

**P. Shawn Irvin
Curriculum Vita**

Address: Behavioral Research and Teaching
175 Lokey Education
5262 University of Oregon
Eugene, OR 97403-5262

Email: pirvin@uoregon.edu
Telephone: (541) 346-3535 (office)
(541) 346-5689 (FAX)

EDUCATION

Ph.D.	Educational Methodology, Policy and Leadership University of Oregon, Eugene, OR	June 2015
M.S., Teacher/Principal Licensures	Educational Leadership Antioch University McGregor, Yellow Springs, OH	May 2007
M.S.	Geology-Geochemistry Miami University, Oxford, OH	Dec 2002
B.A.	Geology Miami University, Oxford, OH	May 1997

RESEARCH INTERESTS

My research interests include educational measurement, methodology, and assessment—specifically, exploring how students’ status and growth in reading, math and science achievement relate to data-use, instructional decision-making, and professional development needs, often within the context of school- and nation-wide improvement and investment. Currently, I focus on developing and studying the technical adequacy and utility of interim-formative (classroom-based) and high-stakes assessment systems.

ACADEMIC APPOINTMENTS

Research Associate	University of Oregon <i>Behavioral Research and Teaching</i>	06/2015 – present
---------------------------	---	--------------------------

GRANTS

Intensifying Cognition, Early Literacy, and Behavior for Exceptional Reading Growth to Improve Preschool and Kindergarten Data-Based Decision-Making and Prevent Reading Disabilities (Project ICEBERG)

U.S. Department of Education, Office of Special Education Programs (**Award: 2015 – 2020**)
Title: Research Associate

Project DATA for RTI: Developing Adept Teams for Advancing RTI

U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research (**Award: 2016 – 2020**)
Title: Research Associate

Science Assessment: Project Measures of Application and Reasoning in Science (Project MARS)

National Science Foundation, DRK-12 – 15-592 (**Pending: 2017 – 2021**)
Title: Principal Investigator

RESEARCH TRAINING APPOINTMENTS

Graduate Teaching & Research Fellow	University of Oregon <i>Behavioral Research and Teaching</i>	01/2011 – 06/2015
Graduate Research Assistant	Miami University <i>Geology Department</i>	08/1999 – 12/2001

SCHOLARSHIP**A. Peer-Reviewed Articles:**

- [6] **Irvin, P. S.**, Tindal, G., & Slater, S. (2016). The Relation of Kindergarten Entry Skills to Emergent Literacy and Mathematics Achievement. Manuscript submitted for publication.
- [5] **Irvin, P. S.**, Saven, J. L. S., Tindal, G. (2016). Growth in elementary mathematics skills: A comparison of standards-based interim measures. Manuscript in preparation.
- [4] Farley, D., Anderson, D., **Irvin, P. S.**, & Tindal, G. (2016). Modeling Reading Growth in Grades 3-5 with an Alternate Assessment. Manuscript submitted for publication.
- [3] Tindal, G., **Irvin, P. S.**, Nese, J. F. T., & Slater, S. (2015). Skills for entering kindergarten. *Educational Assessment*, 20, 297-319. doi: 10.1080/10627197.2015.1093929
- [2] 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(1), 22-33. doi: 0.1111/emip.12038
- [1] Scalise, K., Timms, M., Moorjani, A., Clark, L., Holtermann, K., & **Irvin, P. S.** (2011). Student learning in science simulations: Design features that promote learning gains. *Journal of Research in Science Teaching*, 48(9), 1050-1078.

