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Curry School of Education
University of Virginia
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Education

Ph.D., Educational Psychology and Research (2004)
University of South Carolina

M.S., Psychology (1996)
Augusta State University

B.A., Psychology (1994)
University of Georgia

Professional Experience

Associate Professor – (2013 to present) Research, Statistics, and Evaluation Program, Department of Leadership, Foundations, and Policy, Curry School of Education, University of Virginia

Assistant Professor – (2008 to 2013) Research, Statistics, and Evaluation Program, Department of Leadership, Foundations, and Policy, Curry School of Education, University of Virginia

Assistant Assessment Specialist and Assistant Professor of Graduate Psychology – (June 2004 to 2008) Center for Assessment and Research Studies, James Madison University

Gulliksen Fellow – (2003 to 2004) Educational Testing Service

Graduate Student Manager – (2002 to 2003) Office of Program Evaluation, College of Education, University of South Carolina

Graduate Student Associate Manager – (2001 to 2002) Office of Program Evaluation, College of Education, University of South Carolina

Research Assistant – (2000 to 2001) College of Education, University of South Carolina

Psychologist III – (1997 to 2001) Reception and Evaluation Center, Department of Juvenile Justice, Columbia, SC

Mental Health Specialist – (1996 to 1997) Columbia Training Center, Corrections Corporation of America, Columbia, SC

Journal and Book Publications (*student coauthor)

- *Meyer, J. P., Doromal, J., Wei, X., & Zhu, S. (2016). *A criterion-referenced approach to student ratings of instruction*. Manuscript submitted for publication.
- Meyer, J. P. (in press). jMetrik. In Van Der Linden, W. (Ed.). *Handbook of Item Response Theory, Volume 3*. Boca Raton, FL: Taylor & Francis.
- *Huang, F., Cornell, D., Konold, T., Meyer, P., Lacey, A., Nekvasil, E., Heilbrun, A., & Shukla, K. (2015). Multilevel factor structure and concurrent validity of the teacher version of the authoritative school climate survey. *Journal of School Health, 85*, 843-851.
- *Broderick, N., Wade, J. L., Meyer, J. P., Hull, M., Reeve, R.E. (2015). Model invariance across genders of the broad autism phenotype questionnaire, *Journal of Autism and Development Disorders* [Epublication ahead of print]. DOI 10.1007/s10803-015-2472-z
- *Konold, T., Cornell, D., Huang, F., Meyer, P. Lacey, A., Nekvasil, E., Heilbrun, A., Shukla, K. (2014). Multi-level multi-informant structure of the Authoritative School Climate Survey. *School Psychology Quarterly, 29*, 238-255.
- Meyer, J. P. (2014). *Applied measurement with jMetrik*. New York: Routledge.
- *Meyer, J. P., Liu, X., & Mashburn, A. J. (2014). A practical solution to optimizing the reliability of teacher observation measures under budget constraints. *Educational and Psychological Measurement, 74*, 280-291. DOI: 10.1177/0013164413508774
- Mashburn, A. J., Meyer, J. P., Allen, J. P., & Pianta, R. C. (2014). The effect of observation length and presentation order on the reliability and validity of classroom observations. *Educational and Psychological Measurement, 74*, 400-422. DOI: 10.1177/0013164413515882
- *Kennedy, M. J., Thomas, C. N., Meyer, J. P., Alves, K., & Lloyd, J., W. (2014). Using evidence-based multimedia to improve vocabulary performance of adolescents with LD: A UDL approach. *Learning Disability Quarterly, 37*, 71-86.
- *Walkowiak, T. A., Berry, R. Q., Meyer, J. P., Rimm-Kaufman, S. E., & Ottmar, E. R. (2014). Introducing an observational measure of standards-based mathematics teaching practices: Evidence of validity and score reliability. *Educational Studies in Mathematics*, 1-20. doi: 10.1007/s10649-013-9499-x
- *Meyer, J. P., & Zhu, Shi (2013). Fair and equitable measurement of student learning in MOOCs: an introduction to item response theory, scale linking, and score equating. *Journal of Research and Practice in Assessment, 8*, 26-39.
- Meyer, J. P., & Seaman, M. A. (2013). A comparison of the exact Kruskal-Wallis distribution to asymptotic approximations for sample sizes up to 105. *Journal of Experimental Education, 81*, 1-18.
- *Meyer, J. P., & Hailey, E. (2012). A study of Rasch, partial credit, and rating scale mode parameter recovery in WINSTEPS and jMetrik. *Journal of Applied Measurement, 13*, 248-258.

