

# Dan Farley

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Behavioral Research & Teaching  
University of Oregon  
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*Research Themes:* Interests include meaningful inclusion of diverse learners within respectful accountability systems, accessible test design and development, modeling growth for alternate assessments based on alternate academic achievement standards (AA-AAAS), handling missing data, statewide and formative assessment accommodations, and response to intervention.

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## Education

PhD	2017	PhD, University of Oregon, Educational Methodology, Policy, and Leadership Department, College of Education. <i>Quantitative Research Methods Specialization.</i>
MA	1997	Resident Teacher, secondary multicultural education, University of New Mexico, Albuquerque, NM.
BA	1994	Student, Liberal Arts, St. John's College, Annapolis, MD. Double major in mathematics and philosophy.

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## Certifications

2009	Educational Licensure in the State of Oregon through TSPC as a <i>K-12 Teacher in math, language arts, and sciences (K-12) and Interim Administrator license (K-12).</i>
2007	Education Administration, <i>Level IIIB Educational Administrator License in New Mexico.</i>
2004	Educational Diagnostician, <i>NMPED Level III Educational Diagnostician Certification.</i>
1997	K-12 Teacher, NMPED; ELA, Math, and Science endorsements.

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## Work Experience

2011- Present	Courtesy Research Assistant, Behavioral Research and Teaching (BRT), Eugene, OR, on the Oregon Department of Education's Extended Assessment Project ( <a href="http://www.brtprojects.org/about/staff/44">http://www.brtprojects.org/about/staff/44</a> )
2011- Present	State Project Manager, Dillard Research Associates (DRA), Eugene, OR. ( <a href="http://www.dillardresearchassociates.com">http://www.dillardresearchassociates.com</a> )
2012-2016	Adjunct Instructor/Practicum Supervisor, University of Oregon, Eugene, OR. Special Education 610 course on the Oregon Extended Assessments.
2010-2011	Education Director, The Child Center, Springfield, OR.
2016- Present & 2007-2011	Related Services/Assessment and Evaluation Coordinator & Consultant, New Mexico School for the Deaf, Santa Fe, NM.
2004-2007	Education Administrator – Special Education Assessment, New Mexico Public Education Department, NM Alternate Performance Assessment, Rtl, and Accommodations.
1995-2004	Classroom Teacher, multiple programs in New Mexico and Colorado, subjects including language arts, mathematics, foreign language, remedial courses, and world history.

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## Publications

### I. Peer Reviewed Journal Articles

- [4] **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*. Advanced online publication. doi: 10.1177/0741932516678661
- [3] Tindal, G., Nese, J. F. T., **Farley, D.**, Saven, J. L., and Elliot, S. (2016). Documenting reading growth for students with significant cognitive disabilities. *Exceptional Children*, 1-16. doi: 10.1177/0014402915585492
- [2] 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. *Journal of Special Education*, 49, 209-220. doi: 10.1177/0022466915582213

- [1] Anderson, D., **Farley, D.**, & Tindal, G. (2015). Test design considerations for students with significant cognitive disabilities. *Journal of Special Education*. 49, 3-15. doi: 10.1177/0022466913491834

## II. Articles In Preparation

- [1] Nese, J.F.T., **Farley, D.**, & Anderson, D. (in preparation). The instructional characteristics of small-group, grade 1 reading interventions applied in schools.

