

Daniel **Anderson**

Research Assistant Professor

Curriculum Vita

I am primarily interested in data science and computational social science, broadly defined as the intersection between computer science and statistics, as applied to large-scale research in education. I am particularly interested in systematic inequalities that influence students' learning and growth over time. I am also a strong proponent of open and reproducible workflows.

📍 BRT, University of Oregon

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Education

- 2011 – 2015 Ph.D., Educational Methodology, Policy and Leadership, University of Oregon
Dissertation: Teacher and School Contributions to Student Growth
- 2008 – 2009 M.S. Educational Leadership, University of Oregon
Terminal Project: Educational Accountability: An Examination of Policy and Measurement Practices
- 2003 – 2007 B.S. Elementary Education, Utah State University

Brief professional history

- 2018 – **Research Assistant Professor**, Behavioral Research and Teaching, University of Oregon
- 2015 – 2018 **Research Associate**, Behavioral Research and Teaching, University of Oregon (*on-leave during post-doc*)
- 2016 – 2017 **IES Post-Doctoral Research Fellow**, Center on Teaching and Learning, University of Oregon
- 2009 – 2015 **Research Assistant**, Behavioral Research and Teaching, University of Oregon

Additional training (received)

Deep Learning with Keras and TensorFlow in R (2020). Two-day workshop lead by Dr. Brad Boehmke

Applied Machine Learning (2019). Two-day workshop lead by Dr. Max Kuhn

Summer Institute on Computational Social Science (2018). Remote week-long workshop lead by Drs. Matthew Salganik & Chris Bail

Master R Developer Workshop (2017). Two-day workshop lead by Dr. Hadley Wickham








Institute of Education Sciences: Cluster-randomized trials (2016). Two-week long workshop lead by Drs. Larry V. Hedges & Spyros Konstantopoulos

Teaching


Icons link to additional content

Data science specialization


I have led the design, development, and teaching of a new [five-course graduate-level data science specialization](#) offered through the University of Oregon's College of Education. The following lists the sequence of courses in the specialization, as well as the year/quarter the course was most recently taught.

1. *Introduction to data science with R*. (Fall, 2018). CRN: 12074; 3 credit hours. 
2. *Communicating and transforming data*. (Winter, 2019). CRN: 27553; 3 credit hours.  
3. *Functional programming with R*. (Spring, 2019). CRN: 35699; 3 credit hours.  
4. *Applied predictive modeling*. (Spring, 2020). CRN: [planned]; 3 credit hours. 
5. *Capstone*. (Summer, 2020). CRN: [planned]; 4 credit hours. 

Additional courses taught

1. *Multiple regression in educational research*. (Fall, 2018). CRN: 17258; 3 credit hours. 
2. *Survey of educational research methods*. (Summer, 2018). CRN: 40797; 3 credit hours.
3. *Exploring data with R*. (Spring/Fall, 2017). CRN: 17214/37117; 4 credit hours.


Related experience

1. *Data processing, analysis, and visualization w/R*. (Fall/Winter/Spring, 2015/2016). Taught internally to BRT researchers credit hours. 
2. *Evidence-based decision making*. (Winter, 2017). CRN: 22130 [co-taught w/Dr. Nancy Heaps]; 4 credit hours.
3. *Multiple regression in educational research [supervised teaching]*. (Fall, 2015). 4 credit hours.
4. *Public elementary school teacher*. (2007-08).




Scholarship

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Peer-Reviewed Publications

- in press* 17. **Anderson, D.**, Rowley, B., Irvin, P. S., Rosenberg, J. M., & Stegenga, S (*in press*). Evaluating content-related validity evidence using a text-based, machine learning procedure. *Educational Measurement: Issues and Practice*. 
- 2019 16. Kovensky, R., **Anderson, D.**, and Leve, L (2019). Early adversity and sexual risk in adolescence: externalizing behaviors as a mediator. *Journal of Child & Adolescent Trauma*. doi: [10.1007/s4065](https://doi.org/10.1007/s4065)






