

ALYSON L. LAVIGNE

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CURRICULUM VITAE

EDUCATION

- 2010 Ph.D. Educational Psychology, University of Arizona, Tucson, AZ
Minor: Family Studies and Human Development
Dissertation: *Beginning teachers who stay: How beliefs buffer the challenges of the first years of teaching.*
Chair: Mary McCaslin, Ph.D.
- 2007 M.A. Educational Psychology, University of Arizona, Tucson, AZ
Thesis: *Social class and early childhood education: An exploratory study of classroom practices.*
Chair: Mary McCaslin, Ph.D.
- 2003 B.A. Psychology, Mount Holyoke College, South Hadley, MA
Minor: Sports Science (Smith College)

RESEARCH INTERESTS

Teacher supervision and evaluation; teacher retention; student, teacher, and leader dynamics and practices, particularly in schools that serve culturally and linguistically minoritized youth

EMPLOYMENT HISTORY

UTAH STATE UNIVERSITY | LOGAN, UT

2021-	Associate Professor	School of Teacher Education & Leadership College of Education and Human Services
2017-2021	Assistant Professor	School of Teacher Education & Leadership College of Education and Human Services

ROOSEVELT UNIVERSITY | CHICAGO, IL

2015-2017	Coordinator – Program Evaluation	College of Education
2016-2017	Associate Professor	College of Education
2010-2016	Assistant Professor	College of Education

UNIVERSITY OF ARIZONA | TUCSON, AZ

2009-2010	Instructor & Teaching Assistant	College of Education
2006-2008	Managing Editor	College of Education
2005-2010	Research Assistant & Associate	College of Education

BRIGHAM & WOMEN'S HOSPITAL | BOSTON, MA

2003-2005	Research Assistant I & II	Department of Psychiatry
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MOUNT HOLYOKE COLLEGE | SOUTH HADLEY, MA

2001-2003	Lab Manager & Research Assistant	Psychology & Education Department
2001-2003	Teaching Assistant	Psychology & Education Department
2001-2002	Assistant	Gorse Child Study Center

PUBLICATIONS

(* Student; Publication metrics at time of publication; Quartile = Education unless noted otherwise)

REFEREED ARTICLES

27. Ford, T. G., Kwon, K-A., **Lavigne, A. L.**, & McHugh, T. (2024). The working conditions and well-being of early care and education leaders. *Early Childhood Education Journal*. (2023 H index = 54; SJR = .96; Quartile 1)
26. Ford, T. G., Kwon, K-A., **Lavigne, A. L.**, & McHugh, T. (2024). Testing a holistic framework of early care and education and K-12 leaders' working conditions and well-being. *AERA Open*, 10(1), 1–18. <https://doi.org/10.1177/23328584241235923> (2023 H index = 41; SJR = 1.584; Quartile 1)
25. **Lavigne, A. L.**, Allen, S.*, Shao, S.*, & Acosta Feliz, J. A.* (2023). Learning from post-observation conferences: Emerging measures of and mechanisms to improve principals' feedback to teachers. *Journal of Educational Supervision*, 6(3). <https://doi.org/10.31045/jes.6.3.2>
24. Brazer, S. D., Bauer, S. C., & **Lavigne, A. L.** (2023). School and district structure adaptations to the COVID super-stressor. *Journal of Educational Administration*, 61(3), 205–221. <https://doi.org/10.1108/jea-09-2022-0172> (2023 H index = 66; SJR = .98; Quartile 1)
23. Marx, S., **Lavigne, A. L.**, Braden, S., Hawkman, A., Andersen, J.*, Gailey, S.*, Geddes, G.*, Jones, I.*, Si, S.*, & Washburn, K.* (2023). “I didn’t quit. The system quit me.”: Why teachers of color leave teaching. *International Journal of Leadership in Education*. <https://doi.org/10.1080/13603124.2023.2218113> (2023 H index = 44; SJR = .52; Quartile 1)
22. Ford, T., & **Lavigne, A. L.** (2023). Does it matter who evaluates teachers? Investigating the association between principal- and teacher-led evaluation and change in teacher motivation and practice. *Educational Policy*. <https://doi.org/10.1177/08959048221103796> (2023 H index = 59; SJR = 1.38; Quartile 1)
21. Leu Bonanno, S., Walls, J., **Lavigne, A. L.**, & Washburn, K.* (2023). Exploring the intersections of cultural sustenance and care: Toward a vision of culturally and linguistically sustaining school leadership. *Journal of School Leadership*, 33(3), 241–268. <https://doi.org/10.1177/10526846221133985> (2023 Google Scholar h5-index = 24, h5-median = 38; readership = 74,016)
20. **Lavigne, A. L.**, Henrichs, L., Acosta Feliz, J. A.*, & Shao, S.* (2021). Cultural responsiveness and common conceptions of “good” teaching in culturally and linguistically diverse elementary classrooms in the U.S. and the Netherlands. *Teaching and Teacher Education*, 118. <https://doi.org/10.1016/j.tate.2022.103812> Advance online publication 2021; published in print 2022. (2021 H index = 135; SJR = 1.95; Quartile 1; Impact Factor = 3.782, CiteScore = 6.2)
19. **Lavigne, A. L.**, & Good, T. L. (2021). Using dyadic observation to explore equitable learning opportunities in classroom instruction. *Education Policy Analysis Archives*, 29(149). <https://doi.org/10.14507/epaa.29.6954> (2021 H index = 50; SJR = .47; Quartile 2)
18. Nielsen, S.*, & **Lavigne, A. L.** (2020). Principal evaluation in the United States: A national review of state statutes and regulations. *Education Policy Analysis Archives*. <https://doi.org/10.14507/epaa.28.5097> (2019 H index = 44; SJR = .66; Quartile 2)

REFEREED ARTICLES, CONT.