## III. National Accepted Conference Presentations

- [10] Nese, J. N. F., Anderson, D., & **Farley, D.** (2017, February). *What does reading intervention look like?* Pacific Coast Research Conference. Poster presentation. Coronado Bay, CA.
- [9] **Farley, D.** & Guerreiro, M. (2016, April). *Modeling NCTM and CCSS 5th Grade Math Growth Estimates and Interactions*. National Council on Measurement in Education (NCME). Electronic poster presentation. Washington, DC.
- [8] **Farley, D.**, Anderson, D., Irvin, P. S., Saven, J. L., & Tindal, G. (2015, April). *Modeling Reading Growth for Alternate Assessments based on Alternate Achievement Standards (AA-AAS)*. American Educational Research Association (AERA). Paper presentation. Chicago, IL.
- [7] Guerreiro, M. A., **Farley, D.**, & Smith, J. R. (2015, April). *Analyzing Opportunity to Learn Common Core and Preparedness of Smarter Balanced Assessment Implementation in Oregon*. American Educational Research Association (AERA). Roundtable discussion. Chicago, IL.
- [6] Guerreiro, M. A., **Farley, D.**, & Smith, J. R. (2015, February). *Assessing Oregon Schools' Preparedness to Implement the Smarter Balanced Assessment*. Association for Educational Finance & Policy (AEFP), 40<sup>th</sup> Annual Conference. Paper presentation. Washington, D.C.
- [5] Tindal, G., Nese, J. F. T., **Farley, D.**, & Saven, J.L. (2014, April). Documenting Growth for Students with Significant Cognitive Disabilities. National Council on Measurement in Education (NCME). Paper presentation. Philadelphia, PA.
- [4] Saven, J. L., **Farley, D.**, & Tindal, G. (2013, April). *Modeling Growth for Students with Significant Cognitive Disabilities*. Council for Exceptional Children (CEC). Poster presentation. San Antonio, TX.

- [3] Bechard, S., Weiner, D., & **Farley, D.** (2006, June). *Mining the data: What do students with significant cognitive disabilities know about mathematics?* Large-Scale Assessment Conference, Council of Chief State School Officers. Paper presentation. San Francisco, CA.
- [2] Tindal, G., Cipoletti, B., Almond, P., & **Farley, D.** (2006, April). *Generalizability Study of Alternate Assessments (DAATA Project) & How to Select and Administer Accommodations for Students with Disabilities.* AERA Conference. Paper presentation. San Francisco, CA.
- [1] Tindal, G., Cipoletti, B., Almond, P., & **Farley, D.** (2005, June). *Developing Alternate Assessment Technical Adequacy (ASES-DAATA): Discussions and Initial Findings of a Collaborative Research Study.* Large-Scale Assessment Conference, Council of Chief State School Officers. Paper presentation. San Antonio, TX.

#### IV. Authored Technical Reports

- [6] **Farley, D.**, Tindal, S., Yim, H., Jonas, S., & Tindal, G. (2016). 2015-16 Oregon Extended Technical Report. Eugene, OR: *Behavioral Research & Teaching, University of Oregon.*
- [5] **Farley, D.**, Irvin, P.S., Anderson, D., & Tindal, G. (2015). 2014-15 Oregon Extended Technical Report. Eugene, OR: *Behavioral Research & Teaching, University of Oregon.*
- [4] **Farley, D.**, Anderson, D., Jonas, S., Guerreiro, M., & Tindal, G. (2014). 2013-14 Oregon Extended Technical Report. Eugene, OR: *Behavioral Research & Teaching, University of Oregon.*
- [3] Saven, J., 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.*
- [2] **Farley, D.** (2014). Technical Manual: easyCBM; Criterion Validity Chapter. Eugene, OR: *Behavioral Research and Teaching, University of Oregon.*
- [1] **Farley, D.**, Saven, J. L., Nese, J. F. T., & Tindal, G. (2013). Analysis of growth on state tests for students with significant cognitive disabilities. Eugene, OR: *Behavioral Research and Teaching, University of Oregon.*

#### V. Group-Authored Technical Reports

- [10] *2014-15 Alaska Science Alternate Assessment Technical Report. Coordinator.* Developed and edited technical report for the Alaska Education and Early Education Department regarding the technical adequacy of the 2014-15 science administration.

