

VITA

Christine Ann Espin

Business Address: Leiden University
 Department of Education and Child Studies
 Wassenaarseweg 52
 2333 AK Leiden
 The Netherlands

■ Education

Ph. D.	1990	Educational Psychology University of Minnesota, MN
Graduate student	1984 - 1985	Special Education Pennsylvania State University, PA
Bachelor of Science	1980	Special Education Slippery Rock State College, PA Summa Cum Laude

■ Professional Experience

2010 – Present	<u>Professor</u> , Special Education (Learning Disabilities), Leiden University, Educational Interventions for Students with learning Disabilities and in Special Education (<i>Leerproblemen en orthopedagogische interventies in het onderwijs</i>)
2008 – 2009	<u>Associate Professor</u> , Special Education (Learning Disabilities), Leiden University <u>Adjunct Professor</u> , Cognitive Sciences, University of Minnesota
2002 – 2008	<u>Professor</u> , Educational Psychology, University of Minnesota
1995 – 2002	<u>Associate Professor</u> , Educational Psychology, University of Minnesota
1990 – 1995	<u>Assistant Professor</u> , Educational Psychology, University of Minnesota
1980 – 1984	<u>Teacher</u> , Students with Learning Disabilities, Grades 9 - 12, Chesapeake High School, Anne Arundel County, MD

■ Publications

Journal Articles

- Van den Bosch, R.M., Espin, C.A., Pat-El, R.J., & Saab, N. (in press). Improving teachers' comprehension of Curriculum-Based Measurement progress-monitoring graphs. *Journal of Learning Disabilities*.
- Espin, C.A., Saab, N., Pat-El, R. Boender, P., & van der Veen, J. (2018). Curriculum-Based Measurement progress data: Effects of graph pattern on ease of interpretation. *Zeitschrift für Erziehungswissenschaft (Journal of Pedagogical Science)*, *21*, 767-792. doi.org/10.1007/s11618-018-0836-9. (Invited article, special issue).
- Chung, S., Espin, C.A., & Stevenson, C.E. (2018). CBM maze-scores as indicators of reading level and growth for seventh-grade students. *Reading and Writing*, *31*, 627-648. doi.org/10.1007/s11145-017-9803-8
- McMaster, L.L., Shin, J., Espin, C.A., Jung, P., Wayman, M.M., & Deno, S.L. (2017). Monitoring elementary students' writing progress using Curriculum-Based Measures: Grade and gender differences. *Reading and Writing*, *30*, 2069-2091. doi: 10.1007/s11145-017-9766-9
- Espin, C.A., Miura Wayman, M., Deno, S.L., McMaster, K.L., & de Rooij, M. (2017). Data-based decision-making: Developing a method for capturing teachers' understanding of CBM graphs. *Learning Disabilities Research and Practice*, *32*, 8-21. doi:10.1111/ldrp.12123
- Van den Bosch, R., Espin, C.A., Chung, S., & Saab, N. (2017). Data-based decision-making: Teachers' comprehension of Curriculum-Based Measurement progress-monitoring graphs. *Learning Disabilities Research and Practice*, *32*, 46-60. doi:10.1111/ldrp.12122
- Wagner, D., Hammerschmidt-Snidarich, S., Espin, C.A., Seifert, K., & McMaster, K. (2017). Pre-service teachers' interpretation of CBM progress monitoring data. *Learning Disabilities Research and Practice*, *32*, 22-31. doi:10.1111/ldrp.12125
- Conoyer, S.J., Lembke, E.S., Hosp, J.L., Espin, C.A., Hosp, M.K. & Poch, A.L. (2017) Getting more from your maze: Examining differences in distractors. *Reading & Writing Quarterly*, *33*, 141-154. doi: 10.1080/10573569.2016.1142913
- Wagner, D., & Espin, C.A. (2015). The reading fluency and comprehension of fifth- and sixth-grade struggling readers across brief tests of various intervention approaches. *Reading Psychology*, *36*, 1-34. DOI: [10.1080/02702711.2014.927812](https://doi.org/10.1080/02702711.2014.927812)