17. Oberg De La Garza, T., **Lavigne, A. L.**, & Si, S.* (2020). Culturally responsive teaching through the lens of dual language education: Intersections and opportunities. *Universal Journal of Educational Research*, 8(4), 1557–1571. <https://doi.org/10.13189/ujer.2020.080450> (2019 H index = 3; SJR = .12; Quartile 4)
16. Ridge, B.*, & **Lavigne, A. L.** (2020). Improving instructional practice through peer observation and feedback. In A. Amrein-Beardsley (Ed.), Policies and practices of promise in teacher evaluation [special issue]. *Education Policy Analysis Archives*, 28(61). <https://doi.org/10.14507/epaa.28.5023> (2019 H index = 44; SJR = .66; Quartile 2)
15. Ford, T., **Lavigne, A. L.**, Fiegenger, A.*, & Si, S.* (2020). Understanding district support for leader development and success in the accountability era: A review of literature using social-cognitive theories of motivation. *Review of Educational Research*, 90(2), 264–307. <https://doi.org/10.3102/0034654319899723> (2019 H index = 140; SJR = 7.47; Quartile 1)
14. **Lavigne, A. L.**, & Olson, A. M. (2019). Teacher evaluation through the eyes of the principal: How individual and school contexts shape perceptions of practice. *Leadership & Policy in Schools*. Advance online publication. Advance online publication in 2019; issue published in print in 2020. <https://doi.org/10.1080/15700763.2019.1637899> (2019 H index = 17; SJR = .88; Quartile 1)
13. **Lavigne, A. L.** (2018). Examining individual- and school-level predictors of principal adaptation to teacher evaluation reform in the United States: A two-year perspective. *Educational Management, Administration and Leadership*, 48(2), 379–395. Advance online publication in 2018; issue published in print in 2020. <https://doi.org/10.1177/1741143218807491> (2018 H index = 37; SJR = 1.37; Quartile 1)
12. Good, T. L., Sterzinger, N.*, & **Lavigne, A. L.** (2018). Pygmalion 50 years later. *Educational Research and Evaluation*, 24(3-5), 99–123. <https://doi.org/10.1080/13803611.2018.1548817> (2018 H index = 28; SJR = .57; Quartile 2)
11. **Lavigne, A. L.**, & Chamberlain, R. (2017). Teacher evaluation in Illinois: School leaders' perceptions and practices. *Educational Assessment, Evaluation and Accountability*, 29(2), 179–209. Advance online publication in 2016; issue published in print in 2017. <https://doi.org/10.1007/s11092-016-9250-0> (2017 H index = 28; SJR = .60; Quartile 2)
10. Dexter, A., **Lavigne, A. L.**, & Oberg De La Garza, T. (2016). Communicating care across culture and language: The student-teacher relationship as a site for socialization in public schools. *Humanity & Society*, 40(2), 155–179. <https://doi.org/10.1177/0160597616643882>
9. Oberg De La Garza, T., Mackinney, E., & **Lavigne, A. L.** (2015). Dual language instruction and achievement: A need and a void in the Midwest. In P. Konkol & S. Stumme (Eds.), *Midwestern perspectives on bilingual education: Changing demographics and educational challenges and opportunities* [Special issue]. *Mid-western Educational Researcher*, 27(4), 363–382. <https://www.mwera.org/MWER/volumes/v27/issue4/v27n4-Oberg-FEATURE-ARTICLE.pdf>
8. **Lavigne, A. L.**, & Bozack, A. R. (2015). Successes and struggles of teaching: Perspectives of beginning, mid-career, and veteran teachers. *Journal of Teaching Effectiveness and Student Achievement*, 2(2), 68–80.
7. Good, T. L., & **Lavigne, A. L.** (2015). Rating teachers cheaper, faster, and better: Not so fast [Peer commentary on the paper, “Can we identify a successful teacher better, faster, and cheaper? Evidence of innovating teacher observation systems” by J. Gargani & M. Strong]. *Journal of Teacher Education*, 66(3), 288–293. <https://doi.org/10.1177/0022487115574292> (2015 SJR = 3.38; Quartile 1)

REFEREED ARTICLES, CONT.

6. Good, T. L., & **Lavigne, A. L.** (2015). Issues of teacher performance stability are not new: Limitations and possibilities [Peer commentary on the paper, “The stability of teacher performance and effectiveness: Implications of policies concerning teacher evaluation” by G. B. Morgan, K. J. Hodge, T. M. Trepinksi, & L. W. Anderson]. *Education Policy Analysis Archives*, 23(2). <http://dx.doi.org/10.14507/epaa.v22n95.2014> (2015 SJR = .52; Quartile 2)
5. **Lavigne, A. L.** (2014). Beginning teachers who stay: Beliefs about student learning. *Teaching and Teacher Education*, 39, 31–43. Advance online publication 2013; published in print 2014. <https://doi.org/10.1016/j.tate.2013.12.002> (2014 SJR = 2.04; Quartile 1)
4. **Lavigne, A. L.** (2014). Exploring the implications of high-stakes teacher evaluation on schools, teachers, and students. *Teachers College Record*, 116(1). (2014 SJR = 1.33; Quartile 1)
3. Good, T. L., Wood, M., Sabers, D., Olson, A. M., **Lavigne, A.**, Sun, H., & Kalinec Craig, C. A. (2013). Strengthening grade 3-5 students’ foundational knowledge of rational numbers. *Teachers College*, 115(7), 1–45. (2013 SJR = 1.26; Quartile 1)
2. **Dolan, A. L.**, & McCaslin, M. (2008). Student perceptions of teacher support. *Teachers College Record*, 110(11), 2423–2437. (2008 SJR = .87; Quartile 1)
1. Chang, G. C., McNamara, T. K., Orav, E. J., Koby, D., **Lavigne, A.**, Ludman, B., . . . Wilkins- Haug, L. (2005). Brief intervention for prenatal alcohol use: A randomized trial. *Obstetrics & Gynecology*, 105, 991–998. <https://doi.org/10.1097/01.AOG.0000157109.05453.84> (2005 SJR = 1.86; Quartile 1: Obstetrics & Gynecology)

RESEARCH, POLICY, AND PRACTICE BRIEFS & BLOGS

7. **Lavigne, A. L.**, & Derrington, M. L. (2024). Supporting early childhood teacher growth and development with actionable feedback. KickUp Blog. <https://www.kickup.co/blog/early-childhood-teacher-feedback>
6. **Lavigne, A. L.**, & Derrington, M. L. (2024). Supporting literacy teachers with actionable content-based feedback. KickUp Blog. <https://www.kickup.co/blog/early-childhood-teacher-feedback>
5. **Lavigne, A. L.**, & Derrington, M. L. (2024). Supporting STEM teachers with actionable content-based feedback. KickUp Blog. <https://www.kickup.co/blog/supporting-stem-teachers-with-actionable-content-based-feedback>
4. **Lavigne, A. L.**, & Derrington, M. L. (2023, December 1). Make your feedback to teachers matter: Leadership content knowledge is key. KickUp Blog. <https://www.kickup.co/blog/make-your-feedback-to-teachers-matter-leadership-content-knowledge-is-key>
3. **Lavigne, A. L.**, & Good, T. L. (2020, April 29). *Addressing teacher evaluation appropriately: A practice brief for school board members, superintendents, and principals*. Division 15: American Psychological Association. <https://apadiv15.org/wp-content/uploads/2020/04/D15-Practice-Brief-Teacher-Evaluation.pdf>
2. **Lavigne, A. L.**, & Good, T. (2020, January 13). *Addressing teacher evaluation appropriately: A research brief for policymakers*. Division 15: American Psychological Association. EdPsych.us/AddressingTeacherEvaluation

RESEARCH, POLICY, AND PRACTICE BRIEFS & BLOGS, CONT.

1. **Lavigne, A. L.** (2019, December 4). Can we understand cultural components of classroom instruction? Observers' biases, expectations, and culturally-embedded belief systems that make this task difficult. *Blog on Learning and Development – BOLD*. <https://bold.expert/can-we-understand-cultural-components-of-classroom-instruction/>

NON-REFEREED ARTICLES

2. Mackinney, E., Oberg De La Garza, T., & **Lavigne, A. L.** (2017, Fall). Introducing Roosevelt University's Dual Language Teacher Leadership Program. *Soleado*, 15.
1. **Lavigne, A. L.**, Good, T. L., & Marx, R. W. (2014). Introduction to high-stakes teacher evaluation: High cost—big losses. *Teachers College Record*, 116(1). (2014 SJR = 1.33, Quartile 1)

EDITED SPECIAL ISSUES

2. **Lavigne, A. L.**, & Derrington, M. L. (Eds). (forthcoming). Teaching about effective feedback to teachers [Special issue]. *Theory into Practice*.
1. **Lavigne, A. L.**, Good, T. L., & Marx, R. W. (Eds). (2014). High-stakes teacher evaluation: High cost—big losses [Special issue]. *Teachers College Record*, 116(1). (2014 SJR = 1.33, Quartile 1)

