisiana State Department of Education, 1998
- Member: Professional Advisory Committee
Baton Rouge Speech and Hearing Foundation (A United Way Charity)
Baton Rouge, LA 1997-1999
- Senator: Arts & Sciences Faculty Senate
Louisiana State University, 2001-2004
- Member: Institutional Review Board
Louisiana State University, 2004-2009
- Chair: *Louisiana Board of Regents' and Board of Elementary and Secondary Education's
Select Panel for Evaluation of the Redesign of University Teacher Preparation
Programs*
This panel was charged with reviewing and making recommendations regarding
approval of the redesigned teacher preparation programs of the 19 universities
within Louisiana. Major policy documents: *Guidelines for Submission and
Review of Revised Teacher Preparation Programs* as well as four statewide
review reports.
2001-2003
- Grant Reviewer:
New Faculty Research Grant Program, Utah State University
National Institutes of Health / National Institutes of Mental Health

ADMINISTRATIVE RESPONSIBILITIES

Executive Director
Strategic Research and Analysis
Louisiana Department of Education
2008-2011

Director
School Psychology Doctoral Program
Department of Psychology
Louisiana State University
2005-2008

Member
Institutional Review Board for Human Subjects Research
Louisiana State University
2004-2009

Director of Undergraduate Studies
Department of Psychology
Louisiana State University
2001 -2004

PROFESSIONAL ORGANIZATIONS

American Psychological Association
 Fellow Division 16 School Psychology
 Member Division 25 Experimental Analysis of Behavior
National Association of School Psychologists
Association for Behavior Analysis
Society for the Study of School Psychology

DALE BALLOU

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January 21, 2011

AREAS OF SPECIALIZATION

Teacher Labor Markets
Value-added Assessment of Teachers and Schools
Performance Incentives in Education
Accountability Systems in Education
School Choice

EDUCATION

Ph.D. in Economics, Yale University, 1989
A.B., Stanford University, 1972

PROFESSIONAL EXPERIENCE

Associate Professor of Public Policy and Education, Department of Leadership, Policy, and Organizations, Peabody College, Vanderbilt University, Fall, 2002 to present.

Visiting Lecturer in Econometrics, Faculty of Economics, University of Ljubljana, Slovenia, Summers, 2002 and 2003, Winter, 2007.

Associate Professor of Economics, Department of Economics, University of Massachusetts at Amherst, Fall, 1989 to Spring 2002.

Assistant Professor of Economics, North Carolina State University, 1988-89.

HONORS AND AFFILIATIONS

American Economics Association
American Educational Finance Association

PUBLICATIONS

BOOKS AND MONOGRAPHS

M. Podgursky and D. Ballou. 2001. *Personnel Policy in Charter Schools*. Washington DC: Thomas B. Fordham Foundation.

D. Ballou. 2000. *Teacher Contracts in Massachusetts*. Boston: Pioneer Institute for Public Policy Analysis.

D. Ballou and M. Podgursky. 1997. *Teacher Pay and Teacher Quality*. Kalamazoo MI: W. E. Upjohn Institute.

M. Springer, D. Ballou, L. Hamilton, V-N. Le, J.R. Lockwood, D. McCaffrey, B. Stecher, M. Pepper. 2010. *Teacher Pay for Performance: Experimental Evidence from the Project on Incentives in Teaching*. National Center on Performance Incentives, Vanderbilt University.

M. Springer, D. Ballou, L. Hamilton, V-N. Le, J.R. Lockwood, D. McCaffrey, B. Stecher, M. Pepper. 2012. *Final Report: Experimental Evidence from the Project on Incentives in Teaching*. National Center on Performance Incentives, Vanderbilt University.

BOOK CHAPTERS

D. Ballou. 2009. "Magnet School Outcomes." Berends, Mark, et al., *Handbook of Research on School Choice*. NY: Routledge, 409-426.

D. Ballou. 2005. "Value-Added Assessment: Lessons from Tennessee." Lissitz, Robert, *Value Added Models in Education: Theory and Applications*. Maple Grove, MN: JAI Press, 272-297.

D. Ballou and M. Podgursky. 2000. "Teacher Unions and Education Reform: Gaining Control of Professional Licensing and Advancement." Loveless, Thomas. *Conflicting Missions? Teachers' Unions and Educational Reform*. Washington: Brookings Institution, 69-109.

D. Ballou. 2000. "Contractual Constraints on School Management: Principals' Perspectives on the Teacher Contract." Ravitch, Diane and Joseph Viteritti, *City Schools: Lessons from New York*. Baltimore: Johns Hopkins University Press.

D. Ballou and M. Podgursky. 1999. "Teacher Training and Licensing: A Layman's Guide." Kanstoroom, Marci, and Chester Finn, Jr., eds., *Better Teachers, Better Schools*. Washington DC: The Thomas B. Fordham Foundation.