- McMaster, K.L., van den Broek, P., Espin, C.A., Pinto, V., Janda, B., Lam, E., Hsu, H., Jung, P., Leinen, A., & van Boekel, M. (2015). Developing a reading comprehension intervention: Translating cognitive theory to educational practice. *Contemporary Educational Psychology, 40*, 28-40. DOI: dx.doi.org/10.1016/j.cedpsych.2014.04.001
- Espin, C.A. (2014). What are Goed righting! (What is good writing?) *Literacy Research and Instruction, 52*, 93-95. DOI:10.1080/19388071.2014.869944
- McMaster, K.M., Espin, C.A., & van den Broek, P.W. (2014). Making connections: Linking cognitive psychology and intervention research to improve comprehension of struggling readers. *Learning Disabilities Research and Practice, 29*, 17-24. DOI: 10.1111/ldrp.12026
- Espin, C.A., Busch, T., Lembke, E.S., Hampton, D., Seo, K., & Zukowski, B.A. (2013). Curriculum-based measurement in science learning: Vocabulary-matching as an indicator of performance and progress. *Assessment for Effective Intervention, 38*, 203-213. DOI: 10.1177/1534508414545643
- Chung, S., & Espin, C.A. (2013). CBM progress monitoring in foreign-language learning for secondary-school students: Technical adequacy of different measures and scoring procedures. *Assessment for Effective Intervention, 38*, 236-248. DOI: 10.1177/1534508413489723
- Campbell, H., Espin, C.A., & McMaster, K. (2013). The technical adequacy of curriculum-based writing measures with English Language Learners. *Reading and Writing: An Interdisciplinary Journal, 26*, 431-452. DOI: 10.1007/s11145-012-9375-6.
- van den Broek, P.W., & Espin, C.A. (2012). Connecting cognitive theory and assessment: Measuring individual differences in reading comprehension. *School Psychology Review, 41*, 315-325.
- Seifert, K., & Espin, C.A. (2012). Improving reading of science text for secondary students with learning disabilities: Effects of text reading, vocabulary learning, and combined approaches to instruction. *Learning Disability Quarterly, 35*, 236-247. doi: 10.1177/0731948712444275.
- McMaster, K. L., van den Broek, P., Espin, C. A., White, M. J., Kendeou, P., Rapp, D. N., Bohn-Gettler, K., & Carlson, S. (2012). Making the right connections: Differential effects of reading intervention for subgroups of comprehenders. *Learning and Individual Differences, 22*, 100-111. doi:10.1016/j.lindif.2011.11.017
- Yeo, S., Kim, D., Branum-Martin, L., Wayman, M. M., & Espin, C. A. (2012). Assessing the reliability of curriculum-based measurement: An application of latent growth modeling. *Journal of School Psychology 50*(2), 275-292.

- Espin, C.A., Wallace, T., Lembke, E., Campbell, H., & Long, J.D. (2010). Creating a progress measurement system in reading for middle-school students: Monitoring progress towards meeting high stakes standards. *Learning Disabilities Research and Practice, 25*, 60-75. DOI: 10.1111/j.1540-5826.2010.00304.x
- Van den Broek, P., & Espin, C.A. (2010). Improving reading comprehension: Connecting cognitive science and education. *Cognitive Critique, 2*, 1-26.
- Tichá, R., Espin, C.A., & Wayman, M.M. (2009). Reading progress monitoring for secondary-school students: Reliability, validity, and sensitivity to growth of reading aloud and maze selection measures. *Learning Disabilities Research and Practice, 24*, 132-142.
- Espin, C.A., Wallace, T., Campbell, H., Lembke, E., Long, J., & Tichá, R. (2008). Curriculum-based Measurement in writing: Predicting the success of high-school students on state standards tests. *Exceptional Children, 74*, 174-193.
- Espin, C.A., Cevasco, J., & van den Broek, P., Baker, S., & Gersten, R. (2007). History as narrative: The nature and quality of historical understanding for students with learning disabilities. *Journal of Learning Disabilities, 40*, 174-182.
- Wallace, T., Espin, C.A., McMaster, K., Deno, S.L., & Foegen, A. (2007). CBM progress monitoring within a standards-based system. *Journal of Special Education, 41*, 66-67.
- Wayman, M., Wallace, T., Wiley, H.I., Tichá, R., & Espin, C.A. (2007). Literature synthesis on curriculum-based measurement in reading. *Journal of Special Education, 41*, 85-120. doi.org/10.1177/00224669070410020401
- McMaster, K., & Espin, C.A. (2007). Technical features of curriculum-based measurement in writing: A literature review. *Journal of Special Education, 41*, 68-84. DOI: 10.1177/00224669070410020301
- Rapp, D. N., van den Broek, P., McMaster, K. L., Kendeou, P., & Espin, C. A. (2007). Higher-order comprehension processes in struggling readers: A perspective for research and intervention. *Scientific Studies of Reading, 11*, 289-312.
- Weissenburger, J.W. & Espin, C.A. (2005). Curriculum-based measures of writing across grade levels. *Journal of School Psychology, 43*, 153-169.
- Kendeou, P., Lynch, J. S., van den Broek, P., Espin, C., White, M., & Kremer, K. E. (2005). Developing successful readers: Building early narrative comprehension skills through television viewing and listening. *Early Childhood Education Journal, 33* (2), 91-98.
- Espin, C.A., Shin, J., & Busch, T.W. (2005). Curriculum-based measurement in the content areas: Vocabulary-matching as an indicator of social studies learning. *Journal of Learning Disabilities, 38*, 353-363.