BOOKS

8. **Lavigne, A. L.**, & Derrington, M. L. (Eds.) (2023). *Actionable feedback for PK-12 teachers*. Rowman & Littlefield.
7. Oberg De La Garza, T., & **Lavigne, A. L.** (2019). *Salsa dancing in gym shoes: Developing cultural competence to foster Latino student success* (3rd ed., previously known as *Salsa dancing in gym shoes: Exploring cross-cultural missteps with Latinos in the classroom*). Center for the Advancement of Languages, Education, and Communities.
6. **Lavigne, A. L.**, & Good, T. L. (2019). *Enhancing teacher education, development, and evaluation: Lessons learned from educational reform*. Routledge. <https://doi.org/10.4324/9781315630892>
5. Good, T. L., & **Lavigne, A. L.** (2018). *Looking in classrooms* (11th ed.). Routledge. <https://doi.org/10.4324/9781315627519>
4. Oberg De La Garza, T., & **Lavigne, A. L.** (2018). *Salsa dancing in gym shoes: Developing cultural competence to foster Latino student success* (2nd ed., previously known as *Salsa dancing in gym shoes: Exploring cross-cultural missteps with Latinos in the classroom*). Advanced Classroom Strategies, Inc.
3. **Lavigne, A. L.**, & Good, T. L. (2015). *Improving teaching through observation and feedback: Going beyond state and federal mandates*. Routledge. <https://doi.org/10.4324/9781315777030>
2. Oberg De La Garza, T., & **Lavigne, A. L.** (2015). *Salsa dancing in gym shoes: Exploring cross-cultural missteps with Latinos in the classroom* (1st ed.). Advanced Classroom Strategies, Inc.
1. **Lavigne, A. L.**, & Good, T. L. (2014). *Teacher and student evaluation: Moving beyond the failure of school reform*. Routledge. <https://doi.org/10.4324/9780203070901>

BOOK CHAPTERS

7. **Lavigne, A. L.**, Lewis, M. T.*, & Rarick, R.* (in press). Applying process-product principles for meaningful observation research in today's classrooms. In S. Kelly (Ed.), *Research handbook on classroom observation*. Edward Elgar Publishing Ltd.
6. **Lavigne, A. L.**, Mackinney, E., & Oberg De La Garza, T. (2022). Bilingual education in the United States. In D. Fisher (Ed.), *Encyclopedia of Education*. Routledge.
5. **Lavigne, A. L.**, & Good, T. L. (2017). Citing, being cited, not citing, and not being cited: Citations as intellectual footprints. In J. Plucker & M. Makel (Eds.), *Toward a more perfect psychology: Improving trust, accuracy, and transparency in research* (pp. 97–116). American Psychological Association.
4. **Lavigne, A. L.**, & Oberg De La Garza, T. (2015). The practice and evaluation of culturally responsive literacy for English Language Learners in the 21st century. In R. Allington and R. Gabriel (Eds.), *Evaluating literacy instruction: Principles and promising practices* (pp. 58–78). Routledge.
3. **Lavigne, A. L.**, & Dalal, Y.* (2015). Teacher knowledge, beliefs, attitudes. Invited chapter in W. G. Scarlett (Ed.), *Classroom management: An A-to-Z guide*. Sage Publications.
2. McCaslin, M., & **Lavigne, A. L.** (2010). Social policy, educational opportunity, and classroom practice: A co-regulation approach to research on student motivation and achievement. Invited chapter in T. Urdan, S. Karabenick, & F. Pajares (Eds.), *Advances in motivation and achievement* (Vol. 16, pp. 211–249). Emerald Group.
1. **Dolan, A. L.** (2009). Teacher recruitment, retention, supply, and demand. Invited chapter in T. L. Good (Ed.), *21st century education: A reference handbook* (Vol. 2, pp. 3–11). Sage Publications.

NON-REFERRED TECHNICAL REPORTS & STUDY BRIEFS

8. **Lavigne, A. L.** (2021). *Practice brief #1. Teacher evaluation: Key guidelines to support teacher growth and development*. Prepared for the Quality Instruction Team, Utah State Board of Education.
7. **Lavigne, A. L.** (2021). *Practice brief #2. Principal evaluation: Key guidelines to support principal growth and development*. Prepared for the Quality Instruction Team, Utah State Board of Education.
6. **Lavigne, A. L.** (2021). *Policy brief #1. Teacher evaluation: Policy Guidelines for promoting teacher growth and development*. Prepared for the Quality Instruction Team, Utah State Board of Education.
5. **Lavigne, A. L.** (2021). *Policy brief #2. Policy guidelines for promoting principal growth and development*. Prepared for the Quality Instruction Team, Utah State Board of Education.
4. **Lavigne, A. L.**, Acosta Feliz, J. A.*, & Shao, S.* (2019). *The teaching diverse youth project: Study brief*. Final study brief of U.S. site study results submitted to district and participating teachers.
3. **Lavigne, A. L.**, Acosta Feliz, J. A.*, & Shao, S.* (2019). *The teaching diverse youth project: District report*. Final report of U.S. site study results submitted to district.
2. Kuck, C., Taylor, S., Chamberlain, R., **Lavigne, A.L.**, & Borkorm, B.* (2015). *Teacher evaluation design and implementation research study*. Final report submitted to district.

NON-REFERRED TECHNICAL REPORTS & STUDY BRIEFS, CONT.

1. Chamberlain, R. W., & **Lavigne, A. L.** (2014). *Teacher evaluation in Illinois: Perceptions from the field*. Final report submitted to the Illinois Principals Association.

IN PREPARATION, UNDER REVIEW, & IN REVISION

4. **Lavigne, A. L.**, & Ocran, P. * (under review). Artificial intelligence for instructional leadership: Promises and pitfalls. *Journal of School Leadership*.
3. **Lewis, M. T.**, & Lavigne, A. L. (in revision). Teacher supervision and evaluation in private schools: A review of extant research. *AERA Open*.
2. **Lavigne, A. L.**, Ocran, P. *, Wilhite, L. *, Taylor, S. *, & Braden, S. (under review). What do metrics of classroom talk reveal and conceal? *Learning and Instruction*.
1. **Lavigne, A. L.**, Good, T. L., Taggart, A., Heaton, J. B. *, & Kennett, D. * (being revised for submission). Are we forgetting history?: The use of historical citations in educational research.

PRESENTATIONS

(Student*)

REFEREED

42. Ocran, P. *, & **Lavigne, A. L.** (2024, August). Inquiring about equity using TeachFX: Transforming classroom dynamics. Poster presented to the Annual Empowering Teaching Excellence conference, Utah State University, Logan, UT.
41. **Lavigne, A. L.**, & Ocran, P. * (2024, August). Building equitable classrooms using EQUIP to track student participation patterns. Virtual presentation provided to the Annual Empowering Teaching Excellence conference, Utah State University, Logan, UT.
40. **Lavigne, A. L.** & Ocran, P. * (2023, November). *Possibilities for instructional leadership: A study of classroom discourse patterns, teacher factors, and student outcomes*. Paper presented at the annual conference of the University Council for Educational Administration, Minneapolis, MN.
39. Derrington, M. L., **Lavigne, A. L.**, Mette, I., Oliveras-Ortiz, Y., Cormier, D. R., Hazi, H., Rarick, R. *, and additional panel presenters. (2022, October). *Effective feedback in K-12 classrooms: Linking theory to practice*. Panel presentation.
38. Bonanno, S. L., Walls, J., Washburn, K. *, & **Lavigne, A. L.** (2021, April). *Critical care and cultural sustenance: Leadership intersections for school improvement*. Paper presented at the annual conference of the American Educational Research Association. [Conference held virtually].
37. Reutzell, C. J. *, & **Lavigne, A. L.** (2021, April). *Career stages of the principalship: A review of the research*. Paper presented at the annual conference of the American Educational Research Association. [Conference held virtually].
36. Shao, S. *, & **Lavigne, A. L.** (2020, July). *Teachers' beliefs, confidence, and effectiveness in implementing culturally responsive practices in diverse settings*. Poster presented at the European Association for Research on Learning and Instruction Special Interest Groups 10, 21 & 25 annual conference, Groningen, Netherlands. [Conference held virtually].