B. National Conferences:

- [11] Anderson, D., **Irvin, P. S.**, Alonzo, J., & Tindal, G. (2015, April). *National middle school mathematics within-year growth norms*. Paper presented at the meeting of American Educational Research Association, Chicago, IL.
- [10] Farley, D., Anderson, D., **Irvin, P. S.**, Saven, J. L. S., & Tindal, G. (2015, April). *Modeling reading growth for alternate assessments based on alternate achievement standards (AA-AAS)*. Paper presented at the meeting of American Educational Research Association, Chicago, IL.
- [9] Thier, M. **Irvin, P. S.**, Alonzo, J., & Tindal, G. (2015, April). *Examining kindergarten-entry skills in literacy and mathematics across the urban-suburban-town-rural continuum*. Paper presented at the meeting of American Educational Research Association, Chicago, IL.
- [8] Alonzo, J., **Irvin, P. S.**, & Nese, J. F. T. (2014, February). *Love those curves: Analyzing comparability of easyCBM CCSS Math test forms*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
- [7] Tindal, G., **Irvin, P. S.**, & Nese, J. F. T. (2013, April). Learning to read: A review of research on growth in reading skills. In J. J. Stevens (Chair), *Research and development on assessment and accountability for special education*. Symposium conducted at the meeting of National Council for Measurement in Education, San Francisco, CA.
- [6] **Irvin P. S.**, Anderson, D. A., Saven, J. L., Alonzo, J., & Tindal, G. (2013, April). *Within-year growth in math: Implications for progress-monitoring using RTI*. Paper presented at the meeting of American Educational Research Association, San Francisco, CA.

- [5] Anderson, D. A., **Irvin P. S.**, Alonzo, J., & Tindal, G. (2013, April). *Modeling rater effects in a formative mathematics alignment study*. Paper presented at the meeting of the National Council for Measurement in Education, San Francisco, CA.
- [4] **Irvin, P. S.**, Park, B. J., Alonzo, J., & Tindal, G. (February, 2013). *easyCBM K-5 Math alignment to the Common Core State Standards*. Poster presented at the meeting of the National Association of School Psychologists, Seattle, WA.
- [3] Park, B. J., **Irvin, P. S.**, Alonzo, J., & Tindal, G. (February, 2013). *easyCBM 6-8 Math alignment to the Common Core State Standards*. Poster presented at the meeting of the National Association of School Psychologists, Seattle, WA.
- [2] Alonzo, J., Lai, C-F., Anderson, D., Park, B. J., & **Irvin, P. S.** (February, 2012). *Spanish CBM: Assessing literacy in a transparent language*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
- [1] Timms, M., Scalise, K., Moorjani, A., Clark, L., Holtermann, K., & **Irvin, P. S.** (April, 2011). *Student learning in science simulations: Design features that promote learning gains*. Paper presented at the meeting of National Association for Research in Science Teaching, Orlando, FL.

C. Technical Reports:

- [29] **Irvin, P. S.** (2016). *Distributed item review: Administrator user guide*. (Technical Report No. 1603). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [28] **Irvin, P. S.**, Pilger, M., Sáez, L., & Alonzo, J. (2016). *Innovation Need Survey: Implementing a technology tool to improve early data-based decisions to address and prevent learning disabilities* (Technical Report No. 1602). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [27] Saven, J. L., Tindal, G., **Irvin, P. S.**, Farley, D., & Alonzo, J. (2014). *easyCBM Norms 2014 Edition*. (Technical Report No. 1409). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [26] 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.
- [25] Anderson, D., Saven, J. L., **Irvin, P. S.**, Alonzo, J., & Tindal, G. (2014). *Teacher practices and student growth in mathematics: Grades 6-8* (Technical Report No. 1401). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [24] **Irvin, P. S.**, Saven, J. L., Alonzo, J., Park, B. J., Anderson, D., & Tindal, G. (2013). *The development and scaling of the easyCBM CCSS elementary mathematics measures: Grade K* (Technical Report No. 1314). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [23] Saven, J. L., **Irvin, P. S.**, Park, B. J., Alonzo, J., Anderson, D., & Tindal, G. (2013). *The development and scaling of the easyCBM CCSS elementary mathematics measures: Grade 1* (Technical Report No. 1315). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [22] **Irvin, P. S.**, Saven, J. L., Alonzo, J., Park, B. J., Anderson, D., & Tindal, G. (2013). *The development and scaling of the easyCBM CCSS elementary mathematics measures: Grade 2* (Technical Report No. 1316). Eugene, OR: Behavioral Research and Teaching, University of Oregon.