- Espin, C.A., De La Paz, S., Scierka, B.J., & Roelofs, L. (2005). The relation between curriculum-based measures in written expression and quality and completeness of expository writing for middle-school students. *Journal of Special Education, 38*, 208-217.
- Espin, C.A., Weissenburger, J.W., & Benson, B.J. (2004). Assessing the writing performance of students in special education. *Exceptionality, 12*(1), 55-67.
- Shin, J., Espin, C., Deno, S., & McConnell, S. (2004). Use of hierarchical linear modeling and curriculum-based measurement for assessing academic growth and instructional factors for students with learning difficulties. *Asia Pacific Education Review, 5*(2), 136-148.
- Jenkins, J.R., Fuchs, L.S., van den Broek, P., Espin, C.A., & Deno, S.L. (2003) Sources of individual differences in reading comprehension and reading fluency. *Journal of Educational Psychology, 95*, 719-729.
- Jenkins, J.R., Fuchs, L.S., van den Broek, P., Espin, C.A., & Deno, S.L. (2003). Accuracy and fluency in list and context reading of skilled and RD groups: Absolute and relative performance levels. *Learning Disabilities Research and Practice, 18*, 222-236.
- Busch, T. & Espin, C.A. (2003). Using curriculum-based measurement to prevent failure and assess learning in content areas. *Assessment for Effective Intervention, 28*, 49-58.
- Espin, C.A., Busch, T., Shin, J., & Kruschwitz, R. (2001). Curriculum-based measures in the content areas: Validity of vocabulary-matching measures as indicators of performance in social studies. *Learning Disabilities Research and Practice, 16*, 142-151.
- Busch, T.W., Pederson, K., Espin, C.A., & Weissenburger, J.W. (2001). Teaching students with learning disabilities: Perceptions of a first-year teacher. *Journal of Special Education, 35*, 92-99.
- Foegen, A., Espin, C.A., Allinder, R., & Markell, M. (2001). Translating research to practice: Preservice teachers' beliefs in Curriculum Based Measurement. *Journal of Special Education, 34*, 226-236.
- Shin, J., Deno, S.L., & Espin, C.A. (2000). Technical adequacy of the maze task for Curriculum-Based Measurement of reading growth. *Journal of Special Education, 34*, 164-172.
- Espin, C.A., Skare, S., Shin, J., Deno, S.L., Robinson, S. & Brenner, B. (2000). Identifying indicators of growth in written expression for middle-school students. *Journal of Special Education, 34*, 140-153.

- Espin, C.A., & Deno, S.L. (2000). Introduction to the special issue of Learning Disabilities Research & Practice: Research to practice: Views from researchers and practitioners. *Learning Disabilities Research and Practice, 15*, 67-68.
- Espin, C.A., Shin, J., & Busch, T. (2000). Focusing on formative evaluation. *Current Practice Alerts, 1* (3), 1-4.
- Espin, C.A., Scierka, B.J., Skare, S., & Halverson, N. (1999). Criterion-related validity of curriculum-based measures in writing for secondary students. *Reading and Writing Quarterly, 15*, 5-27.
- Espin, C.A., Deno, S.L., & Albayrak-Kaymak, D. (1998). Individualized educational plans in resource and inclusive settings: How "individualized" are they? *Journal of Special Education, 32* 164-174.
- Deno, S.L., Foegen, A., Robinson, S., & Espin, C.A. (1996). Commentary: Facing the realities of inclusion: Students with mild disabilities. *Journal of Special Education, 30*, 345-357.
- Espin, C.A., & Foegen, A. (1996). Validity of three general outcome measures for predicting secondary students' performance on content-area tasks. *Exceptional Children, 62*, 497-514.
- Espin, C.A., & Deno, S.L. (1995). Curriculum-based measures for secondary students: Utility and task specificity of text-based reading and vocabulary measures for predicting performance on content-area tasks. *Diagnostic, 20*, 121-142.
- Espin, C.A., & Yell, M.L. (1994). Critical indicators of effective teaching for preservice teachers: Relationship between teaching behaviors and ratings of teacher effectiveness. *Teacher Education and Special Education, 17*, 154-169.
- Espin, C.A., & Deno, S.L. (1993). Content-specific and general reading disabilities of secondary-level students: Identification and educational relevance. *Journal of Special Education 27*, 321-337.
- Espin, C.A., & Deno, S.L. (1993). Performance in reading from content-area text as an indicator of achievement. *Remedial and Special Education, 14* (6), 47-59.
- Maruyama, G., Deno, S.L., Cohen, C., & Espin, C.A. (1992). The School Characteristics Survey: An "effective school" based means of assessing learning environments. *The Study of Learning Environments, Vol.5*.
- Deno, S.L., Maruyama, G., Espin, C.A., & Cohen, C. (1990). Educating students with mild disabilities in general education classrooms: Minnesota alternatives. *Exceptional Children, 57*, 150-161.

