

Deni L. Basaraba, Ph.D.

P.O. Box 72495
Springfield, OR 97475
(541) 510-0680

deni.basaraba@bethel.k12.or.us

District Data Analyst

Bethel SD 52
4640 Barger Dr.
Eugene, OR 97402-1239

EDUCATION

- Ph.D.** University of Oregon
(2011) Educational Leadership with a focus on measurement, assessment, and research methodology
Dissertation: *Examining school, student, and measurement effects on first grade students' demonstration of the alphabetic principle*
Committee: Drs. Paul Yovanoff (Chair), Gerald Tindal, Akihito Kamata, & Beth Harn
- M.A.** University of Oregon
(2007) Special Education with a focus on assessment
- B.A.** University of Oregon
(2003) Double Major: Spanish & English
Summa cum laude with departmental honors

RESEARCH INTERESTS

My educational and research experience thus far has been in the following areas: literacy and mathematics intervention development, assessment and survey development, instructional and curricular design, instructional and assessment supports for English Learners, and using various sources of student performance data to make informed instructional decisions at multiple levels of the school system (e.g., individual students, groups of students, classrooms, grades, schools).

MANUSCRIPTS IN PREPARATION

- [1] Chaparro, E. A., Park, Y., Fien, H., Baker, S. K., **Basaraba, D.**, Smith, J. M., & Stoolmiller, M. (revise and resubmit). Evaluating equating methods for progress monitoring oral reading fluency passages in second grade. *Assessment for Effective Intervention*.
- [2] Ketterlin-Geller, L., Shivraj, P., **Basaraba, D.**, & Schielack, J. (revise and resubmit). Universal screening for algebra readiness in middle school: Why, what, and does it work? *Investigations in Mathematics Learning*.
- [3] **Basaraba, D.**, Yovanoff, P., Shivraj, P., & Ketterlin-Geller, L. (submitted). Specifying stopping rules for fixed-length tests that enhance efficiency and reliability: Methods and applications. *Educational Assessment*.
- [4] Ketterlin-Geller, L., Shivraj, P., **Basaraba, D.**, & Yovanoff, P. (under revision). Using mathematical learning progressions to design diagnostic assessments.
- [5] **Basaraba, D.**, Harn, B. A., Yovanoff, P., Tindal, G. Travers, P., & Baker, S. K. (in preparation). Student and school level predictors of reading performance in schools implementing a schoolwide reading model: Exploring meaningful variation
- [6] **Basaraba, D.**, Woods, D., Zannou, Y., & Ketterlin-Geller, L. (in preparation). Exploring the utility of think-alouds for providing insights into students' problem-solving processes and the relation between these processes and mathematics performance.
- [7] **Basaraba, D.**, Ketterlin-Geller, L., Shivraj, P., & Yovanoff, P. (in preparation). How does varying the level of cognitive engagement impact item difficulty?

PUBLICATIONS

- [13] Baker, D. L., **Basaraba, D.**, Conry, J., Richardson, U., Lyytinen, H., & Cole, R. (2017). Advancing the Spanish and English decoding skills of first grade bilingual students using a computer-adapted reading intervention. *Bilingual Research Journal: The Journal of the National Association for Bilingual Education*, 40, 222-239.
- [12] Baker, D. L., **Basaraba, D. L.**, Polanco, P., & Sparks, A. (accepted). Linking theory to practice: Review of empirical studies on second language acquisition. *Second Language Acquisition: Methods, Perspectives, and Challenges*. Happauge, NY: Nova Science Publishers.
- [11] Woods, D., Ketterlin-Geller, L. R., & **Basaraba, D.** (accepted). Number sense on the number line. *Intervention in School & Clinic*.
- [10] Román, D., Briceño, A., & **Basaraba, D.** (accepted). English learners and the complex language of written science texts: Practical advice for teachers. *Science Scope*.
- [9] Baker, D. L., **Basaraba, D.**, & Polanco, P. (2016). Connecting the present to the past: Furthering research on bilingualism and bilingual education. *Review of Research in Education*, 40, 821-883.
- [8] Román, D., Jones, F., **Basaraba, D.**, & Hironaka, S. (2016). Helping students bridge inferences in science texts: Practical advice for teachers. *Journal of Adolescent & Adult Literacy*. DOI: 10.1002/jaal.555.
- [7] Harn, B. A., **Basaraba, D.**, Chard, D., & Fritz, R. (2015). The impact of schoolwide prevention efforts: Lessons learned from implementing independent academic and behavior support systems. *Learning Disabilities: A Contemporary Journal*, 13, 3-20.
- [6] **Basaraba, D.**, Biancarosa, G., Carlson, S. & Shanley, L. (2014). What does it mean to “read like a historian”? *ASCD Express*, 9(13).
- [5] Carlson, S., Biancarosa, G., Shanley, L., & **Basaraba, D.** (2014). Common core standards for comprehending science texts: How can instruction support students in light of these new standards? *ASCD Express*, 9(13).
- [4] **Basaraba, D.**, Yovanoff, P., Alonzo, J., & Tindal, G. (2013). Examining the underlying structure of reading comprehension: Do multiple levels of comprehension exist? *Reading and Writing: An Interdisciplinary Journal*, 26, 349-379. DOI: 10.1007/s11145-012-9372-9.
- [3] Baker, D. L., Park, Y., Baker, S., K., **Basaraba, D.**, Kame’enui, E. J., & Beck, C. T. (2012). Effects of a paired bilingual reading program on the performance of English learners in grades 1-3. *Journal of School Psychology*, 50, 737-758.
- [2] Alonzo, J., **Basaraba, D.**, Tindal, G. & Carriveau, R. (2009). They read, but how well do they understand? An empirical look at the nuances of reading comprehension. *Assessment for Effective Intervention*, 35(1), 34-44.
- [1] Mercier Smith J.L., Fien, H., **Basaraba, D.** & Travers, P. (2009). A culture of continuous improvement: Data-based decision making in a multi-tier system. *Teaching Exceptional Children*, 41(5), 16-22.