D. Ballou. 1998. "The Condition of Urban School Finance: Efficient Resource Allocation in Urban Schools." Fowler, William, *Selected Papers in School Finance*, 1996. Washington DC: U.S. Department of Education, Office of Educational Research and Improvement, 61-83.

D. Ballou and M. Podgursky. 1998. "Rural Teachers and Schools." Gibbs, Robert et al., eds., *Rural Education and Training in the New Economy: The Myth of the Rural Skills Gap*. Ames: Iowa State University Press.

ARTICLES IN REFEREED JOURNALS

D. Ballou, C. Mokher and L. Cavalluzzo. 2012. *Using Value-Added Assessment for Personnel Decisions: How Omitted Variables Influence Teachers' Outcomes*, unpublished.

M. Springer, D. Ballou, and X. Peng. 2012. *Impact of the Teacher Advancement Program on Student Test Score Gains*. *Education Finance and Policy*, forthcoming.

D. Ballou, M. Springer, L. Hamilton, J.R. Lockwood, D. McCaffrey, M. Pepper, B. Stecher. 2012. *POINT/Counter-POINT: The View from the Trenches of Education Policy Research*. *Education Finance and Policy*, 7(2), 170-202.

D. Ballou. 2009. "Test Scaling and Value-Added Measurement." *Education Finance and Policy* 4(4), 351-383.

D. Ballou, W. Sanders, and P. Wright. 2004. "Controlling for Student Background in Value-Added Assessment." *Journal of Education and Behavioral Statistics*, 29(1),37-65.

D. Ballou. 2003. "Certifying Accomplished Teachers: A Critical Look at the National Board for Professional Teaching Standards." *Peabody Journal of Education*, 78(4), 201-219.

D. Ballou. 1998. "Alternative Certification: A Comment." *Educational Evaluation and Policy Analysis*,20(4),313-315.

D. Ballou. 1996. "Do Public Schools Hire the Best Applicants?" *Quarterly Journal of Economics*, 111(1), (February), pp. 97-133.

D. Ballou. 1995. "Causes and Consequences of Teacher Moonlighting." *Education Economics*, 3(1), (Spring), pp. 3-17.

D. Ballou. 2001. "Pay for Performance in Public and Private Schools." *Economics of Education Review*, 20, 51-61.

D. Ballou and M. Podgursky. 2002. "Returns to Seniority Among U.S. Public School Teachers." *Journal of Human Resources*, 37(4) (Fall), pp. 892-912.

D. Ballou and M. Podgursky. 2000. "Reforming Teacher Preparation and Licensing." *Teachers College Record*, 102(1), (February), pp. 5-27.

D. Ballou and M. Podgursky. 1998. "Teacher Recruitment and Retention in Public and Private Schools." *Journal of Policy Analysis and Management*, 17(3), pp. 393-417.

D. Ballou and M. Podgursky. 1995. "Recruiting Smarter Teachers." *Journal of Human Resources*, 30(2) (Spring), pp. 326-338.

D. Ballou and M. Podgursky. 1995. "What Makes a Good Principal? How Teachers Assess the Performance of Principals." *Economics of Education Review*, 14(3), pp. 243-252.

D. Ballou and M. Podgursky. 1993. "Teachers' Attitudes Toward Merit Pay: Examining the Conventional Wisdom." *Industrial and Labor Relations Review*, 47(1), (October), pp. 50-61.

CONFERENCE PROCEEDINGS

D. Ballou. 2004. "Improving the Teaching Workforce in New York Urban Schools." *Education Finance and Organizational Structure in New York State Schools. Symposium Proceedings*, pp. 135-154.

D. Ballou and M. Podgursky. 1994. "Teacher Quality in Public and Private Schools." *Proceedings of the Social Statistics Section, American Statistical Association Annual Meetings 1994*.

D. Ballou and M. Podgursky. 1993. "Implicit Markets for Teacher Quality and School Attributes." *Proceedings of the Social Statistics Section, American Statistical Association Annual Meetings 1993*. Arlington, Virginia: American Statistical Association, pp. 77-81.

INVITED PRESENTATIONS

"Has NCLB Set Back Achievement in Science and Social Studies?" Conference on NCLB: Emerging Findings, Urban Institute, Washington DC, August 12, 2009.

"Value Added Modeling: Issues of Concern to Economists." Meeting of the National Research Council, Committee on Value-Added Methodology (VAM) for Instructional Improvement, Program Evaluation, and Accountability, Washington DC, Nov. 15, 2008.

"Test Scaling and Value Added Measurement." Conference on Value-Added Modeling, Wisconsin Center for Education Research, Madison WI, April 23, 2008.

"Value-Added Assessment: Controlling for Context with Misspecified Models." Third Research Seminar in Analytic Issues in the Assessment of Student Achievement, The Urban Institute, Washington DC, May 2, 2005.

