

**P. Shawn Irvin  
Curriculum Vita**

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### EDUCATION

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

### ACADEMIC APPOINTMENTS

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

USDE, 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*

USDE, 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**)

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

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

## EDUCATION RESEARCH PROFESSIONAL HISTORY

- Aug. 2017 – Present** Research Consultant, Eugene 4J School District, Eugene, OR
- Nov. 2016 – Present** Interdisciplinary Research Team, College of Education, University of Oregon, Eugene, OR
- Jan. 2013 – Present** Technical Adequacy Specialist, Dillard Research Associates, Eugene, OR
- Jan. 2011 – Present** Research Associate (Adjunct) and Graduate Research Fellow, Behavioral Research and Teaching (BRT), University of Oregon, Eugene, OR
- June 2010 – Present** Research Consultant, University of Oregon, Eugene, OR
- Sept. 2010 – Apr. 2011** Project Manager of Measurement Team, Berkeley Evaluation and Research (BEAR) Center, University of California, Berkeley, CA

## 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, Beavercreek City Schools, STARBASE Wright-Patterson AFB, Dayton, OH
- Apr. 2009 – Dec. 2009** STEM Coordinator ACES/ACES<sup>2</sup>, 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. Peer-Reviewed 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 Conferences:**

- [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 – 1] See CV, long version.

### **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 – 1] See CV, long version.

#### **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 – 1] See CV, long version.

#### **ONGOING PROFESSIONAL DEVELOPMENT & COURSEWORK**

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

#### **PROFESSIONAL AFFILIATIONS**

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)