PRESENTATIONS

- [49] Pastor, A., Román, D., del Rosal, K., & **Basaraba, D.** (October 2017). *Bilingual teachers’ attitudes toward local varieties of Spanish in North Texas*. Paper to be presented at the 2017 Hispanic Language Symposium: Lubbock, TX.
- [48] Jones, F, **Basaraba, D.**, & Román, D. (July 2017). *Understanding the frequency and use of logical connectives in science texts: Implications for students and teachers*. Poster presented at the 24th annual conference of the Society for the Scientific Study of Reading: Halifax, Nova Scotia.
- [47] **Basaraba, D.**, & Gutierrez-Schmich, T. (June 2017). *Who cares what they think anyway? We do! An integrated approach to developing a measure of school climate*. Paper presented at the 43rd annual conference of the Consortia of Oregon School Administrators (COSA): Seaside, OR.

- [46] **Basaraba, D.**, & Shivraj, P. (April 2017). *Promoting in-depth examination of teacher-developed placement tests*. Paper presented at the 2017 annual conference of the National Council on Measurement in Education: San Antonio, TX.
- [45] del Rosal, K., Román, D., & **Basaraba, D.** (April 2017). *Constructing explanations in science: Informal formative assessment practices among science teachers of emergent bilinguals*. Paper presented at the 2017 annual conference of the American Educational Research Association: San Antonio, TX.
- [44] Pastor, A., Román, D., del Rosal, K., & **Basaraba, D.** (April 2017). *Language ideologies and attitudes toward Spanish among in-service bilingual teachers in North Texas*. Paper presented at the 2017 Spanish in the United States conference: Provo, UT.
- [43] Baker, D. L., **Basaraba, D.**, & Smolkowski, K. (February 2017). *Transferring Spanish decoding skills to English through a computer-adaptive decoding program*. Poster presented at the 2017 annual Pacific Coast Research Conference: Coronado, CA.
- [42] **Basaraba, D.**, Ketterlin-Geller, L. R., & Simon, E. (April 2016). *Exploring kindergarten mathematics instruction: A survey of teachers' instructional practices and resources*. Paper presented at the 2016 annual conference of the American Educational Research Association: Washington, D.C.
- [41] Shivraj, P., Ketterlin-Geller, L. R., & **Basaraba, D.** (April 2016). *Evaluating the technical rigor of algebra-readiness screeners*. Paper presented at the 2016 annual conference of the American Educational Research Association: Washington, D.C.
- [40] Román, D., Briceño, A., **Basaraba, D.**, Hasperué, W., Biedermann, K., & Perez, G. (April 2016). *How common are nominalizations in science textbooks? Implications for science teachers of emergent bilinguals*. Paper presented at the 2016 annual conference of the American Educational Research Association: Washington, D.C.
- [39] **Basaraba, D.**, Sparks, A., Ketterlin-Geller, L. R., & Simon, E. (March 2016). *Exploring evidence-based methods to support English learners' mathematical understanding*. Paper presented at the 45th annual conference of the National Association of Bilingual Education: Chicago, IL.
- [38] **Basaraba, D.**, Biancarosa, G., Cummings, K., Reed, D., & Schaper, A. (July 2015). *A Rasch examination of form and rater effects in oral reading fluency*. Paper presented at the 22nd annual conference of the Society of Scientific Study of Reading: Hilo, HI.
- [37] **Basaraba, D.**, Shivraj, P., Yovanoff, P., & Ketterlin Geller, L. R. (April 2015). *Examining the role of cognitive engagement in students' mathematical understanding*. Paper presented at the 2015 annual conference of the National Council on Measurement in Education: Chicago, IL.
- [36] Ketterlin Geller, L. R., Shivraj, P., & **Basaraba, D.** (April 2015). *Designing instruction based on learning progressions: Teachers' use of diagnostic assessments to support struggling students*. Paper to be presented at the 2015 annual conference of the American Educational Research Association: Chicago, IL.
- [35] Ketterlin-Geller, L. R., **Basaraba, D.**, Shivraj, P., & Yovanoff, P. (February 2015). *Item difficulty: What factors influence the difficulty of mathematics items?* Poster presented at the 22nd Annual Pacific Coast Research Conference: Coronado, CA.
- [34] Simon, E., **Basaraba, D.**, Woods, D., & Ketterlin-Geller, L. R. (October 2014). *The number line in kindergarten: Explicit routines for number sense*. Presented at the 36th International Council on Learning Disabilities Annual Conference: Philadelphia, PA.
- [33] **Basaraba, D.**, Ketterlin-Geller, L., & Yovanoff, P. (April 2014). *Establishing a stopping rule for an instructionally informative diagnostic assessment of algebra readiness*. Paper presented at the annual conference of the American Educational Research Association: Philadelphia, PA
- [32] Ketterlin-Geller, L., **Basaraba, D.**, Shivraj, P., & Yovanoff, P. (April 2014). *Using learning progressions to design diagnostic assessments in mathematics*. Paper presented at the annual conference for the National Council on Measurement in Education: Philadelphia, PA
- [31] **Basaraba, D.**, Woods, D., & Ketterlin-Geller, L. (February 2014) *K-Routines: Systematic and Explicit Teaching Routines for Mathematics in Kindergarten*. Poster presented at the 2014 Research in Mathematics Education annual conference: Dallas, TX