"Value-Added Assessment: Lessons from Tennessee." Conference on Value-Added Modeling: Issues with Theory and Application. Maryland Assessment Research Center for Education Success, University of Maryland, October 21, 2004.

"Improving the Teacher Workforce in New York's Urban Schools." Education Finance Research Consortium, Symposium on Education Finance and Organizational Structure in New York State Schools, March 5, 2004.

"Improving the Recruitment of Mathematics and Science Teachers." Annual Conference of the Commission on High Technology Workforce Development, Milford, MA, April 26, 2001.

"Value-Added Assessment: A Comparison of the Dallas and Tennessee Models." Conference on Value-Added Assessment in Education, sponsored by the Smith-Richardson Foundation, Washington DC, June 5, 2000.

"Wages, Seniority, and Turnover Among Public School Teachers." Symposium of the National Academy of Sciences, Devising Incentives to Promote Human Capital. Irvine, California, December 17, 1999.

RESEARCH GRANTS AND EXTERNAL FUNDING.

2007-2011 National Center on Performance Incentives. Co-Principal Investigator, Analysis of POINT, Nashville Performance Incentives Experiment. Co-Principal Investigator, Analysis of Round Rock, TX, Performance Incentives Experiment.

2005-2011 National Center on School Choice. Principal Investigator, Longitudinal Analysis of Student Choice Patterns; Public School Choice: Magnet Schools, Peer Effects, and Student Achievement.

2006-2009 Achievement Trade-Offs and No Child Left Behind. Principal Investigator. Smith Richardson Foundation

2004-2006 Magnet Schools and Student Achievement. Co-Principal Investigator with Ellen Goldring. Department of Education/IES

2001-2003 Alternative Approaches to Value-Added Assessment in Education. Principal Investigator. Smith Richardson Foundation.

1999-2000 Survey of charter school personnel policies. Co-Principal Investigator (with Michael Podgursky). Fordham Foundation

1994-1996 Economics of Teacher Compensation. Principal Investigator. Upjohn Institute.

SERVICE

PROFESSIONAL FIELD

Referee, Journal of Labor Economics, Economics of Education Review, Education Finance and Policy, American Economics Review, Education Evaluation and Policy Analysis, Quarterly Journal of Economics, Journal of Policy Analysis and Management.

Technical Working Group, "Moving High Performing Teachers to Low Performing Schools," Mathematica Policy Research under a contract to the U.S. Department of Education Institute of Education Sciences, 2008-2009.

Technical Working Group, "National Evaluation of Magnet Schools," American Institutes for Research under a contract to the U.S. Department of Education, Institute of Education Sciences, 2008.

Teacher Preparation Review Panel, US Department of Education, Fall, 2004.

Consultant, Research Conference of the Ohio Teacher Quality Partnership, Aug. 6-7, 2004.

Consultant, Ohio Technical Advisory Committee on Value Added Assessment, June 5, 2004.

Consultant, Center for Greater Philadelphia, reviewing RAND report on value-added assessment and implications for Center's proposal for Pennsylvania, Spring, 2004.

Member, Hungary review team, OECD Project "Attracting, Developing, and Retaining Effective Teachers," June, 2003.

Member of the Task Force on Teacher Assessment and the Task Force on Teacher Compensation, Board of Education/Board of Higher Education Joint Commission on Educator Preparation in Massachusetts (Fall, 1999 - Spring, 2000).

Consultant to the Tax Alternatives Commission on changes in Massachusetts education finance. Fall, 1997 - Winter, 1998

Reviewer, External Review and Adjudication Process for National Center for Education Statistics, Toward Better Teaching: Professional Development in 1993-94, Spring, 1998

Reviewer, External Review and Adjudication for National Center for Education Statistics, The Patterns of Teacher Compensation, Spring, 1995.

COLLEGE

Peabody Faculty Council Research Committee, 2002-03

DEPARTMENT

Faculty Search Committee, 2008-2009

PhD Program Committee, 2009-2012



Daniel F. McCaffery

Adjunct Statistician

BIOGRAPHY

Daniel F. McCaffery is an adjunct statistician at the RAND Corporation. He is a fellow of the American Statistical Association and is nationally recognized for his work on value-added modeling for estimating teacher performance. McCaffery oversees RAND's efforts as part of the Gates Foundation's Measures of Effective Teaching study to develop and validate sophisticated metrics to assess and improve teacher performance. He is currently leading RAND's efforts on two additional studies comparing value-added measures to other measures of teaching, including classroom observations, and is a major partner in the National Center on Performance Incentives, which is conducting random control experiments to test the effects of using value-added to reward teachers with bonuses. He is co-principal investigator of a project funded by the Institute of Education Sciences (IES) that is developing alternative value-added models of teachers' effectiveness. McCaffery is also the principal investigator of a National Institute on Drug Abuse-funded study, and recently worked on the design of an IES-funded random trial of the Cognitive Tutor Geometry curriculum. He led an evaluation of the Pennsylvania Value-Added Assessment Pilot Program (PVAAS) and was the lead statistician on two randomized field trials of school-based interventions: evaluations of the Project ALERT Plus middle and high school drug prevention program and the teen dating violence prevention curriculum, Break the Cycle. McCaffery received his Ph.D. in statistics from North Carolina State University.