- [9] *2013-14 Alaska Science Alternate Assessment Technical Report. Coordinator.* Developed and edited technical report for the Alaska Education and Early Education Department regarding the technical adequacy of the 2013-14 science administration.
- [8] *2012-13 Alaska Alternate Assessment Technical Report. Coordinator.* Developed and edited technical report for the Alaska Education and Early Education Department regarding the technical adequacy of the 2012-13 administration.
- [7] *2012-13 Alaska Alternate Assessment Reading Scorebehind Report. Project Lead.* Developed live scorebehind procedures, coordinated implementation, and developed report for the Alaska Education and Early Education Department regarding the scoring accuracy of Alaska Assessors in the area of reading.
- [6] *2012-13 Alaska Alternate Assessment Writing Scorebehind Report. Project Lead.* Developed document-based scorebehind procedures, coordinated implementation, and developed report for the Alaska Education and Early Education Department regarding the scoring accuracy of Alaska Assessors in the area of writing.
- [5] *2011-12 Oregon Extended Assessment Technical Report. Lead Author.* Developed technical report for the Oregon Department of Education regarding the technical adequacy of the 2011-12 administration.
- [4] *2011-12 Alaska Alternate Assessment Technical Report. Coordinator.* Developed and edited technical report for the Alaska Education and Early Education Department regarding the technical adequacy of the 2011-12 administration.
- [3] *2010-11 Oregon Extended Assessment Technical Report. Coordinator.* Developed technical report for the Oregon Department of Education regarding the technical adequacy of the 2010-11 administration.
- [2] *Science Standard Setting Report. Lead Author.* Developed standard setting report summarizing the results from the August standard setting meeting I helped facilitate for the Oregon Department of Education's 2010-11 Peer Review submission.
- [1] *2010-11 Alaska Alternate Assessment Technical Report. Editor.* Edited technical report for the Alaska Education and Early Education Department regarding the technical adequacy of the 2010-11 administration.

## VI. Research Briefs

- [2] **Farley, D.,** Saven, J. L., Nese, J. F. T., & Tindal, G. (2013). Growth models for students with significant cognitive disabilities (*Research Brief*). National Center on Assessment and Accountability for Special Education.

- [1] Saven, J. L., **Farley, D.**, & Tindal, G. (2013). Constructing alternate assessment cohorts: An Oregon perspective. *Behavioral Research and Teaching, University of Oregon.*

## VII. Curricula

- 2015 *Curricular and Instructional templates & Standards-based IEPs and PLAAFPs for Students with Significant Cognitive Disabilities. Project Director.* Demonstrating how to develop essentialized-standard-aligned lessons as well as appropriate PLAAFPs and IEP goals & objectives tied to the essentialized standards for Oregon teachers.
- 2014 *Essentialization of standards. Project Director.* Elaborated a process of essentializing the CCSS and NGS, or any academic content standards, and developing training modules for teacher instruction in Oregon.
- N/A *EDLD 610, Measurement and Assessment II: Assessment in Global Contexts. Supervised Teaching* with Dr. Gina Biancarosa. Developed modules for planned course on the PISA as well as the involvement of special populations in international assessments. Course was cancelled.
- 2011 *2011-12 Writing Scoring Training Modules. Lead Author.* Developed comprehensive train-the-trainer package for the Alaska Education and Early Education Department, including a technical manual, training PowerPoint, guided practice, and independent practice components.
- 2007 *Rtl Workgroup. Project Director and Lead Editor.* Developed state's Rtl model and published guidance document for LEAs with teams of stakeholders.
- 2006 *New Mexico Technical Evaluation and Assessment (NM TEAM), Project Director & Author.* Developed and provided statewide professional development for a comprehensive technical manual which contains IDEA Part B eligibility requirements, via coordination of a series of expert panels.

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## Grants, Contracts, & Awards

University of Oregon, *College of Education Travel Award (\$500)* – American Educational Research Association. March 2015 (*Modeling Reading Growth on Oregon's AA-AAS; Farley, D., Anderson, D., Irvin, P.S., Saven, J. L., & Tindal, G.*)

Oregon Extended Assessment Contract, 2011-present (*~\$600,000 annual contract*). Oregon Department of Education. Tindal, G., Farley, D., & Megert, R.

*Research & Travel Award, Skippen Fund (\$9,076)* – provided to encourage doctoral students to develop a class project into a conference presentation. June 2014 (*Assessing Oregon's Readiness to Implement Smarter Balanced Assessments; Guerreiro, M., Farley, D., & Smith, J.S.*)

*Alaska Alternate Assessment Contract, 2011-2017 (~\$600,000 annual budget). Alaska Department of Education and Early Development. Tindal, G., Farley, D., & Sherman, K.*

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### **Grant Applications**

September 2016 (Unsuccessful) – United States Department of Education Enhanced Assessment Instruments Grant Program (CFDA 84.368A). *Project Innovative Science Alternate Assessment Consortium (ISAAC)*. **Co-Principal Investigator** with Behavioral Research & Teaching. Oregon: Lead State, North Carolina & Pennsylvania as State Partners. Assessing Special Education Students State Collaborative on Assessment and Student Standards (ASES SCASS) expert review panel.