- *McKenna, M. C., Conradi, K., Lawrence, C., Jang, B. G., & Meyer, J. P. (2012). Reading attitudes of middle school students: Results of a U. S. survey. *Reading Research Quarterly*, 47(3), 283-306.
- Schneider, C. M., Meyer, J. P. (2012). Investigating the efficacy of a professional development program in formative classroom assessment in middle school English language arts and mathematics. *Journal of Multidisciplinary Evaluation*, 8(17),1-24.
- *Meyer, J. P., Cash, A., Mashburn, A. (2011). Occasions and the reliability of classroom observations: Alternative conceptualizations and methods of analysis. *Educational Assessment*, 16, 227-243.
- Meyer, J. P. (2010). A mixture Rasch model with item response time components. *Applied Psychological Measurement*, 34, 521-538.
- Meyer, J. P. (2010). *Understanding measurement: Reliability*. New York: Oxford University Press.
- Huynh, H., & Meyer, J. P. (2010). Use of robust z in detecting unstable items in item response theory models. *Practical Assessment, Research and Evaluation*, 15(2). Available online: <http://pareonline.net/getvn.asp?v=15&n=2>.
- Meyer, J. P. (2010). Eqboot and eqwinboot: Java applications for estimating equating constants and the standard error of equating using IRT methods. *Applied Psychological Measurement*, 34, 66-67.
- Finch, H., Barton, K., & Meyer, J. P. (2009). Differential item functioning for accommodated versus nonaccommodated students. *Educational Assessment*, 14, 38-56.
- *Meyer, J. P., & Setzer, J. C. (2009). A comparison of bridging methods in the analysis of NAEP trends with the new race subgroup definitions. *Journal of Educational Measurement*, 46, 104-128.
- Meyer, J. P., & Huynh, H. (2008). On the use of covariates in bridging single-race and multiple-race categories. *Journal of Experimental Education*, 77(1), 69-94.
- Meyer, J. P. (2005). An ability and response time item characteristic surface [cover visual and narrative]. *Educational Measurement: Issues and Practices*, 24(2), 1-2.
- Liu, X., & Meyer, J. P. (2005). Teachers' perceptions of their jobs: A multilevel analysis of the Teacher Follow-up Survey 1994-95. *Teachers College Record*, 107, 985-1003.
- Huynh, H., Barton, K., Meyer, J. P., Porchea, S., & Gallant, D. (2005). Consistency and predictive nature of vertically moderated standards for South Carolina's 1999 Palmetto Achievement Challenge Tests of language arts and mathematics. *Applied Measurement in Education*, 18, 115-128.
- Meyer, J. P., Huynh, H., & Seaman, M. A. (2004). Exact small-sample differential item functioning methods for polytomous items with illustration based on an attitude survey. *Journal of Educational Measurement*, 41, 331-344.
- Huynh, H., Meyer, J. P., & Gallant, D. (2004). Comparability of student performance between regular and oral administrations for a high-stakes mathematics test. *Applied Measurement in Education*, 17, 39-57.
- Huynh, H., & Meyer, J. P. (2003). Maximum information approach to scale description for affective measures based on the Rasch model. *Journal of Applied Measurement*, 4, 101-110.

Refereed National and International Conference Presentations (*student coauthor)