15. **Anderson, D.** (2019). Exploring teacher and school variance in students' within-year reading and mathematics growth. *School Effectiveness and School Improvement*. 30, 510-530. doi: [10.1080/09243453.2019.1618349](https://doi.org/10.1080/09243453.2019.1618349)
14. Shanley, L., Clarke, B., **Anderson, D.**, Turtura, J., Doabler, C., Kurtz-Nelson, E., & Fien, H (2019). Exploring the utility of assessing early mathematics intervention response via embedded assessment. *School Psychology*. doi: [10.1037/spq0000326](https://doi.org/10.1037/spq0000326)
13. Nese, J. F. T., Farley, D., & **Anderson, D.** (2019). Educator-reported instructional characteristics of grade 1 reading interventions within a CBM assessment system. *Learning Disabilities: Research and Practice*. doi: [10.1111/ldrp.12191](https://doi.org/10.1111/ldrp.12191)
12. Tindal, G., and **Anderson, D.** (2019). Changes in status and performance over time for students with specific learning disabilities. *Learning Disabilities Quarterly*. 42, 3-16. doi: [10.1188/0731948718806660](https://doi.org/10.1188/0731948718806660)
- 2018 11. Rosenberg, J, Beymer, P. N., **Anderson, D.**, van Lissa, C.J., and Schmidt, J. A (2018). tidyLPA: An R package to easily carry out latent profile analysis (LPA) using open-source or commercial software. *Journal of Open Source Software*. 3(30), 978. [10.21105/joss.00978](https://doi.org/10.21105/joss.00978) 
10. Fien, H., **Anderson, D.**, Nelson, N. J., Kennedy, P., Baker, S. K., & Stoolmiller, M (2018). Examining the impact and school-level predictors of impact variability of an 8th grade reading intervention on at-risk students' reading achievement. *Learning Disabilities Research & Practice*. 33, 37-50. doi: [10.1111/ldrp.12161](https://doi.org/10.1111/ldrp.12161)
- 2017 9. **Anderson, D.**, Kahn, J, and Tindal, G (2017). Exploring the robustness of a unidimensional item response theory model with empirically multidimensional data. *Applied Measurement in Education*. 30, 163-177. doi: [10.1080/08957347.2017.1316277](https://doi.org/10.1080/08957347.2017.1316277) 
8. Park, B. J., **Anderson, D.**, Tindal, G., & Alonzo, J (2017). A validity argument for a mathematics curriculum-based measure: Implications for response to intervention decision-making. *Journal of Educational Administration and Policy*. 2, 5-18. [10.22553/keas/2017.2.1.5](https://doi.org/10.22553/keas/2017.2.1.5) 
- 2016 7. Farley, D., **Anderson, D.**, Irvin, P. S., & Tindal, G (2016). Modeling reading growth in Grades 3-5 with an alternate assessment. *Remedial and Special Education*. 38, 195-206. doi: [10.1177/0741932516678661](https://doi.org/10.1177/0741932516678661)
6. Saven, J. L., **Anderson, D.**, Nese, J. F. T., Farley, D., & Tindal, G (2016). Patterns of statewide test participation for students with significant cognitive disabilities. *The Journal of Special Education*. 49, 209-220. doi: [10.1177/0022466915582213](https://doi.org/10.1177/0022466915582213)
- 2015 5. **Anderson, D.**, Farley, D., & Tindal, G (2015). Test design considerations for students with significant cognitive disabilities. *The Journal of Special Education*. 49, 3-15. doi: [10.1177/0022466913491834](https://doi.org/10.1177/0022466913491834) 

4. **Anderson, D.**, Irvin, P. S., Alonzo, J., & Tindal, G (2015). Gauging item alignment through online systems while controlling for rater effects. *Educational Measurement: Issues and Practice*. 34, 22-33. doi: [10.1111/emip.12038](https://doi.org/10.1111/emip.12038) 
- 2013 3. Patarapichayatham, C., **Anderson, D.**, and Kamata, A (2013). Middle school transition: An application of latent transition analysis (LTA) on easyCBM benchmark mathematics data. *The International Journal of Educational Administration and Development*. 4, 745-756. 
- 2012 2. Nese, J. F. T., Biancarosa, G., **Anderson, D.**, Lai, C.-F., Alonzo, J., and Tindal, G (2012). Within-year oral reading fluency with CBM: A comparison of models. *Reading and Writing*. 25, 887-915. doi: [10.1007/s11145-011-9304-0](https://doi.org/10.1007/s11145-011-9304-0)
- 2011 1. **Anderson, D.**, Lai, C., Alonzo, J. and Tindal, G (2011). Examining a grade-level math CBM designed for persistently low-performing students. *Educational Assessment*. 16, 15-34. doi: [10.1080/10627197.2011.551084](https://doi.org/10.1080/10627197.2011.551084) 

