

NICOLE C. RALSTON

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EDUCATION

UNIVERSITY OF WASHINGTON, Seattle, Washington June 2013
Ph.D. in Educational Psychology – Measurement, Statistics, & Research Design
Dissertation Title: The Development and Validation of a Diagnostic Assessment of Algebraic Thinking Skills for Students in the Elementary Grades

UNIVERSITY OF NEVADA – LAS VEGAS (UNLV), Las Vegas, Nevada July 2007
Masters of Education in Curriculum and Instruction, Summa Cum Laude

LINFIELD COLLEGE, McMinnville, Oregon June 2004
Bachelor of Arts in Finance with Minor in Economics, Cum Laude

TEACHING CERTIFICATES

2016-Present Oregon Professional Teaching Certificate: Elementary Multiple Subjects
2007-2016 Washington Teaching Certificate: Elementary Multiple Subjects
2005-2007 Nevada Teaching Certificate: Elementary Multiple Subjects

COURSES TAUGHT

2017, 2019, 2020, 2021 ED 538 Master of Art in Teaching Capstone Project
2015, 2016, 2017, 2018, 2019, 2020, 2021 ED 602 Advanced Quantitative Research
2018, 2019, 2020 ED 445 EC/ELEM Mathematics & Science Methods
2016, 2018, 2019, 2020 ED 622 Dissertation Seminar
2015, 2016, 2018, 2019, 2020 ED 537 Research in Schools
2015, 2016, 2017, 2018, 2019, 2020 ED 621 Dissertation Prospectus
2016 ED 555 Teacher as Researcher
2015 ED 558 Educational Research for Improved Student Learning
2014 ED 411 Assessment & Evaluation in Inclusive Classrooms
2012, 2013 EDUC 504 Understanding Educational Research
2011, 2012 EDUC 503 Educational Measurement
2011 EDUC 537 Content Area Assessment.
(TA) 2010, 2011 EDTEP 522 Math Methods II
(TA) 2010 EDTEP 521 Math Methods I
(TA) 2009 EDUC 504 Understanding Educational Research
(TA) 2008 EDUC 544 Assessment & Evaluation
(TA) 2007 EDUC 542 Structuring Classrooms for Success

GRANTS & AWARDS

April, 2021 (N/A) University of Portland Kappa Delta Phi (KDP) “*Faculty Support Award*”
September, 2020 (\$10,000) Awarded an *Engineering Unleashed Fellowship* to fund the study “Implementing Educational Pedagogies across the 3Cs” (PI).

May, 2020	(\$5,000)	Awarded a <i>Dundon-Berchtold Fellowship</i> to fund the study “Becoming a Teacher Researcher: Ethical Issues Involved in Teacher Research” (PI).
April, 2020	(\$5,000)	Awarded an <i>Ignite</i> grant to fund the study “Technologies in Education: Promoting Culturally Responsive Teaching and Learning” (co-PI).
April, 2020	(N/A)	University of Portland Shepard Academic Resource Center “Shepard’s Shepherds,” Nominee
April, 2019	(\$2,000)	Awarded a <i>Butine</i> grant to fund travel to the American Educational Research Association (AERA) annual meeting in Toronto, Canada, and the US Conference on Teaching Statistics (USCOTS) in State College, Pennsylvania (PI).
March, 2019	(\$4,000)	Awarded a <i>Provost’s Initiative for Undergraduate Research</i> grant to fund the study “Involving Practitioner-Scholars in Research-Practice Partnerships” (PI).
February, 2019	(N/A)	University of Portland Athletics Department “ <i>Difference Award</i> ,” Nominee
November, 2018	(N/A)	Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE) <i>Scholar Award</i> , Nominee
September, 2018	(\$5,000)	Awarded an <i>Ignite</i> grant to fund the study “Pedagogies of Virtual Reality in K-12 Classrooms and Impacts on Empathy” (co-PI).
September, 2018	(\$10,000)	Awarded a <i>US Bank Foundation</i> grant to fund the study “A Program Evaluation of the OMAT Alternative Route to Licensure Program.” (<i>Note: I did not write the application for this grant but, after it was awarded, I executed the grant activities and wrote the final evaluation report.</i>)
September, 2016	(\$25,000)	Awarded a <i>Spirit Mountain Community Fund</i> grant to fund the study “Impact of a New Alternative School Model: Open School Investigation” (PI).
June, 2016	(\$5,000)	Awarded a <i>Dundon-Berchtold Fellowship</i> to fund the study “Mandates vs. Beliefs: How Do Teaching Professionals Address Ethical Dilemmas?” (PI).
March, 2016	(\$1,073)	Awarded a <i>Butine</i> grant to fund travel to the American Educational Research Association (AERA) annual meeting in Washington, DC (PI).
May, 2012	(\$1,200)	Awarded a <i>Washington Educational Research Association (WERA)</i> grant to fund the study “The Development and Validation of a Diagnostic Assessment of Algebraic Thinking Skills for Students in the Elementary Grades” (PI).
January, 2012	(\$2,676)	Awarded the <i>DOI Doctoral Research Award</i> to fund “The Development and Validation of a Diagnostic Assessment of Algebraic Thinking Skills for Students in the Elementary Grades” (PI).
June, 2011	(\$10,800)	Awarded the <i>National Science Foundation (NSF) East Asia and Pacific Summer Institutes (EAPSI) Fellowship</i> to fund “Knowledge Held by Pre-service and In-service Elementary School Teachers in Singapore of Student Algebra Misconceptions” (PI).
July, 2009	(\$2,000)	Awarded Grant to Attend the <i>National Assessment of Educational Progress (NAEP) Database Training Seminar</i> , Washington D.C. (PI).
June, 2007	(N/A)	<i>Clark County School District Celebrating Excellence & Best Practices Award.</i>
January, 2007	(\$2,000)	Awarded <i>Clark County School District Action Research Grant</i> to fund “Cameras in the Classroom: Building the Writing Skills of English Language Learners” (PI).
November, 2006	(N/A)	Awarded <i>ETS Recognition of Excellence Award: Elementary Education Content Knowledge.</i>

PROFESSIONAL EXPERIENCE

UNIVERSITY OF PORTLAND

2014 – Present

Associate Professor & Co-Director of the Multnomah County Partnership for Education Research (MCPER)

Received Tenure & Promoted from Assistant (2014-2020) to Associate Professor (2020-present) in May, 2020

RAINIER VIEW ELEMENTARY SCHOOL <i>Instructional Coach</i>	2012 – 2014
UNIVERSITY OF WASHINGTON, TACOMA <i>Research Coordinator, Education Department</i> <i>K-5 Behavior Coach, Education Department</i> <i>Education Research Analyst II, Education Department</i> <i>Adjunct Instructor, Education Department</i>	2007 – 2013
UNIVERSITY OF WASHINGTON, SEATTLE <i>Research Assistant, Education Department</i> <i>Teacher Assistant (Elementary Math Methods), Education Department</i>	2010 – 2012
NORTHWEST EVALUATION ASSOCIATION (NWEA) <i>Data Analyst Intern</i>	2010
JACK DAILEY ELEMENTARY SCHOOL <i>Third Grade Teacher</i>	2005 – 2007

PEER-REVIEWED, INVITED BOOK CHAPTERS

- Cole, A. M., & Ralston, N. C. (in press). Preparing skilled, equity-minded teacher-scholars: The role of research methods coursework. In A. J. Griffen and R. Crawford (Eds.), *R.A.C.E. Mentoring and P-12 Educators: Practitioners Contributing to Scholarship*.
- Smith, R., Ralston, N. C., & Gallegos, B. (2021). Integrating culturally responsive pedagogy and virtual reality: Preparing preservice educators for secondary language arts classes. In C. M. Moran and M. Rice (Eds.), *Virtual and augmented reality in English language arts education* (pp. 225-244). Lexington Books.
- Ralston, N. C., Smith, R., Wright, C. M., & Waggoner, J. (2020). A partnership serving students experiencing trauma: Best practices revealed by an investigation of a dropout prevention alternative school. In M. Reardon and J. Leonard (Eds.), *Alleviating the educational impact of adverse childhood experiences: School-university-community collaboration* (pp. 285-307). Information Age Publishing.