- [30] Harn, B., Forbes Spear, C., Fritz, R., Berg, T., & **Basaraba, D.** (February 2014). *Exploring the relation of features of implementation to student outcomes*. Poster presented at the 2014 Pacific Coast Research Conference: Coronado, CA.
- [29] Travers, P., **Basaraba, D.**, & Kame'enui, E. J. (October 2013). *Cultivating continuous improvement to criterion-level performance: Using student performance data to plan instruction in a schoolwide RtI system*. Panel presented at the 2013 conference of the Council for Learning Disabilities: Austin, TX.
- [28] **Basaraba, D.** & Woods, D. (October 2013). *Insights into the mathematical thinking of students in Grades 2-4*. Poster presented at the 35th international Council on Learning Disabilities conference: Austin, TX.
- [27] Hill, S., Hatfield, C., **Basaraba, D.**, Woods, D., Simon, E., & Ketterlin-Geller, L. (October 2013). *Key words or not: Effective instruction on word problems*. Poster presented at the 35th international Council on Learning Disabilities conference: Austin, TX.
- [26] **Basaraba, D.**, Woods, D., Simon, E., (October 2013). *Math in many ways: Using data to differentiate instruction*. Paper presented at the 35th international Council on Learning Disabilities conference: Austin, TX.
- [25] **Basaraba, D.**, Zannou, Y., Woods, D., Yovanoff, P., & Ketterlin-Geller, L. (September 2013). *Exploring the utility of student think-alouds for providing insights into students' metacognitive and problem-solving processes during assessment development*. Paper presented at the Fall 2013 Conference of the Society of Research on Educational Effectiveness: Washington, DC.
- [24] **Basaraba, D.**, Ketterlin-Geller, L., Yovanoff, P., & Zachary, S. (April 2013). *Documenting validity evidence for the design, development, and evaluation of a diagnostic assessment of algebra readiness*. Paper presented at the 2013 Annual Meeting of the American Educational Research Association: San Francisco, CA.
- [23] Ketterlin-Geller, L., Zachary, S., Hill, S., & **Basaraba, D.** (April 2013). *Using learning progressions to guide instruction on fractions*. Paper presented at the 2013 Council for Exceptional Children conference: San Antonio, TX.
- [22] **Basaraba, D.**, Ketterlin-Geller, L., & Zachary, S. (April 2013). *Using verbal protocols to develop a diagnostic assessment of algebra readiness*. Paper presented at the 2013 Council for Exceptional Children conference: San Antonio, TX.
- [21] **Basaraba, D.**, Richardson, B., Woods, D., & Zachary, S. (February 2012). *Developing pedagogical content knowledge for teaching mathematics: Focus on assessment*. Presented at the Research in Mathematics Education Research-to-Practice Conference: Dallas, TX
- [20] **Basaraba, D.** (February 2012). *How much do schools matter? Examining the effects of school context on students' literacy development*. Presented at the National Association of Bilingual Education conference: Orlando, FL.
- [19] **Basaraba, D.**, Wasserman, N., Ketterlin-Geller, L., & Hill, S. (October 2012). *Learning progressions for algebra readiness: A roadmap for assessment design*. Poster presented at the 2012 Center on Teaching and Learning Research-to-Practice Conference: Portland, OR.
- [18] **Basaraba, D.** (2012). *Practical and instructional implications of word-reading strategies used by English learners*. Council for Learning Disabilities Annual Conference: Austin, TX.
- [17] **Basaraba, D.**, Munir-McHill, S., Rasplica, C., & Van Horn, N. (July 2012). *DIBELS Next Essential Training*. Association for Direct Instruction Conference: Eugene, OR.
- [16] Saéz, L., Patarapichayatham, C., Tindal, G., **Basaraba, D.**, & Park, B. (April 2012). *Reading comprehension test item difficulty and complexity*. Paper presented at the 2012 Annual Meeting of the American Educational Research Association: Vancouver, British Columbia.
- [15] **Basaraba, D.** (February 2012). *Examining word reading strategies utilized by English learners: Practical and instructional implications*. National Association of Bilingual Education Annual Conference: Dallas, TX.
- [14] **Basaraba, D.** (February 2012). *Examining school and student effects on DIBELS Nonsense Word Fluency*. Pacific Coast Research Conference: Coronado, CA.