PRESENTATIONS: REFEREED, CONT.

35. Henrichs, L., **Lavigne, A. L.**, Acosta Feliz, J. A.*, & Shao, S.* (2020, July). *Culturally responsive teaching in diverse elementary classrooms: Characteristics and beliefs*. Paper presented at the European Association for Research on Learning and Instruction Special Interest Groups 10, 21 & 25 annual conference, Groningen, Netherlands. [Conference held virtually].
34. Nielsen, S. R.*, & **Lavigne, A. L.** (2020, April). *Principal evaluation in the United States: A national policy analysis*. Proposal accepted for presentation at the annual conference of American Educational Research Association, San Francisco, CA. [Accepted, conference cancelled].
33. Marx, S., Braden, S., Hawkman, A., **Lavigne, A.**, Jones, I.*, Andersen, J.*, Gailey, S.*, Geddes, G.*, Si, S.*, & Washburn, K.* (2020, April). *Examining why teachers of color leave the teaching profession*. Proposal accepted for presentation at the annual conference of American Educational Research Association, San Francisco, CA. [Accepted, conference cancelled].
32. Hawkman, A., Marx, S., Braden, S., **Lavigne, A.**, Andersen, J.*, Gailey, S.*, Geddes, G.*, Jones, I.*, Si, S.*, & Washburn, K.* (2020, April). *Race reflections in qualitative research: Positionality and race/ism in a collaborative research group*. Proposal accepted for presentation at the annual conference of American Educational Research Association, San Francisco, CA. [Accepted, conference cancelled].
31. Leu, S., Walls, J., **Lavigne, A. L.**, & Washburn, K.* (2019, November). *Exploring the leadership implications of cultural sustenance and care*. IGNITE session presented at the annual convention of the University Council for Educational Administration, New Orleans, LA.
30. **Lavigne, A. L.**, Acosta Feliz, J. A.*, Allen, S.*, Shao, S.*, & White, A.* (2019, November). *Learning from post-observation conferences to enhance principals' feedback to teachers*. Paper presented at the annual convention of the University Council for Educational Administration, New Orleans, LA.
29. **Lavigne, A. L.**, & Oberg De La Garza, T. (2019, November). *Culturally responsive teaching through the lens of dual language education*. Interactive session presented at the annual conference of the National Association of Multicultural Education, Tucson, AZ.
28. Washburn, K.*, Braden, S., & **Lavigne, A. L.** (2019, November). *Why teachers of color leave the profession*. Research presented at the annual conference of the National Association of Multicultural Education, Tucson, AZ.
27. Marx, S., Braden, S., Hawkman, A., **Lavigne, A.**, Andersen, J.*, Gailey, S.*, Geddes, G.*, Jones, I.*, Si, S.*, Washburn, K.* (2019, May). *Why teachers of color leave the teaching profession: An exploration through journey maps*. Research presented at the 16th International Congress of Qualitative Inquiry, Champaign, IL.
26. Ford, T., & **Lavigne, A. L.**, Gilbert, A.*, & Si, S.* (2018, November). *Applying motivational lenses toward an understanding of district support for principal learning, development, and success: An empirical and theoretical review*. Paper presented at the annual meeting of the University Council for Educational Administration, Houston, TX.
25. **Lavigne, A. L.** (2018, August). *Assessing the bridge between research and practice from the principal's point of view*. Paper presented as part of the symposium, The problematic relationship of research to practice, at the annual convention of the American Psychological Association. San Francisco, CA.
24. **Lavigne, A. L.**, & Olson, A. M. (2018, August). *Growth beliefs and evaluative practices of principals enacting new teacher evaluation policy*. Poster presented at the annual convention of the American Psychological Association. San Francisco, CA.

PRESENTATIONS: REFEREED, CONT.

23. Olson, A., Mendez, J., **Lavigne, A.**, & Castellón, L. E.* (2017, November). *(Re) engaging policy process: Valuing and learning from youth voices*. Critical conversation presented at the annual meeting of the University Council for Educational Administration, Denver, CO.
22. **Lavigne, A. L.**, Olson, A. M., & Reina, C.* (2016, April). *Teacher evaluation through the eyes of the principal: How the role of experience and school context shape perceptions*. Paper presented at the annual conference of the American Educational Research Association, Washington, DC.
21. Oberg De La Garza, T., Mackinney, E., & **Lavigne, A. L.** (2015, November). *Developing dual language programs for educators*. Presented at the annual conference of La Cosecha, Albuquerque, NM.
20. **Lavigne, A. L.** (2015, November). *Observing and evaluating dual language teachers*. Presented at the annual conference of La Cosecha, Albuquerque, NM.
19. Oberg De La Garza, Mackinney, E., & **Lavigne, A. L.** (2015, October). *Existing and emerging dual language programs in Illinois*. Paper presented at the annual conference of the Midwestern Educational Research Association, Evanston, IL.
18. Kuck, C. L., Borkorm, B.*, Chamberlain, R., **Lavigne, A. L.**, & Taylor, S. (2015, October). *PERA early implementer: A district's capacity for change*. Research presented at the Illinois Education Research Council's Focus on Illinois Education Research Symposium, Lisle, IL.
17. Mackinney, E., **Lavigne, A. L.**, & Oberg De La Garza, T. (2015, October). *Towards a bilingual Illinois: Dual language program development*. Presented at the Illinois Education Research Council's Focus on Illinois Education Research Symposium, Lisle, IL.
16. Oberg De La Garza, T., & **Lavigne, A. L.** (2015, March). *Exploring culturally relevant literacy practices with Latino students*. Chicago State University Culturally Relevant Instruction Conference, Chicago, IL.
15. Oberg De La Garza, T., & **Lavigne, A. L.** (2014, November). *Culturally responsive teaching and texts to authentically engage Latino students in mainstream and bilingual classrooms*. Workshop presented at the National Association for Multicultural Education, Tucson, AZ.
14. Oberg De La Garza, T., Roberts, A., & **Lavigne, A. L.** (2013, November). *Cross-cultural relationships: Fostering belonging and achievement of Latino students in U.S. schools*. Paper presented at the annual meeting of the World Education Research Association, Guanajuato, Guanajuato, México.
13. **Lavigne, A. L.**, & Bozack, A. R. (2013, October). *Breakthroughs and struggles of beginning, mid-career, and veteran teachers*. Paper presented at the Northeastern Educational Research Association, Rocky Hill, CT.
12. Roberts, A., **Lavigne, A. L.**, & Oberg De La Garza, T. (2013, April). *Care and culture: Supporting Latino success through teacher-student relationships*. Paper presented at the Society for Psychological Anthropology Annual Meeting, San Diego, CA.
11. Oberg De La Garza, T., **Lavigne, A. L.**, & Roberts, A. L. D. (2012, November). *Do teachers effectively communicate care for Latino students?* Poster presented at the annual conference of the Illinois Association of Teacher Educators, Lisle, IL.

PRESENTATIONS: REFEREED, CONT.