Book chapters

2. Rosenberg, J. M., Lawson, M. A., **Anderson, D.**, Rutherford, T., & Jones, R. S (*forthcoming*). Making data science “count”: Data science and Learning, Design, and Technology research. In E. Romero-Hall (Ed.). *Research Methods in Learning Design & Technology* Routledge: New York, NY
1. Tindal, G., and **Anderson, D.** (2011). Validity evidence for making decisions about accommodated and modified large-scale tests. In Elliot, S. N., Kettler, R. J., Beddow, P. A., & Kurz, A. (Eds.). *Accessible tests of student achievement: Issues, innovations, and applications* (pp. 183-200). New York, NY: Springer

National & International Conference Presentations





- 2019 29. **Anderson, D.**, Rowley, B., Stegenga, S., Irvin, P. S., and Rosenberg, J. M (April, 2019). *Evaluating content-related validity evidence using text modeling*. Paper presented at the annual meeting of the National Council on Measurement in Education, Toronto, ON.  
- 2018 28. **Anderson, D.**, and Tindal, G (October, 2018). *Changes in status and performance for students with learning disabilities*. Poster presented at the annual meeting of the Council for Learning Disabilities, Portland, OR. 
27. **Anderson, D.**, and Stevens, J. J (April, 2018). *Exploring and visualizing school achievement and school effects*. Paper presented at the annual meeting of the National Council on Measurement in Education, New York, NY. 
26. Stegenga, S., **Anderson, D.**, Munger, K., and Wennerstrom, E. K (March, 2018). *Big Data... and Babies!? A Mixed Methods Systematic Scoping Review of Strengths, Challenges, and Implications of Big Data Use in Early Intervention and Early Childhood*. Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA. 

- 2017 25. **Anderson, D.**, Stevens, J. J., and Nese, J. F. T (April, 2017). *Visualizing Achievement Gaps Across the Full Distribution*. Paper presented at the annual meeting of the National Council on Measurement in Education, San Antonio, TX.
24. Stevens, J. J., **Anderson, D.**, Nese, J. F. T., and Tindal, G (April, 2017). *Using Effect Size Measures to Estimate and Report Achievement Gaps*. Paper presented at the annual meeting of the National Council on Measurement in Education, San Antonio, TX.
23. Pilger, M., Fien, H., Nelson, N. J., **Anderson, D.** and Otterstedt, J (February, 2017). *Self-Regulation and Math Achievement: Potential Mitigating Benefits of Instructional Gaming*. Paper presented at the annual meeting of the National Association of School Psychologists, Washington, DC.
22. Nese, J. F. T., **Anderson, D.**, and Farley, D (February, 2017). *What Does Reading Intervention Look Like?*. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
- 2016 21. **Anderson, D.**, and Stevens, J. J (December, 2016). *Visualizing Achievement Gaps Across the Full Scale*. Poster presented at the Principal Investigators Meeting, Institute of Education Sciences, Washington, DC.
20. **Anderson, D.** (May, 2016). *Exploring the Latino-White Achievement Gap Across Disability Classifications Over Time*. Poster presented at the Education and Inequality in 21st Century America conference at Stanford University, Palo Alto, CA.
19. **Anderson, D.**, and Stevens, J. J (April, 2016). *Cohort and content variability in value-added model school effects*. Paper presented at the annual meeting of the National Council on Measurement in Education, Washington, DC.
- 2015 18. **Anderson, D.**, and Stevens, J. J (April, 2015). *Exploring the impact of cohort variability on teacher effects*. Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago, IL.
17. **Anderson, D.** (April, 2015). *Within-year variance in mathematics growth between students, teachers, and schools*. Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.
16. **Anderson, D.**, Irvin, P. S., Nese, J. F. T, Alonzo, J., Tindal, G (April, 2015). *National middle school mathematics within-year growth norms*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
15. **Anderson, D.**, Kahn, J. D., Alonzo, J, and Tindal, G (April, 2015). *Exploring the item factor structure of a CCSS-aligned middle school mathematics CBM*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
14. Farley, D., **Anderson, D.**, Irvin, P. S., Saven, J. L., and Tindal G (April, 2015). *Modeling reading growth for alternate assessments based on alternate achievement standards (AA-AAS)*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