- [13] Yovanoff, P., & **Basaraba, D.** (February 2012). *Nonsense word item difficulty invariance across English learner status*. Pacific Coast Research Conference: Coronado, CA.
- [12] **Basaraba, D.**, Luft Baker, D., Baker, S. K., Miciak, J., Mielke, A. R., & Linan-Thompson, S. (November 2011). *Examining the effects of systematic and explicit teaching routines during Spanish literacy instruction*. Center on Teaching and Learning Research to Practice Conference: Portland, OR.
- [11] **Basaraba, D.**, Kliwer, R., Munir-McHill, S., & Van Horn, N. (July 2011). *DIBELS Next Essential Training*. Association for Direct Instruction Conference: Eugene, OR.
- [10] **Basaraba, D.** (April 2011). *Examining the underlying structure of reading comprehension: Do multiple levels of comprehension exist?* University of Oregon College of Education Colloquium, Department of Educational Methodology, Policy, & Leadership: Eugene, OR.
- [9] **Basaraba, D.**, Travers, P., & Chaparro, E. (February 2011). *Application of Ehri's theory: Instructional implications of students' decoding skills*. National Association of School Psychology (NASP) annual conference: San Francisco, CA.
- [8] **Basaraba, D.**, & Larsen, D. P. (2010). *DIBELS Next Transition Workshop*. Oregon Reading First Summer Institute: Portland, OR.
- [7] **Basaraba, D.**, Chaparro, E., & Travers, P. (May 2010). *Making sense of Nonsense Word Fluency: Tools for interpreting student performance*. Poster presented at the 2010 Annual Meeting of the American Educational Research Association: Denver, CO.
- [6] **Basaraba, D.** (May 2010). *Making sense of student performance on Nonsense Word Fluency: An examination of word reading strategies utilized by students receiving Spanish literacy instruction*. Paper presented at the 2010 Annual Meeting of the American Educational Research Association: Denver, CO.
- [5] Travers, P., & **Basaraba, D.** (February 2010). *The Nature of NWF and Instructional Implications: Ode to Ehri's Theory*. DIBELS Summit 2010: Albuquerque, NM.
- [4] Travers, T., & **Basaraba, D.** (October 2009). *Oregon Reading First: Cohort B Leadership Webinar*. PowerPoint session presented at the Oregon Reading First Cohort B Fall 2009 Leadership Meeting. Eugene, OR.
- [3] Chaparro, E., Mercier Smith, J., & **Basaraba, D.** (May 2009). *Data reflection: Providing generally effective instruction*. PowerPoint session presented at the Oregon Reading First Cohort B Spring 2009 Leadership Meeting. Eugene, OR.
- [2] **Basaraba, D.**, Alonzo, J., & Tindal, G. (April 2009). *Fifth grade reading comprehension: An IRT-examination of difficulty*. Paper presented at the 2009 Annual Meeting of the American Educational Research Association, San Diego, CA.
- [1] Chaparro, E., Mercier Smith, J., & **Basaraba, D.** (March 2009). *Data reflection: Providing generally effective instruction*. PowerPoint session presented at the Cohort B Winter 2009 Leadership Meeting. Eugene, OR: Oregon Reading First Center.

TECHNICAL REPORTS

- [22] **Basaraba, D.**, Ketterlin-Geller, L., & Simon, E. (in preparation). *Kindergarten Mathematics: Explicit and Systematic Teaching Routines (K-Routines): Kindergarten Mathematics Instruction in Texas*. (Technical Report 15-XX). Dallas, TX: Southern Methodist University, Research in Mathematics Education.
- [21] **Basaraba, D.**, Woods, D., Ketterlin-Geller, L., & Miller, S. (in preparation). *Elementary School Students in Texas Algebra Ready (ESTAR) Universal Screener: Verbal Protocol & Self-Efficacy Data Collection and Analyses*. (Technical Report 15-13). Dallas, TX: Southern Methodist University, Research in Mathematics Education.
- [20] Woods, D., **Basaraba, D.**, & Ketterlin-Geller, LR. (in preparation). *Kindergarten Mathematics: Explicit and Systematic Teaching Routines – Curriculum Development*. Technical Report (15-XX). Dallas, TX: Southern Methodist University, Research in Mathematics Education.
- [19] **Basaraba, D.**, Woods, D., Ketterlin-Geller, L. R., & Miller, S. (2015). *Elementary School*