RESEARCH FOCUS

[Adolescents](#); [Drug Policy and Trends](#); [Health Behaviors](#); [Modeling and Simulation](#); [Statistical Analysis Methodology](#); [Teacher Effectiveness](#); [Teachers and Teaching](#); [Underage Substance Use](#); [Value-Added Modeling in Education](#)

RECENT PROJECTS

- The effects of value-added assessments on educator practice and student outcomes using data from the Pennsylvania Value-Added Assessment System
- Improved value-added estimation: developing statistical methods for estimating teacher effects using longitudinal student achievement data
- Pay for performance for teachers
- Randomized trials in education evaluation
- Adolescent substance abuse treatment: propensity score estimation and weighting to estimate causal effects of treatments

SELECTED PUBLICATIONS

L. T. Mariano et al., "A Model for Teacher Effects from Longitudinal Data without Assuming Vertical Scaling," *Journal of Educational and Behavioral Statistics*, 3(5):253-279, 2010

J. Pane et al., "Findings from an Experiment to Evaluate the Efficacy of Cognitive Tutor Geometry," *Journal of Research on Educational Effectiveness*, 3(3):254-281, 2010

D. F. McCaffrey et al., "The Intertemporal Variability of Teacher Effect Estimates," *Education Finance and Policy*, 4(4):572-606, 2009

B. A. Griffin et al., "An Application of Principal Stratification to Control for Institutionalization at Follow-Up in Studies of Substance Abuse Treatment Programs," *Annals of Applied Statistics*, 2(3):1034-1055, 2008

Daniel F. McCaffrey et al., *Evaluating Value-Added Models for Teacher Accountability*, RAND Corporation (MG-158), 2006

D. F. McCaffrey and R. M. Bell, "Improved Hypothesis Testing for Coefficients in Generalized Estimating Equations with Small Samples of Clusters," *Statistics in Medicine*, 25(23), 2006

D. F. McCaffrey et al., "Models for Value-Added Modeling of Teacher Effects," *Journal of Educational and Behavioral Statistics*, 29(1), 2004

D. F. McCaffrey et al., "Propensity Score Estimation with Boosted Regression for Evaluating Causal Effects in Observational Studies," *Psychological Methods*, 9(4):572-606, 2004

J.R. Lockwood
RAND
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Pittsburgh, PA 15213
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lockwood@rand.org
UPDATED January 25, 2011

EDUCATION

Ph.D., Statistics, Carnegie Mellon University, 2001
M.S., Statistics, Carnegie Mellon University, 1997
B.A., Environmental Science and Policy, Duke University, 1996

PROFESSIONAL EXPERIENCE

2010 – present, Adjunct Assistant Professor, Carnegie Mellon University, Pittsburgh, PA
2009 – present, Senior Statistician, RAND Statistics Group, Pittsburgh, PA
2005 – 2009, Statistician, RAND Statistics Group, Pittsburgh, PA
2001 – 2005, Associate Statistician, RAND Statistics Group, Pittsburgh, PA
1996 – 2001, Graduate student, Dept. of Statistics, Carnegie Mellon University, Pittsburgh, PA
1999 – 2000, NSF VIGRE Teaching Fellow, Dept. of Statistics, Carnegie Mellon University, Pittsburgh, PA
1998 – 1999, Research assistant, Dept. of Statistics, Carnegie Mellon University, Pittsburgh, PA
1995 – 1996, Research assistant, Dept. of Zoology, Duke University, Durham, NC

HONORS AND AWARDS

RAND Gold Merit Bonus Award, 2009
RAND Bronze Merit Bonus Award, 2005
Leonard J. Savage Award for outstanding doctoral dissertation in Bayesian Application Methodology, 2001
American Statistical Association Pittsburgh Chapter Student of the Year, 2001
NSF Vertical Integration of Research Teaching Fellowship, 1999 – 2000
NSF Graduate Research Fellowship, 1996 – 1999
Phi Beta Kappa and Golden Key National Honor Societies, 1996
Dean's List with Distinction and graduation *summa cum laude*, Duke University, 1996

PUBLISHED JOURNAL ARTICLES

Lockwood JR, McCombs JS and Marsh J (2010). "Linking reading coaches and student achievement: Evidence from Florida middle schools," *Educational Evaluation and Policy Analysis*, 32(3): 372-388.

