

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

2017- 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

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

FAY SCHOOL | SOUTHBOROUGH, MA

2001 Summer Teacher Summer School

PUBLICATIONS

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

REFEREED ARTICLES

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)
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>

PUBLICATIONS: REFEREED ARTICLES, CONT.

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)
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)

REFEREED RESEARCH, POLICY, AND PRACTICE BRIEFS & BLOGS

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

REFEREED 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

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

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

6. **Lavigne, A. L.**, Mackinney, E., & Oberg De La Garza, T. (in press, anticipated publication date 2021). 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.

BOOK CHAPTERS, CONT.

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

UNDER REVIEW & IN REVISION

10. **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
9. **Lavigne, A. L.**, & Good, T. L. (accepted). Using classroom observation to answer the question: Do schools provide equitable learning opportunities? *Educational Policy Analysis Archives.*
8. Mendenhall, D. R.*, & **Lavigne, A. L.** (submitted, December 1st, 2020). Beginning steps towards video and online professional development. *Educational Leadership.*
7. Ford, T., & **Lavigne, A. L.** (under review, submitted June 18th, 2021). Does it matter who evaluates teachers? Investigating the association between principal- and teacher-led evaluation and change in teacher motivation and practice. *Educational Policy.*

PUBLICATIONS: UNDER REVIEW & IN REVISION, CONT.

6. Henrichs, L., & **Lavigne, A. L.** (being revised for submission). Exploring cultural responsiveness in a Dutch language immersion school: Three elementary school teacher case portraits of practices and beliefs.
5. **Lavigne, A. L.**, Henrichs, L., Acosta Feliz, J. A.*, & Shao, S.* (3rd resubmission, submitted on August 23rd, 2021). Exploring 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*.
4. **Lavigne, A. L.**, & Good, T. L. (accepted). A response to: What do you think have been the benefits, and problems, so far with the Every Student Succeeds Act? Classroom Q & A with Larry Ferlazzo, *Education Week*.
3. Leu, S., Walls, J., **Lavigne, A. L.**, & Washburn, K.* (conditional acceptance, resubmitted June 21st, 2021). Exploring the intersections of cultural sustenance and care: Toward a vision of culturally and linguistically sustaining school leadership. *Journal of School Leadership*.
2. Marx, S., Braden, S., Hawkman, A., **Lavigne, A. L.** (being revised for submission). “I didn’t quit. The system quit me.”: Why teachers of color leave teaching.
1. **Lavigne, A. L.**, & Mackinney, E. (being revised for submission). Predictors of bilingual teachers’ culturally responsive teaching self-efficacy.

PRESENTATIONS (Student*)

REFEREED

38. Leu Bonanno, S. E., 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].
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].

PRESENTATIONS: REFEREED, CONT.

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.
23. Olson, A., Mendez, J., **Lavigne, A.**, & Castrellón, 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.

PRESENTATIONS: REFEREED, CONT.

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.
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.

PRESENTATIONS: REFEREED, CONT.

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.
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.
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

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.

PRESENTATIONS: INVITED, CONT.

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.
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

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 – 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.)

GRANTS, HONORS, & AWARDS: GRANTS - NOT FUNDED, CONT.

- 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

- 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 (current)

COURSES TAUGHT: UTAH STATE UNIVERSITY, CONT.

- 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.)
ELOC 685	Advanced Quantitative Methods

UNIVERSITY OF ARIZONA

EDP 200	Evolution and Human Development
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MENTORSHIP

UTAH STATE UNIVERSITY

CHAIR, DOCTORAL COMMITTEE, IN PROGRESS – 6

Sept 2019	Matthew Dias, Ph.D. in Education, Instructional Leadership
Sept 2019	Cody Reutzler, Ph.D. in Education, Instructional Leadership
Sept 2019	Kevin Thomas, Ph.D. in Education, Instructional Leadership
Dec 2019	Justin Andersen, Ph.D. in Education, Cultural Studies
May 2021	Jonathan Blake Heaton, Ph.D. in Education, Instructional Leadership

CHAIR, DOCTORAL COMMITTEE, COMPLETED – 1

2021	Nielsen, S. <i>The roles and responsibilities of the COVID-19 elementary principal in relation to job descriptions and Utah school leadership evaluation metrics: A case study.</i> Ph.D. in Education, Instructional Leadership
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MEMBER, DOCTORAL COMMITTEE, COMPLETED – 1

2019	Louviere, J. <i>Persistence impacts on student subgroups that participate in the high impact practice of service learning.</i> Ph.D. in Education, Instructional Leadership.
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MEMBER, DOCTORAL COMMITTEE, IN PROGRESS – 9