10. Roberts, A. L. D., **Lavigne, A. L.**, & Oberg De La Garza, T. (2012, November). *Care and culture: Supporting Latino success through teacher-student relationships*. Paper presented at the annual conference of the Mid-western American Educational Research Association, Evanston, IL.
9. Sun, H., Olson, A., **Lavigne, A. L.**, Claessens, L., & Hernandez, D. (2012, August). *A comparative study of college students' achievement motivation in three cultures*. Paper presented at the annual convention of the American Psychological Association, Orlando, FL.
8. **Lavigne, A. L.** (2012, April). *Understanding teacher retention: Exploring beginning and veteran teachers*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.
7. **Lavigne, A. L.**, McCaslin, M., & Good, T. L. (2010, November). *Beliefs as buffers of the first year of teaching: Does context matter?* Poster presented at the annual meeting of the Arizona Educational Research Organization, Phoenix, AZ.
6. **Dolan, A. L.**, McCaslin, M. M., & Good, T. L. (2009, April). *Stability of first-year teaching practices across time and social class*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
5. Florez, I. R., & **Dolan, A. L.** (2008, November). *Developing a case-based, problem-based assessment course: Using a sociocultural model in early childhood teacher preparation*. Workshop presented at the meeting of the National Association for the Education of Young Children, Dallas, TX.
4. Bozack, A. R., **Dolan, A. L.**, & Vega, R. (2008, June). *Predicting retention: Certification, teacher practices, and career perceptions*. Paper presented at the 15th Annual International Learning Conference, Chicago, IL.
3. **Dolan, A. L.**, McCaslin, M. M., & Good, T. L. (2008, August). *Teaching practices in early childhood education: Does socioeconomic status matter?* Poster presented at the annual meeting of the American Psychological Association, Boston, MA.
2. **Dolan, A. L.** (2007, August). Student perceptions of teacher support. In M. McCaslin (Ed.), *Symposium on school reform matters*. Paper presented at the annual meeting of the American Psychological Association, San Francisco, CA.

PRESENTATIONS: REFEREED, CONT.

1. **Dolan, A. L.**, Good, T. L., McCaslin, M. M., Wiley, C. R. H., & Bozack, A. R. (2007, April). *First-year teacher retention and classroom practices*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.

NON-REFEREED

3. Mendenhall, D.* & **Lavigne, A. L.** (2021, July). *Tools to look and listen in classrooms to enhance instruction and document school improvement efforts*. Leadership session presented at the 2021 Utah Rural School Conference, Richfield, UT.
2. Shao, S.* & **Lavigne, A. L.** (2019, April). *The relationship between teacher autonomy and culturally responsive instruction*. Poster presented at Student Research Symposium, Logan, UT.

NON-REFEREED, CONT.

1. Allen, S., Shao, S.*, & **Lavigne, A. L.** (2019, April). *The quality of principal's feedback to teachers: Do teacher- and principal-level variables relate?* Poster presented at Student Research Symposium, Logan, UT.

INVITED

19. Mittendorf, B.*, & **Lavigne, A. L.** (2023, April 1). *Culturally sustaining leadership*. Invited presentation for The Four Corners Latinx Leadership Academy Conference hosted by Davis School District. Ogden, UT.
18. Brazer, D., Matsuda, M., Vari, T. J., Mittendorf, B.*, & **Lavigne, A. L.** (2022, December). *Equity talks*. TeachFX.
17. **Lavigne, A. L.** (2021, November). *Guest speaker for doctoral cohort*. University of New Mexico, Albuquerque, NM.
16. Clifford, M., & **Lavigne, A. L.** (2021, November). *Principal evaluation*. Utah State Board of Education School Leadership Community of Practice, Session #3.
15. **Lavigne, A. L.** (2020, December). *Program evaluation*. Guest speaker for EDUC 6040 Applied Research Methods, Utah State University, Logan, UT.
14. **Lavigne, A. L.** (2020, March). *Navigating academia, work, life, and all the rest*. Guest speaker for EDP 696A Professional Issues in Educational Psychology, University of Arizona, Tucson, AZ.
13. **Lavigne, A. L.** (2020, February). *Evaluating teacher quality*. Guest speaker for 339 EP Special Topics Seminar in Educational Studies: Educational Policy, Mount Holyoke College, South Hadley, MA.
12. **Lavigne, A. L.** (2019, February). *The challenges of observing culturally responsive instruction*. Cultural Studies Brown Bag Speaker Series, School of Teacher Education and Leadership, Utah State University, Logan, UT.
11. **Lavigne, A. L.** (2018, March). *Landing the tenure-track job: From the perspective of the search committee*. Guest speaker for EDP 696A Professional Issues in Educational Psychology, University of Arizona, Tucson, AZ.
10. Oberg De La Garza, T., **Lavigne, A. L.**, & Garcia Ansani, E. (2015, March). *Salsa dancing in gym shoes: A critical conversation about students, culture, and education*. Critical Conversations in Policy and Social Justice Series hosted by the Center for Policy & Social Justice. Concordia University – Chicago, River Forest, IL.
9. **Lavigne, A. L.** (2015, June). *Using picture books*. Invited workshop for the Illinois Migrant Educators Statewide Workshop, Lisle, IL.
8. **Lavigne, A. L.** (2015, June). *Assessing the assessments*. Invited workshop for the Illinois Migrant Educators Statewide Workshop, Lisle, IL.
7. Oberg De La Garza, T., & **Lavigne, A. L.** (2015, April). *Culturally relevant, balanced literacy instruction*. Workshop presented at the Illinois Migrant Educators Annual Workshop, Peoria, IL.
6. **Lavigne, A. L.** (2015, April). *From dissertation to research program*. Symposium participant for the Division C Graduate Student Seminar at the Annual Conference of the American Educational Research Association, Chicago, IL.

INVITED, CONT.

5. **Lavigne, A. L.** (2014, October). *Race to the Top in Illinois: Understanding school leaders' capacity to implement teacher evaluation*. Invited paper presented at Implementation of Educator Evaluation Systems: Examining Problems of Practice conference co-sponsored by the Northeast Educator Effectiveness Research Alliance at the Regional Educational Laboratory Northeast and Islands at EDC and the National Center for Teacher Effectiveness (NCTE) at Harvard University, Cambridge, MA.
4. **Lavigne, A. L., & Chamberlain, R.** (2014, January). *Coping with increased demands for teacher evaluation: School leaders' perceptions of problems and possibility*. Invited paper presented at Using Observational and Student Achievement Data to Improve Teaching, Tucson, AZ.
3. **Lavigne, A. L.** (2012, October). *Exploring the implications of high-stakes teacher evaluation on schools, teachers, and students*. Invited presentation at High-Stakes Teacher Evaluation: High Cost-Big Losses, Tucson, AZ.
2. **Lavigne, A. L. & Oberg De La Garza, T.** (2016, September). *Part I - Walking a mile in the wrong shoes: The rationale for helping teachers explore cross-cultural missteps with bilinguals in the classroom*. Presented at the Illinois State Board of Education's Bilingual Program Directors' Annual Meeting.
1. **Lavigne, A. L. & Oberg De La Garza, T.** (2016, September). *Part II - Walking a mile in the wrong shoes: Helping teachers engage bilingual learners through socially just and culturally responsive practice*. Presented at the Illinois State Board of Education's Bilingual Program Directors' Annual Meeting.

REFEREED SYMPOSIA

1. **Lavigne, A. L., & Good, T. L.** (2018, August). *The problematic relationship of research to practice*. Symposium presented at the Annual Convention of the American Psychological Association. San Francisco, CA.