- Sindelar, P.T., Espin, C.A., Smith, M.A., & Harriman, N.E. (1990). A comparison of more and less effective special education teachers in elementary-level programs. *Teacher Education and Special Education, 13*, 9 - 16.
- Yell, M., & Espin, C.A. (1990). The Handicapped Children's Protection Act of 1986: Time to pay the piper? *Exceptional Children, 56*, 396 - 407.
- Espin, C.A., & Deno, S.L. (1989). The effects of modeling and prompting feedback strategies on sight word reading of students. *Education and Treatment of Children, 12*, 219 - 231.
- Espin, C.A., & Sindelar, P.T. (1988). The effects of auditory feedback on the written revisions of learning disabled and non-disabled students. *Exceptional Children, 55*, 45 - 51.
- Schloss, P.J., Espin, C.A., Smith, M.A., & Suffolk, D.R. (1987). Developing assertiveness during employment interviews with young adults who stutter. *Journal of Speech and Hearing Disorders, 52*, 30 - 36.
- Schloss, P.J., Freeman, C.A., Smith, M.A., & Espin, C.A. (1987). Influence of assertiveness training on the stuttering rates exhibited by three young adults. *Journal of Fluency Disorders, 12*, 333 - 353.

Book Chapters

- Espin, C.A., Chung, S., Foegen, A., & Campbell, H. (2019). Curriculum-Based Measurement for secondary-school students. In M. Kennedy & P. Pullen (Eds.), *Handbook of Response to Intervention and Multi-Tiered Instruction*. New York, NY: Routledge.
- van den Broek, P., Espin, C.A., McMaster, K., & Helder, A. (2017). Developing reading comprehension skills: Perspectives from theory and practice. In E. Segers & P. van den Broek (Eds.), *Continuities in language and literacy development*. Amsterdam: John Benjamins.
- McMaster, K. L., & Espin, C. A. (2017). Reading comprehension instruction and intervention: Promoting inference making. K. Cain, D. L. Compton, & R. K. Parrila (Eds.). *Theories of reading development*. Amsterdam: John Benjamins.
- Espin, C.A., van den Bosch, R., & Sikkema-de Jong, M. (2016). Behandeling van onderwijsleerproblemen: interventies en voorgangsmoitoring. In M.H. van IJzendoorn & L. Van Rosmalen (Eds.), *Pedagogiek in Beeld* (pp. 327-342). Houten: van Loghum.
- Espin, C.A. & Deno, S.L. (2016). Conclusion: Oral reading fluency or reading aloud from text: An analysis through a unified view of construct validity. In Cummings, K.D. & Petscher, Y., *The fluency construct: Curriculum-Based Measurement concepts and applications*. New York: Springer. doi:10.1007/978-1-4939-2803-3 13

- Espin, C.A., & Campbell, H. (2012). They're getting older . . . but are they getting better? The influence of CBM on programming for secondary-school students with learning disabilities. In C. Espin, K. McMaster, S. Rose, & M. Wayman (Eds.) *A Measure of success: The influence of Curriculum-based Measurement on education* (pp. 149-164). Minneapolis, MN: University of Minnesota Press.
- Espin, C.A., McMaster, K., & Rose, S. (2012). *Introduction to a Measure of Success*. In C. Espin, K. McMaster, S. Rose, & M. Wayman (Eds.) *A Measure of success: The influence of Curriculum-based Measurement on education*. Minneapolis, MN: University of Minnesota Press.
- Espin, C.A., Wayman, M.M., & Campbell, H. (2011). Continue voortgangsevaluatie (CVE). (Continuous progress monitoring). In J. Castelijns, M. Segers, & K. Struyven, *Evalueren om te leren – toetsen en beoordelen op school (Assessment for learning – testing and evaluation in schools)*. Bussum, The Netherlands, Coutinho.
- De La Paz, S., Espin, C., & McMaster, K. (2010). RTI in writing instruction: Implementing evidenced-based interventions and evaluating the effects for individual students. In T.A. Glover & S. Vaughn (Eds.) *Response to Intervention: Empowering all students to learn - A critical account of the science and practice*, New York, NY: Guilford Press.
- Espin, C.A. (2007). Curriculum-based measurement with action research: Building effective instructional programs for children with learning difficulties. In J. van Swet, P. Ponte & B. Smit (Eds.), *Postgraduate programs as platform: An interactive and research-led approach*. AW Rotterdam, The Netherlands: Sense Publishers.
- Lembke, E., & Espin, C.A. (2005). Curriculum based measurement: Using progress monitoring to affect change in the classroom. In G. D. Sideridis & T. A. Citro, (Eds.), *Research to practice: Effective interventions in learning disabilities*, (pp. 150-171). Boston, MA: LDW.
- Deno, S.L., Espin, C.A., & Fuchs, L.S. (2002). Evaluation strategies for preventing and remediating basic skill deficits. In Stoner, G., Shinn, M.R., & Walker, H.M. (Eds.), *Interventions for achievement and behavior problems*, Washington, DC: National Association of School Psychologists.
- Espin, C.A., & Tindal, G. (1998). Curriculum-based measurement for secondary students. In Shinn, M.R. (Ed.), *Advanced applications of curriculum-based measurement* (pp. 214-253). New York: Guilford.
- Deno, S.L., & Espin, C.A. (1994). *Curriculum-based assessment*. International Encyclopedia of Education (2nd ed.). Oxford: Pergamon Press.

