

CURRICULUM VITAE

Joseph J. Stevens

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TEACHING AND RESEARCH INTERESTS:

Measurement, assessment, and methodology including statistical and quantitative methods, educational and psychological measurement, and applications to issues in education including large-scale and classroom assessment of language and mathematics, accountability systems and the evaluation of teacher and school effectiveness, and the determination of assessment validity and effectiveness especially for diverse populations.

EDUCATIONAL RECORD:

- 1983 Doctor of Philosophy completed at the University of Arizona in August, 1983.
Major area of study: Experimental Psychology. Minor area of study: Quantitative Methods and Research Design
- 1976 Master of Arts completed at the University of Arizona in May, 1976 in
Experimental Psychology
- 1974 Bachelor of Arts with distinction completed at the University of Arizona in May, 1974; major: Psychology, minor: Sociology

EMPLOYMENT HISTORY:

- 2007-present Professor, College of Education, University of Oregon
- 2009-2013 Founder and Director, Center for Assessment, Statistics, and Evaluation (CASE)
- 2008-2012 Associate Dean for Academic Affairs, College of Education,
University of Oregon
- 2001-2005 Professor, College of Education, University of New Mexico
- 1995-2001 Associate Professor, College of Education, University of New Mexico
- 1988-91 Measurement Statistician, College Board Statistical Analysis, Educational Testing Service

TEACHING EXPERIENCE:

- 2006-present College of Education, University of Oregon

1991-2005 College of Education, University of New Mexico

Courses Taught:

Graduate courses in Research Design, Advanced Research Design, Statistical Analysis and Design, Advanced Statistics, Multiple Regression, Multilevel Modeling, Multivariate Statistics, Educational and Psychological Measurement, Alternative Assessment, Classical and Modern Test Theory, Structural Equation Modeling, Survey and Questionnaire Design and Analysis, School Effectiveness and Accountability Systems, Dissertation Seminar, Program Evaluation.

RESEARCH ACTIVITIES:

A. Selected Refereed Journal Articles:

Tindal, G., Nese, J. F. T., Stevens, J., & Alonzo, J. (in press). Growth on oral reading fluency progress monitoring measures: Influence of student characteristics and measurement conditions. *Remedial and Special Education*.

Zvoch, K., & Stevens, J. J. (in press). An examination of summer school effects and the seasonal learning rates of struggling early readers using piecewise growth models. Manuscript reviewed and resubmitted, *Elementary School Journal*.

Stevens, J. J., Schulte, A. C., Elliott, S. N., Nese, J. F. T., & Tindal, G. (2015). Mathematics achievement growth of students with and without disabilities on a statewide achievement test. *Journal of School Psychology, 53*, 45-62.

Schulte, A. C., & Stevens, J. J. (2015). Once, sometimes, or always in special education: Mathematics growth and achievement gaps. *Exceptional Children*. Advance online publication. doi: 10.1177/0014402914563695

Zvoch, K., & Stevens, J. J. (2015). The graphic representation of findings from the National Center on Assessment and Accountability for Special Education. In M. McCrudden, G. Schraw, & C. Buckendahl (eds.). *Use of visual displays in research and testing: Coding, Interpreting, and Reporting Data* (pp. XXX-XXX). Charlotte, N. C.: Information Age Publishing.

Zvoch, K., & Stevens, J. J. (2012). Summer school effects in a randomized field trial. *Early Childhood Research Quarterly, 28*, 24-32.

Zvoch, K., & Stevens, J. J. (2011). Summer School and Summer Learning: An Examination of the Short and Longer Term Changes in Student Literacy. *Early Education and Development, 22*(4), 649-675.

Stevens, J. J., & Zvoch, K. (2007). Confirmatory factor analysis of the CTBS5/TerraNova. *Educational and Psychological Measurement, 61*(6), 976-989.

Stevens, J. J. (2007). Psychometric issues in the design of NCLB science assessments,

Measurement: Interdisciplinary Research and Perspectives, 4(4), 261-266.

Stevens, J. J. (2005). The study of school effectiveness as a problem in research design. In R. Lissitz (Ed.), *Value-added models in education: Theory and applications*. Maple Grove, MN: JAM Press.

B. Selected Refereed Papers and Book Chapters:

Anderson, D., & Stevens, J. J. (2015, April). *Cohort variability in the estimation of teacher effects*. Paper presented at the annual meeting of the National Council for Measurement in Education, Chicago, IL.

Nese, J. F. T., Tindal, G., Stevens, J. J., Schulte, A. C., & Elliott, S. N. (2015, April). *Modeling growth for NCLB subgroups: effects of time-varying disability classification*. Paper presented at the annual meeting of the National Council for Measurement in Education, Chicago, IL.

Stevens, J. J., Nese, J. F. T., & Tindal, G. (2015, April). *Alternative methods for computing growth norms*. Paper presented at the annual meeting of the National Council for Measurement in Education, Chicago, IL.

Stevens, J.J., & Zvoch, K. (2012, August). *Using Hybrid Regression Discontinuity Designs to Evaluate Educational Effectiveness*. Paper presented at the Biennial Educational Effectiveness Meeting of the European Association for Research on Learning and Instruction (EARLI), Zurich, Switzerland.

Stevens, J.J., Zvoch, K., & Biancarosa, G. (2012, April). *Technical Issues in the Use and Interpretation of Growth Models for Students With and Without Disabilities*. Paper presented at the annual meeting of the National Council for Measurement in Education, Vancouver, CA.

C. Selected Research Grants:

National Research and Development Center on Assessment and Accountability for Special Education. U.S. Department of Education (IES, CFDA 84.324C). Gerald Tindal, Ann Schulte, Stephen Elliot, and Joseph Stevens, Co-Principal Investigators, 7/2011-6/2016 (\$11,677,132: funded).

Summer School and Summer Learning: An Examination of Selection, Implementation, and Program Effects in a Multiyear Randomized Trial. U.S. Department of Education Sciences (IES, CFDA 84.305A). Keith Zvoch and Joseph Stevens, Co-Principal Investigators, 7/2009-7/2013 (\$1,176,685: funded).

Assessing Cognitive Diversity: Implications for Hispanic, Native American, and White Children's Mathematics Learning. Roxana Moreno, Principal Investigator, Joseph Stevens, & Richard Duran, Co-PIs. Funded by the National Science Foundation, January, 2003-December, 2005 (\$1,331,909: funded).