July 2016 (Unsuccessful) – Institute for Educational Sciences. *Persistence in Post-secondary Education for Students with Disabilities (PIPE-SD)*. Goal 5, Measurement. PIPE-SD Project **Methodologist**.

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### **Relevant Skills & Coursework**

#### **I. Quantitative Methodology**

Hierarchical Linear Modeling 1 & 2, Structural Equation Modeling 1 & 2, Advanced Research Design, Advanced Measurement and Assessment 1 & 2, Survey and Questionnaire Design, Multiple Regression, Applied Statistical Design and Analysis, & Educational Statistics

#### **II. Qualitative Methodology**

Social Science Research Design, Qualitative Methodology 1, & Sociological Methods

#### **III. Educational Leadership and Policy**

Educational Policy Analysis, Supervision Instructional Leadership, Standards and Accountability, School Management and Budget, Professional Issues, Analyzing Teaching and Learning, School Law, & Philosophy of Research

#### **IV. Software**

Proficient with Microsoft Office (Word, Excel, PowerPoint), Adobe Illustrator, Adobe InDesign, SPSS, Mplus, & HLM; developing proficiency with R programming and analyses. Proficient with HTML coding for website management.

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### Professional Service

2017 - Present	<i>Board Member, The Child Center, Springfield, OR. Children's mental health treatment organization</i>
2016 - Present	<i>Title 1 Assessment System Peer Reviewer. Assisting the USDE with the review of statewide assessment systems.</i>
2015	<i>2016 AERA Conference Paper Reviewer. Measurement and Research Methodology/ Division D. Section 2: Quantitative Methods and Statistical Theory.</i>
2013-2015	<i>EMPL PhD Liaison Committee. Chair/Member. Led the EMPL PhD student group and served as faculty liaison in 2013-14; now a member.</i>
2013-2014	<i>EMPL Colloquium Committee. Member. Helped plan and organize professional presentations for EMPL colloquia meetings.</i>
2006-2009	<i>NMPED Response to Intervention (Rtl) Task Force Member. Advisor on State panel in the further development of our initial model.</i>
2007-2009	<i>Related Services Advisory Council (RSAC). Chair/Member.</i>
2005-2007	<i>New Mexico Alternate Assessment Advisory Council. Council Chair. Developed and lead an advisory council of education leaders to make long-term alternate assessment decisions.</i>
2004-2007	<i>Assessing Special Education Students (ASES/CCSSO) member. Research study group Chair/ Co-Chair.</i>
2004-2005	<i>Developing Alternate Assessment Technical Adequacy (DAATA) Enhanced Assessment Initiative. Project Leadership Team member. Leader of New Mexico as an active participating state in the grant initiative, which was aimed at defining the terms of technical adequacy for alternate assessments.</i>
2004-2005	<i>New Hampshire Enhanced Assessment Initiative. Leader of New Mexico as an active participating state in the grant initiative, aimed at discovering how students with significant cognitive disabilities learn and develop in an effort to develop more appropriate alternate assessment systems.</i>

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### Technical Studies, Workshops, and Presentations