Deno, S.L., & Espin, C.A. (1991). Evaluation strategies for preventing and remediating basic skill deficits. In Stoner, G., Shinn, M.R., & Walker, H.M. (Eds.), *Interventions for achievement and behavior problems*, Washington, DC: National Association of School Psychologists.

Espin, C.A., & Deno, S.L. (1988). Characteristics of learners with mental retardation. In P.J. Schloss, C.A. Hughes, & M.A. Smith (Eds.), *Educating the mentally retarded: A community transition perspective* (pp. 35 - 55). San Diego, CA: College Hill Press.

Espin, C.A. (1987). Entries on written composition disabilities, scoliosis, habilitation of the handicapped, dance therapy, and colitis. In C.R. Reynolds & L. Mann (Eds.), *Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and youth*. New York, NY: John Wiley & Sons.

Edited Book

Espin, C.A., McMaster, K., Rose, S., & Wayman, M. (Eds.) (2012). *A Measure of success: The influence of Curriculum-based Measurement on education*. Minneapolis, MN: University of Minnesota Press.

Edited Journal Issue

Espin, C.A. & Deno, S.L. (Eds.) (2000). Special issue: Research to practice: Views from researchers and practitioners. *Learning Disabilities Research and Practice*, 15.

Other

Espin, C.A. (2013). The *pedagoog* as a data-based problem solver: A shift in role for pedagogen? Blog for website, *Daar doen wij het voor*, from the NVO (Nederlandse Vereniging van Pedagogen en Onderwijskundigen).

Interview given to J. van Oers (2013). Alle kinderen blijven in dezelfde school! In gesprek met Professor Dr. Christine Espin. (All children stay in the same school! Interview with Professor Dr. Christine Espin.) Published in *Schoolbestuur*, 6, 10-11.

■ Papers and Presentations

National / International

Data-based decision-making for students with learning problems: Why is it so difficult? (C. Espin, R. van den Bosch, N. Saab, S. Chung, R. Rippe, R. Pat-El, M. Beutick, & A. Langa). Nederlands Vlaamse Interacademiale Leerproblemen, Leiden, The Netherlands, May 24, 2019.

Teachers' difficulty in using CBM data for decision-making: Are they failing or are we? (C. Espin, M. Beutick, R. van den Bosch, A. Langa, & R. Rippe). Pacific Coast Research Conference, San Diego, CA, USA, February, 2019.

Making connections: Improving reading comprehension skills via a computerized questioning intervention. (M. Guda, C. Espin, & S. Mol). Society for Text and Discourse, Brighton, England, July, 2018.

Data-based decision-making: Improving teachers' understanding and interpretation of progress (C. Espin, R. van den Bosch, S. Chung). Lorentz International Workshop, Data-Based Decision-Making in Education, June, 2018.

High-quality research: The role of researchers' decision making. (C. Espin). Pacific Coast Research Conference, San Diego, CA, USA, February, 2018.

A problem-solving approach to the learning and behavior problems of children and adolescents: Use of CBM formative assessment. (Invited keynote address). Formative Assessment and Data-Based Instruction: Potential and Challenges of Learning Progress Diagnostics, Stebis-Transfer-Workshop. Berlin, Germany. November, 2017.

Improving teachers' use of CBM progress data for decision-making. (R. van den Bosch, C. Espin, & N. Saab). Council for Exceptional Children, Boston, MA, USA, April, 2017.

Improving teachers' understanding and interpretation of Curriculum-Based Measurement progress data. (C. Espin, R. van den Bosch, N. Saab). Pacific Coast Research Conference, San Diego, CA, USA, February, 2017.

Begrijpend lezen: Problemen en mogelijke oplossingen. (Reading comprehension: Problems and possible solutions). (C. Espin, P. van den Broek, K. McMaster, & M. Guda). *The Nationale Dyslexie Conferentie (National Dyslexia Conference)*, Ede, The Netherlands, March 9, 2016.

Teachers' understanding of CBM progress-monitoring graphs: Descriptions and patterns of data inspection. (C. Espin, R. van den Bosch, P. Boender, & S. Chung). Pacific Coast Research Conference, San Diego, CA, USA, February, 2016.

