

Julie Alonzo

Research Associate Professor & Co-Director, Behavioral Research and Teaching (BRT)

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Professional Background

Education

- Ph.D. Educational Leadership Winter 2007
University of Oregon, Eugene Oregon
Specialization: Learning Assessment and Systems Performance
- B.A. English, *Cum Laude* 1990
Carleton College, Northfield Minnesota
Concentration: Educational Studies

Teaching Certificates

- National Board for Professional Teaching Standards 2002
Adolescence and Young Adulthood English Language Arts
- California Professional Clear Single Subject Teaching Credential (English) 1995
- California Cross-cultural Language and Academic Development Specialist 1992
- Minnesota Initial Teaching License (English) 1991

Grant-Funded Research Experience

- Project DATA for RTI (Developing Adept Teams for Advancing RTI)*. PI on research grant awarded by the U.S. Department of Education, Institute for Education Sciences. The purpose of this grant is to develop an online professional development program integrated within the easyCBM assessment system to provide teachers with training on key aspects of RTI, including sufficient student screening and progress measurement, developing instructionally adequate programs, and making data-based decisions for instructional change. Budget \$1,499,750 from August 2016 July 2020
- Project Iceberg (Intensifying Cognition, Early literacy and Behavior for Exceptional Reading Growth to Improve Preschool and Kindergarten Data-Based Decision Making and Prevent Reading Disabilities)*. Co-PI on Stepping Up to Technology grant from the U.S. Department of Education, Office of Special Education Programs to reduce reading disability through early intervention with pre-school and kindergarten students. Budget \$2,498,710 from August 2015 – July 2020
- Measuring Oral Reading Fluency: Computerized Oral Reading Evaluation (CORE)*. Core faculty on research grant awarded by the U. S. Department of Education, Institute for Educational Sciences. The purpose of this grant is to develop a computerized assessment system of oral reading fluency that contains an automated scoring algorithm based on a speech recognition engine and a latent variable psychometric model. Budget \$1,599,289 from August 2014 – July 2018.
- Reliability and Validity Evidence for Progress Measures in Reading*. Co-PI on research grant from U. S. Department of Education, Institute for Educational Sciences. This grant examines the technical adequacy of the easyCBM reading measures. Each year focuses on a different facet of technical adequacy and involves multi-state research studies. Budget \$1,596,638 from June 2010 – June 2014.
- Developing Middle School Mathematics Progress Monitoring Measures*. Co-PI on research grant from U.S. Department of Education, Institute of Education Sciences. Oversight development of multiple

forms of mathematics measures aligned to the Common Core State Standards for use in grades 6-8. Budget \$1,631,401 from June 2010 - June 2014.

Statewide Longitudinal Data Systems (with Oregon Department of Education). Research Associate on U. S. Department of Education, Institute for Educational Sciences funded project. Scope of work included writing technical documents, developing and recording online curricular units in the area of measurement, interpretation of student data, and school- and district-level implementation of the easyCBM online learning system. Budget: \$3,717,220 from May 2009 – April 2012.

Assessments Aligned with Grade Level Content Standards and Scaled to Reflect Growth for Students with Disabilities (SWD) and Persistent Learning Problems (PLP). Co-PI on research grant from U. S. Department of Education, Institute for Educational Sciences. Oversaw development of multiple alternate forms of reading and mathematics measures for use in each of grades K-8. Development included writing, reviewing, and piloting approximately 1800 items per grade (divided equally between mathematics and reading), and conducting technical adequacy studies. Budget: \$1,525,552 from May 2007 – April 2011.

Model Demonstration Centers on Progress Monitoring (CFDA 84.326M). Project Manager on U.S. Department of Education model demonstration center. Responsibilities included overseeing the development of the easyCBM online learning system (development of reading measures for use as benchmarking and progress monitoring assessments, K-4 as well as the online system itself), working with a partner district to develop processes and procedures for implementing Response to Intervention district-wide, assisting with the annual and end-of-project reports, and disseminating the findings at state and national conferences as well as through publications. Budget: \$1,189,790 from January 2006 – December 2010.

Curriculum – Based Measurement for Administrators. Funds for the Improvement of Post Secondary Education, Research Assistant on U.S. Department of Education funded project. Responsibilities included creating lessons on reliability, various aspects of validity, measurement concepts, data-based-decision-making, and interpreting assessment reports. Budget: \$589,172 from October 2004 – 2007.