- *Meyer, J. P., Doromal, J., Wei, X., & Zhu, S. (2016, April). *Psychometric characteristics and item category maps for a student evaluation of teaching*. Paper accepted for presentation at the annual meeting of the National Council on Measurement in Education.
- *Wei, X., Meyer, J. P., & Invernizzi, M. (2016, April). *An EIRM approach for studying latent growth in alphabet knowledge among kindergarteners*. Paper accepted for presentation at the annual meeting of the National Council on Measurement in Education.
- *Brunnert, K., Maynes, D., Skorupski, W., Lai, K., Thomas, S., & Meyer, J. P. (2014, September). *Hercule Poirot, Sherlock Holmes, Nancy Drew: Multiple detectives investigate invalid scores*. Conference on Test Security, Iowa City, Iowa.
- Meyer, J. P. (2015, April). Item response theory with jMetrik and psychometric programming with Java. Workshop at the
- Meyer, J. P., & Mashburn, A., J. (2014, April). *Rating design and the reliability and validity of teaching observations*. Paper presented at the National council on Measurement in Education, Philadelphia.
- *Hutchinson, C., & Meyer, J. P. (2014, April). *Validating a mathematics interim assessment with cognitively diagnostic error categories*. Paper presented at the National council on Measurement in Education, Philadelphia.
- *Meyer, J. P., Liu, X., & Mashburn, A. (2013, April). *How much reliability can you afford? Optimizing the reliability of teacher observation measures under budget constraints*. Paper presented at the National council on Measurement in Education, San Francisco.
- *Meyer, J. P., & Wei, X. (2013, April). *Evaluation of four robust z procedures for detecting item parameter drift in the 3PLM*. Paper presented at the National council on Measurement in Education, San Francisco.
- Mashburn, A., & Meyer, J. P. (2012, May). *Rating Procedures to Improve the Reliability and Validity of Classroom Observations*. Paper presented at the William T. Grant and Spencer Foundation Measurement Grantees Meeting, Chicago.
- *Meyer, J. P., & Hailey, E. (2012, April). *A study of Rasch, partial credit, and rating scale mode parameter recovery in WINSTEPS and jMetrik*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC.

- *Hull, M. F., Meyer, J. P., Hutchinson, C. (2011, April). *Mixture models and the magic number "4": Nonnormal distributions and the identification of spurious classes*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Meyer, J. P. (2011, April). *The influence of model misspecification on item parameter drift statistics*. Paper presented at the annual meeting of the National Council on Measurement in Education, New Orleans, LA.
- Meyer, J. P. (2011, April). *Invited Symposium presenter: Award winning research from NCME 2010 award recipients*. Presentation at the annual meeting of the National Council on Measurement in Education, New Orleans, LA.
- Meyer, J. P. (2010, July). *jMetrik: Open source psychometric software*. Paper presented at the annual meeting of the Psychometric Society, Athens, GA.
- *Walkowiak, T. A., Berry, III, R. Q., McCracken, E. R., Rimm-Kaufman, S. E., Merritt, E. G., & Meyer, J. P. (2010, April). *Introducing an Observational Measure of Mathematics Instructional Quality*. (Poster Presentation at Research Pre-session of National Council of Teachers of Mathematics Annual Meeting, San Diego, CA).
- Meyer, J. P., & Huynh, H. (2010, April). *Evaluation of the Robust z Method of Identifying Unstable Items and Estimating IRT Equating Coefficients*. Paper presented at the annual meeting of the National Council on Measurement in Education, Denver.
- Schneider, C., M., & Meyer, J. P. (2010, April). *Three-Year Summary of Effect of a Professional Development Program in Classroom Assessment on Student Achievement*. Paper presented at the annual meeting of the American Educational Research Association, Denver.
- *Meyer, J. P., Henry, A., & Mashburn, A. (2009, October). *The influence of occasions on the reliability of classroom observations: an application of multivariate Generalizability Theory*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Rocky Mount, CT.
- *Walkowiak, T. A., Berry, R. Q., McCracken, E. R., Rimm-Kaufman, S. E., & Meyer, J. P. (2009, September). *The Validation of an Observational Measure of Mathematics Instruction*. (Poster Presentation at the Psychology of Mathematics Education Conference, North American Chapter, Atlanta, GA).
- Meyer, J. P., & Barton, K. (2009, April). *An examination of the influence of common item sampling on the standard error of equating*. Paper presented at the annual meeting of the National Council on Measurement in Education, San Diego.
- Huynh, H., & Meyer, J. P. (2009, April). *Use of robust z in detecting unstable items in 2PL and 3PL models*. Paper presented at the annual meeting of the National Council on Measurement in Education, San Diego.
- *Schneider, C., Meyer, J. P., & Cid, J. (2009, April). *Three-year summary of the effect of a professional development program in classroom assessment*. Paper presented at the American Educational Research Association, San Diego.