MEDIA CONTRIBUTIONS & PODCASTS

3. **Lavigne, A. L., & Ford, T.** (2023, September 26). S2/E5: Principals or peers: Who should evaluate teachers? KickUp Podcast: The Best of Us. https://www.kickup.co/blog/the-best-of-us-s2-e5-principals-or-peers-who-should-evaluate-teachers-with-drs-alyson-lavigne-tim-ford?utm_campaign=Lead%20Gen%20Campaign&utm_medium=email&_hsmi=275838508&_hsenc=p2ANqtz-8YPGT06eqmvepxlC_0B_rGJRu4aJguZc69DTax4rWswrCXY28Peno44QAWRvRalDQJez4t_zhaLuP93MmJsgOU0NCBRg&utm_content=275838508&utm_source=hs_automation
2. **Lavigne, A. L., & Good, T. L.** (2020, February 28). Emerging research in educational psychology. <https://podcasts.apple.com/us/podcast/alyson-l-lavigne-thomas-l-good/id1429028409?i=1000466894137>
1. **Lavigne, A. L.** (2015). The Voice on Vialogues: Exploring the intended and unintended consequences of high-stakes teacher evaluation. <https://vialogues.com/vialogues/browse/related/20038>

GRANTS, HONORS, & AWARDS

GRANTS – UNDER REVIEW

- 2024 **Principal Investigator (\$476,958 over 36 months).** *Culturally responsive instructional supervision (CRIS): Utilizing equality and equity feedback and analytics in schools.* Spencer Large Research Grants. (with co-PIs Mette, Ian, Associate Professor, University of Buffalo and Cormier, Dwayne Ray, Culturally Responsive Solutions)

GRANTS – FUNDED (\$112,537 Total Funded)

- 2021 **Principal Investigator (\$19,966 over 12 months).** *The role of fine-grained observation instruments in illuminating opportunity gaps.* Research Catalyst seed grant. Office of Research and Graduate Studies, Utah State University, Logan, UT.
- 2018 **Principal Investigator (\$10,000 over 12 months).** *The effective feedback project.* Grant-writing Experience through Mentorship seed grant. Office of Research and Graduate Studies, Utah State University, Logan, UT.
- 2017 **Co-Principal Investigator (\$80,000 over 36 months).** *Moving beyond effective instruction? Examining how cultural responsiveness extends effective instruction in heterogeneous primary school classrooms.* Young Scholars Program. Jacobs Foundation, Zürich, Switzerland. (with Henrichs, L., Utrecht University, Netherlands)
- 2014 **Principal Investigator (\$1,200 over 12 months).** *Teacher evaluation: School leaders' perceptions and practices.* Faculty Summer Research Grant. Roosevelt University, Chicago, IL.
- 2011 **Principal Investigator (\$1,371 over 12 months).** *Teacher retention project.* Faculty Summer Research Grant. Roosevelt University, Chicago, IL.

GRANTS - NOT FUNDED

- 2020 **Co-Principal Investigator (\$347,189 over 36 months).** *Does principal feedback improve instructional practice?* Spencer Large Research Grants. (with Brazer, D., TeachFX, Director of Professional Development and Formerly Associate Professor, Stanford University)
- 2019 **Principal Investigator (\$50,000 over 30 months).** *How does principal feedback improve instructional practice?* Spencer Small Research Grants.
- 2015 **Co-Principal Investigator (\$49,437).** *Exploring the characteristics and outcomes of Saturday language schools.* Spencer Foundation Small Research Grants. (with Oberg De La Garza, T., Mackinney, E., Maly, M., & Hilvers, J.)
- 2015 **Principal Investigator (\$2,399).** Roosevelt University Faculty Summer Research Grant.
- 2013 **Co-Principal Investigator (\$24,881).** *Care across cultures: Supporting Latino success in schools.* William T. Grant Officers' Grant (with Oberg De La Garza, T., & Roberts, A.)
- 2013 **Co-Principal Investigator (\$264,066).** *District supports and data use study.* Spencer Foundation Initiative on Data Use and Educational Improvement. (with Bozack, A.R., & Niemi, N.S.)
- 2012 **Principal Investigator (\$23,992).** Measures of Effective Teaching Early Career Grants Research Program.
- 2012 **Principal Investigator (\$7,215).** American Psychological Association, Division 15, Early Educational Researcher Career Award.

HONORS & AWARDS

- 2024 **Open Access Funding Initiative Award (\$1500, includes a \$750 departmental match).** Academic year 2024-2025, Digital Initiatives, Merrill-Cazier Library, Utah State University, Logan, UT.
- 2024 **Open Access Funding Initiative Award (\$500, includes a \$250 departmental match).** Academic year 2023-2024, Digital Initiatives, Merrill-Cazier Library, Utah State University, Logan, UT.

HONORS & AWARDS, CONT.

- 2023 **Faculty Sabbatical Leave.** Awarded for 2023-2024 academic year. Utah State University, Logan, UT.
- 2021 **Proposal Writing Institute (PWI) Participant.** Office of Research, Utah State University, Logan, UT.
- 2020 **Faculty Awardee, Presidential Research Doctoral Fellowship (PDRF).** School of Teacher Education and Leadership (TEAL), Utah State University, Logan, UT.
- 2019 **Nomination, Grawemeyer Award in Education.** University of Louisville, Louisville, KY.
- 2016 **Jacobs Young Scholar.** 2017 Jacobs Foundation Conference on “Education in times of increasing cultural and linguistic heterogeneity”. Jacobs Foundation, Zürich, Switzerland.
- 2016 **Honorable Mention for Salsa Dancing in Gym Shoes (with Oberg De La Garza, T.).** Society of Professors of Education Book Award. American Educational Research Association.
- 2016 **Co-awardee (\$500): Discipline-Focused First Year Seminar Award (with Meadows, E.).** Roosevelt University, Chicago IL.
- 2015 **Faculty Research Leave.** Awarded for Spring 2016. Roosevelt University, Chicago, IL.
- 2015 **Routledge Education Author of the Month, March**
- 2015 **CHOICE Highly Recommended Book Designation for Student and Teacher Evaluation**
- 2005 **Graduate College Fellowship (2005-2010).** University of Arizona, Tucson, AZ.
- 2009 **Invited Participant, Division 15 Doctoral Student Research Seminar.** American Psychological Association.
- 2008 **Mary and Maude Miller Scholarship.** University of Arizona, Tucson, AZ.
- 2008 **Erasmus Scholar Award.** University of Arizona, Tucson, AZ.
- 2008 **College of Education Graduate Student Award.** University of Arizona, Tucson, AZ.
- 2008 **Student Travel Award.** American Psychological Association.
- 2008 **Travel Grant Award.** Graduate and Professional Student Council, University of Arizona, Tucson, AZ.
- 2006 **Dixon Turcott Educational Fund Award.** State of New Hampshire
- 2006 **Mary and Maude Miller Scholarship.** University of Arizona, Tucson, AZ.

COURSES TAUGHT

UTAH STATE UNIVERSITY

- TEAL 6050 Theories of Instructional Supervision
- TEAL 6060 Assessment for Curricular Accountability
- TEAL 6190 Theories of Teaching and Learning
- TEAL 6280 Instructional Practices for Diverse Learners
- TEAL 7050 Theories of Instructional Supervision
- TEAL 7060 Assessment Issues in Education
- TEAL 7090 Theories of Organizational Leadership in Education
- TEAL 7820 Special Topics in Teacher Education and Leadership: Research Methodologies for Educational Leadership and Policy
- TEAL 7820 Special Topics in Teacher Education and Leadership: Observing Instructional Practices

ROOSEVELT UNIVERSITY

- EDUC 202 Child & Adolescent Development, Learning and Motivation
- DLTL 410 Foundations of Bilingual & Dual Language Education
- EDUC 402 Child Development, Learning and Motivation (cross-listed with SPED 402 & CHS 457)
- ELOC 534 Quantitative Research Methods
- EDUC 001 College of Education Learning Community First Year Course (co-facilitated)
- EDUC 210 Child Development for Educators
- EDUC 303 Health for Educators
- EDUC 311 Adolescent Development (cross-listed with EDUC 411)
- ELOC 401 Action Research and Data Analysis
- EDUC 407 Topics and Issues in Human Development (cross-listed with SPED 407 & CHS 457)
- ELOC 589 Research Writing I (co-taught with Bloom, L.)