- Students in Texas Algebra Ready (ESTAR) Universal Screener: Verbal Protocol & Self-Efficacy Data Collection and Analyses.* (Tech. Rep. No. 15-03). Dallas, TX: Southern Methodist University, Research in Mathematics Education.
- [18] **Basaraba, D.**, Shivraj, P., Yovanoff, P., & Ketterlin-Geller, L. R. (2015). *Middle School Students in Texas Algebra Ready (MSTAR) Universal Screener: Universal Screener Alignment Pilot Study for Grades 5-8.* (Tech. Rep. No. 15-13). Dallas, TX: Southern Methodist University, Research in Mathematics Education.
- [17] Hatfield, C., Ratliff, B., Axel, S., **Basaraba, D.**, & Ketterlin-Geller, L. R. (2015). *Imagination Station (Istation): Updates to Universal Screener Item Development for Grades 2-8* (Tech Rep. No. 15-02). Dallas, TX: Southern Methodist University, Research in Mathematics Education.
- [16] Hatfield, C., Perry, L., **Basaraba, D.**, Miller, S., Simon, E., & Ketterlin-Geller, L. R. (2015). *Imagination Station (Istation): Universal Screener Instrument Development for Grades PK-1.* (Tech. Rep. No 15-01). Dallas, TX: Southern Methodist University, Research in Mathematics Education.
- [15] Hatfield, C., Perry, L., **Basaraba, D.**, Miller, S., Simon, E., & Ketterlin-Geller, L. R. (2014). *Imagination Station (Istation): Universal Screener and Inventory Instruments Interface Development for Grades PK-1.* (Tech. Rep. No. 14-01). Dallas, TX: Southern Methodist University, Research in Mathematics Education.
- [14] **Basaraba, D.**, Shivraj, P., Yovanoff, P., Bell, J., & Ketterlin-Geller, L. (2013). *Middle School Students in Texas Algebra Ready (MSTAR): Diagnostic Assessment Pilot Study for Grades 5-8.* (Tech. Rep. No. 13-11). Dallas, TX: Southern Methodist University, Research in Mathematics Education.
- [13] **Basaraba, D.**, Yovanoff, P., Axel, S., & Ketterlin-Geller, L. (2013). *Elementary School Students in Texas Algebra Ready (ESTAR): Universal Screener Pilot Study for Grades 2-4.* (Tech. Rep. No. 13-10). Dallas, TX: Southern Methodist University, Research in Mathematics Education.
- [12] Richardson, B., Zannou, Y., Axel, S., **Basaraba, D.**, Ketterlin-Geller, L. (2013). *Middle School Students in Texas Algebra Ready (MSTAR): Universal Screener Instrument Development for Grades 5-8.* (Tech. Rep. No. 13-09). Dallas, TX: Southern Methodist University, Research in Mathematics Education.
- [11] Richardson, B., Zannou, Y., Axel, S., **Basaraba, D.**, Ketterlin-Geller, L. (2013). *Middle School Students in Texas Algebra Ready (MSTAR): Universal Screener Blueprint Development.* (Tech. Rep. No. 13-08). Dallas, TX: Southern Methodist University, Research in Mathematics Education.
- [10] Axel, S., L., **Basaraba, D.**, Woods, D., & Ketterlin-Geller, L. (2013). *Elementary School Students in Texas Algebra Ready (ESTAR): Universal Screener Instrument Development for Grades 2-4.* (Tech. Rep. No. 13-07). Dallas, TX: Southern Methodist University, Research in Mathematics Education.
- [9] Woods, D., Miller, S., **Basaraba, D.**, & Ketterlin-Geller, L. (2013). *Elementary School Students in Texas Algebra Ready (ESTAR): Universal Screener Blueprint Development.* (Tech. Rep. No. 13-06). Dallas, TX: Southern Methodist University, Research in Mathematics Education.
- [8] **Basaraba, D.**, Zachary, S. C., Bell, J., & Ketterlin-Geller, L. (2013). *Middle School Students in Texas Algebra Ready (MSTAR): Diagnostic Assessment Instrument Development for Grades 5-8.* (Tech. Rep. No. 13-05). Dallas, TX: Southern Methodist University, Research in Mathematics Education.
- [7] Perry, L., **Basaraba, D.**, & Ketterlin-Geller, L. (2013). *Imagination Station (Istation): Universal Screener Instrument Development for Grade 2.* (Tech. Rep. No. 13-01). Dallas, TX: Southern Methodist University, Research in Mathematics Education.
- [6] Zachary, S. C., Zannou, Y., **Basaraba, D.**, Wasserman, N., Hill, S., & Ketterlin-Geller, L. (2013). *MSTAR Learning Progressions Development.* (Tech. Rep. No. 13-03). Dallas, TX:

- Southern Methodist University, Research in Mathematics Education.
- [5] Ketterlin-Geller, L. R., Lai, C. F., & **Basaraba, D.** (2009). *Project DIVIDE: Feasibility and utility study of Project DIVIDE instructional modules* (Tech. Rep. No. 09-03). Dallas, TX: Southern Methodist University, Education Policy and Leadership.
- [4] **Basaraba, D.**, Chaparro, E. A., & Travers, P. (Summer 2009). *Oregon Reading First sustainability study: A technical brief on the sustained implementation of the schoolwide reading model*. Eugene, OR: Oregon Reading First Center.
- [3] **Basaraba, D.**, Chaparro, E. A., & Travers, P. (Spring 2009). *Spring 2009 Nonsense Word Fluency of kindergarten and first grade students: A technical brief on the use of dominant word recoding strategies*. Eugene, OR: Oregon Reading First Center.
- [2] Chaparro, E. A., & **Basaraba, D.** (Winter 2009). *Winter 2008 – 2009 Nonsense Word Fluency of kindergarten and first grade students: A technical brief on the use of dominant word recoding strategies*. Eugene, OR: Oregon Reading First Center.
- [1] Katz, R., Sanford, A., & **Basaraba, D.** (Fall 2007). *Oregon Reading First: Teacher Report*. Eugene, OR: Oregon Reading First Center.

GRANT PROPOSALS

Funded

- Contributing Author, Methodologist** (November 2016): *Exploring visual representations about human impact on the environment in middle school science and social studies textbooks*. Southern Methodist University Research Council.
- Contributing Author, Co-PI** (November 2016). *Making Middle School Mathematicians: Measuring, Monitoring, and Intervening to Improve Math Self-Concept*. University of Oregon Faculty Research Grant.
- Co-PI, Lead Author: Basaraba, D.**, Shivraj, P., Hatfield, C., & Ketterlin-Geller, L., (December 2014). *Parental Math Training Pilot*. Inter-American Development Bank. \$499,976. (June 2015 – June 2017).
- Co-PI, Lead Author: Basaraba, D.**, Ketterlin-Geller, L., & Woods, D. (September 2013). *Kindergarten Mathematics: Explicit and Systematic Teaching Routines*. Southern Methodist University Research Council. \$2,500 (September 2013 – May 2015).

