

**P. Shawn Irvin
Curriculum Vita**

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EDUCATION

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

RESEARCH INTERESTS

Dr. P. Shawn Irvin earned a PhD at the University of Oregon (UO) in 2015 specializing in assessment and measurement. Dr. Irvin has worked in diverse educational settings, elementary through graduate, and is a Research Associate at Behavioral Research and Teaching at UO. Dr. Irvin’s research interests include measurement, methodology, and assessment—specifically, exploring how status and growth in reading, math, and science achievement relate to instruction and professional development (PD), typically within school-wide improvement initiatives like Response to Intervention. In particular, Dr. Irvin seeks to understand how student data can be accessed, modeled, and visualized in novel ways that support teacher decisions and targeted PD.

ACADEMIC APPOINTMENTS

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

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)

Office of Special Education Programs (**Award: 2.5 million for 2015 – 2020**)
Title: Research Associate

Project DATA for RTI: Developing Adept Teams for Advancing RTI

Institute of Education Sciences, National Center for Special Education Research (**Award: 1.5 million for 2016 – 2020**)
Title: Research Associate

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

National Science Foundation, DRK-12 17-584 (**Pending: \$450,000 for 2018 – 2020; Reapplied Nov. 2017**)
Title: Principal Investigator

Kindergarten Entry and Growth in Emergent Literacy and Mathematics Achievement: Examining the Utility of a Statewide Assessment System

National Academy of Education/Spencer Postdoctoral Fellowship (**Pending: \$70,000 for 2018 – 2020**)

Title: Postdoctoral Fellow

RESEARCH TRAINING APPOINTMENTS

Graduate 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

EDUCATION RESEARCH PROFESSIONAL HISTORY

Aug. 2017 – Present Research Consultant, Eugene 4J School District, Eugene, OR

- *Redesign and update of the Eugene School District 4J Special Education Manual.*

Nov. 2016 – Present Interdisciplinary Research Team, College of Education, University of Oregon, Eugene, OR

- *Cross-college/department collaborative research to develop a literature synthesis for peer-review using saturation evaluation and qualitative pattern coding as basis for federal funding application in summer 2017*

Jan. 2013 – Present Technical Adequacy Specialist, Dillard Research Associates, Eugene, OR

- *Hawai'i State Alternate Assessments System (HSA-Alt) – Development and Validation*
- *Oregon Alternate (Extended) Assessment System – Development and Validation*
- *Pennsylvania Alternate System of Assessment (PASA) – Development and Validation*

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

- *Summer Education Leadership Institute, Department of Educational Methodology, Policy and Leadership, College of Education, University of Oregon*
- *Project DATA for RTI: Developing Adept Teams for Advancing RTI, Institute for Education Sciences, National Center for Special Education Research*
- *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*

June 2010 – Present Research Consultant, University of Oregon, Eugene, OR

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

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.*

POST-SECONDARY TEACHING

- 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

- July 2006 – June 2010** Lead STEM Teacher, Beaver Creek 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

SCHOLARSHIP**A. Refereed Journal Articles:**

- [8] **Irvin, P. S.**, Tindal, G., & Slater, S. (2017). The relation of kindergarten entry skills to emergent literacy and mathematics achievement. Manuscript submitted for publication.
- [7] Scalise, K., **Irvin, P. S.**, Alresheed, F., Zvoch, K., Yim, H., Park, S., Landis, B., Meng, P., Kleinfelder, B., Halladay, L., & Partsafas, A. (2017). Accommodations in digital interactive STEM assessment tasks: Current accommodations and promising practices for enhancing accessibility for students with disabilities. Manuscript submitted for publication.
- [6] **Irvin, P. S.**, Saven, J. L. S., Tindal, G. (Manuscript in preparation). Growth in elementary mathematics skills: A comparison of standards-based interim measures.
- [5] **Irvin, P. S.**, Huna, Y., Tindal, G. (Manuscript in preparation). Considerations in evaluating teachers and schools: Comparing models of student change.
- [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*. 38(4), 195-206. doi: 10.1177/0741932516678661
- [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 Conference Presentations:

- [15] Alonzo, J., & **Irvin, P. S.** (2018, April). Test of Teacher RTI Knowledge and Skill: Field Test Results. Poster accepted for presentation at the annual meeting of the American Educational Research Association, New York, NY.
- [14] **Irvin, P. S.**, Tindal, G., & Slater, S. (April, 2017). *Examining the relation between kindergarten entry and emerging literacy and math achievement*. Paper presented for the meeting of National Council for Measurement in Education, San Antonio, TX.
- [13] **Irvin, P. S.**, Tindal, G., & Slater, S. (April, 2017). *Examining the factor structure and measurement invariance of a large-scale kindergarten entry assessment*. Paper presented for the meeting of American Educational Research Association, San Antonio, TX.
- [12] **Irvin, P. S.**, & Alonzo, J. (2017, February). *Field-testing a Test of Teacher RTI Knowledge and Skill*. Poster presented for the Pacific Coast Research Conference, San Diego, CA.
- [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] Saéz, 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:

- [7] **Irvin, P. S.** & Basaraba, D. (July, 2017). *A Focus on Academics / Assessment: Screening & Progress Monitoring*. Presentation at the Executive Leadership Institute (ELI), University of Oregon, Eugene, OR.
- [6] Basaraba, D. & **Irvin, P. S.** (July, 2017). *A Focus on Academics / Assessment: Instruction Whole Group, Small Group, & Intervention*. Presentation at the Executive Leadership Institute (ELI), University of Oregon, Eugene, OR.
- [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 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. Education Products and Trainings

- [9] **Irvin, P. S.** (2017). *Data-based Decision-Making: Accessing, Interpreting, and Using Evidence at the School and District Levels*. Eugene, OR: Executive Leadership Institute (ELI), University of Oregon.
- [8] Alonzo, J. & **Irvin, P. S.** (2017). *DATA for RTI Online Teacher Training System*. Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [7] Saez, L. & **Irvin, P. S.** (2017). *ICEBERG Learning Receptiveness and Greenhouse Application Online Teacher Training System*. Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [6] Sáez, L. & **Irvin, P. S.** (2017). *Implementation Assets & Challenges Survey*. Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [5] **Irvin, P. S.**, Alonzo, J., & Sáez, L. (2016). *Administrator Feasibility & Value, Organizational Change Survey*. Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [4] Sáez, L. & **Irvin, P. S.** (2016). *Implementation Needs & Solutions Survey*. Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- [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.

ONGOING PROFESSIONAL DEVELOPMENT & COURSEWORK

- Exploring Data with R – College of Education, University of Oregon – Spring 2017

PROFESSIONAL AFFILIATIONS & SERVICE

- Reviewer annual conference for the Council for Exceptional Children
- American Educational Research Association (AERA)
 - Division D - Measurement and Research Methodology
 - Division H - Research, Evaluation and Assessment in Schools
- National Council on Measurement in Education (NCME)
- Student Representative – Dean's Student Advisory Board, COE, University of Oregon (former)
- Doctoral Student Mentor – Department of EMPL, University of Oregon (former)

- Graduate Liaison Committee – Department of EMPL, University of Oregon (former)

COMMUNITY SERVICE

- Family Partnership Committee Member & Partner Family Advocate – Springfield/Eugene Habitat for Humanity (former)
- Volunteer Forests Today & Forever