- [21] Saven, J. L., **Irvin, P. S.**, Park, B. J., Alonzo, J., Anderson, D., & Tindal, G. (2013). *The development and scaling of the easyCBM CCSS elementary mathematics measures: Grade 3* (Technical Report No. 1317). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [20] **Irvin, P. S.**, Saven, J. L., Alonzo, J., Park, B. J., Anderson, D., & Tindal, G. (2013). *The development and scaling of the easyCBM CCSS elementary mathematics measures: Grade 4* (Technical Report No. 1318). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [19] Saven, J. L., **Irvin, P. S.**, Park, B. J., Alonzo, J., Anderson, D., & Tindal, G. (2013). *The development and scaling of the easyCBM CCSS elementary mathematics measures: Grade 5* (Technical Report No. 1319). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [18] Sáez, L., **Irvin, P. S.**, Alonzo, J., & Tindal, G. (2013). *Alignment with the Common Core State Standards: EasyCBM K-3 word reading* (Technical Report No. 1303). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [17] **Irvin, P. S.**, Park, B. J., Alonzo, J., & Tindal, G. (2012). *The alignment of the easyCBM Grades 6-8 math measures to the Common Core Standards* (Technical Report No. 1230). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [16] Park, B. J., **Irvin, P. S.**, Alonzo, J., & Tindal, G. (2012). *The alignment of the easyCBM Grades 3-5 math measures to the Common Core Standards* (Technical Report No. 1229). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [15] **Irvin, P. S.**, Park, B. J., Alonzo, J., & Tindal, G. (2012). *The alignment of the easyCBM Grades K-2 math measures to the Common Core Standards* (Technical Report No. 1228). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [14] Sáez, L., **Irvin, P. S.**, Alonzo, J., & Tindal, G. (2012). *Phoneme segmenting alignment with the Common Core Foundational Skills Standard Two: Grades K-1* (Technical Report No. 1227). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [13] Anderson, D., **Irvin, P. S.**, Alonzo, J., & Tindal, G. (2012). *The alignment of easyCBM Middle School Mathematics CCSS Measures to the Common Core State Standards*. (Technical Report No. 1208). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [12] 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.
- [11] **Irvin, P. S.**, Alonzo, J., Lai, C. F., Park, B. J., & Tindal, G. (2012). *Analyzing the reliability of the easyCBM reading comprehension measures: Grade 7* (Technical Report No. 1206). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [10] **Irvin, P. S.**, Alonzo, J., Park, B. J., Lai, C. F., & Tindal, G. (2012). *Analyzing the reliability of the easyCBM reading comprehension measures: Grade 6* (Technical Report No. 1205). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [9] Park, B. J., **Irvin, P. S.**, Lai, C. F., Alonzo, J., & Tindal, G. (2012). *Analyzing the reliability of the easyCBM reading comprehension measures: Grade 5* (Technical Report No. 1204). Eugene, OR: Behavioral Research and Teaching, University of Oregon.