Tracking the academic health of adolescents with learning disabilities (C. Espin). Nederlands Vlaamse Interacademiale Leerproblemen, Nijmegen, The Netherlands, May 26, 2016.

Teachers' interpretation and use of CBM progress-monitoring graphs: A research-to-practice gap. (R. van den Bosch, C. Espin, & S. Chung). EARLI Conference, SIG 2 Invited Symposium, *Bridging research and practice, interchange between basic and applied research*. Limassol, Cyprus, August 2015.

How readers process narrative and informational texts: Insights from think-alouds. (B. Janda, K. McMaster, P-G. Jung, J. Shin, P. van den Broek, & C. Espin). Society for Text and Discourse, Minneapolis, MN, USA. July, 2015.

Response-to-Intervention (RTI): Een probleem-oplossende benadering voor leer- en gedragsproblemen in het onderwijs, (*Response-to-Intervention (RTI): A problem-solving approach for interventions in general education.*) (C. Espin, S. Chung, R. van den Bosch). Onderwijs Research Dagen (ORD). (*Educational Research Days*). Leiden University, Leiden, The Netherlands June, 2015.

Is excellent onderwijs excellent voor iedereen? Diverse leerbehoeften van studenten in de collegezaal. (*Is excellent teaching excellent for everyone? Meeting the diverse needs of students in university classrooms.*) (Rianne Feijt, Cathy Schrijner, & Christine A. Espin.) Onderwijs Research Dagen (ORD). (*Educational Research Days*). Leiden University, Leiden, The Netherlands June, 2015.

Response-to-Intervention (RTI): Een probleem-oplossende benadering voor leer- en gedragsproblemen (Response-to-Intervention (RTI): A problem-solving approach for interventions for children with learning and behavior difficulties.) (C. Espin, S. Chung, & R. van den Bosch). Nationale Dyslexie Conferentie, Lexima, Ede, The Netherlands, April, 2015.

Teachers' interpretation of CBM progress-monitoring graphs (R. van den Bosch, C. Espin, S. Chung). Pacific Coast Research Conference, San Diego, CA, USA, February, 2015

Teachers' understanding and interpretation of progress-monitoring graphs for students with reading difficulties (R. van den Bosch, C. Espin, & S. Chung). EARLI-SIG 2 Meeting: Building bridges: Improving our understanding of learning from text and graphics by making the connection, Rotterdam, The Netherlands, September, 2014.

Response to Intervention at the secondary-school level: How do we measure progress? (Strand organized by C. Espin, T. Hall, H. Campbell, E. Lembke, & P. Stecker). Council for Exceptional Children, Philadelphia, PA, USA, April, 2014.

CBM Reading Progress Monitoring: A maze-thing. (C. Espin, S. Chung, & T. Hall). Council for Exceptional Children, Philadelphia, PA, USA, April, 2014.

- Special education teacher candidates' interpretation of CBM progress monitoring data: Comparison with experts (D. Wagner, C. Espin, K. Seifert, S. Hammerschmidt-Snidarich, & K. McMaster). Council for Exceptional Children, Philadelphia, PA, USA, April, 2014.
- You're on the right track! Giving feedback during a reading comprehension intervention. (K.L. McMaster, B. Janda, A.B. Leinen, H. Hsu, C.A. Espin, & P. van den Broek). Council for Exceptional Children, Philadelphia, PA, USA, April, 2014.
- Making In-the-Text Connections to support struggling readers' comprehension. (K. L. McMaster, P. van den Broek, C. Espin, B. Janda, & V. Pinto). Society for Research in Educational Effectiveness Conference, Washington, DC., USA, March, 2014.
- Making the most of graphed data: Special education teachers' interpretations of CBM Progress Monitoring Graphs(D. Wagner, C. Espin, K. McMaster, K. Seifert, S. Snidarich, & T. Christ). Pacific Coast Research Conference, San Diego, CA, USA, February, 2014.
- Monitoring elementary students' writing progress using Curriculum-Based Measurement. (K.L. McMaster, C. Espin, P. Jung, J. Shin, M. Wayman, & S.L. Deno). Pacific Coast Research Conference, San Diego, CA, USA, February, 2014.
- Teacher candidates' interpretation of CBM progress monitoring data (D. Wagner, D. Snidarich, C. Espin, K. McMaster, & K. Seifert). Teacher Education Division of the Council for Exceptional Children, Fort Lauderdale, FL., November, 2013.
- Progress monitoring at the secondary-school level within RTI. (C. Espin, E. Lembke, H. Campbell, A. Foegen, P. Stecker & S. Beyers). Council for Exceptional Children, San Antonio, TX, USA, April, 2013.
- Making the right connections: Improving the comprehension of struggling readers. (K. McMaster, C. Espin, P. van den Broek, B. Janda, V. Pinto, & P.G. Jung.) Council for Exceptional Children, San Antonio, TX, USA, April, 2013.
- Getting more from your maze: Examining differences in distracters. (E. Lembke, S. Beyers, C. Espin, J. Hosp, M. Hosp). Council for Exceptional Children, San Antonio, TX, USA, April, 2013.
- Effects of graph patterns on understanding and interpretation of progress monitoring data. (C. Espin, P. Boender, J. van der Veen, & N. Saab). Pacific Coast Research Conference, San Diego, CA, USA, February, 2013.
- Making the right connections: Improving the comprehension of struggling readers. (K.L. McMaster, V. Pinto, P. van den Broek, C. Espin, & B. Janda). Pacific Coast Research Conference, San Diego, CA, USA, February, 2013.