PEER-REVIEWED PUBLICATIONS

- Ralston, N. C., & Li, M. (in press). Student conceptions of the equal sign: Knowledge trajectories across the elementary grades. *The Elementary School Journal*.
- Ralston, N. C., Shortino, M., Smith, R., & Waggoner, J. (2021). “We’re actually teaching science!”: A partnership approach to investigating a new model for embedding language in science. *School-University Partnerships*, 14(1), 45-55.
- Smith, R., Ralston, N. C., Naegele, Z., & Waggoner, J. (2020). Team teaching and learning: A model of effective professional development for teachers. *The Professional Educator*, 43(1), 80-90.
- Thul, M., Ralston, N. C., Smith, R., Merideth, C., Poché, D., & Waggoner, J. (2020). Changing teachers’ beliefs about equity: Measuring the long-term effects of equity trainings. *Washington Educational Research Association (WERA) Educational Journal*, 13(1), 27-35.
- Ralston, N. C., Smith, R., Naegele, Z., & Waggoner, J. (2019). Investigating the impacts of a collaborative language teacher professional development. *Teaching English as a Second or Foreign Language (TESL-EJ)*, 24(2), 1-14.
- Smith, R., Ralston, N. C., Naegele, Z., & Waggoner, J. (2019). Connecting the classroom and the community: Exploring the collective impact of one district-community partnership. *The Educational Forum*, 83(1), 44-59.
- Ralston, N. C., Li, M., & Taylor, C. (2018). The development and initial validation of an assessment of algebraic thinking for students in the elementary grades. *Educational Assessment*, 23(3), 211-227.
- Smith, R., Ralston, N. C., & Waggoner, J. (2018). Impact of culturally responsive teaching workshop on pre-service teachers: How to teach Columbus from multiple perspectives. *AILACTE (Association of Independent Liberal Arts Colleges for Teacher Education) Journal*, 15(1), 61-76.

- Ralston, N. C., Waggoner, J., & Carroll, J. B. (2017). Efficacy of research curriculum in educator preparation programs. *AILACTE (Association of Independent Liberal Arts Colleges for Teacher Education) Journal*, 14(1), 55-68.
- Ralston, N. C., Zeng, S., Benner, G. J., & Pierce, C. (2017). Differentiating internalizing and externalizing behavior: Different measures, different results? *Washington Educational Research Association (WERA) Educational Journal*, 10(1), 32-37.
- Ralston, N. C., Weitzel, B., Waggoner, J., Naegele, Z., & Smith, R. (2016). The partnership pact: Fulfilling school districts' research needs with university-district partnerships. *AILACTE (Association of Independent Liberal Arts Colleges for Teacher Education) Journal*, 8(1), 59-76.
- Tarasawa, B., Ralston, N. C., & Waggoner, J. (2016). Leveraging university-school district research partnerships: Exploring the longitudinal effects of an early kindergarten transition program. *Journal of Applied Research on Children*, 7(1), 1-14.
- Ralston, N. C., Tarasawa, B., Waggoner, J. M., Smith, R., & Naegele, Z. (2016). Developing practitioner-scholars through university-district research partnerships. *Journal of Public Scholarship in Higher Education*, 6, 94-107.
- Ralston, N. C. (2016). Teacher perceptions of and actual equivalence knowledge held by elementary school students. *Washington Educational Research Association (WERA) Educational Journal*, 9(1), 25-30.
- Ralston, N. C., Waggoner, J., Tarasawa, B., & Jackson, A. A. (2016). Concurrent validity of the Independent Reading Level Assessment framework and a state assessment. *Journal of At-Risk Issues*, 19(2), 1-8.
- Ralston, N. C., Benner, G. J., Tsai, S. F., Riccomini, P. C., & Nelson, J. R. (2014). A best evidence synthesis of the effects of mathematics instruction for students with emotional and behavioral disorders. *Preventing School Failure*, 58(1), 1-16.
- Benner, G. J., Sanders, E. A., Nelson, J. R., & Ralston, N. C. (2013). How individual and school aggregate baseline behavior levels moderate response to a primary level behavior intervention. *Behavioral Disorders*, 38(2), 73-87.
- Benner, G. J., Ralston, N. C., & Feuerborn, L. L. (2012). The effect of the Language for Thinking program on the cognitive processing and social adjustment of students with emotional and behavioral disorders. *Preventing School Failure*, 56(1), 47-54.
- Benner, G. J., Nelson, J. R., Sanders, E. A., & Ralston, N. C. (2012). Efficacy of a primary level standard protocol behavior intervention for students with externalizing behavior problems. *Exceptional Children*, 78(2), 181-198.
- Benner, G. J., Nelson, J. R., Stage, S. A., & Ralston, N. C. (2011). The influence of fidelity of implementation on the reading outcomes of middle school students experiencing reading difficulties. *Remedial and Special Education*, 32(1), 79-88.
- Benner, G. J., Nelson, J. R., Stage, S. A., Laederich, M., & Ralston, N. C. (2010). Sex differences on MAYSI-2 mental health symptoms of juvenile detainees: Impact on status offenses and delinquency. *Journal of Behavior Analysis-Offender and Victim Treatment and Prevention*, 2(1), 37-50.
- Benner, G. J., Stage, S. A., Nelson, J. R., Laederich, M., & Ralston, N. C. (2010). Predicting the cumulative recidivism of juvenile detainees. *Journal of Behavior Analysis-Offender and Victim Treatment and Prevention*, 2(1), 51-62.
- Benner, G. J., Nelson, J. R., Ralston, N. C., & Mooney, P. (2010). A meta-analysis of the effects of reading instruction on the reading skills of students with or at risk of behavioral disorders. *Behavioral Disorders*, 35(2), 86-102.
- Benner, G. J., Beaudoin, K. M., Chen, P. Y., Davis, C., & Ralston, N. C. (2010). The impact of intensive positive behavioral supports on the behavioral functioning of students with emotional disturbance: How much does fidelity matter?" *Journal of Behavioral Assessment and Interventions for Children*, 1(1), 85-100.
- Martella, R. C., Marchand-Martella, N. E., Woods, B., Thompson, S., Crockett, C., Northrup, E., Benner, G. J., & Ralston, N. C. (2010). Positive behavior support: Analysis of consistency between office discipline referrals

and teacher recordings of disruptive classroom behaviors. *Behavioral Development Bulletin: Special Section on Early and Intensive Behavioral Intervention in Children*, 10, 25-33.

- Ralston, N. C., Benner, G. J., Nelson, J. R., & Caniglia, C. (2009). The effects of the Language Arts Strand of the Reading Mastery Signature Series on the reading and language skills of English language learners: A research brief. *Journal of Direct Instruction*, 9(1), 47-55.
- Benner, G. J., Uhing, B. M., Pierce, C. D., Beaudoin, K. M., Ralston, N. C., & Mooney, P. (2009). An extension convergent validity study of the Systematic Screening for Behavior Disorders and the Achenbach Teacher's Report Form. *Journal of At-Risk Issues*, 15(1), 9-15.
- Benner, G. J., Mattison, R. E., Nelson, J. R., & Ralston, N. C. (2009). Types of language disorders in students Classified as ED: Prevalence and association with learning disabilities and psychopathology. *Education and Treatment of Children*, 32(4), 631-653.