- *Cid, J., & Meyer, J. P. (2008). *Examination of the psychometric properties of an honor code test*. Poster presented at the annual meeting of the Association for Psychological Science, Chicago, IL.
- Meyer, J. P. (2008, March). *A mixture Rasch model with item response time components: Estimation of examinee behavior and proficiency*. Paper presented at the annual meeting of the National Council on Measurement in Education, New York.
- Meyer, J. P., & Seaman, M. A. (2008, March). *A comparison of the exact Kruskal-Wallis distribution to asymptotic approximations for $N \leq 105$* . Paper presented at the annual meeting of the American Educational Research Association, New York.
- *Meyer, J. P., & Setzer, J. C. (2007, October). *A comparison of bridging methods in the analysis of NAEP trends with the new race subgroup definitions*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Rocky Mount, CT.
- *Schneider, C., Meyer, J. P., Miller, B. J., & Lottridge, S. (2007, April). *The effect of a professional development program in classroom assessment on teacher assessment skill*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- *Schneider, C., Meyer, J. P., Lottridge, S., Miller, B. J., & Kaliski, P. K. (2007, April). *The effect of classroom assessment professional development on English language arts and mathematics student achievement*. Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago.
- *Meyer, J. P., & Setzer, J. C. (2007, April). *An explanatory item response model analysis of a diagnostic measure to facilitate classroom instruction*. Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago.
- *Lau, A. R., Finney, S.J. & Meyer, J. P. (2007, April). *Measuring Diversity Orientation: The Miville-Guzman Universality-Diversity Scale*. Poster presented at the annual meeting of the American Educational Research Association, Chicago.
- Meyer, J. P., & Wise, S. L. (2006). *Including item response time in a distractor analysis via multivariate kernel smoothing*. Paper presented at the annual meeting of the National Council on Measurement in Education, San Francisco.
- Meyer, J. P., & Seaman, M. A. (2006). *Expanded tables of the Kruskal-Wallis H statistic*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Finch, H., Barton, K., & Meyer, J. P. (2006). *Differential item functioning for accommodated versus not accommodated students*. Paper presented at the annual meeting of the National Council on Measurement in Education, San Francisco.
- *Kissel, H., Meyer, J. P., & Liu, X. (2006). *Successful retention of new and minority teachers: Results from SASS and TFS*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Huynh, H., Barton, K., Meyer, J. P., Porchea, S., & Gallant, D. (2004, June). *Vertically Moderated Standards for SC PACT 1999 Assessments of English Language Arts and Mathematics: A Look Back from Adjacent-Grade Student Data*. Paper presented at the 2004 CCSSO Large Scale Assessment Conference, Boston.

- Meyer, J. P., McClellan, C. M., & Huynh, H. (2004, April). *Background information methods for the analysis of mixed groups with application to multi-racial NAEP data*. Paper presented at the 2004 annual meeting of the American Educational Research Association, San Diego.
- Meyer, J. P., Kim, D. H., & Yap, C. C. (2004, April). *Tracking aggregate level attitude change with an item category map*. Paper presented at the 2004 annual meeting of the National Council on Measurement in Education, San Diego.
- Kim, D. H., Meyer, J. P., & Yap, C. C. (2004, February). *A comparison of survey analysis methods: Traditional and item category mapping analysis*. Paper presented at the 2004 meeting of the South Carolina Educators for the Practical Use of Research, Columbia, SC.
- Meyer, J. P., & Hombo, C. M. (2003, April). *The impact of multiracial response data on NAEP scores*. Paper presented at the 2003 meeting of the American Educational Research Association, Chicago.
- Huynh, H., & Meyer, J. P. (2003, April). *Decomposition of Rasch partial credit items and applications*. Paper presented at the 2003 annual meeting of the American Educational Research Association, Chicago.
- Liu, X., & Meyer, J. P. (2003, February). *Teachers' perceptions of their jobs: a multilevel analysis of the Teacher Follow-up Survey 1994-95*. Paper presented at the 2003 meeting of the South Carolina Educators for the Practical Use of Research, Columbia, SC.
- Meyer, J. P., & Yap, C. C. (2003, February). *Diagnosis and prescription in program evaluation using a maximum information approach to item mapping and scale description*. Paper presented at the 2003 meeting of the South Carolina Educators for the Practical Use of Research.
- Meyer, J. P., Huynh, H., & Seaman, M. A. (2002, April). *On the use of nonparametric statistics in DIF analysis*. Paper presented at the 2002 meeting of the South Carolina American Statistical Association, Columbia, South Carolina.
- Meyer, J. P., Huynh, H., & Seaman, M. A. (2002, February). *Differential item functioning methods based on small samples: An illustration based on attitudinal items*. Paper presented at the 2002 meeting of the South Carolina Educators for the Practical Use of Research, Columbia.
- Meyer, J. P., & Huynh, H. (2002, April). *Maximum information and fixed-probability approaches to scale description for affective measures based on the Rasch model*. Paper presented at the 2002 meeting of the American Educational Research Association, New Orleans.
- Huynh, H., Meyer, J. P., & Gallant, D. (2002, April). *On comparability of scores for accommodated and non-accommodated testings for a high school exit examination*. Paper presented at the 2002 meeting of the National Council on Measurement in Education, New Orleans.
- Huynh, H., Meyer, J. P., & Barton, K. (2000). *Technical Documentation for the 1999 Palmetto Achievement Challenge Tests of reading/English language arts and mathematics grades 3 through 8*. Columbia: Available from the South Carolina Department of Education Office of Student Assessment.
- Meyer, J. P., Fisher, S., & Johnson, R. L. (2000, February). *Aligning curriculum, instruction, and assessment in a standards-driven system: The results of a teacher support project*. Paper