- 2013
13. **Anderson, D.**, Irvin, P. S., Alonzo, J., & Tindal, G (April, 2013). *Modeling rater effects in a formative mathematics alignment study*. Paper presented at the annual meeting of the National Council on Measurement in Education, San Francisco, CA.
 12. Irvin, P. S., **Anderson, D.**, Saven, J., Alonzo, J. and Tindal, G (April, 2013). *Within-year growth in math: Implications for progress-monitoring using RTI*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
 11. Saven, J., **Anderson, D.**, Nese, J. F. T., Alonzo, J., and Tindal, G (April, 2013). *Teacher decision making and within-year growth in math*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
 10. Patarapichayatham, C., Nese, J. F. T., & **Anderson, D.** (April, 2013). *Within-year grade 2 math growth: Using a 2PL second-order item response theory growth model*. Paper presented at the annual meeting of the National Council on Measurement in Education, San Francisco, CA.
 9. **Anderson, D.**, Alonzo, J., and Tindal, G (February, 2013). *Best practices in oral reading fluency administration*. Paper presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.
 8. Patarapichayatham, C., **Anderson, D.**, & Kamata, A (February, 2013). *Middle School Transition: An Application of Latent Transition Analysis (LTA) on easyCBM® Benchmark Mathematics Data*. Paper presented at the Conference on Educational Reform, SiemReap, Cambodia.
- 2012
7. **Anderson, D.** (June, 2012). *An analysis of growth in alternate assessments*. Paper presented at the annual meeting of the Council of Chief State School Officers (CCSSO), National Conference on Student Assessment, Minneapolis, MN.
 6. Alonzo, J., Park, B.J., Lai, C.F., **Anderson, D.**, and Irvin, P. S (February, 2012). *The appropriateness of different types of CBM measures for first- and second-grade students receiving literacy instruction in Spanish*. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
- 2011
5. Park, B. J., **Anderson, D.**, Alonzo, J., and Tindal, G (April, 2011). *Use of Student Growth to Predict State Assessment Performance*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
 4. Park, B. J., **Anderson, D.**, Nese, J. F. T., Alonzo, J., and Tindal, G (April, 2011). *The Classification Accuracy of Mathematics Screening Measures*. Poster presented at the annual meeting of the American Educational Research Association, New Orleans, LA.





- 2010
3. Nese, J. F. T., **Anderson, D.**, and Tindal, G (May, 2010). *The invariance of the easyCBM® mathematics measures across educational setting, language, and ethnic groups*. Paper presented at the annual meeting of the National Council of Measurement in Education, Denver, CO.
 2. **Anderson, D.**, Park, B. J., and Tindal, G (May, 2010). *An examination of the easyCBM® benchmark tests and the Oregon statewide tests in grades 6-8 mathematics*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
 1. **Anderson, D.** (May, 2010). *Accountability plans and the growth model pilot program: An examination of state policy effects on the percentage of schools making adequate yearly progress*. Poster presented at the annual meeting of the American Educational Research Association, Denver, CO.









Regional conferences

4. **Anderson, D.** (September, 2018). *My research and the COE*. Presentation at the Joint Meeting of the University of Oregon's Data Science Initiative and Oregon Health and Science University. 
3. **Anderson, D.** (June, 2018). *Contribute to open source with pretty slides*. Presentation at the annual Cascadia R Conference. 
2. **Anderson, D.** (April, 2018). *Developing your first R package: A case study with esvis*. Presentation at the Eugene R Users Group Meetup. 
1. **Anderson, D.** (June, 2017). *esvis: An R package for effect size visualizations*. Presentation at the annual Cascadia R Conference. 

Technical reports (selected)

I am a co-author on over [sixty](#) technical reports. Below is a sample of 10 that are among the most cited.