OTHER PUBLICATIONS

- Triblehorn, B., Dillon, H., Nuxoll, A., & Ralston, N. C. (2021). Connecting entrepreneurial mindset to software development. In *Proceedings of SIGCSE '21*. ACM, New York, NY, USA.
- Poor, C., Dillon, H., Welch, J., and Ralston, N. (2020). Implementation of real-world class activities in an introduction to environmental engineering class. *Proceedings of the 2020 Annual Conference of the American Society of Engineering Education*, Paper ID #28779, Montreal, Quebec.
- Ralston, N. C., & Dillon, H. (2019, December). *Implementing educational pedagogies across the 3Cs*. Card resource on the KEEN Engineering Unleashed network. Retrieved from <https://engineeringunleashed.com/cards/cardview.aspx?CardGuid=4cd35f17-5d9d-4213-82df-6bf632df2f57>
- Ralston, N. C., & Dillon, H. (2019, September). *Learning styles: An exploration of different types of research*. Card resource on the KEEN Engineering Unleashed network. Retrieved from <https://engineeringunleashed.com/cards/cardview.aspx?CardGuid=a3f5f04b-174e-4d67-8ec7-f4ab7dad82e4>
- Dillon, H., Ralston, N. C., Levison, R., Welch, J., & Trollinger, D. (2019, September). *Curriculum assessment structure based on KEEN student outcomes*. Card resource on the KEEN Engineering Unleashed network. Retrieved from <https://engineeringunleashed.com/cards/cardview.aspx?CardGuid=72a0c887-1ffc-4d76-ba92-5616a2d30bc5>
- Ralston, N. C., & Waggoner, J. (2018, September). Three principles for culturally relevant teaching. *Education Week*. Retrieved from http://blogs.edweek.org/edweek/urban_education_reform/2018/09/three_principles_for_culturally_relevant_teaching.html
- Ralston, N. C., & Waggoner, J. (2018, April). An exploration of teacher professional development practices in one school district. *Education Week*. Retrieved from http://blogs.edweek.org/edweek/urban_education_reform/2018/04/an_exploration_of_teacher_professional_development_practices_in_one_school_district.html
- Ralston, N. C., & Waggoner, J. (2017, October). How to support education practitioner-scholars. *Education Week*. Retrieved from http://blogs.edweek.org/edweek/urban_education_reform/2017/10/how_to_support_education_practitioner-scholars.html
- Ralston, N. C., & Waggoner, J. (2017, June 12). Working towards equitable Advanced Placement programming. *Education Week*. Retrieved from http://blogs.edweek.org/edweek/urban_education_reform/2017/06/working_toward_equitable_advanced_placement_programming.html?cmp=eml-enl-eu-news3
- Naegle, Z., Ralston, N. C., & Smith, R. (2016). Co-teaching as a method to benefit English language learners. *Proceedings of the Hawaii International Conference on Education, USA*, <http://www.hiceducation.org/EDU2016.pdf>
- Ralston, N. C. (2016). Elementary school students and their knowledge about 'variable'. *Proceedings of the Hawaii International Conference on Education, USA*, <http://www.hiceducation.org/EDU2016.pdf>

Smith, R., Ralston, N. C., & Naegele, Z. (2016). Professional development through PLCs: Methods for measuring PLC efficacy. *Proceedings of the Hawaii International Conference on Education, USA*, <http://www.hiceducation.org/EDU2016.pdf>

PEER-REVIEWED PRESENTATIONS

- Tribblehorn, B., Dillon, H., Nuxoll, A., & Ralston, N. C. (2021, June). *Connecting entrepreneurial mindset to software development*. Paper presented at the American Society for Engineering Education (ASEE) annual conference, Long Beach, CA (presented virtually due to COVID-19).
- Smith, R., & Ralston, N. C. (2021, April). *Culturally responsive online teaching during COVID-19: Listening to student voices in a time of crisis*. Paper presented at roundtable session at the American Educational Research Association (AERA) annual meeting, Orlando, FL (presented virtually due to COVID-19).
- Ralston, N. C., & Katz, D. (2021, February). *Our quest to become better teachers: M.A.T. student poster presentations of in-progress capstone research projects*. Professional Poster Showcase at the Oregon Association of Teacher Educators (ORATE) annual conference, Portland, OR (presented virtually due to COVID-19).
- Merideth, C., Cavanaugh, B., Romas, S., Ralston, N. C., & Waggoner, J. *Increasing success in kindergarten: Engaging families in facilitating the transition to school*. Roundtable presentation at the Oregon Association of Teacher Educators (ORATE) annual conference, Portland, OR (presented virtually due to COVID-19).
- Smith, R., Cole, A., & Ralston, N. C. (2021, February). *Developing teacher researchers: Pedagogical approaches for supporting teacher learning in assessment, evaluation, and research*. Paper presented at the Association of Teacher Educators (ATE) annual conference, Anaheim, CA (presented virtually due to COVID-19).
- Dillon, H., Welch, J., Ralston, N. C., & Levison, R., (2020, June). *Students taking action on engineering ethics*. Paper presented at the American Society for Engineering Education (ASEE) annual conference, Montreal, Canada (presented virtually due to COVID-19).
- Dillon, H., Farina, J., Levison, R., & Ralston, N. C. (2020, June). *Increasing student curiosity with cooling systems*. Paper presented at the American Society for Engineering Education (ASEE) annual conference, Montreal, Canada (presented virtually due to COVID-19).
- Dvorak, R., Dillon, H., Ralston, N. C., & Welch, J. M. (2020, June). *Exploring ethical hacking from multiple viewpoints*. Paper presented at the American Society for Engineering Education (ASEE) annual conference, Montreal, Canada (presented virtually due to COVID-19).
- Poor, C. J., Dillon, H., Welch, J., & Ralston, N. C. (2020, June). *Implementation of real-world class activities in an Introduction to Environmental Engineering class*. Paper presented at the American Society for Engineering Education (ASEE) annual conference, Montreal, Canada (presented virtually due to COVID-19).
- Merideth, C., Thul, M., Trollinger, D. N., Ralston, N. C., & Waggoner, J. C. (2020, April). *Teacher and administrator perceptions of participating in the School Improvement Grant process*. Accepted for conference, but online paper in repository only due to COVID-19 cancelling the annual meeting of American Educational Research Association (AERA) annual meeting, San Francisco, CA.
- Trollinger, D. N., Thul, M., Merideth, C., Ralston, N. C., Waggoner, J. C., Cantwell, R., Hauth, N. S., & Carroll, J. (2020, April). *Kindergarten teacher perceptions regarding participating in home visits*. Accepted for conference, but online paper in repository only due to COVID-19 cancelling the annual meeting of American Educational Research Association (AERA) annual meeting, San Francisco, CA.
- Waggoner, J., Carroll, J., & Ralston, N. C. (2020, April). *Concurrent validity of the edTPA and the candidate preservice assessment of student teaching*. Accepted for conference, but online paper in repository only due to COVID-19 cancelling the annual meeting of American Educational Research Association (AERA) annual meeting, San Francisco, CA.
- Smith, R., Ralston, N. C., & Waggoner, J. (2020, April). *Research-based methods for evaluating culturally relevant teaching practices in teacher education*. In J.E. Many (Chair), *Preparing culturally-responsive teachers for equity-oriented classrooms: How do we evaluate their effectiveness and our own?* Structured poster session accepted for conference, but online paper in repository only due to COVID-19 cancelling the American Educational Research Association (AERA), San Francisco, CA.