- Special education teachers' development of CBM progress monitoring graph interpretation skills. (D. Wagner, C. Espin, K. McMaster, K. Seifert, & S. Snidarich). Pacific Coast Research Conference, San Diego, CA, USA, February, 2013.
- Progress monitoring for secondary-school students with learning and language difficulties in reading. (C. Espin w/ S. Chung, M. Verhallen, C. DePascale). EARLI Special Education SIG 5 Conference, Utrecht, The Netherlands, August, 2012.
- Reading progress monitoring for secondary-school students (C. Espin w/ S. Chung, M. Verhallen and C. DePascale). Scientific Studies of Reading Conference, Montréal, QC, Canada, July 2012.
- Monitoring Elementary Students' Progress in Writing using Curriculum-Based Measurement (K. McMaster w/ C. Espin, P-G. Jung, M.M. Wayman, & S.L. Deno). Scientific Studies of Reading Conference, Montréal, QC, Canada, July 2012.
- Response to Intervention (RTI) for secondary-school students with learning disabilities: How do we measure progress (C. Espin w/ S. Chung). Council for Exceptional Children, Denver, CO, USA, April, 2012.
- Progress monitoring at the secondary-school level: New measures, new content, new questions. (C. Espin w/ S. Chung). Pacific Coast Research Conference, San Diego, CA, USA, February, 2012.
- Monitoring writing progress of elementary-level students: CBM promises and limitations. (K. McMaster w/ C. Espin). Pacific Coast Research Conference, San Diego, CA, USA, February, 2012
- Progress monitoring for academic behavioral health. (C. Espin w/ M. Verhallen). Pacific Coast Research Conference, San Diego, CA, USA, February, 2011.
- Realistic and relentless: Using data-based decision-making to build effective programs for secondary-school students with learning and behavior difficulties. Oration for Professorship, Leiden University, Leiden, The Netherlands, May, 2010.
- Progress graphs: Effects on teacher retention of information from student files.(w/ M. Gresgnit). Council for Exceptional Children, Nashville, TN, April, 2010.
- Teachers' understanding of progress monitoring data: Sequential decision making. (w/ M. Miura Wayman, S. Deno, K. McMaster, M. de Rooij). Pacific Coast Research Conference, San Diego, CA, February, 2010.
- Relative effects of three correctional feedback approaches on the performance of students with writing difficulties (w/ X. Du). Council for Learning Disabilities International Conference, Dallas, TX, October, 2009.

Is my instruction working? Monitoring the progress of students in reading and writing. EARLI 13th Biennial Conference, Amsterdam, The Netherlands, August, 2009.

Improving data-based instructional programming through online teacher-to-teacher communication (w/ S. Deno, K. McMaster, R. Pierce, S. Yeo, & A. Mahlke). Council for Exceptional Children, April, 2009, Seattle, WA.

Progress monitoring procedures: Effects on teachers' conversations about instruction (w/ S. Deno, K. McMaster, R. Pierce, S. Yeo, & A. Mahlke). Pacific Coast Research Conference, San Diego, CA, February, 2009.

Examining teachers' understanding of progress monitoring data using think aloud protocols (w/ M.M. Wayman, A. Mahlke, X. Du, K. McMaster, & S. Deno). Council for Exceptional Children, Boston, MA, April, 2008.

Predicting performance on statewide achievement tests using Curriculum-based Measurement in reading: A multilevel meta-analysis (w/ S. Yeo). Council for Exceptional Children, Boston, MA, April, 2008.

Teachers' understanding of progress monitoring data: Expert ratings of understanding (w/ M.M. Wayman, K. McMaster, & S. Deno). Pacific Coast Research Conference, San Diego, CA, February, 2008.

Monitoring the progress of secondary-school students with reading difficulties (Espin, C.A.). Presentation given to faculty the Learning Difficulties Section, Department of Orthopedogiek, University of Leiden. Leiden, The Netherlands, June, 2007.

Using readers' cognitive profiles to examine successes and failures in comprehension (w/ Rapp, Kendeou, van den Broek, McMaster, & White). American Educational Research Association, Chicago, IL, April, 2006.