Unfunded

- Lead Author** (May 2015). Letter of Inquiry: *Exploring the comparability of and access to translated mathematics assessments for Spanish-speaking English learners*. Foundation for Child Development Young Scholars Program. Invited to submit full proposal.
- Junior Researcher, Lead Author: Basaraba, D.**, Baker, D. L., Hatfield, C., & Ketterlin-Geller, L. (May 2015). Letter of Inquiry: *Development of an English Learners Mathematics Classroom Observation Tool*. W.T. Grant Foundation.
- Co-PI, Lead Author: Basaraba, D.**, & Ketterlin-Geller, L. (August 2014). *Project CONNECT: CONceptual Numeracy Instruction for Effective Circle Time*. USDE, Institute for Education Sciences. \$1,499,997. (2015-2018)
- Contributing Author:** Ketterlin-Geller, L., & **Basaraba, D.** (February 2014). *Getting Ready to Learn Math: Early Childhood Mathematics Learning Materials for Parents & Caregivers*. American Honda Foundation. \$75,000. (July 2014 – June 2015).
- Contributing Author:** Baker, D. L., Correa, V., Nippert, R., **Basaraba, D.**, & Ware, P. (July 2013). *Project LINK: Improving Latino Parent Communication Skills and their Children's School Readiness Through Enhanced English Lessons and Read Alouds*. \$1,999,932. Head Start. (July 2014 – June 2018).

Lead Author: Basaraba, D., Zannou, Y., Ketterlin-Geller, L., & Perry, L. (January 2013). *Bridging the Gap in Middle School Mathematics: Using Formative Assessment to Differentiate Instruction*. \$4,998.50. American Educational Research Association – Educational Research Service Project. (July 2013 – June 2014).

Contributing Author: Baker, D. L., Al-Otaiba, S., Cole, R., Ward, W., Ware, P., & **Basaraba, D.** (September 2012). *English Learner Vocabulary Acquisition (ELVA): Promoting the Vocabulary and Language Proficiency of Spanish-Speaking English Learners in Second Grade*. \$1,500,000. USDE: Institute of Education Sciences. (July 2013 – June 2016).

Contributing Author: Biancarosa, G., Kieffer, M., Carlson, S., & **Basaraba, D.** (June 2012). *Reading Comprehension Across Genres and Disciplines in Fourth and Eight Grades: Informing Assessment and Instruction for the Common Core*. \$1,500,000. USDE: Institute of Education Sciences. (August 2013-June 2016).

Contributing Author: Ketterlin-Geller, L., Cuevas, A., **Basaraba, D.,** & Zannou, Y. (December 2012). *Accessible Algebra Assessments (A3): Measuring students' with disabilities algebraic learning through technology-enhanced accessible assessments*. \$550,000. National Science Foundation. (September 2013 – August 2015).

EXTERNAL TRAINING GRANTS

Institute on Statistical Analysis: Mathematics Education and Equity. (May 2013). American Educational Research Association. Washington DC.

PRACTITIONER-FOCUSED PROFESSIONAL DEVELOPMENT

Basaraba, D. (2015, January 20). Supporting English learners in the mathematics classroom [Web log comment]. Retrieved from <http://www.smu.edu/Simmons/Research/RME/Engage>.

Basaraba, D. (2013, November 14). Mastering explicit instruction: Part 4 [Web log comment]. Retrieved from <http://www.smu.edu/Simmons/Research/RME/Engage>.

Basaraba, D. (2013, November 7). Mastering explicit instruction: Part 3 [Web log comment]. Retrieved from <http://www.smu.edu/Simmons/Research/RME/Engage>.

Basaraba, D. (2013, October 31). Mastering explicit instruction: Part 2 [Web log comment]. Retrieved from <http://www.smu.edu/Simmons/Research/RME/Engage>.

Basaraba, D. (2013, October 9). Mastering explicit instruction: Part 1 [Web log comment]. Retrieved from <http://www.smu.edu/Simmons/Research/RME/Engage>.

Basaraba, D. (2013, April 26). Focus on research: A discussion on learning progressions for instruction and assessment. [Web log comment]. Retrieved from <http://www.smu.edu/Simmons/Research/RME/Engage>.

POLICY DOCUMENTS

Oregon State Literacy Plan (<http://www.ode.state.or.us/search/page/?id=2568>)

Narrative Frameworks for Reading and Writing (K-12)

School and District Level Self Assessment Tools for Reading and Writing (K-12)

School and District Level Implementation Guides for Reading and Writing (K-12)

PROFESSIONAL DEVELOPMENT ONLINE TRAINING MATERIALS

Basaraba, D., (June 2017). *Leading School Improvement with Evidence-Based Decisions: Data, Data Management, and Data Teams*. 2017 Executive Leadership Institute course: University of Oregon.