- Smith, R., Ralston, N. C., & Waggoner, J. (2020, April). *Creating technology-confident educators through hands-on practice with innovative technologies*. Accepted for conference, but online paper in repository only due to COVID-19 cancelling the annual meeting of American Educational Research Association (AERA) annual meeting, San Francisco, CA.
- Smith, R., & Ralston, N. C. (2020, February). *Preparing tech-savvy teachers for a digital world: Investigating the impact of virtual reality on preservice teacher educators*. Association of Teacher Educators (ATE) annual meeting. Atlantic City, NJ.
- Ralston, N. C., Poche, D., Thul, M., Merideth, C., & Waggoner, J. (2020, February). *Educators conducting home visits: Outcomes, challenges, & barriers*. Paper presentation at the Oregon Association of Teacher Educators (ORATE) annual conference, Monmouth, OR.
- Ralston, N. C., & Katz, D. (2020, February). *M.A.T. Student poster presentations of in-progress capstone research projects*. Professional Poster Showcase at Oregon Association of Teacher Educators (ORATE) annual conference, Monmouth, OR.
- Dillon, H., Doughty, T., Ralston, N., Levison, R., & Welch, J. (2020, January). *Connecting with expert educators*. Paper presented at the annual Kern Entrepreneurial Engineering Network National Conference, Dallas, TX.
- Merideth, C., Ralston, N.C., & Trollinger, D. (2019, December). *Increasing parental involvement in school among underrepresented populations*. Paper presented at the Washington Educational Research Association (WERA) annual meeting, Seattle, WA.
- Ralston, N. C., Wright, C. M., Smith, R., Waggoner, J. C., Carroll, J., & Naegele, Z. (2019, April). *A program evaluation of an innovative alternative school: Preventing dropout and promoting post-secondary success*. Paper presented at roundtable session at the American Educational Research Association (AERA) annual meeting, Toronto, Canada.
- Apgar, K., Ralston, N. C., Thul, M., Trollinger, D., Waggoner, J., & Tarasawa, B. (2019, April). *Longitudinal impacts of a pre-kindergarten summer transition program on attendance and early literacy skills*. Paper presented at paper session at the American Educational Research Association (AERA) annual meeting, Toronto, Canada.
- Ralston, N. C., Apgar, K., & Smith, R. (2019, March). *M.A.T. Student poster presentations of in-progress capstone research projects*. Professional Poster Showcase at Oregon Association of Teacher Educators (ORATE) annual conference, Portland, OR.
- Smith, R., Ralston, N. C., Gallegos, B., Aguirre, S., Martel, M., & Tubao, I. (2019, March). *Going beyond the classroom: Using virtual reality to enhance classroom learning*. Paper presentation at the Oregon Association of Teacher Educators (ORATE) annual conference, Portland, OR.
- Carroll, J., Ralston, N.C., & Waggoner, J. (2019). A focus on performance assessment: An examination of concurrent validity of the edTPA and CPAST. Paper presented at the American Association of Colleges of Teacher Education (AACTE) conference, Louisville, KY.
- Ralston, N. C., Smith, R., & Waggoner, J. (2019, January). *The potential to meet district needs and build capacity of practitioner-scholars through partnership*. Paper presented at the Hawaii International Conference on Education (HICE) annual conference, Honolulu, HI.
- Ralston, N. C. & Wright, C. M. (2019, January). *The growing pains of a new preventative model of alternative school: A mixed methods study*. Paper presented at the Hawaii International Conference on Education (HICE) annual conference, Honolulu, HI.
- Ralston, N. C., & Shortino-Buck, M. (2018, April). *"We don't teach science": The impacts of a new model for embedding language in science*. Paper presented at roundtable session at the American Educational Research Association (AERA) annual meeting, New York, NY.
- Thul, M., Ralston, N. C., Naegele, Z., Smith, R., & Waggoner, J. (2018, April). *Measuring the effects of teachers' four-year participation and implementation of equity training*. Paper presentation at the American Educational Research Association (AERA) annual meeting, New York, NY.
- Carroll, J. B., Ralston, N. C., & Waggoner, J. C. (2018, April). *The relationship of the edTPA to other measures of candidate performance*. Paper presented at roundtable session at the American Educational Research Association (AERA) annual meeting, New York, NY.

- Ralston, N. C., & Shortino-Buck, M. (2018, February). *Re-imagining education: Developing algebraic thinking*. Paper presentation at the Oregon Association of Teacher Educators (ORATE) annual conference, Monmouth, OR.
- Smith, R., Ralston, N. C., & Waggoner, J. (2018, February). *M.A.T. Student poster presentations of in-progress capstone research projects*. Professional Poster Showcase at Oregon Association of Teacher Educators (ORATE) annual conference, Monmouth, OR.
- Trollinger, D., Thul, M., Apgar, K., Ralston, N., & Waggoner, J. (2018, February). *Creating equitable school climates*. Paper presented at roundtable session at the Oregon Association of Teacher Educators (ORATE) annual meeting, Monmouth, OR.
- Smith, R., Ralston, N. C., Waggoner, J., Watzke, J., Weitzel, B., & Trollinger, D. (2018, January). *District-university partnerships: An effective model for research-practice partnerships*. Research presented at the Washington Educational Research Association's (WERA's) Research-Practice Partnership Colloquium, Seattle, WA.
- Wright, C. M., & Ralston, N. C. (2017, December). *Lessons learned: Evaluating the effectiveness of an alternative school*. Paper presentation at the Washington Education Research Association (WERA) annual conference, Seattle, WA.
- Smith, R., Thul, M., Wright, C. M., Ralston, N. C., Naegele, Z., & Waggoner, J. (2017, December). *Trauma informed care for teachers*. Paper presentation at the Washington Education Research Association (WERA) annual conference, Seattle, WA.
- Gray, K. F., Baetkey, M. L., Kirby, S., & Ralston, N. C. (2017, November). *Appreciative inquiry: Building on our strengths*. Paper presentation at the Oregon School Boards Association (OSBA) 71st Annual Convention, Portland, OR.
- Ralston, N. C., Weitzel, B., Waggoner, J. C., Smith, R., & Watzke, J. (2017, September). *Building capacity through partnership: The Multnomah County Partnership for Education Research*. Paper presentation at the Oregon Program Evaluators Network (OPEN) annual conference, Portland, OR.
- Ralston, N. C., Smith, R., Naegele, Z., & Waggoner, J. C. (2017, May). *Raising community literacy using a collaborative intervention model*. Paper presented at roundtable session at the American Educational Research Association (AERA) annual meeting, San Antonio, TX.
- Ralston, N. C. (2017, April). *District-driven problems of practice: What can practitioner-scholars learn and how do districts benefit?* Session organizer and chair of structured poster session with 11 posters at the American Educational Research Association (AERA) annual meeting, San Antonio, TX.
- Smith, R., Ralston, N. C., & Naegele, Z. (2017, April). *Professional learning that empowers teachers with choice: A conference approach*. Paper presented at roundtable session at the American Educational Research Association (AERA) annual meeting, San Antonio, TX.
- Ralston, N. C., & Waggoner, J. (2017, April). *Using data to move schools forward*. Paper presentation at the uLead: Visionary Leadership for Today's Learner annual conference, Banff, Canada.
- Smith, R., Wright, C. M., Naegele, Z., Thul, M., Ralston, N. C., & Waggoner, J. (2017, March). *Trauma and teaching: How to effectively support educators*. Paper presentation at the Oregon Association of Teacher Educators (ORATE) annual conference, Portland, OR.
- Ralston, N. C. (2017, March). *M.A.T. student poster presentations of in-progress capstone research projects*. Poster presentation at the Oregon Association of Teacher Educators (ORATE) annual conference, Portland, OR.
- Ralston, N. C., Waggoner, J., Naegele, Z., & Smith, R. (2016, April). *The impacts of a new model for professional development for teaching GLAD*. Paper presented at the American Educational Research Association (AERA) annual meeting, Washington DC.
- Ralston, N. C., & Waggoner, J. (2016, February). *M.A.T. student poster presentations of in-progress capstone research projects*. Poster presentation at the Oregon Association of Teacher Educators (ORATE) annual conference, Monmouth, OR.
- Ralston, N. C. (2016, January). *Elementary school students and their knowledge about 'variable'*. Paper presented at the Hawaii International Conference on Education (HICE) annual conference, Honolulu, HI.