Lockwood JR, McCaffrey DF, Setodji C and Elliott, MN (2010). "Smoothing across time in repeated cross-sectional data," to appear, *Statistics in Medicine*.

Mihaly K, **Lockwood JR**, McCaffrey DF and Sass TR (2010). "Centering and reference groups for estimates of fixed effects: Modifications to *felsdvreg*," *The Stata Journal*, 10(1): 82-103.

Mariano LT, McCaffrey DF, and **Lockwood JR** (2010). "A model for teacher effects from longitudinal data without assuming vertical scaling," *Journal of Educational and Behavioral Statistics*, 35(3): 253-279.

McCaffrey DF and **Lockwood JR** (2010). "Missing data in value-added modeling of teacher effects," to appear, *Annals of Applied Statistics*.

Kumar A, Adak P, Gurian PL and **Lockwood JR** (2010). "Arsenic exposure in U.S. public and domestic drinking water supplies: A comparative risk assessment," *Journal of Exposure Assessment*, 20(3):245-254.

Lockwood JR and McCaffrey DF (2009). "Exploring student-teacher interactions in longitudinal achievement data," *Education Finance and Policy*, 4(4): 439-467.

McCaffrey DF, Sass TR, **Lockwood JR** and Mihaly, K (2009). "The intertemporal variability of teacher effect estimates," *Education Finance and Policy*, 4(4): 572-606.

Le V, **Lockwood JR**, Stecher B, Hamilton L, and Martinez, F. (2009). "A longitudinal investigation of the relationship between teachers' self-reports of reform-oriented instruction and student achievement," *Educational Evaluation and Policy Analysis*, 31(3): 200-220.

McCaffrey DF, Han B, and **Lockwood JR** (2008). "From data to bonuses: A case study of the issues related to awarding teachers pay on the basis of their students' progress." Working Paper #2008-14. Nashville, TN: National Center on Performance Incentives.

Lockwood JR and McCaffrey DF (2007). "Controlling for individual heterogeneity in longitudinal models, with applications to student achievement," *Electronic Journal of Statistics*, 1: 223-252. <http://dx.doi.org/10.1214/07-EJS057>.

Lockwood JR, McCaffrey DF, Mariano LT and Setodji C (2007). "Bayesian methods for scalable multivariate value-added assessment," *Journal of Educational and Behavioral Statistics*, 32(2): 125-150.

Lockwood JR, McCaffrey DF, Hamilton LS, Stecher BM, Le V and Martinez F (2007). "The sensitivity of value-added teacher effect estimates to different mathematics achievement measures," *Journal of Educational Measurement* 44(1): 47-67.

Elliott MN, McCaffrey DF and **Lockwood JR** (2007). "How important is exact balance in treatment and control sample sizes in evaluations?" *Journal of Substance Abuse Treatment*, 33(1): 107-110.

Stecher B, Le V, Hamilton L, Ryan G, Robyn A, and **Lockwood JR** (2006). "Using structured classroom vignettes to measure instructional practices in mathematics," *Educational Evaluation and Policy Analysis*, 28(2): 101-130.

Doran HC and **Lockwood JR** (2005). "Fitting value-added models in R," *Journal of Educational and Behavioral Statistics*, 31(2): 205-230.

Lockwood JR and Schervish MJ (2005). "MCMC strategies for computing Bayesian predictive densities for censored multivariate data," *Journal of Computational and Graphical Statistics*, 14(2): 395-414.

Lockwood JR, Schervish MJ, Gurian PL and Small MJ (2004). "Analysis of contaminant co-occurrence in community water systems," *Journal of the American Statistical Association*, 99(465):36-44.

Gurian PL, Small MJ, **Lockwood JR** and Schervish MJ (2004). "Assessing nationwide cost-benefit implications of multi-contaminant drinking water standards," *Journal of the American WaterWorks Association*, 96(3):70-83.

McCaffrey DF, **Lockwood JR**, Koretz D, Louis TA and Hamilton L (2004). "Models for value-added modeling of teacher effects (with discussion)," *Journal of Educational and Behavioral Statistics*, 29(1):67-102.

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Lockwood JR and Louis TA (2002). Discussion of "Multi-course treatment strategies for rapidly fatal diseases." *Case Studies in Bayesian Statistics, Volume VI*, Lecture Notes in Statistics, Volume 167, Gatsonis, *et al.*, editors. New York: Springer-Verlag.

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Lockwood JR, Roeder K and Devlin B (2001). "A Bayesian hierarchical model for allele frequencies." *Genetic Epidemiology*, 20 1:17-33.

Underwood N, Morris WF, Gross KR and **Lockwood JR** (2000). "Induced resistance to Mexican bean beetles in soybean: Variation among genotypes and lack of correlation with constitutive resistance." *Oecologia*, 122 1:83-89.