Project ACCESS 2000: Accommodating Curricular Changes for Educational Standard Setting, Directed Research Projects. Research Assistant on research grant from Office of Special Education and Rehabilitative Services. Responsibilities included working directly with language arts and social studies teachers in a local school district to conduct quasi-experimental studies of concept-based-instruction in high school classrooms. Budget: \$538,188 from 2000 – 2003.

Educational Consulting

International Assessment Consultant, Chemonics 2012 - present

Co-leader of a Task Force on a US-AID funded project working in collaboration with the Republic of Georgia's Ministry of Education and Sciences to create the nation's first Classroom Diagnostic Assessment of Reading. Responsibilities include writing the Conceptual Framework and Methodology sections for reading assessments to be adopted for use across the country, grades 1-6, and overseeing the work of the Georgian-based task force in creating, piloting, revising, and validating the reading assessments.

Scholarship

Manuscripts Published in Peer-Reviewed Journals

18. Alonzo, J. (2016). The relation between Smarter Balanced and easyCBM Mathematics and Reading Assessments. *Journal of School Administration Research and Development*, 1(1), 17-35.

17. Sáez, L., Nese, J. F. T., **Alonzo**, J., & Tindal, G. (2016). Individual differences in kindergarten through grade 2 fluency relations. *Learning and Individual Differences*, *49*, 100-109.
16. Tindal, G., Nese, J. F. T., Stevens, J., & **Alonzo**, J. (2015). Growth on oral reading fluency measures as a function of special education and measurement sufficiency. *Remedial and Special Education*, *1-13*. DOI: 10.1177/0741932515590234
15. Baker, D. L., Biancarosa, G., Park, B. J., Boussetot, T., Smith, J. L., Baker, S. K., Kame'enui, E. J., **Alonzo**, J., & Tindal, G. (2015). Validity of CBM measures of oral reading fluency and reading comprehension on high-stakes reading assessments in grades 7 and 8. *Reading and Writing: An Interdisciplinary Journal*, *28*(1), 57-104.
14. Anderson, D., Irvin, P., **Alonzo**, J., & Tindal, G. (2014). Gauging item alignment through online systems while controlling for rater effects. *Educational Measurement: Issues and Practice*. doi: 10.1111/emip.12038.
13. Smith, J. L. M., Cummings, K. D., Nese, J. F. T., **Alonzo**, J., Fien, H., & Baker, S. (2014). The relation of word reading fluency initial level and gains with reading outcomes. *School Psychology Review*, *43*(1).
12. Nese, J. F. T., Biancarosa, G., Cummings, K., Kennedy, P., **Alonzo**, J., Tindal, G. (2013). In search of average growth: Describing within-year oral reading fluency growth for grades 1-8. *Journal of School Psychology*.
11. Basaraba, D., Yovanoff, P., **Alonzo**, J. & Tindal, G. (2012) Examining the structure of reading comprehension: Do literal, inferential, and evaluative comprehension truly exist? *Reading and Writing: An Interdisciplinary Journal*. doi: 10.1007/S11145-012-9372-9
10. Nese, J.F.T., Biancarosa, G., Anderson, D., Lai, C.F., **Alonzo**, J., & Tindal, G. (2012). Within-year oral reading fluency with CBM: A comparison of models. *Reading and Writing: An Interdisciplinary Journal*. 1-29. doi: 10.1007/s11145-011-9304-0
9. Nese, J.F.T., Park, J., **Alonzo**, J., & Tindal, G. (2011). Applied curriculum-based measurement as a predictor of high-stakes assessment: Implications for researchers and teachers. *Elementary School Journal*, *111*, 608-624.
8. Clarke, B., Nese, J.F.T., **Alonzo**, J., Smith, J.M.L., Tindal, G., Kame'enui, E.J., & Baker, S.K. (2011). Classification accuracy of easyCBM first grade mathematics measures: Findings and implications for the field. *Assessment for Effective Intervention*, *36*, 243-255. doi: 10.1177/1534508411414153
7. Anderson, D., Lai, C.F., **Alonzo**, J., & 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
6. **2009 Article of the Year**. **Alonzo**, J., Basaraba, D., Tindal, G., & Carriveau, R. (2009). They read, but how well do they understand? An empirical look at the nuances of comprehension. *Assessment for Effective Intervention*, *35*, 34-44. doi: 10.1177/1534508408330082
5. **Alonzo**, J., Tindal, G., & Robinson, Q. L. (2008). Using school-wide response to intervention to close the achievement gap in reading. *ERS Spectrum*. *26*, 1-9.
4. Ketterlin-Geller, L. R., **Alonzo**, J., Braun Monegan, J., & Tindal, G. (2007). Recommendations for accommodations: Implications of (In)consistency. *Remedial and Special Education*, *28*, 194-206.
3. **Alonzo**, J., Bushey, L., Gardner, D., Hasazi, S., Johnstone, C. & Miller, P. (2006). 25 hours in family: How family internships can help school leaders transform from within. *Equity & Excellence in Education*, *39*, 1-10.
2. **Alonzo**, J. (2006). Book review of Common formative assessments: How to connect standards-based instruction and assessment. *Teachers College Record*. <http://www.tcrecord.org> ID:12615.