- Smith, R., Ralston, N. C., & Naegele, Z. (2016, January). *Professional development through PLCs: Methods for measuring PLC efficacy*. Paper presented at the Hawaii International Conference on Education (HICE) annual conference, Honolulu, HI.
- Naegele, Z., Ralston, N. C., & Smith, R. (2016, January). *Co-teaching as a method to benefit English language learners*. Paper presented at the Hawaii International Conference on Education (HICE) annual conference, Honolulu, HI.
- Naegele, Z., Ralston, N. C., & Smith, R. (2015, December). *Newcomer schools and programs: Evidence-based best practices for teachers and administrators*. Paper presented at the Washington Educational Research Association (WERA) annual meeting, Seattle, WA.
- Ralston, N. C. (2015, April). *Alternative conceptions held by elementary school students surrounding figural patterns*. Paper presented at roundtable session at the American Educational Research Association (AERA) annual meeting, Chicago, IL.
- Ralston, N. C., Waggoner, J., & Weitzel, B. N. (2015, March). *Universities and districts: Collaborating for school improvement*. Paper presented at the Oregon Association of Teacher Educators (ORATE) annual conference, Portland, OR.
- Ralston, N. C., Yi, H. S., & Li, M. (2014, April). *Cognitive diagnostic modeling with an algebraic thinking assessment for elementary school students*. Paper presented at roundtable session at the American Educational Research Association (AERA) annual meeting, Philadelphia, PA.
- Ralston, N. C. (2013, April). *Equivalence: 35 years of research yet alternative conceptions persist*. Paper presented at roundtable session at the American Educational Research Association (AERA) annual meeting, San Francisco, CA.
- Ralston, N. C. (2012, April). *Algebra misconceptions held by elementary school students*. Poster session presented at the Research Pre-session of the 2012 Annual Meeting and Exposition of the National Council of Teachers of Mathematics (NCTM), Philadelphia, PA.
- Ralston, N. C. (2012, April). *Algebra misconceptions held by primary school students in Singapore*. Poster session presented at the American Educational Research Association (AERA) annual meeting, Vancouver, British Columbia, Canada.
- Ralston, N. C. (2012, April). *Knowledge held by novice in-service elementary school teachers of student algebra misconceptions*. Poster session presented at the American Educational Research Association (AERA) annual meeting, Vancouver, British Columbia, Canada.
- Ralston, N. C., & Benner, G. J. (2011, September). *Outcomes of an efficacy study of the Think Time Strategy*. Poster session presented at the Council for Children with Behavioral Disorders annual convention and expo, New Orleans, LA.
- Ralston, N. C. (2011, August). *Algebra misconceptions held by primary school students in Singapore*. Paper presented at the National Science Foundation (NSF) East Asia and Pacific Summer Institutes (EAPSI) Closing Ceremonies, Singapore.
- Benner, G. J., Nelson, J. R., & Ralston, N. C. (2010, April). *Scientific-based literacy practices for students with emotional and/or behavioral disorders*. Paper presented at the Council for Exceptional Children annual convention and expo, Nashville, TN.
- Benner, G. J., & Ralston, N. C. (2010, April). *First year outcomes of an efficacy study of the Think Time Strategy*. Poster session presented at the Council for Exceptional Children annual convention and expo, Nashville, TN.
- Nelson, J. R., Benner, G. J., & Ralston, N. C. (2010, April). *The child outcomes of a three-tier behavior model*. Poster session presented at the Council for Exceptional Children annual convention and expo, Nashville, TN.
- Benner, G. J., Mattison, R. E., & Ralston, N. C. (2009, October). Best practices for meeting the literacy needs of students with EBD. In G.J. Benner (Chair), *Reading and language needs of students with EBD*. Invited symposium conducted at the National Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Benner, G. J., Mattison, R. E., & Ralston, N. C. (2009, October). Characteristics of the reading & language skills of students with EBD. In G.J. Benner (Chair), *Reading and language needs of students with EBD*. Invited

symposium conducted at the National Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.

- Ralston, N. C., Tremblay, D., & Benner, G. J. (2009, October). *The Think Time Strategy: Getting started and lessons learned*. Paper presented at the National Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Benner, G. J., Ralston, N. C., & Tremblay, D. (2009, October). *Initial outcomes of an efficacy study of the Think Time Strategy*. Paper presented at the National Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Benner, G. J. & Ralston, N. C. (2009, September). *Math Instructional Practices for Students with Behavioral Disorders*. Invited presentation conducted at the International Conference on Children and Youth with Behavioral Disorders, Denver, CO.
- Benner, G. J., & Ralston, N. C. (2009, September). *Preliminary outcomes of an efficacy study of the Think Time Strategy*. Paper presented at the International Conference on Children and Youth with Behavioral Disorders, Denver, CO.
- Benner, G. J., & Ralston, N. C. (2009, June). *An efficacy study of the Think Time Strategy for Schools: Year 1 outcomes*. Poster presentation conducted at the Institute of Education Sciences conference, Washington D.C.
- Benner, G. J., Mattison, R. E., & Ralston, N. C. (2008, November). *Understanding and meeting the literacy needs of students with EBD*. Invited symposium conducted at the National Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Ralston, N. C., & Benner, G. J., (2008, November). *Initial outcomes of an efficacy study of the Think Time Strategy*. Paper presented at the National Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ.
- Benner, G. J., & Ralston, N. C. (2008, October). *Troubled and troubling: Approaches for building the academic skills and self-regulation of students with behavioral problems*. Paper presented at the Association of Washington School Principals Conference, Spokane, WA.
- Benner, G. J., & Ralston, N. C. (2008, July). *Teaching in the red zone: How to increase academic engaged time during supplemental instruction*. Invited paper presented at the Louisiana Positive Behavioral Supports Conference, Baton Rouge, LA.
- Benner, G. J., & Ralston, N. C. (2008, July). *Responding in the red zone: Scientifically-based reading instruction for students with significant behavioral challenges*. Invited paper presented at the Louisiana Positive Behavioral Supports Conference, Baton Rouge, LA.
- Benner, G. J. & Ralston, N. C. (2008, July). *The "nitty gritty" of building a successful RTI reading system*. Paper presented at the Annual Washington Office of Superintendent of Public Instruction Summer Institute, Tacoma, WA.
- Benner, G. J., & Ralston, N. C. (2008, July). *Promoting student self-regulation using positive behavioral interventions and supports (PBIS)*. Paper presented at the Annual Washington Office of Superintendent of Public Instruction Summer Institute, Tacoma, WA.
- Benner, G. J., & Ralston, N.C. (2008, June). *Using ongoing monitoring to meet instructional need*. Paper presented at the Using Data to Activate Learning Conference, Anacortes, WA.