- [8] Park, B. J., **Irvin, P. S.**, Alonzo, J., Lai, C. F., & Tindal, G. (2012). *Analyzing the reliability of the easyCBM reading comprehension measures: Grade 4* (Technical Report No. 1203). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [7] Lai, C. F., **Irvin, P. S.**, Park, B. J., Alonzo, J., & Tindal, G. (2012). *Analyzing the reliability of the easyCBM reading comprehension measures: Grade 3* (Technical Report No. 1202). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [6] Lai, C. F., **Irvin, P. S.**, Alonzo, J., Park, B. J., & Tindal, G. (2012). *Analyzing the reliability of the easyCBM reading comprehension measures: Grade 2* (Technical Report No. 1201). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [5] Patarapichayatham, C., Anderson, D., **Irvin, P. S.**, Kamata, A., Alonzo, J., & Tindal, G. (2011). *easyCBM slope reliability: Letter Names, Word Reading Fluency, and Passage Reading Fluency* (Technical Report No. 1111). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [4] **Irvin, P. S.**, Park, B. J., Anderson, D., Alonzo, J., & Tindal, G. (2011). *A cross-validation of easyCBM reading cut scores in Washington: 2009-2010* (Technical Report No. 1109). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [3] Park, B. J., **Irvin, P. S.**, Anderson, D., Alonzo, J., & Tindal, G. (2011). *A cross-validation of easyCBM reading cut scores in Oregon: 2009-2010* (Technical Report No. 1108). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [2] Anderson, D., Park, B. J., **Irvin, P. S.**, Alonzo, J., & Tindal, G. (2011). *Diagnostic efficiency of easyCBM reading: Washington State* (Technical Report No. 1107). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [1] Park, B. J., Anderson, D., **Irvin, P. S.**, Alonzo, J., & Tindal, G. (2011). *Diagnostic efficiency of easyCBM reading: Oregon* (Technical Report No. 1106). Eugene, OR: Behavioral Research and Teaching, University of Oregon.

D. Research Briefs:

- [2] **Irvin, P. S.**, Alonzo, J., Nese, J. F. T., & Tindal, G. (2013). *Learning to read: Kindergarten readiness growth in reading skills*. Retrieved from the National Center on Assessment and Accountability (NCAASE) website: <http://ncaase.com/publications/in-briefs>
- [1] Alonzo, J., & **Irvin, P. S.** (2013). *Measuring math growth: Implications for progress monitoring*. Retrieved from the National Center on Assessment and Accountability (NCAASE) website: <http://ncaase.com/publications/in-briefs>

E. Invited Research Presentations:

- [5] **Irvin, P. S.**, Rowley, B., & Tindal, G. (November, 2015) Oregon Kindergarten Assessment: Implications for research and practice. Presentation at the Oregon Kindergarten Entry Panel, Salem, OR.
- [4] **Irvin, P. S.**, Tindal, G., & Nese, J. F. T. (August, 2014). *Oregon Kindergarten Assessment: A theoretical and empirical view*. Presentation at the Oregon Summer Assessment Institute, Eugene, OR.
- [3] **Irvin, P. S.** (April, 2014). *Kindergarten 'Readiness': The relation of entering self-regulation and social skills to achievement growth over kindergarten*. Poster presented at the University of Oregon Graduate Student Research Forum, Eugene, OR.
- [2] **Irvin, P. S.**, Wray, K. A., Alonzo, J., & Tindal, G. (April, 2013). *Texas Essential Knowledge*

and Skills (TEKS) alignment to easyCBM reading. Eugene, OR: Behavioral Research and Teaching, University of Oregon.

- [1] Wray, K. A., **Irvin, P. S.**, Alonzo, J., & Tindal, G. (April, 2013). *Texas Essential Knowledge and Skills (TEKS) alignment to easyCBM math.* Eugene, OR: Behavioral Research and Teaching, University of Oregon.

F. Original Research – Dissertation and Master’s Thesis:

- [2] **Irvin, P. S.** (2015). *The relation of kindergarten entry skills to early literacy and mathematics achievement.* Doctoral Dissertation, University of Oregon. 109 p.
- [1] **Irvin, P. S.** (2002). *Tephrostratigraphic and tephrochemical investigation of the Esa Dibo Region, Middle Awash Valley, Ethiopia.* Master's Thesis, Miami University, 151 p.