Gross KR, **Lockwood JR**, Morris WF and Frost CC (1998). "Modeling controlled burning and trampling reduction for conservation of *Hudsonia montana*." *Conservation Biology*, 12:1291-1301.

Lockwood JR (1998). "On the statistical analysis of multiple-choice feeding preference experiments." *Oecologia*, 116 4:475-481.

RAND PUBLICATIONS

Marsh JA, Sloan McCombs J, **Lockwood JR**, Martorell F, Gershwin D, Naftel S, Le V, Shea M, Barney H and Crego A. (2008). *Supporting Literacy Across the Sunshine State: A Study of Florida Middle School Reading Coaches*. RAND MG-762-CC.

Lockwood JR and McCaffrey DF (2007). "Controlling for student heterogeneity in longitudinal achievement models," RAND WR-471-IES.

Le V, Stecher B, **Lockwood JR**, Hamilton LS, Robyn A, Williams V, Ryan G, Kerr K, Martinez F and Klein S (2006). *Improving Mathematics and Science Education: A Longitudinal Investigation of the Relationship between Reform-Oriented Instruction and Student Achievement*. RAND MG-480-EDU.

Gill BP, Hamilton LS, **Lockwood JR**, Marsh JA, Zimmer RW, Hill D and Pribesh S (2005). *Inspiration, Perspiration, and Time: Operations and Achievement in Edison Schools*. RAND MG-351-EDU.

Lockwood JR, Le V, Stecher B, Hamilton L (2005). "A value-added modeling approach for examining the relationship between reform teaching and mathematics achievement," RAND WR-262-EDU.

Le V, **Lockwood JR**, Stecher B, Hamilton L, Williams V, Robyn A, Ryan G, and Alonzo A (2003). "Is reform-oriented teaching related to mathematics and science achievement?" RAND WR-166-EDU.

McCaffrey DF, **Lockwood JR**, Koretz D and Hamilton L (2003). *Evaluating Value-Added Models for Teacher Accountability*. RAND MG-158-EDU.

MacDonald J and **Lockwood JR** (2003). *Alternatives for Landmine Detection*. RAND MR-1608.

Hickman LJ, Fain T, Turner S, Ridgeway G, Raymond B and **Lockwood JR** (2003). *Evaluation of the Impact of Seattle's DWLS Impound Law*. RAND WR-117-SEA.

MacDonald J, Knopman D, **Lockwood JR**, Cecchine G and Willis HH (2002). *Risk of Unexploded Ordinance: Critical Review of Assessment Methods for Closed, Transferred, and Transferring Ranges*. RAND MR-1674A.

BOOK CHAPTERS

McCaffrey DF, Han B and **Lockwood JR** (2009). "Turning student test scores into teacher compensation systems," in Matthew G. Springer (Ed.) *Performance Incentives: Their Growing Impact on American K-12 Education*. Washington, DC: The Brookings Institute.

Lockwood JR (2006). "A case study of some practical challenges of longitudinal student achievement modeling: The RAND Mosaic II study," in *Longitudinal and Value Added Modeling of Student Performance* (R. Lissitz, editor), Maple Grove, MN: JAM Press.

McCaffrey DF, **Lockwood JR**, Mariano L and Setodji C (2005). "Challenges for value-added assessment of teacher effects," in *Value Added Models in Education: Theory and Practice* (R. Lissitz, editor), Maple Grove, MN: JAM Press.

MISCELLANEOUS PUBLICATIONS

Springer MG, Ballou D, Hamilton L, Le V, **Lockwood JR**, McCaffrey D, Pepper M, and Stecher B (2010). *Teacher Pay for Performance: Experimental Evidence from the Project on Incentives in Teaching*. Nashville, TN: National Center on Performance Incentives at Vanderbilt University.

Schochet P, Cook T, Deke J, Imbens G, **Lockwood JR**, Porter J, and Smith J (2010). *Standards for Regression Discontinuity Designs*. What Works Clearinghouse.
http://ies.ed.gov/ncee/wwc/pdf/wwc_rd.pdf

McCaffrey, DF and **Lockwood JR** (2008). "Uses of value-added measures of teacher effects in education." Prepared for the National Research Council and the National Academy of Education.

Zimmer R, Gill B, Razquin P, Booker K and **Lockwood JR** (2007). "National Longitudinal Study of No Child Left Behind: Title I Parental School Choice, Supplemental Educational Services, and Student Achievement." Prepared for the U.S. Department of Education, 2007.

Gill B, **Lockwood JR**, Martorell F, Setodji C and Booker K (2007). "NCLB accountability and student achievement," currently under review by U.S. Department of Education.

Bos J, McCaffrey DF, Doran H and **Lockwood JR** (2006). "Design and feasibility of an evaluation of the value added method of measuring teacher performance," currently under review by U.S. Department of Education.