INVITED PRESENTATIONS

- Blakely, R., & Ralston, N. C. (2021, April). *Student teaching during the COVID-19 pandemic*. Presentation during University of Portland Founder's Day, Portland, OR.
- Ralston, N. C. (2021, March). *Dipping our toes into culturally responsive teaching in STEM*. Invited presentation for the Arizona State University (ASU) STEM faculty
- Blakely, R., & Ralston, N. C. (2019, October). *Research-practice partnerships: The power of involving practitioners*. Poster presentation at the University of Portland Summer Research Poster Session, Portland, OR.

- Ming, N., & Ralston, N. C. (2019, July). *Implementing partnerships: Gathering, applying, and using research to inform practice*. Presentation at the National Network of Education Research-Practice Partnerships (NNERPP) Annual Forum, Boston, MA.
- Smith, R., Ralston, N. C., & Gallegos, B. (2019, May). *Increasing compassion, equity, and empathy: Using virtual reality spaces to enhance student learning*. Presentation as part of Faculty Development Day, University of Portland, Portland, OR.
- Ralston, N. C. (2019, January). *Secondary education*. Session chair at the Hawaii International Conference on Education (HICE) annual conference, Honolulu, HI.
- Ralston, N. C. (2019, January). *Higher education*. Session chair at the Hawaii International Conference on Education (HICE) annual conference, Honolulu, HI.
- Ralston, N. C. (2018, May). *An assessment road trip*. Presentation at the National Science Foundation funded REFLECT professional development for STEM faculty, Portland, OR.
- Hood, S., Naegele, Z., Ralston, N. C., Smith, R., & Thompson, P. (2017, May). *This Side of Home: Gentrification in Portland*. Presentation at Faculty Development Day, Portland, OR.
- Ralston, N. C. (2016, October). *The role of perseverance in the Common Core math standards*. Invited presentation for the Archdiocese of Portland Catholic Schools, Salem, OR.
- Ralston, N. C., & Waggoner, J. (2016, September). *How to read and use data: A road trip*. Invited presentation for the Kappa Delta Pi (KDP) International Honor Society in Education.
- Tarasawa, B., & Ralston, N. C. (2016, June). *University and foundation partnerships*. Invited presentation as part of the Northwest Evaluation Association Research Day, Portland, OR.
- Ralston, N. C. (2016, June). *Tips and advice for surviving the year*. Faculty panelist as part of the MAT Orientation, University of Portland, Portland, OR.
- Ralston, N. C. (2016, June). *The wonder and awe of algebraic thinking*. Invited presentation for the Pacific Alliance for Catholic Education (PACE) Summer Leadership Institute, Portland, OR.
- Ralston, N. C., & Waggoner, J. (2016, February). *Driving with your eyes closed: How to see the road through the data*. Invited presentation for the Teacher Leadership Network in partnership with Kappa Delta Pi, Portland, OR.
- Watzke, J. & Ralston. (2016, September). *Multnomah County Research Partnership: Building leadership capacity*. Presentation at a University of Portland Board of Regents Meeting, Portland, OR.
- Ralston, N. C. (2016, January). *Mathematics education session*. Session chair at the Hawaii International Conference on Education (HICE) annual conference, Honolulu, HI.
- Ralston, N. C. (2015, August). *Integrating the university's mission into the work of an assistant professor*. Presentation as part of the New Faculty Orientation, University of Portland, Portland, OR.
- Ralston, N. C. (2015, January). *Statistics in action*. Presentation as part of Faculty Research Day, University of Portland, Portland, OR.
- Ralston, N. C. (2015, January). *Statistics in action*. Session chair as part of Faculty Research Day, University of Portland, Portland, OR.
- Ralston, N. C. (2009, July). *The algebra skills of fourth grade students as measured by the National Assessment of Educational Progress (NAEP)*. Research presentation at the National Assessment of Educational Progress training seminar, Washington D.C.
- Ralston, N. C. (2007, June). *Cameras in the classroom and their effects on student writing achievement*. Action research and paper presented at the Best Practices Action Research Data Fair, Las Vegas, NV.
- Ralston, N. C. (2007, February). *Transparent tracking and recognizing student achievement*. Poster session presented at the Teach For America Winter Professional Development Seminar, Las Vegas, NV.

SCHOOL OF EDUCATION SERVICE

2020-21	Taskstream Working Group
2016-21	Content and Pedagogical Knowledge Committee (Curriculum & Instruction), Chair
2016-21	Clinical Partnerships & Practice Committee, Member
2016-21	Continuous Improvement & Reporting Committee, Member
2014-21	Ed.D. Committee, Member
2019-20	New Faculty Member Mentor
2014-21	Interviewer for MAT and Ed.D applicants
2018-19	Member of Search Committee for ESOL/Reading Faculty Member
2018-19	Member of Search Committee for Science/Research Methods Faculty Member
2014-19	Senior Awards Committee, Member
2014-16	Assessment Committee, Member
2014-16	edTPA Working Group, Member

SCHOOL OF EDUCATION DISSERTATION COMMITTEES

- Daily, M. (to be defended in 2022). Dissertation committee chair.
- Foran, N. (to be defended in 2022). On dissertation committee.
- Romas, S. (to be defended in 2022). On dissertation committee.
- Cole, A. (2021). Dissertation committee chair. *Developing student affairs practitioner competency in assessment, evaluation, and research: Improving the classroom experience.*
- Fergusson-Kolmes, L. (2021). On dissertation committee. *The relationship between course-taking patterns in undergraduate biology and community college transfer-success.*
- Hedges, S. (2021). On dissertation committee. *Instructional coaches' perspectives on preparations for the role as coach.*
- Levison, R. (2021). Dissertation committee chair. *Faculty development and interdisciplinary partnerships: Supporting change in instructional practice of engineering faculty members through professional learning and pedagogical expertise.*
- Coates, S. (2020). On dissertation committee. *The female path to the school superintendency in Alberta.*
- Markowski, C. (2020). Dissertation committee chair. *Authentic leadership as an antithesis to teacher burnout.*
- St. Croix, M. (2020). Dissertation committee chair. *Investigation of action research within a professional learning and development model.*
- Debreczeny, L. (2019). On dissertation committee. *Cognitive and linguistic time constructs in English written language of high school students.*
- Jackson, A. (2019). On dissertation committee. *The Independent Reading Level Assessment and its impact on third grade reading achievement*
- McGinty, D. (2019). On dissertation committee. *The Opus Prize as a transformative experience for university students.*
- York, M. (2019). Dissertation committee chair. *A study of the impact of participating in the edTPA process on the assessment practices of novice teachers.*
- Dudley, A. (2018). Dissertation committee chair. *Culturally responsive education and disproportionality of Latino males in special education.*
- Hetrick, M. (2018). On dissertation committee. *Universal implications for the effects of Strong Kids social and emotional learning curriculum on students' social-emotional competency: A quantitative analysis.*
- Kelley, E. (2018). Dissertation committee chair. *A neuroeducation approach to writing instruction with kindergartners: A case study.*
- Meister, H. (2018). On dissertation committee. *The effects of digital game-based learning on algebraic procedural and conceptual understanding and motivation towards mathematics.*
- Danskey, J. (2017). On dissertation committee. *AVID elementary: A case study of program effectiveness.*