Sentinel Schools Project

- Chaparro, E., **Basaraba, D.**, Schaper, A., Cummings, K. D., & Smith, J. M. (February 2012). *Sentinel Schools Project Intervention Module 2: Data-Based Decision Making*
- Chaparro, E., Smith, J. M., Cummings, K. D., **Basaraba, D.**, & Schaper, A. (December 2011). *DIBELS Next Administration Refresher Training*.
- Smith, J. M., Cummings, K. D., Chaparro, E., **Basaraba, D.**, & Schaper, A. (December 2011). *DIBELS Next Administration Refresher Training: Administration and Scoring Rules for First Sound Fluency (FSF)*.
- Basaraba, D.**, Schaper, A., Chaparro, E., Smith, J. M., & Cummings, K. D. (December 2011). *DIELS Next Administration Refresher Training: Administration and Scoring Rules for Letter Naming Fluency*.
- Smith, J. M., Cummings, K. D., Chaparro, E., **Basaraba, D.**, & Schaper, A. (December 2011). *DIBELS Next Administration Refresher Training: Administration and Scoring Rules for Phoneme Segmentation Fluency (PSF)*.
- Smith, J. M., Cummings, K. D., Chaparro, E., **Basaraba, D.**, & Schaper, A. (December 2011). *DIBELS Next Administration Refresher Training: Administration and Scoring Rules for Nonsense Word Fluency (NWF)*.
- Smith, J. M., Cummings, K. D., Chaparro, E., **Basaraba, D.**, & Schaper, A. (December 2011). *DIBELS Next Administration Refresher Training: Administration and Scoring Rules for DIBELS Oral Reading Fluency (DORF) and DORF-Retell*.
- Smith, J. M., Cummings, K. D., Chaparro, E., **Basaraba, D.**, & Schaper, A. (December 2011). *DIBELS Next Administration Refresher Training: Administration and Scoring Rules for Daze*.
- Smith, J. M., Cummings, K. D., Chaparro, E., **Basaraba, D.**, & Schaper, A. (November 2011). *Sentinel Schools Project Intervention Module 1: Advanced Strategies for Establishing Fidelity of Assessment Administration and Data Collection*.

Oregon Literacy Framework Resources (<http://oregonliteracydpd.uoregon.edu>)

Academic Language
Phonological Awareness (part 1)

Oregon Reading First Center (<http://oregonreadingfirst.uoregon.edu>)

Spring 2009 DIBELS Refresher Webinar
Fall 2009 DIBELS Refresher Webinar
Winter 2010 DIBELS Refresher Webinar
Spring 2010 DIBELS Refresher Webinar

INVITED SPEAKER

09/2010: University of Oregon College of Education Centennial Celebration

GRANT-FUNDED RESEARCH EXPERIENCE

01/2012-09/2015 Research in Mathematics Education, Southern Methodist University

Project Manager and Assessment Coordinator supporting the development of universal screening and diagnostic assessments for algebra readiness for students in grades Pre-Kindergarten – 8th Grade. Responsibilities included: coordinating the development of three assessments of algebra readiness (i.e., a universal screener for PK-2, a universal screener for Grades 2-4, and an inventory assessment for Grades PK-8), development of training materials, quantitative and qualitative data analysis, review of items for Universal Design principles, dissemination of project-related information via presentations, technical reports, and manuscripts, and coordination of pilot-studies to examine the appropriateness and effectiveness of items written for the assessment. Have also served as the methodologist on a small NSF-funded study evaluating the efficacy of a computer-assisted reading

intervention (CARI) for English- and Spanish-speaking students receiving English-only and bilingual instruction.

2004 – 2010 **Oregon Reading First Center; Center on Teaching and Learning, University of Oregon**

Research Assistant supporting this federally-funded, longitudinal technical assistance center established to provide ongoing support and technical assistance to 51 Oregon elementary schools that met qualifications to receive Reading First funding. Responsibilities included: coordination and management of small research projects, data analysis and reporting of project-level data, conducting quarterly reliability trainings with schools prior to data collection, collection and management of deliverables due to the Oregon Department of Education, website creation and management, technical assistance for a web-based comprehensive data system, management and inventory of curriculum materials, and assisting in presentation and materials creation and compilation.

2003-2005 **Project CIRCUITS: Center for Improving Reading Competence Using Intensive Treatments Schoolwide; Center on Teaching and Learning, University of Oregon**

Prepared test protocols for data collection, helped with collection of student performance data, scored student test protocols, data entry, collaborated with data collectors to ensure reliable data collection, analyzed data for simple statistics, organized and prepared training materials for teachers, constructed student materials for intervention, and created intervention materials for use by teachers in the classroom.

2003-2004 **Project ALTER; Center on Teaching and Learning, University of Oregon**

Prepared test protocols for data collection, helped with collection of student performance data, scored student test protocols, data entry, organized and prepared training and testing materials for teachers, and anonymized test protocols for secure storage.

2001-2003 **Project OPTIMIZE: Optimizing and Sustaining Early Reading and Vocabulary Growth for Students with Developmental Delay or At-Risk of Reading Disability; Center on Teaching and Learning, University of Oregon**

Prepared test protocols for data collection, scored student test protocols, helped anonymize test protocols for secure storage, and entered student performance into longitudinal database.

PROFESSIONAL EXPERIENCE

08/2015 – present **District Data Analyst**

Oversee, coordinate, and provide training for the district-wide Student Information System. Analyze student performance and other district-related data to explore curriculum effectiveness and issues of equity with respect to multiple student outcomes. Develop observation tools for use within the classroom and surveys to inform district practice and policies. Develop grant proposals and disseminate results of data analyses with stakeholders.

01/2011 – present **Freelance Editor**

Technical writing editor for master's and doctoral level students, providing support and feedback on literature syntheses, master's theses, conference proposals, dissertation proposals, dissertations, and portfolio documents required for graduation.

09/2012-present **Adjunct Instructor, Department of Educational Methodology, Policy, and Leadership, University of Oregon**

Instructor for writing courses designed to support Master's students in the drafting of their Methods sections and human subjects applications and to support Doctoral students in the drafting of their dissertation proposals.