10. **Anderson, D.**, Alonzo, J., Tindal, G., Farley, D., Irvin, P. S., Lai, C. F., Saven, J. L., Wray, K. A (2014). *Technical Manual: easyCBM* (Technical Report No. 1408). Eugene, OR: Behavioral Research and Teaching, University of Oregon. 
9. **Anderson, D.** (2013). *Hierarchical Linear Modeling (HLM): An Introduction to Key Concepts Within Cross-Sectional and Growth Modeling Frameworks* (Technical Report No. 1308). Eugene, OR: Behavioral Research and Teaching, University of Oregon. 
8. **Anderson, D.**, Irvin, P. S., Patarapichayatham, C., Alonzo, J., & Tindal, G (2012). *The development and scaling of the easyCBM CCSS middle school mathematics measures* (Technical Report No. 1207). Eugene, OR: Behavioral Research and Teaching, University of Oregon. 
7. **Anderson, D.**, Park, B. J., Lai, C. F., Alonzo, J., & Tindal, G (2012). *An examination of test-retest, alternate form reliability, and generalizability theory study of the easyCBM reading assessments: Grade 1* (Technical Report No. 1216). Eugene, OR: Behavioral Research and Teaching, University of Oregon. 

8. **Anderson, D.**, Irvin, P. S., Patarapichayatham, C., Alonzo, J., & Tindal, G (2012). *The development and scaling of the easyCBM CCSS middle school mathematics measures* (Technical Report No. 1207). Eugene, OR: Behavioral Research and Teaching, University of Oregon. 
7. **Anderson, D.**, Park, B. J., Lai, C. F., Alonzo, J., & Tindal, G (2012). *An examination of test-retest, alternate form reliability, and generalizability theory study of the easyCBM reading assessments: Grade 1* (Technical Report No. 1216). Eugene, OR: Behavioral Research and Teaching, University of Oregon. 
6. Lai, C.F., Nese, J.F.T., Jamgochian, E.M., Kamata, A., **Anderson, D.**, Park, B.J., Alonzo, J., & Tindal, G (2010). *Technical adequacy of the easyCBM primary-level reading measures (Grades K-1), 2009-2010 version* (Technical Report No. 1003). Eugene, OR: Behavioral Research and Teaching, University of Oregon. 
5. Sáez, L., Park, B. J., Nese, J. F. T., Jamgochian, E. M., Lai, C. F., **Anderson, D.**, Kamata, A., Alonzo, J., & Tindal, G. (2010). *Technical Adequacy of the easyCBM Reading Measures (Grades 3-7), 2009-2010 Version* (Technical Report No. 1005). Eugene, OR: Behavioral Research and Teaching, University of Oregon. 
4. Nese, J. F. T., Lai, C. F., **Anderson, D.**, Park, B. J., Tindal, G., & Alonzo, J (2010). *The alignment of easyCBM math measures to curriculum standards* (Technical Report No. 1002). Eugene, OR: Behavioral Research and Teaching, University of Oregon. 
3. Nese, J. F. T., Lai, C. F., **Anderson, D.**, Jamgochian, E. M., Kamata, A., Sáez. L., Park, B. J., Alonzo, J., & Tindal, G (2010). *Technical adequacy of the easyCBM mathematics measures: Grades 3-8, 2009-2010 version* (Technical Report No. 1007). Eugene, OR: Behavioral Research and Teaching, University of Oregon. 
2. **Anderson, D.**, Lai, C. F., Nese, J. F. T., Park, B. J., Sáez. L., Jamgochian, E. M., Alonzo, J., & Tindal, G (2010). *Technical adequacy of the easyCBM primary-level mathematics measures (grades K-2), 2009-2010 version* (Technical Report No. 1006). Eugene, OR: Behavioral Research and Teaching, University of Oregon. 
1. Jamgochian, E. M., Park, B. J., Nese, J. F. T., Lai, C. F., Sáez. L., **Anderson, D.**, Alonzo, J., & Tindal, G (2010). *Technical adequacy of the easyCBM grade 2 reading measures* (Technical Report No. 1004). Eugene, OR: Behavioral Research and Teaching, University of Oregon. 

External Funding Activity

Icons link to additional content




Under review

1. Community, opportunity, and disparity in educational systems: Project CODES. July 2020 to June 2024. Proposed budget: \$1,399,808. **Role:** Principal Investigator. FTE: 0.30.
2. Digital assessments of writing using multiple metrics to reflect improvement for students with disabilities. September 2020 to August 2024. Proposed budget: \$1,399,163. **Role:** Principal Investigator. FTE: 0.35.

