

NICOLE C. RALSTON

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QUALIFICATIONS

Results-oriented and high-performing educational professional with proven track record of success. Experience teaching and leading professional development in elementary classrooms; success in data-based decision making, statistical analysis, and research coordination; knowledge of and interest in elementary mathematics assessment. Completed Ph.D. at the University of Washington in Educational Psychology, specifically in Measurement, Statistics, & Research Design in 2013, currently Assistant Professor at the University of Portland.

EDUCATION

UNIVERSITY OF WASHINGTON, Seattle, Washington June 2013
Ph.D. in Educational Psychology – Measurement, Statistics, & Research Design, GPA: 4.0
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, GPA: 4.0

LINFIELD COLLEGE, McMinnville, Oregon June 2004
Bachelor of Arts in Finance with Minor in Economics, Cum Laude, GPA: 3.9

TAFT HIGH SCHOOL, Lincoln City, Oregon June 2000
2000 Class Valedictorian, GPA: 4.0

COURSES TAUGHT

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

AWARDS / GRANTS

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.”
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.”
June, 2016.	(\$5,000)	Awarded a <i>Dundon-Berchtold Fellowship</i> to fund the study “Mandates vs. Beliefs: How Do teaching Professional Address Ethical Dilemmas?”
March, 2016.	(\$1,073)	Awarded a <i>Butine Grant</i> to fund travel to the American Educational Research Association (AERA) annual meeting in Washington, DC.
May, 2012.	(\$1,200)	Awarded a <i>Washington Educational Research Association (WERA) Grant</i> to fund the study “The Development and Validation of a Diagnostic Assessment of Algebraic Thinking Skills for Students in the Elementary Grades”.
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”.
June, 2011.	(\$10,800)	Awarded <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”.
July, 2009.	(\$2,000)	Awarded Grant to Attend the <i>National Assessment of Educational Progress (NAEP) Database Training Seminar</i> , Washington D.C.
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”.
November, 2006.	(N/A)	Awarded <i>ETS Recognition of Excellence Award: Elementary Education Content Knowledge</i> .

PROFESSIONAL EXPERIENCE

UNIVERSITY OF PORTLAND

August 2014 – Present

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

- Teaches highly rated educational assessment, research, and statistics courses
- Conducts research in the areas of instructional coaching, professional development models, algebraic thinking skills, diagnostic assessment, and validity studies
- Advises and mentors undergraduate, Masters, and Ed.D. students
- Serves on the Assessment, Ed.D., and edTPA committees
- Co-directs the Multnomah County Partnership for Education Research (MCPER), a research partnership with Northwest Evaluation Association (NWEA) to conduct district-driven research and service
 - In concordance with the supervision of three doctoral fellows, over 70 district research projects have been completed since the partnership’s inception in 2014

RAINIER VIEW ELEMENTARY SCHOOL

August 2012 – August 2014

Instructional Coach

- Promoted adult learning and supported educators through a variety of coaching methods including whole group instruction, small group professional learning communities (PLCs), and one-on-one job-embedded professional development / coaching
- Built relationships and collaborated with teachers and administrators; collected, analyzed, and used student data to drive decisions and inform instruction; and worked constantly to boost student achievement
- Designed and implemented “Math Week” to promote student interest and love of math, culminating with an exciting event (“The Amazing Math Race”) to promote parent involvement
- Coordinated all building testing experiences, chaired the literacy and math committees, managed all student databases, led teachers in the transition from state standards to Common Core standards, and planned and facilitated professional development for all teachers and staff

- Worked collaboratively to plan, implement, and assess school change initiatives to ensure student achievement

UNIVERSITY OF WASHINGTON, TACOMA

August 2007 – March 2013

Research Coordinator, Education Department

- Managed multiple research studies ranging in size from \$400,000 to \$1,500,000 (IES R324A07183)
- Supervised data collectors, graduate students, and undergraduate students; managed grant budgets; and coordinated all research and grant activities
- Developed data collection tools, supervised data collection procedures, analyzed the variety of research data collected, and facilitated data-based decision making to use the data to implement change
- Coached educators on the use of adult learning strategies and effective professional development models