Guarino CM, Hamilton LS, **Lockwood JR**, Rathbun AH and Germino Hausken E (2006). "Teacher qualifications, instructional practices and reading and mathematics gains of kindergartners," Research and Development Report, U.S. Department of Education National Center for Education Statistics, Washington, DC.

Lockwood JR (2004). Review of *Risk Analysis in Engineering and Economics* by B.M. Ayyub, *Journal of the American Statistical Association*, 99 466: 563.

Gurian PL, Small MJ, **Lockwood JR**, and Schervish MJ (2004). "Modeling treatment decisions, costs, and risk implications of regulations for the US water supply industry," Proceedings of the Engineering Systems Symposium, Massachusetts Institute of Technology, Cambridge, MA.

Adak P, Gurian P and **Lockwood JR** (2003). "Modeling arsenic exposure and health risks in U.S. drinking water supplies," Proceedings of Texas Water 2003.

MacDonald J, **Lockwood JR** and McFee J (2003). "Research plan for a multisensor landmine detector," Proceedings of EUDEM-SCOT 2003.

Lockwood JR (2001). *Estimating Joint Distributions of Contaminants in U.S. Community Water System Sources*. Ph.D. dissertation, Department of Statistics, Carnegie Mellon University.

Gurian PL, Small MJ, **Lockwood JR** and Schervish MJ (2000). "Simulating variability and uncertainty for a regulatory impact assessment of arsenic in drinking water," Proceedings of the 32nd Annual Mid- Atlantic Industrial and Hazardous Waste Conference.

INVITED PRESENTATIONS

"Authentic power calculations for regression discontinuity studies," Institute of Education Sciences Research Conference, Washington, DC, June 2010.

"A synthetic control approach to monitoring student achievement in Pittsburgh Public Schools," presented to Pittsburgh Public Schools, November 2008.

"The intertemporal stability of teacher effect estimates" (non-presenter; coauthors with D. McCaffrey and T. Sass), National Conference on Value-Added Modeling, University of Wisconsin at Madison, April 2008.

"Are teachers differentially effective with students of differing abilities?" (with D. McCaffrey), National Conference on Value-Added Modeling, University of Wisconsin at Madison, April 2008.

"From data to bonuses: A case study of awarding teachers pay on the basis of their students' progress (non-presenter; coauthors with D. McCaffrey and B. Han), National Center for Performance Incentives National Conference, Nashville, TN, February 2008.

"Bridging the gap between econometric and statistical models for longitudinal student achievement data" (with D. McCaffrey), University of Pennsylvania Graduate School of Education, October 2007.

"Conceptual distinctions among the different uses of student growth data," presented to Pennsylvania Association of School Administrators, October 2007.

“Regression discontinuity analyses of the effects of NCLB accountability provisions on student achievement” (with B. Gill, C. Setodji and F. Martorell), Joint Statistical Meetings, Salt Lake City, UT, July 2007.

“New results on mixed model approaches to longitudinal and value-added modeling of student achievement” (with D. McCaffrey), Institute of Education Sciences Research Conference, Washington, DC, June 2007.

“Linking teacher-level human and social capital measures to student achievement” (non-presenter; co-author with B Gill and MK Stein), Human and Social Capital in Learning Systems, Pittsburgh, PA, February 2007.

“Making sense of value-added model specifications: Results from empirical investigations in Florida,” University of Wisconsin Workshop on Value-Added Models, Madison, WI, November 2006.

“Value-added indicators of performance: What we know and suggestions for further study,” National Academy of Sciences Board on Testing and Assessment meeting, Woods Hole, MA, July 2006.

“Exploring robustness of estimated teacher effects to teacher-by-student interactions and missing data,” (with D. McCaffrey), Institute of Education Sciences Research Conference, Washington, DC, June 2006.

“The (sometimes harsh) reality of longitudinal student achievement modeling,” University of Maryland Conference on Longitudinal Modeling of Student Achievement, College Park, MD, November 2005.

“Bayesian value-added assessment and the exploration of the persistence of teacher effects,” (with L. Mariano), Case Studies in Bayesian Statistics, Workshop 8, Pittsburgh, PA, September 2005.

“Bayesian approaches to value added modeling of teacher and school effects,” (with D. McCaffrey, L. Mariano and C. Setodji), American Education Research Association Annual Meeting, Montreal, CA, April 2005.

“Challenges for value-added assessment of teacher effects,” (non-presenter; co-author with D. McCaffrey, L. Mariano and C. Setodji), University of Maryland Conference on Value Added Assessment, College Park, MD, November 2004.

“Hierarchical models for sharing information among environmental systems,” (non-presenter; coauthor with M. Small, M. Schervish *et al.*), California Institute of Technology Environmental Science and Engineering Seminar, February 2004.