ROOSEVELT UNIVERSITY, CONT.
ELOC 685 Advanced Quantitative Methods

UNIVERSITY OF ARIZONA
EDP 200 Evolution and Human Development

MENTORSHIP

UTAH STATE UNIVERSITY

CHAIR, DOCTORAL COMMITTEE, IN PROGRESS – 5

Sept 2019- Matthew Dias, Ph.D. in Education, School Leadership
Dec 2019- Justin Andersen, Ph.D. in Education, Cultural Studies
May 2021- Jonathan Blake Heaton, Ph.D. in Education, School Leadership
Feb 2024- Bethany McGarry, Ph.D. in Education, School Leadership
May 2024- Mark Lewis, Ph.D. in Education, School Leadership

CO-CHAIR, DOCTORAL COMMITTEE, IN PROGRESS – 1

Mar 2024- Doug Larson, Ph.D. in Education, Instructional Leadership

CHAIR, DOCTORAL COMMITTEE, COMPLETED – 3

2023 Reutzell, C. J. *The influence of secondary principals' perceived trust of assistant principals and central office supervisors on principal self-efficacy for instructional leadership.* Ph.D. in Education, Instructional Leadership
2022 Thomas, K. *Teacher home visits: Changes in perceptions of key stakeholders.* Ph.D. in Education, Instructional Leadership
2021 Nielsen, S. *The roles and responsibilities of the COVID-19 elementary principal in relation to job descriptions and Utah school leadership evaluation metrics: A case study.* Ph.D. in Education, Instructional Leadership

MEMBER, DOCTORAL COMMITTEE, COMPLETED – 6

2024 Kennett, D. *An exploratory and descriptive analysis of the Utah microcredentials participant population.* Ph.D. in Education, Instructional Leadership
2023 Kinder, A. L. *A mixed-methods study investigating how a video club professional development relates to teachers' mindsets, beliefs, and reflections on instructional practices.* Ph.D. in Education, Mathematics Education.
2023 Shouqing, S. *Critical democratic education: A case study on controversy deliberation and its effects among pre-service elementary teachers.* Ph.D. in Education, Cultural Studies.
2022 Campbell, J. E. *Delivering on a promise: A longitudinal cohort study of emergent bilinguals' academic achievement in a Utah dual language program.* Ph.D. in Education, Instructional Leadership.
2021 Ridge, B. L. *Peer-to-peer feedback: An instructional strategy in teacher evaluation.* Ph.D. in Education, Instructional Leadership
2019 Louviere, J. *Persistence impacts on student subgroups that participate in the high impact practice of service learning.* Ph.D. in Education, Instructional Leadership.

MEMBER, DOCTORAL COMMITTEE, IN PROGRESS – 10

Sept 2019- Nick Harris, Ph.D. in Education, Instructional Leadership
Nov 2019- Don Mendenhall, Ph.D. in Education, Instructional Leadership

MEMBER, DOCTORAL COMMITTEE, IN PROGRESS – 10, CONT.

July 2020-	Charles Stewart, Ph.D. in Education, Instructional Leadership
Oct 2020-	Kent Hoffman, Ph.D. in Education, Mathematics Education
Dec 2021-	Ryan Rarick, Ph.D. in Education, Instructional Leadership
Nov 2021-	Jason Hart, Ph.D. in Education, Mathematics Education
Jan 2022-	Daniel Hansen, Ph.D. in Education, Instructional Leadership
Mar 2022-	Joe Cochran, Ph.D. in Education, Cultural Studies
April 2024-	Shari Taylor, Ph.D. in Education, Instructional Leadership
Jan 2024-	Patrick Ocran, Ph.D. in Education, Mathematics Education

UNIVERSITY OF NEW MEXICO

MEMBER, DOCTORAL COMMITTEE, COMPLETED - 1

2024	Kenneth Salazar, Ed.D. in Educational Leadership
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ROOSEVELT UNIVERSITY

MEMBER, DOCTORAL COMMITTEE, COMPLETED – 8

2019	Bogonko, S. <i>Narrative of refugees' resettlement experiences in Illinois</i> . Ed.D. in Educational Leadership.
2019	Walsh, J. <i>Creating docile bodies through teacher evaluation</i> . Ed.D. in Educational Leadership.
2017	Sadeq, R. <i>"I was born to do this": Teacher motivation in a Jordan refugee middle school for boys</i> . Ed.D. in Educational Leadership.
2015	Williams, L. <i>The impact of the Performance Evaluation Reform Act on the practice, evaluation, and professional development of principals in Illinois</i> . Ed.D. in Educational Leadership.
2015	Qualls, K. <i>National Board Certified teachers: Do they walk the walk and talk the talk?</i> Ed.D. in Educational Leadership.
2014	Meunch, C. <i>A quantitative study of teacher evaluation and the knowing- doing gap</i> . Ed.D. in Educational Leadership.
2014	Jesukaitis, C. <i>An analysis of the relationship between intrinsic motivation and student achievement in a diverse Montessori School</i> . Ed.D. in Educational Leadership.
2013	Ganan, B. <i>The Fluidéz en La Lectura Oral (FLO) portion of the Indicadores Dinámicos de Exito en la Lectura (IDEL) and the English Language portion of the Illinois Standard Achievement Test (ISAT): A Correlational Study of Second and Third Grade English Language Learners</i> . Ed.D. in Educational Leadership.

SERVICE

COLLEGE AND UNIVERSITY

UTAH STATE UNIVERSITY

2024-	Member, Science Education Assistant/Associate Professor Search
2024-	Member, Tenure and Promotion Advisory Committee: Cheri Sarmiento
2024-	Member, Promotion Advisory Committee: Ronen Sebag
2024-2025	Ombudsperson (2 Tenure & Promotion Advisory Committees)
2023-	Member, Promotion Advisory Committee: Heather Newell
2023-	Member, Tenure and Promotion Advisory Committee: Tye Campbell
2023-	Member, Tenure and Promotion Advisory Committee: Edgar Díaz
2023-2023	Member, Instructional Leadership Lecturer Search
2022-	Member, Tenure and Promotion Advisory Committee: Kessa Roberts
2022-	Member, Promotion Advisory Committee: Laura Harvey
2022-2023	Member, TEAL Graduate Program Coordinator Search

UTAH STATE UNIVERSITY, CONT.

2022-2023	Ombudsperson (2 Tenure & Promotion Advisory Committees)
2021-2023	Coordinator, Administrative Supervisory Concentration & M.Ed. in Instructional Leadership
2019-2023	Coordinator, Instructional Leadership Program
2019-2023	Coordinator, Instructional Leadership Doctoral Concentration
2021	Member, Ad-hoc Committee on School of Teacher Education and Leadership's Recommendation Regarding the Use of the GRE for Admissions
2020-2021	Member, Instructional Leadership Prof Practice Asst Professor Search
2020-2021	Member, Instructional Leadership Tenure-Track Asst/Assoc Professor Search
2019-2020	Member, Instructional Leadership Clinical Assistant Professor Search
2019-2020	Member, Instructional Leadership Tenure-Track Asst/Assoc Professor Search
2019-2020	Member, Higher Education Assoc Professor Search
2017-2018	Co-Chair, Instructional Leadership Tenure-Track Asst Professor Search
2017-2018	Member, Instructional Leadership Clinical Asst Professor Search