June 2019	Eric Campbell, Ph.D. in Education, Instructional Leadership
Sept 2019	Nick Harris, Ph.D. in Education, Instructional Leadership
Sept 2019	Brady Ridge, Ph.D. in Education, Instructional Leadership
Nov 2019	Don Mendenhall, Ph.D. in Education, Instructional Leadership
Dec 2019	Shouqing Si, Ph.D. in Education, Cultural Studies
July 2020	Charles Stewart, Ph.D. in Education, Instructional Leadership
Nov 2020	Amy Kinder, Ph.D. in Education, Mathematics Education
Oct 2020	Kent Hoffman, Ph.D. in Education, Mathematics Education
May 2021	Daron Kennett, Ph.D. in Education, Instructional Leadership

ROOSEVELT UNIVERSITY

MEMBER, DOCTORAL COMMITTEE, COMPLETED – 8

- 2019 Bogonko, S. *Narrative of refugees' resettlement experiences in Illinois*. Ed.D. in Educational Leadership.
- 2019 Walsh, J. *Creating docile bodies through teacher evaluation*. Ed.D. in Educational Leadership.
- 2017 Sadeq, R. *"I was born to do this": Teacher motivation in a Jordan refugee middle school for boys*. Ed.D. in Educational Leadership.
- 2015 Williams, L. *The impact of the Performance Evaluation Reform Act on the practice, evaluation, and professional development of principals in Illinois*. Ed.D. in Educational Leadership.
- 2015 Qualls, K. *National Board Certified teachers: Do they walk the walk and talk the talk?* Ed.D. in Educational Leadership.
- 2014 Meunch, C. *A quantitative study of teacher evaluation and the knowing- doing gap*. Ed.D. in Educational Leadership.
- 2014 Jesukaitis, C. *An analysis of the relationship between intrinsic motivation and student achievement in a diverse Montessori School*. Ed.D. in Educational Leadership.
- 2013 Ganan, B. *The Fluidez 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*. Ed.D. in Educational Leadership.

SERVICE

COLLEGE AND UNIVERSITY

UTAH STATE UNIVERSITY

- 2021-2019-2019-2021 Coordinator, Administrative Supervisory Concentration & M.Ed. in Instructional Leadership
Coordinator, Instructional Leadership Program
Coordinator, Instructional Leadership Doctoral Concentration
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
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

- 2021 Proposal Reviewer, American Educational Research Association
2018- Editorial Board Member, *Educational Assessment, Evaluation and Accountability* (4)
2020-2021 Section Co-Chair, Division C, Section 2A: Cognitive and Motivational Processes, AERA Annual Meeting
2021 Ad-hoc Reviewer, *Educational Research for Policy and Practice* (1)
2021 Ad-hoc Reviewer, *Educational Management, Administration & Leadership* (1)
2021 Ad-hoc Reviewer, *Educational Researcher* (1)
2020 Ad-hoc Reviewer, *Studies in Educational Evaluation* (1)
2020 Ad-hoc Reviewer, *School Effectiveness and School Improvement* (1)
2020 Ad-hoc Reviewer, *Journal of Educational Change* (1)
2020 Ad-hoc Reviewer, *Education Policy Analysis Archives* (1)
2020 Ad-hoc Reviewer, *Journal of Educational Administration* (1)
2020 Ad-hoc Reviewer, *Educational Management, Administration & Leadership* (1)
2019 Proposal Reviewer, University Council for Educational Administration
2019 Ad-hoc Reviewer, *Studies in Educational Evaluation* (1)
2019 Ad-hoc Reviewer, *International Journal of Multicultural Education* (1)
2019 Ad-hoc Reviewer, *Learning and Individual Differences* (1)
2019 Ad-hoc Reviewer, *Educational Management, Administration & Leadership* (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, *International Journal of Multicultural Education* (1)
2017 Ad-hoc Reviewer, *Educational Assessment, Evaluation and Accountability* (1)
2014-2017 Member, Affirmative Action Council, Division C, AERA
2015 Ad-hoc Reviewer, *Educational Administration Quarterly* (1)
2015 Mentor, Graduate Student Seminar, Division C, AERA
2011-2015 Reviewer, Annual Meeting Proposal Submissions, Division C, AERA
2015 Ad-hoc Reviewer, *Educational Policy* (1)
2011-2014 Member, Paul R. Pintrich Dissertation Awards Committee, Division 15, APA
2014 Ad-hoc Reviewer, *Teachers College Record* (1)
2013-2014 Ad-hoc Reviewer, *Teaching and Teacher Education* (1)
2013-2014 Chair, Affirmative Action Council, Division C, AERA
2012-2013 Co-Chair, Affirmative Action Council, Division C, AERA
2012 Ad-hoc Reviewer, *American Educational Research Journal: Teaching, Learning, and Human Development* (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

2015 – 2016 Consultant, Dual Language Education
Edward N. Hurley Fine & Performing Arts Magnet School, Chicago Public Schools

CURRENT PROFESSIONAL AFFILIATIONS

American Educational Research Association

SELECTED PROFESSIONAL DEVELOPMENT

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