- Ketelsen, T. (2017). Dissertation committee chair. *Successes and barriers for traditional underrepresented Advanced Placement students.*
- Shortino-Buck, M. (2017). On dissertation committee. *Mathematical discourse in elementary classrooms: Socioeconomic status and teacher beliefs.*
- Smith, R. (2017). On dissertation committee. *Redefining professional development: Investigating the professional learning experiences of Catholic School educators.*
- Scherer, L.A. (2016). On dissertation committee. *Can teachers tell which students are at risk? Comparing teacher reading risk determinations with STAR reading risk determinations.*
- Wagner, K. (2016). Dissertation committee chair. *The mindfully embedded classroom: An investigation of the mindfulness traits, philosophies, and practices of high school teachers.*
- Wyatt, C. (2016). On dissertation committee. *The development and validation of an instrument to measure teachers' perceptions of the effect of mobile technology initiatives on classroom climate.*

UNIVERSITY SERVICE

- 2020-23 Presidential Advisory Committee on Budgets, Member
- 2019-22 University Standing Assessment Committee (SAC), Member
- 2019-20 COVID-19 Academic Task Force, Member
- 2019-20 First Generation Students Coffee with a Professor, Participant
- 2019-21 Institutional Review Board Committee, Member
- 2018-21 Academic Senate, Representative
- 2018-21 STEM Center, Executive Board Member
- 2016-21 STEM Center, Committee Member
- 2018-20 Fulbright Campus Committee, Interviewer
- 2018-19 Dexheimer Leadership Training Program, Fellow
- 2015-19 Commencement, Assistant Marshal
- 2016-17 Academic Senate, Representative
- 2016-17 Fulbright Campus Committee, Interviewer
- 2016-17 Truman Scholarship Interview Committee, Interviewer
- 2014-17 Honors, Mentor and Application Reviewer
- 2015-16 Member of Search Committee for Director of Institutional Research Position

PROFESSIONAL SERVICE

- 2020-21 *Science and Children: An Assets-Based Approach to Teaching and Learning*, Book Reviewer
- 2020-21 *RACE Mentoring & P-12 Educators: Practitioners Contributing to Scholarship*, Chapter Reviewer
- 2019-20 *Essentials of Research Methods for Educators* Book Reviewer
- 2019-20 American Educational Research Association (AERA) Outstanding Publication Reviewer
- 2014-20 Oregon Association of Teacher Educators (ORATE), Board Member
- 2018-19 Kappa Delta Phi (KDP) Data Literacy for Teaching Webinar Reviewer
- 2016-19 American Educational Research Association (AERA) Annual Conference Proposal Reviewer
- 2019-20 Heliyon Journal Manuscript Reviewer
- 2017-18 *Straightforward Statistics* Book Reviewer
- 2015-17 Oregon Association of Teacher Educators (ORATE), President
- 2016-17 Heliyon Journal Manuscript Reviewer
- 2015-16 Teacher Education Quarterly Manuscript Reviewer
- 2015-16 All Hands Raised, Data Committee, Member
- 2015-16 *100 Questions (and Answers) about Survey Research* Book Reviewer
- 2011-12 National Council of Teachers of Mathematics (NCTM) Research Proposal Reviewer
- 2009-12 Remedial and Special Education Manuscript Reviewer
- 2009-12 Journal of Emotional & Behavioral Disorders Manuscript Reviewer
- 2009-10 Journal of Behavior Education Manuscript Reviewer
- 2009-10 Journal of Direct Instruction Manuscript Reviewer
- 2008-09 Journal of At-Risk Issues Manuscript Reviewer
- 2007-08 Education & Treatment of Children Manuscript Reviewer

PROFESSIONAL AFFILIATIONS

2016-21	School-University-Community Collaborative Research Special Interest Group (SIG)
2015-21	National Network of Education Research Practice-Partnerships (NNERPP)
2014-21	Oregon Association of Teacher Educators (ORATE)
2014-21	Portland Metro STEM Partnership
2012-21	American Educational Research Association (AERA)
2018-19	National Council of Teachers of Mathematics (NCTM)
2018-19	National Science Teachers Association (NSTA)
2016-19	Association of Teacher Educators (ATE)
2014-19	Association for Supervision and Curriculum Development (ASCD) SmartBrief
2016-18	Kappa Delta Pi (KDP)

MULTNOMAH COUNTY PARTNERSHIP FOR EDUCATION RESEARCH REPORTS

2021, April	<i>Focus group perspectives on one Catholic high school</i>
2021, April	<i>Early learning core values: Perceptions of teachers and administrators</i>
2020, December	<i>Considerations for returning to school during the COVID-19 pandemic</i>
2020, December	<i>Evaluating curricula for culturally responsive practices</i>
2020, November	<i>Effective instructional coaching</i>
2020, October	<i>Early learning instructional materials evaluation tools</i>
2020, October	<i>Understanding the families' decisions to exit the Head Start program</i>
2020, October	<i>The impact of a Ninth Grade Counts program on student participants</i>
2020, September	<i>Serving special education students in inclusive environments</i>
2020, September	<i>Supporting teachers in using data to improve teaching and learning</i>
2020, September	<i>The relationship between SEL and academic outcome indicators</i>
2020, September	<i>French immersion achievement: A longitudinal comparative analysis</i>
2020, August	<i>Aligning preschool and kindergarten: A curriculum comparison</i>
2020, August	<i>Perspectives on learning in a virtual environment during a pandemic</i>
2020, August	<i>School community response to distance learning</i>
2020, August	<i>Strategies for providing professional development during the COVID-19 pandemic</i>
2020, July	<i>Equity considerations for technology use during the COVID-19 pandemic</i>
2020, June	<i>Considerations for blended learning during the COVID-19 pandemic</i>
2020, June	<i>Addressing student academic concerns during the COVID-19 pandemic</i>
2020, June	<i>Relationships, connection, and learning: Providing for student social and emotional needs</i>
2020, June	<i>Alternatives to the traditional school schedule: Implementing year-round schedules</i>
2020, April	<i>Investigating various implementation models for Connect to Kindergarten</i>
2020, March	<i>Implementation options for systemic writing initiatives</i>
2020, March	<i>The effects of one program on student drop-out rates</i>
2020, January	<i>Community priorities for Student Success Act funding</i>
2019, November	<i>Common reasons students in a reconnection program leave or reengage with school</i>
2019, November	<i>The impact of science de-tracking reform on equitable enrollment in higher level courses</i>
2019, November	<i>Best practices for instructional coaching in adult learning and self-efficacy theory</i>
2019, November	<i>Supporting emergent bilingual students in the classroom</i>
2019, November	<i>Reviewing the spectrum of collaborative community-based partnerships</i>
2019, November	<i>Parent perceptions of participation in early kindergarten transition programming</i>
2019, November	<i>An evaluation of the Early Kindergarten Transition program, Part IV</i>
2019, November	<i>Best practices in K-12 writing and vocabulary instruction</i>
2019, November	<i>Correlation of STAR reading and math scores with OSAS English Language Arts and Math</i>
2019, October	<i>School library practices, trends, and directions</i>
2019, October	<i>Exploring the relationship between teacher attendance and student achievement</i>
2019, October	<i>The impact of culturally responsive teaching on equitable student outcomes</i>
2019, September	<i>Effects of implicit bias on educators and measures to address this issue</i>
2019, September	<i>Best practices in co-teaching designed to benefit students with special needs</i>
2019, September	<i>Strategies to recruit and retain qualified millennial teachers</i>
2019, August	<i>The impact of a Ninth Grade Counts program on student participants</i>
2019, April	<i>Perceptions of kindergarten teachers about their participation in home visits</i>
2019, April	<i>Family perceptions of the district as captured through a family survey</i>
2019, April	<i>Effects of participation in the School Improvement Grant process</i>