Behavior Coach, Education Department

- Trained teachers and staff on behavior interventions, screening tools, and positive behavioral support systems
- Coached teachers to implement the *Think Time Strategy* behavior intervention with high levels of fidelity
- Worked with students to improve behavior (i.e., goal-setting, self-management strategies, etc.) and collect assessment data

Education Research Analyst II, Education Department

- Conducted literature reviews on a variety of educational practices, interventions, programs, and tactics
- Collected, analyzed, interpreted, and evaluated data; prepared subsequent presentations and written reports
- Conducted program evaluations and developed tracking and data collection tools for teachers and schools

Lecturer, Education Department

- Taught a variety of Master's level (M.Ed.) courses

UNIVERSITY OF WASHINGTON, SEATTLE

January 2010 – January 2012

Research Assistant, Education Department: Elementary Math Methods

- Conducted research on how novice pre-service teachers understand and implement math instruction
- Assisted with planning and implementing a Math Methods course for teacher education students
- Collected, organized, and analyzed qualitative data

NORTHWEST EVALUATION ASSOCIATION (NWEA)

June – August 2010

Data Analyst Intern

- Created a 'Data Dictionary' for NWEA's Measures of Academic Student Progress (MAP) databases by performing detailed analyses of relational database data structures using SQL
- Reviewed and analyzed mathematics assessment items on the MAP tests
- Interviewed subject matter experts to capture data definitions and identify data redundancies
- Presented 'Data Dictionary' and 'Teacher Perceptions of Algebra Knowledge' to executives and staff

TEACH FOR AMERICA / JACK DAILEY ELEMENTARY SCHOOL

June 2005 – June 2007

Third Grade Teacher

- Served as a member of a national service corps of outstanding recent college graduates who commit to teach in under-resourced urban and rural public schools to become life-long leaders in pursuit of closing the achievement gap
- Produced and implemented formative assessments and tracking systems of the data to motivate student achievement and inform purposeful instruction which increased students' reading levels by an average of 1.8 grade levels
- Designed curriculum for and launched after-school tutoring program to improve student achievement
- Trained staff at both school and Teach For America on various software programs and tracking systems
- Awarded an Action Research Grant to design and implement a writing curriculum using cameras; analyzed the data collected and presented findings

PEER-REVIEWED PUBLICATIONS

Ralston, N.C., Li, M., & Taylor, C. (In press). The development and initial validation of an assessment of algebraic thinking for students in the elementary grades. *Educational Assessment*.

Ralston, N.C., Waggoner, J., & Carroll, J.B. (In press). Efficacy of research curriculum in educator preparation programs. *AILACTE (Association of Independent Liberal Arts Colleges for Teacher Education) Journal*.

Smith, R., Ralston, N.C., Naegele, Z., & Waggoner, J. (In press). Connecting the classroom and the community: Exploring the collective impact of one district-community partnership. *The Educational Forum*.

- Ralston, N.C., Zeng, S., Benner, G.J., & Pierce, C. (2017). Differentiating internalizing and externalizing behavior: Different measures, different results? *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. *The 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

- 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. (2017, June 12). Working towards equitable advanced 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=e-ml-enl-eu-news3
- Naegele, 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

- 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.
- Smith, R., Ralston, N.C., Waggoner, J., Watzke, J., Weitzel, B., & Trollinger, D. (2018). *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.
- 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.

- 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). *Scientificallly-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

- Ralston, N.C. (2018, May). *A road trip through best assessment practices*. Presentation at the National Science Foundation funded REFLECT professional development for STEM faculty.
- 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 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.