Current projects

1. Community health and school readiness: Closing the gap. February 2020 to January 2021. Total budget: \$48,903.17. **Role:** Principal Investigator. FTE: 0.00.
2. Evaluation of return to school programs for traumatic brain injury. September 2019 to August 2023. Total budget: \$2,189,469. **Role:** Statistical analyst/advisor. PI: Ann Glang. FTE: 0.10.
3. Oregon Extended Assessment. September 2019 to August 2020. Total budget: \$628,012. **Role:** Statistical analyst/psychometrician. PI: Gerald Tindal. FTE: 0.24.

Completed projects






1. Developing middle school mathematics progress monitoring measures. June 2010 to June 2014. Total budget: \$1,631,403. **Role:** Project Manager. PI: Gerald Tindal. FTE: 0.51 to 0.61 across project years. 
2. National research and development center on assessment and accountability. July 2011 to June 2018. Total budget: \$11,677,134. **Role:** Research Associate. PI: Gerald Tindal. FTE: 0.10 to 0.47 across project years. 
3. Reliability and validity evidence for progress measures in reading. June 2010 to May 2014. Total budget: \$1,596,638. **Role:** Research Assistant. PI: Gerald Tindal. FTE: 0.28 to 0.45 across project years. 


Software development

Icons link to additional content





I am active in the R community and have developed a number of packages. My GitHub repositories for R rank in the [top 30 \(of 8,590\) nationally and top 100 \(of 72,387\) worldwide](#). Below is a summary of packages I have authored and contributed to, as well as a few interactive data applications.

Author




6. Barrett, T. S., & **Anderson, D.** (2019). biosketchr: Rmarkdown for biosketches. R package version 0.1.4. 
5. **Anderson, D.**, Heiss, A., & Rosenberg, J. M (2019). equatiomatic: Convert R models to LaTeX equations. R package version 0.0.0.9000. 
4. **Anderson, D.** (2018). slidex: Convert microsoft PowerPoint slides to markdown/HTML slides. R package version 0.0.0.9000. 
3. **Anderson, D.** (2018). esvis: Visualization and estimation of effect sizes. R package version 0.2.0. 
2. **Anderson, D.** (2016). sundry: A sundry of convenience functions. R package version 0.0.0.9000. 

1. **Anderson, D.** (2015). r2Winsteps: A package for interfacing between R and the Rasch modeling software Winsteps. R package version 0.0.0.9000. 

Contributor

2. Xie, Y (2018). xaringan: Presentation ninja. R package version 0.6.3.  
1. Rosenberg, J. M (2018). tidyLPA: Easily carry out latent profile analysis. R package version 0.1.3.  

Web applications

2. **Anderson, D.** (2019). Geographical variance in achievement gaps.  
1. **Anderson, D.** (2019). Early learning alliance. 

Professional Service

Working Committees

3. *Core Member (two-year appointment): Social Systems Data Science Network.* (2019-current). University of Oregon.
2. *Faculty Advisory Committee: Research Advanced Computing Services.* (2018-current). University of Oregon.
1. *Panel Member, Next Generation Assessment Review for Accessibility for Students with Disabilities.* (August, 2015). Sponsored by HumRRO and the Thomas B. Fordham Institute.

Doctoral committees

I have served on the following doctoral committee.

1. Sondra Stegenga. (2018-2019). Dissertation title: *Maximizing pilot phase measures to inform quality improvement: Using a sequential mixed methods design with interrupted time series to examine feasibility, uptake, and drivers of an evidence based practice in part c/early intervention systems.* University of Oregon.

Workshops delivered

2. *Developing transparent and reproducible research with R.* (April, 2019). Training provided at the Annual meeting of the American Educational Research Association, Toronto, ON.
1. *A taste of R: Mini-course on R (4 sessions, two hours each).* (Winter, 2017). Training provided for University of Oregon faculty in the College of Education.

Ad hoc reviewer

I have served as a peer reviewer for the following journals:

Educational Researcher	Reading Research Quarterly
American Educational Research Journal	Journal of Special Education
Educational Measurement: Issues and Practice	Remedial and Special Education
Applied Psychological Measurement	Open Education Studies
Educational Assessment	Studies in Educational Evaluation
	Language Testing

Awards

2. Outstanding reviewer: *Educational Researcher*. (2017).
1. Terminal project of distinction. (2009). Awarded for outstanding Master's degree Terminal Project.

Professional Affiliations

3. American Educational Research Association
2. National Council of Measurement in Education
1. Data Visualization Society