2019, February *Strategies for transitioning to a co-teaching model to serve English learners*

2019, February *Considerations when implementing dual language programs*

2019, January *Co-teaching for the secondary grades*

2018, December *Different configurations for different outcomes: Placement of Grade 6*

2018, December *Building a teacher pipeline for recruiting teachers of color*

2018, December *The power of early learning*

2018, December *Increasing parental involvement in schools for underrepresented populations*

2018, November *The effect of school climate on males of color: Part II*

2018, November *Measure 98: A review of the literature and recommendations for implementation*

2018, November *Recruiting and retaining teachers of color*

2018, November *Outcomes for long-term English language learners*

2018, November *An analysis of the extent of disproportionality in Special Education*

2018, November *Improving graduation rates for students with disabilities*

2018, October *The predictive ability of a diagnostic math assessment*

2018, October *The long-term impacts of student mobility: Part II*

2018, October *The impact of teachers' beliefs on their students*

2018, October *Preparing new teachers for urban assignments*

2018, August *A qualitative analysis of an alternative route to licensure program*

2018, August *A deep dive into the outcomes of one standardized math assessment*

2018, July *Graduation rates of participants in Ninth Grade Counts: Part IV*

2018, April *1:1 implementation and professional development*

2018, April *Considerations for international field trips*

2018, April *Various school calendar models and their associated outcomes*

2018, February *Engaging all communities*

2018, January *Impacts of varying school start times*

2017, November *An evaluation of the Early Kindergarten Transition program, Part III*

2017, November *Serving students in trauma at the elementary level*

2017, November *The impact of kindergarten home visits on attendance and literacy*

2017, November *The impact of a pre-instruction conference: Part III*

2017, October *A correlational analysis of two math assessments*

2017, October *The impacts of a new model for differentiating language instruction*

2017, October *Analysis of outcomes for students receiving special education services*

2017, October *The predictive value of K-2 attendance on student achievement in Grade 3*

2017, October *The long-term impacts of student mobility*

2017, October *Innovative professional learning experiences*

2017, October *Providing professional development for equity*

2017, October *Multi-tiered systems of support*

2017, October *The impacts of a new method of embedding language in science*

2017, September *Mixed-methods analysis of the effects of a preventative alternative school model*

2017, May *Graduation rates of participants in Ninth Grade Counts: Part III*

2017, May *An analysis of a community appreciative inquiry survey*

2017, May *Best practices for effective middle schools*

2017, May *An analysis of a school climate survey: Supporting equity*

2017, May *Literacy interventions for student success*

2017, May *Physical environment and student achievement: School facilities and designs*

2017, May *Research-based evidence of providing summer school programs*

2017, March *Serving foster and homeless students*

2017, March *Supporting LGBTQ students*

2017, February *Best practices for translating for families*

2017, February *Trauma and teaching: Methods for supporting both teachers and students*

2017, January *Resources for providing translation and interpretation services*

2016, October *Strategies for providing a balanced assessment approach*

2016, October *Providing culturally responsive pedagogy to improve student outcomes*

2016, October *Effective language interventions*

2016, October *Bonds 101: Tips for success*

2016, October *Targeting the mental health needs of students*

2016, October *Best practices for recruiting and retaining administrators*

2016, October *Evolving industries in career and technical education*

2016, October *World language as a graduation requirement*

2016, October *How to recruit teachers for retention*

2016, October *Impact of participation in track on attendance, achievement, and discipline*

2016, October *An evaluation plan for an inquiry-based preschool program*

2016, October *The impacts of a pre-instruction conference: Part II*

2016, October *Recruiting and retaining teachers and administrators: Research-based practices*

2016, October *Best practices for school staffing*

2016, October *Best practices for males of color*

2016, October *Assessment to support all students*

2016, October *An evaluation of the Early Kindergarten Transition program: Part II*

2016, October *How community partners work together for collective impact*

2016, October *A longitudinal analysis of reading assessment scores*

2016, May *Graduation rates of participants in Ninth Grade Counts: Part II*

2016, May *Building typing skills*

2016, May *Variations and impacts of year-round schools*

2016, May *Kindergarten readiness*

2016, May *A correlational analysis of two reading assessments: Part II*

2016, April *Research-based practices for serving students in kindergarten*

2016, February *Best practices for online education*

2016, February *Increasing teacher diversity*

2016, February *Models for serving students receiving special education services*

2016, February *Best practices for teaching algebra*

2016, February *A program evaluation of a reading program*

2015, December *A program evaluation of a summer school program, Part II*

2015, November *A qualitative analysis of a new summer professional development model*

2015, November *The impacts of a pre-instruction conference*

2015, November *Instructional strategies for students receiving special education services*

2015, November *Technology implementation in K-12 schools.*

2015, October *An analysis of exclusionary practices*

2015, October *Outcomes for various advanced academic pathways*

2015, October *Screening tools for social-emotional learning*

2015, October *The longitudinal effects of participating in various preschool programs*

2015, October *Evaluating the impacts of professional development*

2015, October *Designing a program evaluation for AVID*

2015, September *Technology implementation in K-12 schools*

2015, September *College readiness indicators at various levels*

2015, September *Graduation rates of participants in Ninth Grade Counts*

2015, June *An evaluation of the Early Kindergarten Transition program*

2015, May *Combatting summer slide*

2015, April *A further evaluation of outcomes of full-day kindergarten*

2015, April *Models for serving newcomer students*

2015, March *Checklists for evaluating materials for quality*

2015, March *Program models for students receiving special education services*

2015, February *Designing an efficacy survey to investigate the impacts of co-teaching*

2015, February *Video examples of effective co-teaching*

2015, February *Early learning models: Social-emotional learning in preschool education*

2015, January *Increasing parental involvement in schools*

2015, January *Research-based math intervention strategies*

2015, January *Methods for evaluating the effectiveness of co-teaching models.*

2014, November *A correlational analysis of two reading assessments*

2014, November *Evaluating the efficacy of Professional Learning Communities*

2014, October *Types of co-teaching models*

2014, October *Dual language immersion programs*

2014, October *How to implement assessment for a balanced approach*

2014, October *Best practices for implementing Professional Learning Communities*

2014, October *A program evaluation of a summer school program*

2014, October *An evaluation of the effects of an online supplemental intervention program*

2014, September *Recommendations for program models for K-5 English learners*

2014, September *An evaluation of the outcomes associated with full-day kindergarten*
2014, September *College readiness: An evaluation of course completion*
2014, September *An evaluation of the effects of a support model for freshmen*
2014, September *Culturally responsive pedagogy and the seven Cs*
2014, September *Building an evaluative survey for parent trainings*
2014, September *Parental involvement: Various directions*
2014, September *Professional Learning Communities: Research and recommendations*

CONFERENCES ATTENDED BUT NOT PRESENTED AT

2019, August KEEN Integrating Curriculum with Entrepreneurial Mindset (ICE) workshop, Milwaukee, WI

2019, May US Conference on Teaching Statistics (USCOTS), State College, PA

2018, October National Science Teachers Association (NSTA) Conference, Reno, NV

2018, July National Network of Education Research-Practice Partnerships (NNERPP) Annual Forum, Portland, OR

2017, February Association of Teacher Educators (ATE) Annual Meeting, Orlando, FL

2016, August National Network of Education Research-Practice Partnerships (NNERPP) Annual Forum, New Orleans, LA

2016, February Association of Teacher Educators (ATE) Annual Meeting, Chicago, IL

2015, August National Network of Education Research-Practice Partnerships (NNERPP) Annual Forum, Houston, TX