09/2015 – present Research Affiliate, Southern Methodist University

Collaboratively analyze student performance data, design research studies, write grant proposals, and disseminate findings of research conducted with the Research in Mathematics Education unit and by colleagues in the Annette Caldwell Simmons School of Education and Human Development.

07/2012 – present Courtesy Research Associate, Center for Teaching and Learning

Participated in research groups focused on the conduct and dissemination of research in elementary schools with special populations of students. Other responsibilities include facilitating and providing support for the CTL Research to Practice Conference, including conference evaluation, conference evaluation data analysis, and creation of follow-up materials for participants.

09/2016 – present Evaluator

Contract with the *Dallas Arboretum Early Childhood Program, Dallas, TX*

06/2011 – 06/2012 Curriculum Materials Development

Contract with the *Aswaj International Academy, Doha, Qatar*

Developed small group lesson formats, teacher presentation books, whole group presentation charts, and formative assessments to enhance *Scott Foresman Reading Street 2011*.

06/2010 – 09/2010 Article Reviewer / Coder

Contract with *National Institute for Direct Instruction (NIFDI), Eugene, OR*

Read and coded research articles related to the implementation and efficacy of Direct Instruction programs for a meta-analysis. Responsibilities included: participating in article coding training, obtaining reliability with other coders, reading and coding articles, and submitting article reviews to project coordinator.

07/2009 – 12/2010 Project Coordinator/Data Collector

Contract with *Boys and Girls Club of Portland, Portland, OR*

Recruited and trained data collectors on two literacy measures (DIBELS and SAT-10) for evaluation of the Boys and Girls Club Literacy Initiative Evaluation Project. Responsibilities also include: preparing, organizing, and secure storage of all testing materials, collecting student performance data, scoring protocols, creating and maintaining a project database, working with the data collectors and Literacy Coordinator to schedule data collection visits, and coordinating travel to participating Boys and Girls Club sites.

03/2008 – 06/2008 Editor

Contract with *Pacific Institute for Research, Eugene, OR*

Proofread and edited content and manipulated graphics in the Calendar Lessons for the *Early Learning Math* curriculum currently in development as part of a federally-funded impact study examining the efficacy of a curriculum targeting early numeracy and math skills with kindergarten students.

09/2010 – 06/2012 Research Assistant, Center for Teaching and Learning

Assisted in the dissemination of research-to-practice information for educators in Oregon and across the U.S. as part of CTL's Professional Development group. Current responsibilities include: creation and editing of presentation and follow-up materials related to Oregon's K-12 literacy framework and CTL's Research to Practice Conference, data collection, data entry, and descriptive analyses of conference evaluation data, contributing to the creation of Oregon's statewide literacy plan, learning

and disseminating information about Common Core State Standards and state and national achievement standards, and developing intervention materials focused on data-based decision making for the Sentinel Schools Project. Additional responsibilities include grant writing and working collaboratively to disseminate research findings via journal manuscripts and conference presentations.

TEACHING

03/2015 – 06/2015 Adjunct Instructor, Human Subjects Protection, University of Oregon
09/2012 – 06/2013 Adjunct Instructor, Advanced Research Writing, University of Oregon
09/2010 – 12/2010 Co-instructor, EMPL 659 Professional Writing; University of Oregon

SUPERVISED COLLEGE TEACHING

03/2011 – 06/2011 EDLD 641 Standards and Accountability; University of Oregon
09/2010 – 12/2010 EDLD 659 Professional Writing; University of Oregon

PROFESSIONAL SERVICE

Editorial Board	<i>Colombian Journal of Applied Linguistics</i>
Manuscript Review	<i>Assessment for Effective Intervention</i>
	<i>Psicothema</i>
	<i>The Elementary School Journal</i>
	<i>Learning Disability Quarterly</i>
	<i>Australian Journal of Learning Disabilities</i>
Proposal Reviewer	American Educational Research Association
	Reading & Literacy SIG
	Division H: Outstanding Dissertation Award, Outstanding Publication Award
	Division H: Assessment in the Schools
	Division C: Curriculum & Instruction - Literacy
	21 st Century Community Learning Centers Program (21 st CCLC), Florida Department of Education

TRAINING

07/2011 DIBELS Next Mentor Trainer

HONORS, AWARDS, & SCHOLARSHIPS

2013	AERA Committee on Scholars of Color in Education (CSCE) Early Career Scholar
2010	Article of the Year: They read, but how well do they understand? An empirical look at the nuances of reading comprehension. <i>Assessment for Effective Intervention</i>
2010-2011	Dynamic Measurement Group scholarship recipient
March 2010	Department of Educational Leadership travel grant recipient
2009-2010	Educational Policy Improvement Center (EPIC) scholarship recipient
March 2009	Department of Educational Leadership travel grant recipient
2008-2009	Dynamic Measurement Group scholarship recipient
2005-2006	Helen DeGnath Wessala scholarship recipient
1999-2000	Robert C. Byrd scholarship recipient

PROFESSIONAL MEMBERSHIPS

2012-present	Scientific Studies of Reading Society for Research on Educational Effectiveness Council for Exceptional Children National Association for Bilingual Education National Council on Measurement in Education
2010-2011	National Association of School Psychologists
2007-present	American Educational Research Association
2001-2003	Golden Key International Society
2000-2003	National Society of Collegiate Scholars