“Models for value-added modeling of teacher effects,” (non-presenter; coauthor with D. McCaffrey, D. Koretz, T. Louis and L. Hamilton), Measurement of Instruction: Technical Challenges and Implications for Research, Policy, and Practice, Washington, DC, January 2004.

“Bayesian opportunities in drinking water quality regulation,” (with P. Gurian, M. Schervish and M. Small), International Workshop on Bayesian Data Analysis, Santa Cruz, CA, August 2003.

“An introduction to value-added methods for teacher accountability,” presented to Cleveland Chapter of the American Statistical Association, June 2003.

“Regional impacts of a lower arsenic drinking water standard,” (non-presenter; coauthor with P. Gurian, M. Small and M. Schervish), presented at Water Summit, University of Texas at El Paso, El Paso, TX, August 2002.

Discussion of “Multi-course treatment strategies for rapidly fatal diseases” (with T. Louis) by P.F. Thall, H. Sung and E.H. Estey, Case Studies in Bayesian Statistics, Workshop 6, Pittsburgh, PA, September 2001.

“Integrated assessment of drinking water regulations,” (non-presenter; coauthor with M. Small, P. Gurian and M. Schervish), 33rd Symposium on the Interface of Computing Science and Statistics, June 2001.

“Use of disparate data in exposure assessment,” (non-presenter; coauthor with M. Small, P. Gurian and M. Schervish), SRA, EPRI, RFF, EPA Workshop on Advanced Methods for Dose-Response Assessment: Bayesian Methods, September 2000.

“Characterization of joint occurrence of multiple contaminants in US public drinking water sources,” Ohio State University Department of Statistics seminar, January 2000.

“Uncertainty and sensitivity analysis of drinking water regulatory compliance costs,” (non-presenter; coauthor with P. Gurian, M. Small and M. Schervish), presentation at EPA Drinking Water Regulatory Impact Analysis Model meeting, September 1998.

GRANTS AND CONTRACTS

Enhanced Value-Added Models for Estimating Teacher Effects. Department of Education, Institute of Education Sciences, \$500,000, 10/2004 – 9/2007.

Reducing Bias and Improving Efficiency of Estimated Teacher Effects from Value-Added Models. Department of Education, Institute of Education Sciences, \$1,000,000, 3/2009 – 2/2012.

TEACHING EXPERIENCE

2010 – “Introduction to Probability and Statistics I,” Dept. of Statistics, Carnegie Mellon University, Pittsburgh, PA (180 students)

2010 – “R: An open-source environment for data manipulation and analysis,” RAND Research Programming Department Course, Santa Monica, CA

2007 – “R: An open-source environment for data manipulation and analysis,” RAND Research Programming Department Course, Santa Monica, CA

2005 – “R: An open-source environment for statistical analysis,” RAND Statistics Group Short Course, Pittsburgh, PA and Santa Monica, CA

2000 – “Experimental Design,” Dept. of Statistics, Carnegie Mellon University, Pittsburgh, PA

PROFESSIONAL SERVICE AND ACTIVITIES

Principal Member, Department of Education What Works Clearinghouse Statistical, Technical and Analytical (STAT) Team, 2008 – date

Principal Member, Department of Education IES Statistics and Modeling Scientific Review Panel, 2008 – 2010

Invited Panelist, National Academy of Education Committee on Value-Added Methodology (VAM) for Instructional Improvement, Program Evaluation and Accountability, 2008

Principal Member, What Works Clearinghouse Regression Discontinuity Standards Development Panel, 2008

Member, Program Committee, WCER National Conference on Value Added Modeling, 2008

Member, Department of Education IES Scientific Review Panel, 2007

Member, Technical Working Group, IES Reading First Implementation Study, 2007 – present

Invited Panelist, Roundtable Discussion on Value-Added Measurement, convened by the National Institute for Excellence in Teaching Working Group on Teacher Quality, 2007

Awards Chair, American Statistical Association Statistical Computing and Graphics Sections, 2006 – 2009

Webmaster, RAND Statistics Group, 2001 – 2005

Member, American Statistical Association, 1996 – present

Member, Institute of Mathematical Statistics, 1997 – present

Member, International Society for Bayesian Analysis, 2002 – present

Referee for *Journal of the American Statistical Association*, *Journal of Educational and Behavioral Statistics*, *Journal of Computational and Graphical Statistics*, *Environmental Science and Technology*, *Statistics in Medicine*, *Management Science*, *Bayesian Statistics 7*, *Multilevel Analysis of Education Data*, *Educational Evaluation and Policy Analysis*, *Journal of Educational Measurement*, *Education Finance and Policy*, *Society for Research on Educational Effectiveness* annual conference

Consultant for University of Texas, National Board for Professional Teaching Standards, University of Kentucky, Louisiana State University, Louisiana Department of Education, Northwestern University