presented at the annual meeting of the South Carolina Educators for the Practical Use of Research, Columbia, SC.

- Meyer, J. P. (1996). The effects of dogmatism and the need for cognition on attitude polarization using gustatory stimuli. Thesis submitted in partial fulfillment of the requirements of Master of Science in Psychology at Augusta State University, Augusta, GA.
- Meyer, J. P., Blanchard, J, Hobbs, S., & Elkins, R. L. (1996, March). *Open field activity in rats selectively bred for taste aversion conditionability*. Paper presented at the annual meeting of the Southeastern Psychological Association, Norfolk, VA.
- Reeves, R. A., Weyermann, A. G., Bradley, J. M., Powell, L. R., & Meyer, J. P. (1996, March). *Having or being? Materialism, well-being and social support*. Poster session presented at the annual meeting of the Southeastern Psychological Association, Norfolk, VA.

Workshops and Invited Presentations

- Meyer, J. P. (2016, January). *Item response theory with jMetrik short course*. University of Virginia, Charlottesville, VA.
- Konold, T.R., & Meyer, J. P. (2016, January). *Defining levels of proficiency on high stakes credentialing examinations*. CFA Institute, Miami, FL.
- Meyer, J. P., & Konold, T.R. (2015, November). *Defining levels of proficiency on high stakes credentialing examinations*. CFA Institute, Charlottesville, VA.
- Meyer, J. P., & Konold, T.R. (2015, May). *Defining levels of proficiency on high stakes credentialing examinations*. CFA Institute, Charlottesville, VA.
- Konold, T.R., & Meyer, J. P. (2015, July). *Defining levels of proficiency on high stakes credentialing examinations*. CFA Institute, Charlottesville, VA.
- Konold, T.R., Meyer, J. P., & Brigham, R. (2015, June). *Defining levels of proficiency on high stakes credentialing examinations*. CFA Institute, Washington, D.C.
- Meyer, J. P. (2015, April). *Item response theory with jMetrik and psychometric programming with Java*. Workshop presented during the annual meeting of the National council on Measurement in Education, Chicago, IL.
- Konold, T.R., & Meyer, J. P. (2015, January). *Defining levels of proficiency on high stakes credentialing examinations*. CFA Institute, Miami, FL.
- Meyer, J. P. (2015, January). *Item response theory with jMetrik short course*. University of Virginia, Charlottesville, VA.