2017	<i>Oregon Extended Assessment Tablet Administration training webinar, February 15, 2017, Behavioral Research &amp; Teaching, University of Oregon, Eugene, OR</i>
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- 2016 Curriculum and instruction template development workshop, October 10, 2016. Behavioral Research & Teaching, University of Oregon, Eugene, OR.
- 2016 Confederation of School Administrators (COSA) Fall Administrator Conference, October 7, 2016. *Accessibility to Grade-Level Content for Students with Significant Cognitive Disabilities*. Eugene, OR.
- 2016 Pennsylvania Alternate System of Assessment (PASA) Standard Setting Meetings, August 7-10, 2016, Harrisburg, PA. Designed and implemented bookmarking standard setting meetings with Pennsylvania educators in reading and mathematics.
- 2016 Confederation of School Administrators (COSA) Summer Assessment Institute, August 4, 2016. (Invited) *Accessibility to Grade-level Content for Students with Significant Cognitive Disabilities*, Eugene, OR.
- 2016 Oregon Extended Assessment Tablet Administration Study, March 2, 2016. Eugene, OR.
- 2015 Confederation of School Administrators (COSA) Fall Administrator Conference, October 2, 2015. (Invited) *Linking Standards to the IEP for Students Participating in the Oregon Alternate ("Extended") Assessment*. Eugene, OR.
- 2015 Confederation of School Administrators (COSA) Summer Assessment Institute, August 6, 2015. (Invited) *Curricular Resources and Supports and Students with Significant Cognitive Disabilities*. Eugene, OR.
- 2015 Malheur Summer Institute, July 21, 2015. (Invited) *Oregon's Statewide Assessment System & Students with Disabilities*. Eugene, OR.
- 2015 Oregon Extended Assessment Standard Setting Meetings, June 15-17, 2015. Designed and implemented bookmarking standard setting meetings with Oregon educators in ELA, math, and science.
- 2014 Confederation of School Administrators (COSA) Fall Administrator Conference, October 7, 2014. (Invited) *Essentializing the Common Core State Standards and Oregon State Science Standards and linking these essentialized standards to the IEP process for Students Participating in the Oregon Alternate ("Extended") Assessment*. Eugene, OR.
- 2011-2016 Statewide Qualified Assessor and Qualified Trainer Trainings. Provided overview of changes to our training and proficiency website and programmatic improvements regarding the training and test development for the Alaska and Oregon Departments of Education related to their Alternate Assessments based on Alternate Achievement Standards.

2011	Oregon Extended Science Standard Setting. Salem, OR. Presentation to Oregon teachers regarding standard setting expectations for the OR Extended and facilitation of meeting components.
2007-2010	IEP development, Addressing Student Behavior, FBA/BIP, Improving Student attention & memory, Test-taking Skills (A-C-E strategy), and Cognitive Ability and Academic Achievement Assessment, and Test Coordinator Trainings. NMSD & The Child Center.
2004-2007	Adequate Yearly Progress, Response to Intervention, NMAPA Test Administrator Trainings, District Test Coordinator Trainings, Large-scale Assessment Accommodations Trainings, Student Assistance Team trainings, NMPED.
2006	<i>New Mexico's Response to Intervention Model</i> . (Invited) Keynote presentation at NMAASP Conference, Santa Fe, NM.
2006	<i>History of Intelligence Testing / Intellectual Functioning</i> . Office of the Federal Public Defender, Arizona. (Invited) Conference regarding mental retardation and the death penalty. Co-presenters: Dr. Ruth Luckasson, Daisy Thompson, and Marc Tassé.
2005	<i>The New Mexico Technical Evaluation and Assessment Manual (NM TEAM)</i> . Keynote presentation. Albuquerque, NM.

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### **State Board of Education & Legislative Subcommittee Presentations**

2015	Oregon State Board of Education, October 22, 2015. Provided testimony related to equating study results and Essential Skills requirements.
2015	Oregon State Board of Education, June 25, 2015. Provided testimony regarding standard setting results, including cut scores and revised achievement level descriptors (Alternate Achievement Standards; AAS). AAS adopted.
2015	Oregon State Board of Education, May 21, 2015. Provided testimony related to the new Oregon Extended Assessment achievement level descriptors (ALDs). ALDs adopted.
2006	New Mexico Legislative Education Subcommittee (LESC), September 13, 2006. Provided testimony related to New Mexico's Response to Intervention (RtI) plan.
2005	New Mexico Legislative Education Subcommittee (LESC), June 13, 2005. Provided testimony related to the reauthorization of the IDEA 2004, focused on Response to Intervention (RtI) for identification of learning disabilities.

## **Professional Membership**

The *Council for Exceptional Children* (CEC) since 2004.

The *American Educational Research Association* (AERA) since 2014. Division H: Research, Evaluation, and Assessment in Schools. SIGs: Cognition and Assessment & Inclusion and Accommodation in Educational Assessment.

The *National Council on Measurement in Education* (NCME) since 2015.