1. Yovanoff, P., Duesbery, L., **Alonzo, J.**, & Tindal, G. (2005). Grade level invariance of a theoretical causal structure predicting reading comprehension with vocabulary and oral reading fluency. *Educational Measurement: Issues and Practice*, 4 - 12.

Book Chapters

8. Tindal, G., **Alonzo, J.**, Sáez, L., & Nese, J. F. T. (in press). Assessment of students with learning disabilities: Using students' performance and progress to inform instruction. In K. Ercikan & J. W. Pellegrino (Eds.), *Validation of Score Meaning in the Next Generation of Assessments*.
7. Tindal, G., & **Alonzo, J.** (2016). Technology-based assessment and problem analysis (pp. 473-492). In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.) *Handbook of Response to Intervention: The Science and Practice of Multi Tiered Systems of Support (2nd edition)*. New York: Springer Science.
6. **Alonzo, J.**, & Tindal, G. (2011). The measurement system behind our model for Response to Intervention. In E. Shapiro, N. P. Zigmond, Wallace, T., & Marston, D. (Eds.). *Models for implementing Response to Intervention*. New York: Guilford.
5. Liu, K., **Alonzo, J.** & Tindal, G. (2011). Implementation and outcomes of RTI in the Eugene 4j School District. In E. Shapiro, N. P. Zigmond, Wallace, T., & Marston, D. (Eds.). *Models for implementing Response to Intervention*. New York: Guilford.
4. Curtis, Y., Sullivan, L., **Alonzo, J.**, & Tindal, G. (2011). Context and process for implementing RTI. In E. Shapiro, N. P. Zigmond, Wallace, T., & Marston, D. (Eds.). *Models for implementing Response to Intervention*. New York: Guilford.
3. Bettsworth, L. R., **Alonzo, J.**, & Duesbery, L. (2008). Swimming in the depths: Educators' ongoing effective use of data to guide decision making. In T.J. Kowalski & T. J. Lasley (Eds.). *Handbook on data-based decision making in education*. New York: Routledge.
2. **Alonzo, J.**, Ketterlin-Geller, L.R., & Tindal, G. (2006). Curriculum-based measurement in reading and math: Providing rigorous outcomes to support learning. In L. Florian (Ed.), *The Sage Handbook of Special Education* (pp. 307-318). Thousand Oaks, CA: Sage.
1. Beghetto, R. A., & **Alonzo, J.** (2006). Instructional leadership: Supporting the learning process. *School Leadership: Handbook for Excellence, 4th ed.* Thousand Oaks, CA: Corwin.

Presentations at Research Conferences

56. Irvin, P.S., & **Alonzo, J.** (2017, February). Teacher Test of RTI Knowledge and Practice. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
 55. Nese, J. F., **Alonzo, J.** Biancarosa, G., Kamata, A., & Khan, J. (2017, February). Text Messages: Examining Different Estimates of Text Complexity. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
 54. **Alonzo, J.** & Tindal, G. (2016, April). Interventions Being Implemented in RTI: A Snapshot of the Nation. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- ... and 53 additional papers presented at research conferences

Technical Reports

112. 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.
 111. Kahn, J., Nese, J. F. T., **Alonzo, J.** (2016). *Teacher Survey of the Accessibility and Text Features of the Computerized Oral Reading Evaluation (CORE)*. (Technical Report No. 1601). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- ... and 110 additional technical reports published on BRTProjects.org