- Meyer, J. P. (2014, October). *Item response theory with jMetrik*. Workshop presented during the annual meeting of the Northeastern Educational Research association, Trumbull, Connecticut.
- Meyer, J. P., & Konold, T.R. (2014, November). *Defining levels of proficiency on high stakes credentialing examinations*. CFA Institute, Charlottesville, VA.
- Meyer, J. P. (2014, August). *Applied measurement with jMetrik short course*. University of Virginia, Charlottesville, VA.
- Konold, T.R., & Meyer, J. P. (2014, July). *Defining levels of proficiency on high stakes credentialing examinations*. CFA Institute, Charlottesville, VA.
- Konold, T.R., Meyer, J. P., & Brigham, R. (2014, June). *Defining levels of proficiency on high stakes credentialing examinations*. CFA Institute, Washington, D.C.
- Meyer, J. P. (2014, January). *Applied measurement with jMetrik short course*. University of Virginia, Charlottesville, VA.
- Konold, T.R., & Meyer, J. P. (2014, January). *Defining levels of proficiency on high stakes credentialing examinations*. CFA Institute, Miami, FL.
- Meyer, J. P. (2013, August). *Applied measurement with jMetrik short course*. University of Virginia, Charlottesville, VA.
- Meyer, J. P., & Wei, X. (2013, April). *Item response theory linking and equating with jMetrik*. Workshop presented during the annual meeting of the National Council on Measurement in Education, San Francisco.
- Konold, T.R., Meyer, J. P., & Brigham, R. (2013, June). *Defining levels of proficiency on high stakes credentialing examinations*. CFA Institute, Charlottesville, VA.
- Konold, T.R., & Meyer, J. P. (2013, July). *Defining levels of proficiency on high stakes credentialing examinations*. CFA Institute, Charlottesville, VA.
- Meyer, J. P. (2013, January). *Applied measurement with jMetrik short course*. University of Virginia, Charlottesville, VA.
- Konold, T.R., & Meyer, P. (2012, December). *Defining levels of proficiency on high stakes credentialing examinations*. CFA Institute, Miami, FL.
- Meyer, J. P. (2012, August). *Applied measurement with jMetrik short course*. University of Virginia, Charlottesville, VA.
- Konold, T.R., Fan, X., Brigham, R., & Meyer, P. (2012, June). *Defining levels of proficiency on high stakes credentialing examinations*. CFA Institute, Washington, DC.
- Meyer, J. P. (2012, June). *Features of jMetrik for nonparametric and parametric item response theory*. Invited presentation for the American Institutes for Research Psychometrician Group Meeting, Washington, D.C.

- Meyer, J. P. (2012, January). *Applied measurement with jMetrik short course*. University of Virginia, Charlottesville, VA.
- Meyer, J. P. (2011, October). *An introduction to jMetrik: A free and open source software program for comprehensive psychometric analysis*. Northeastern Educational Research Association, Rocky Hill, CT.
- Meyer, J. P. (2011, August). *Applied measurement with jMetrik 2.0: A software workshop for measurement practitioners*. University of Virginia, Charlottesville, VA.
- Konold, T.R., Fan, X., Brigham, R., & Meyer, P. (2011, June). Defining levels of proficiency on high stakes credentialing examinations. CFA Institute, Washington, DC.
- *Meyer, J. P., & Hailey, E. (2011, April). *An introduction to jMetrik: A free and open source software program for comprehensive psychometric analysis*. National Council on Measurement in Education, New Orleans, LA.
- Konold, T.R., Fan, X., Brigham, R., & Meyer, P. (2010, June). *Defining levels of proficiency on high stakes credentialing examinations*. CFA Institute, Charlottesville, VA.
- Konold, T.R., Fan, X., Brigham, R., & Meyer, P. (2009, June). *Defining levels of proficiency on high stakes credentialing examinations*. CFA Institute, Washington, DC.
- Meyer, J. P. (2009, May). Data management workshop. UVA IES Fellows and Risk Prevention in Education Sciences Program. Charlottesville, VA.
- Meyer, J. P. (2008, July). *Reliability: Classical test theory and generalizability theory*. James Madison University Summer Assessment Institute: Harrisonburg, VA.

Funded Research and Grant Activity

U.S. Department of Justice (2015-2018). Threat assessment as a safe and supportive prevention strategy. Cornell, D., Konold, T.R., et al. (\$2,500,000 over four years, 8.5% FTE).

Office of Juvenile Justice and Delinquency Prevention (2012-2016). Development of a standard model for school safety. Cornell, D., Konold, T.R., Huang, F., & Lovegrove, P. (*OJJDP*: \$500,000 over four years, 8.5% FTE).

U.S. Department of Education, (2013-2017). Development of an Early Literacy Assessment for Spanish-speaking children in Preschool: PALS Español Preescolar (R305A130469: \$1,598,881 over four years. Co-Principal Investigator, 33% FTE). This project will create a vertical scale for the Spanish version of PALS-PreK and PALS-K.

<http://ies.ed.gov/funding/grantsearch/details.asp?ID=1445>

American Educational Research Association – (2012) Selected as a group leader for the AERA Faculty Institute for the Teaching of statistics with Large-Scale Data, Stanford University, Palo Alto, CA.