- 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

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| 2016-18 | Curriculum & Instruction Committee, Chair |
| 2016-18 | Clinical Partnerships & Practice Committee, Member |
| 2016-19 | Continuous Improvement & Reporting Committee, Member |
| 2014-18 | Ed.D. Committee, Member |
| 2014-18 | Interviewer for MAT and Ed.D applicants |
| 2014-18 | Awards Committee, Member |
| 2014-16 | Assessment Committee, Member |
| 2014-16 | edTPA Working Group, Member |

SCHOOL OF EDUCATION DISSERTATION COMMITTEES

- Dudley, A. (2018). Dissertation committee chair. *Culturally responsive education and disproportionality of Latino males in special education*.
- Kelley, E. (2018). Dissertation committee chair. *A neuroeducation approach to writing instruction with kindergartners: A case study*.
- 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*.
- McGinty, D. (2018). On dissertation committee. *The Opus Prize as a transformative experience for university students*.
- Meister, H. (2018). On dissertation committee. *The effects of digital game-based learning on algebraic procedural and conceptual understanding and motivation towards mathematics*.
- Ketelsen, T. (2017). Dissertation committee chair of *Successes and barriers for traditional underrepresented Advanced Placement students*.
- Smith, R. (2017). On dissertation committee of *Redefining professional development: Investigating the professional learning experiences of Catholic School educators*.
- Danskey, J. (2017). On dissertation committee of *AVID elementary: A case study of program effectiveness*.
- Shortino-Buck, M. (2017). On committee of *Mathematical discourse in elementary classrooms: Socioeconomic status and teacher beliefs*.
- Wagner, K. (2016). Dissertation committee chair of *The mindfully embedded classroom: An investigation of the mindfulness traits, philosophies, and practices of high school teachers*.
- Wyatt, C. (2016). On dissertation committee of *The development and validation of an instrument to measure teachers' perceptions of the effect of mobile technology initiatives on classroom climate*.

Scherer, L.A. (2016). On dissertation committee of *Can teachers tell which students are at risk? Comparing teacher reading risk determinations with STAR reading risk determinations.*

UNIVERSITY SERVICE

2018-19 Academic Senate, Representative
2016-18 STEM Center, Committee Member
2016-17 Academic Senate, Representative
2016-17 Fulbright Campus Committee, Member
2016-17 Truman Scholarship Interview Committee, Member
2014-17 Honors, Mentor and Application Reviewer
2015-16 Member of Search Committee for Director of Institutional Research Position

PROFESSIONAL SERVICE

2014-18 Oregon Association of Teacher Educators (ORATE), Board Member
2016-18 American Educational Research Association (AERA) annual conference proposal reviewer
2015-17 Oregon Association of Teacher Educators (ORATE), President
2016-17 Heliyon Journal reviewer
2015-17 Teacher Education Quarterly reviewer
2015-16 All Hands Raised, Data Committee, Member
2015-16 SAGE book reviewer
2011-12 National Council of Teachers of Mathematics (NCTM) research pre-session proposal reviewer
2009-12 Remedial and Special Education reviewer
2009-12 Journal of Emotional & Behavioral Disorders reviewer
2009-10 Journal of Behavior Education reviewer
2009-10 Journal of Direct Instruction reviewer
2008-09 Journal of At-Risk Issues reviewer
2007-08 Education & Treatment of Children reviewer

PROFESSIONAL AFFILIATIONS

2016-present School-University-Community Collaborative Research Special Interest Group
2015-present National Network of Education Research Practice-Partnerships (NNERPP)
2014-present Oregon Association of Teacher Educators (ORATE)
2014-present Teachers of Teachers of Mathematics (TOTOM)
2012-present American Educational Research Association (AERA)
2016-2018 Association of Teacher Educators (ATE)
2016-2018 Kappa Delta Pi (KDP)
2014-2016 Association for Supervision and Curriculum Development (ASCD)

TEACHING CERTIFICATES

2016-present Oregon Professional Teaching Certificate
2007-16 Washington Teaching Certificate
2005-07 Nevada Teaching Certificate