ROOSEVELT UNIVERSITY

2014-2017	Vice Chair, College Council, College of Education
2014-2017	Member, Institutional Review Board
2014-2015	Member, Undergraduate Council
2013-2014	Faculty Fellow, College of Education
2013-2014	Tri-Chair, All Students Subcommittee, Foundations of Excellence
2012-2014	EdTPA Representative, Elementary Education Program, College of Education
2012-2014	PIP/LOOP Representative, Elementary Education Program, College of Education
2013-2014	College of Education Senator, University Senate
2012-2013	Technology Committee, College of Education
2012-2013	Retention Course Committee, College of Education
2012-2013	Member, Student Support Specialist Search Committee, College of Education
2012	ELED Program Review Committee, College of Education
2010-2012	Student Services Committee, College of Education

UNIVERSITY OF ARIZONA

2006	Student Member, Faculty Search Committee (EdP), University of Arizona
2006	Student Member, Admissions Interviews, Teaching and Teacher Education, University of Arizona

STATE

2017-	Member, Utah Consortium for Educational Leadership, UT
2022-2023	Member, Utah's State Standards for Educational Leadership Working Group
2022-2023	Member, Utah's Teacher Evaluation Redesign Working Group
2012- 2013	AIM High Mentor, Companies That Care, Chicago, IL
2012	Program Evaluation Consultant, Chicago Public Schools, Chicago, IL
2011	Children's Home + Aid Presentation, Schaumburg, IL
2011	Data Consultant, Ruiz Elementary School, Chicago, IL
2011	Read Aloud Volunteer, Chicago, IL
	Dumas Technology Academy & Enrico Fermi School for the Performing Arts

NATIONAL & INTERNATIONAL

2024	Ad-hoc Reviewer, <i>Teaching and Teacher Education</i> (1)
2024	Ad-hoc Reviewer, <i>Leadership and Policy in Schools</i> (1)
2024	Secretary, Council of Professors of Instructional Supervision
2024	Proposal Reviewer, American Educational Research Association
2024	Proposal Reviewer, University Council for Educational Administration

NATIONAL & INTERNATIONAL, CONT.

2023	Proposal Reviewer, American Educational Research Association
2023	Proposal Reviewer, University Council for Educational Administration
2023	Ad-hoc Reviewer, <i>Teaching and Teacher Education</i> (1)
2023	Ad-hoc Reviewer, <i>Learning and Instruction</i> (1)
2022	Ad-hoc Reviewer, <i>Review of Educational Research</i> (1)
2022	Ad-hoc Reviewer, <i>Social Psychology of Education</i> (1)
2022	Ad-hoc Reviewer, <i>Learning and Instruction</i> (1)
2022	Ad-hoc Reviewer, <i>Educational Administration Quarterly</i> (1)
2021	Proposal Reviewer, American Educational Research Association
2018-	Editorial Board Member, <i>Educational Assessment, Evaluation and Accountability</i> (5)
2020-2021	Section Co-Chair, Division C, Section 2A: Cognitive and Motivational Processes, AERA Annual Meeting
2021	Ad-hoc Reviewer, <i>Educational Research for Policy and Practice</i> (1)
2021	Ad-hoc Reviewer, <i>Educational Management, Administration & Leadership</i> (1)
2021	Ad-hoc Reviewer, <i>Educational Researcher</i> (1)
2020	Ad-hoc Reviewer, <i>Studies in Educational Evaluation</i> (1)
2020	Ad-hoc Reviewer, <i>School Effectiveness and School Improvement</i> (1)
2020	Ad-hoc Reviewer, <i>Journal of Educational Change</i> (1)
2020	Ad-hoc Reviewer, <i>Education Policy Analysis Archives</i> (1)
2020	Ad-hoc Reviewer, <i>Journal of Educational Administration</i> (1)
2020	Ad-hoc Reviewer, <i>Educational Management, Administration & Leadership</i> (1)
2019	Proposal Reviewer, University Council for Educational Administration
2019	Ad-hoc Reviewer, <i>Studies in Educational Evaluation</i> (1)
2019	Ad-hoc Reviewer, <i>International Journal of Multicultural Education</i> (1)
2019	Ad-hoc Reviewer, <i>Learning and Individual Differences</i> (1)
2019	Ad-hoc Reviewer, <i>Educational Management, Administration & Leadership</i> (1)
2018-2019	Section Co-Chair, Division C, Section 2b: Learning and Motivation in Social and Cultural Contexts, AERA Annual Meeting
2018	Ad-hoc Reviewer, Programme Council for Practice-Oriented Research
2017	Ad-hoc Reviewer, <i>International Journal of Multicultural Education</i> (1)
2017	Ad-hoc Reviewer, <i>Educational Assessment, Evaluation and Accountability</i> (1)
2014-2017	Member, Affirmative Action Council, Division C, AERA
2015	Ad-hoc Reviewer, <i>Educational Administration Quarterly</i> (1)
2015	Mentor, Graduate Student Seminar, Division C, AERA
2011-2015	Reviewer, Annual Meeting Proposal Submissions, Division C, AERA
2015	Ad-hoc Reviewer, <i>Educational Policy</i> (1)
2011-2014	Member, Paul R. Pintrich Dissertation Awards Committee, Division 15, APA
2014	Ad-hoc Reviewer, <i>Teachers College Record</i> (1)
2013-2014	Ad-hoc Reviewer, <i>Teaching and Teacher Education</i> (1)
2013-2014	Chair, Affirmative Action Council, Division C, AERA
2012-2013	Co-Chair, Affirmative Action Council, Division C, AERA
2012	Ad-hoc Reviewer, <i>American Educational Research Journal: Teaching, Learning, and Human Development</i> (1)
2007-2011	Member, Affirmative Action Committee, Division C, AERA
2007-2010	Campus Liaison, University of Arizona, AERA

SELECTED PROFESSIONAL EXPERIENCE, AFFILIATIONS, EXPERTISE

RELATED PROFESSIONAL EXPERIENCE

2024-	Senior Expert (Consultant) of Teacher Observation & Feedback. Intentional School Leaders.
2023-2024	Independent Consultant w/ Dr. Mary Lynne Derrington, Utah Association of Charter Public Schools. Directors' Lunchtime Series Presentation and Book Study.
2022	Independent Consultant, Utah State Board of Education. Extended series for the School Leadership Community of Practice.
2015 – 2016	Consultant, Dual Language Education Edward N. Hurley Fine & Performing Arts Magnet School, Chicago Public Schools

CURRENT PROFESSIONAL AFFILIATIONS

American Educational Research Association
Council of Professors of Instructional Supervision

SELECTED PROFESSIONAL DEVELOPMENT

2024	Sparkshop – Diversity Mentorship and Inclusive Teaching (Engage) Badge, Empowering Teaching Excellence, Utah State University
2024	Plan Teaching Excellence Pathway (Engage) Badge, Empowering Teaching Excellence, Utah State University
2024	Foundations of USU Teaching (Engage) Badge, Empowering Teaching Excellence, Utah State University
2021	PSY 7650: Multilevel Modeling (audited at Utah State University)
2021	EDUC 6560: Introduction to R (audited at Utah State University)

SELECTED PROFESSIONAL DEVELOPMENT, CONT.

2020	Using Course Evaluations to Connect with Students, Utah State University
2020	The Formative Feedback Assessment Tool, Utah State University
2019	Deloitte Courageous Principals Training, Deloitte University
2019	Teaching Documentation Workshop, Utah State University
2017	Trained Observer, Culturally Responsive Instruction Observation Protocol (CRIOP)
2017	Trained Observer, Classroom Assessment Scoring System (CLASS)
2017	Foundations of USU Teaching – Engage Badge
2014-2015; 2017	La Cosecha: A Conference on Dual Language Education ~ School Site Visits
2014	Using NAEP Data on the Web for Educational Policy Research, Annual Meeting of the American Educational Research Association
2014	Beginner Spanish III, Multilingual Connections