William T. Grant Foundation – (2010-2012) Awarded \$247,895 for a two-year project titled, *Procedures that optimize the reliability and validity of classroom observations*. Role: Co-Investigator

IES, Education Policy, Finance, Systems Goal #2 – (2011-2015) Awarded \$1,731,359 for a project titled, *CANLEAD: Strengthening school leaders' instructional leadership practice through developing teachers' abilities to integrate technology in support of student learning*. Role: Co-Principal Investigator.

IES, NAEP Secondary Analysis Grant – (2005-2006) Awarded \$64,145 from the U.S. Department of Education for a one year project titled, *A comparison of bridging methods in the analysis of NAEP trends with new race and ethnicity subgroup definitions*. Role: Principal Investigator.

IES, Teacher Quality Research Grant – (2005-2009) Awarded of 1.7 million dollar U.S. Department of Education Teacher Quality Grant was awarded to the South Carolina Department of Education. Role: Director of Quantitative Evaluation.

Teaching

Measurement theory (EDLF 8340) – This course covers topics in classical test theory, item response theory, and generalizability theory. Students learn measurement theory and methods for conducting an operational analysis of large-scale test data.

Survey Design and Instrument Construction (EDLF 7403) – Survey Design and Instrument Construction emphasizes survey methodology and implementation. Course content is organized around four types of errors in surveys. They learn ways to design, implement, and analyze data in ways to minimize error. This course involves an individual and group project.

Educational Statistics I (EDLF 7310) – Stats I is an introductory course in statistics. It covers basic probability, descriptive statistics, correlation, regression, sampling distributions, hypothesis testing, and t-tests.

Tests and Measurements (EDLF 7180/7190) – This course introduces students to educational and psychological measurement. It is organized around concepts in reliability and validity. Specific topics include validity theory, item writing and review, test development, item analysis and reliability estimation, and differential item functioning.

Courses Taught at James Madison University – Research and Inferential Statistics (PSYC 605), Performance Assessment and Generalizability Theory (PSYC 814), Classical Test Theory and Generalizability Theory (PSYC 816), Doctoral Seminar in Nonparametric Statistics (PSYC 825), Doctoral Seminar in Test Equating (PSYC 825)

Professional Service

Website Committee Chair, National Council on Measurement in Education (2012-2015)

Website Committee Co-chair, National Council on Measurement in Education (2010-2012)

Website Content Editor, AERA, Division D (2008-2010)

Website Content Editor, AERA, NAEP Studies SIG (2007-2009)

Statistical Methodology Editor, Journal of the First-Year Experience & Students in Transition

Manuscript Reviewer, Educational Measurement: Issues and Practice, Journal of Educational Measurement, Psychology and Marketing, Applied Psychological Measurement, Gifted Education Quarterly, Journal of the First-Year Experience and Students in Transition

Conference Proposal Reviewer, American Educational Research Association Division D, NAEP Studies SIG, and Educational Statisticians SIG; National Council on Measurement in Education

Honors and Awards

2010 Bradley Hanson Award for Contributions to Educational Measurement - Awarded by the National Council on Measurement in Education for development of open source software jMetrik.

2007 Distinguished Paper Award, South Carolina Educators for the Practical Use of Research – Co-recipient for co-authorship of the paper *The effect of a professional development program in classroom assessment on teacher assessment skill* submitted to the annual SCEPUR conference.

2006 AERA Division D Significant Contribution to Educational Measurement and Research Methodology – Co-recipient for co-authorship of an article on vertically moderated standards in *Applied Measurement in Education*. This article was part of a special issue on vertically moderated standards. The award was given for the entire issue.

2003 Educational Testing Service Harold Gulliksen Psychometric Research Fellowship – Educational Testing Service

2002 Educational Testing Service Summer Intern, Educational Testing Service

2001 James A. Stoddard Memorial Fellowship, USC College of Education

2002 Outstanding Doctoral Student of the Year, USC Department of Educational Psychology

1995 Psi Chi – National Honor Society in Psychology

Professional Organizations

National Council on Measurement in Education

American Educational Research Association

Northeastern Educational Research Association

Computer Software Experience

Statistics: SAS, R, SPSS, Mplus, HLM

Measurement: jMetrik, flexMIRT, WINSTEPS, BILOG, PARSCALE, ICL

General Programming: Java, HTML, CSS, SQL