G. Training Modules

- [3] **Irvin, P. S.**, Farley, D., & Tindal, G. (2016). *The Distributed Item Review System Introduction.* Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [2] Farley, D., **Irvin, P. S.**, Jonas, S., & Tindal, G. (2015). *Oregon Extended Item Development: Essentialization, Test Blueprint, Development Process, Item Writer Trainings, Item Development and Specifications, and Item Reviews.* Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [1] Farley, D., **Irvin, P. S.**, Jonas, S., & Tindal, G. (2015). *Oregon Assessment Frameworks (EAFs) – 2015-2016 User Guide.* Eugene, OR: Behavioral Research and Teaching, University of Oregon.

EDUCATION RESEARCH EXPERIENCE

Jan. 2011 – June 2015 Graduate Teaching and Research Fellow, Behavioral Research and Teaching (BRT), University of Oregon, Eugene, OR

- *Project ICEBERG, U.S. Department of Education, Office of Special Education Programs*
- *National Center on Assessment and Accountability for Special Education (NCAASE), U.S. Department of Education, Institute for Education Sciences, National Center for Special Education Research.*
- *Reliability and Validity Evidence for Progress Measures in Reading, U.S. Department of Education, Institute for Education Sciences, National Center for Special Education Research.*
- *Developing Middle School Mathematics Progress Monitoring Measures, U.S. Department of Education, Institute for Education Sciences, National Center for Special Education Research.*
- *Assessments Aligned with Grade Level Content Standards and Scaled to Reflect Growth for Students with Disabilities (SWD and Persistent Learning Problems), U.S. Department of Education, Institute for Education Sciences, National Center for Special Education Research.*

Sept. 2010 – Apr. 2011 Project Manager of Measurement Team, Berkeley Evaluation and Research (BEAR) Center, University of California, Berkeley, CA

- *Formative Assessment Delivery System (FADS), U.S. Department of Education, Division on Research and Learning (DRL), National Science Foundation.*

June 2010 – Sept. 2010 Research Consultant, University of Oregon, Eugene, OR

- *Student Learning in Science Simulations: A Synthesis, U.S. Department of Education, National Science Foundation.*

POST-SECONDARY TEACHING AND EDUCATIONAL LEADERSHIP

Jan. 2014 – Mar. 2014 Supervised College Teaching, University of Oregon, Department of Educational Methodology and Leadership, Eugene, OR

Mar. 2013 Guest Lecturer, University of Oregon, Department of Educational Methodology and Leadership, Eugene, OR

Jan. 2008 – Dec. 2008 Adjunct Faculty, Department of Education Leadership, Antioch University McGregor, Yellow Springs, OH

Aug. 1999 – Dec. 2001 Head Teaching and Field Research Assistant, Geology Department, Miami University, Oxford, OH

RELATED TEACHING AND EDUCATIONAL LEADERSHIP

July 2006 – June 2010 Lead STEM Teacher, Beavercreek City Schools, STARBASE Wright-Patterson AFB, Dayton, OH

Apr. 2009 – Dec. 2009 STEM Coordinator ACES/ACES², Avetec, LLC., Springfield, OH

June 2007 – Feb. 2008 Principal Internship, Yellow Spring High School and McKinney Middle School, Yellow Springs, OH

Aug. 2004 – June 2006 Lead Science Teacher, New Choices Community School, Dayton, OH

PROFESSIONAL AFFILIATIONS

- American Educational Research Association (AERA)
Division D - Measurement and Research Methodology
Division G - Social Context of Education
Division H - Research, Evaluation and Assessment in Schools
- National Council on Measurement in Education (NCME)
- National Science Teachers Association (NSTA)
- National Association for Research in Science Teaching (NARST, former)

COMMUNITY SERVICE

- Family Partnership Committee Member & Partner Family Advocate – Springfield/Eugene Habitat for Humanity
- Student Representative – College of Education, Dean's Student Advisory Board, University of Oregon, Eugene, OR
- Doctoral Student Mentor – Department of Educational Methodology, Policy and Leadership (EMPL), University of Oregon, Eugene, OR
- Graduate Liaison Committee – Department of EMPL, University of Oregon, Eugene, OR