Connecting cognitive science and educational practice to improve reading comprehension. (w/ van den Broek, McMaster, Rapp, Kendeou, Espin, Deno). Institute for Educational Science Conference, Washington, DC, June, 2006.

Reading general outcome measures: Age and skill-level comparisons. Pacific Coast Research Conference, San Diego, CA, February, 2006.

Monitoring student progress in written expression: Elementary through high school. Learning Disabilities Worldwide, Burlington, MA, October, 2005. (w/ K. McMaster.)

The effects of student and parent involvement in Curriculum-Based Measurement at the secondary-school level. Project Director's Meeting, Washington, DC, July, 2005.

- The effects of student involvement in progress monitoring using Curriculum-Based Measurement. Council for Exceptional Children, Baltimore, MD, April, 2005.
- The effects of parent involvement in progress monitoring using Curriculum-Based Measurement. Council for Exceptional Children, Baltimore, MD, April, 2005.
- Curriculum-Based Measurement: Past, present and future. Council for Exceptional Children, Baltimore, MD, April, 2005.
- Monitoring progress towards success on state standards tests: Reading, writing, content-area learning. Division of Learning Disabilities, Orlando, FL, November, 2004.
- Preparing students for state standards tests: Effects of monitoring reading progress of secondary-school students with curriculum-based measures. Council for Exceptional Children, New Orleans, April, 2004.
- Preparing students for state standards tests: Effects of monitoring writing progress of secondary-school students with curriculum-based measures. Council for Exceptional Children, New Orleans, April, 2004.
- Teacher implementation of a progress monitoring system: Effects on student achievement and teacher instruction. Pacific Coast Research Conference, San Diego, CA, February, 2004.
- Curriculum-based measurement in science: Progress monitoring for students at risk. Council for Exceptional Children, Seattle, WA, April, 2003.
- Criterion-related validity of curriculum-based measures of writing at the secondary level. American Educational Research Association, Chicago, IL, April, 2003.
- Creating a progress monitoring system: Preparing secondary-school students for success on the Minnesota Basic Skills Tests. Pacific Coast Research Conference, La Jolla, CA, February, 2003.
- Using curriculum-based measurement in written expression. Division of Learning Disabilities, Pittsburgh, PA, October, 2002.
- CBM at the secondary-school level: Reading, written expression, and content-area learning. Division of Learning Disabilities, Austin, TX, 2001.
- Monitoring student progress in written expression. Division of Learning Disabilities, Austin, TX, October, 2001.
- Combining curriculum-based measurement and Hierarchical Linear Modeling techniques to model academic growth in special education. American Educational Research Association, Seattle, WA, April, 2001.

- Use of curriculum-based measurement in the content areas. Council for Exceptional Children, Kansas City, MO, April, 2001.
- Use of curriculum-based measurement in second-language learning. Council for Exceptional Children, Kansas City, MO, April, 2001.
- Curriculum-based measurement in the content areas: Monitoring student learning in social studies. Pacific Coast Research Conference, February, 2001.
- Criterion-related validity of curriculum-based measures in written expression and measures of quality and completeness for middle-school students. American Educational Research Association, Montreal, Canada, April, 1999.
- Using curriculum-based measurement in written expression and for secondary-school students. Council for Exceptional Children, Charlotte, NC, April, 1999.
- Use of the Basic Instructional Plan in teacher training. Council for Exceptional Children, Charlotte, NC, April, 1999.
- Relation between curriculum-based measures in written expression and measures of coherence in written expression. Pacific Coast Research Conference, LaJolla, CA, February, 1999.
- Implementing curriculum-based measurement for secondary students. Council for Exceptional Children, Minneapolis, MN, April, 1998.
- Observation and evaluation of student teachers using videotaping and structured feedback procedures. Council for Exceptional Children, Minneapolis, MN, April, 1998.
- Use of general outcome measures in reading and written expression for decision making. Pacific Coast Research Conference, La Jolla CA, February, 1998.
- Curriculum-based measurement in written expression for secondary students. Council for Exceptional Children, Salt Lake City, UT, April, 1997.
- Survey of reading instruction in middle and high schools. American Educational Research Association, Chicago, IL, March, 1997.
- Extending curriculum-based measurement to the secondary level. Pacific Coast Research Conference, La Jolla, CA, February, 1997.
- Factors that affect the effectiveness of curriculum-based measurement. Pacific Coast Research Conference, La Jolla, CA, February, 1996.
- Combining curriculum-based measurement and portfolio assessment: Vital signs of academic health. Council for Exceptional Children, Indianapolis, IN, April, 1995.

- Are curriculum-based measures for secondary students really curriculum based: Task specificity of reading from text and vocabulary for predicting performance in the content areas. American Educational Research Association, San Francisco, CA, April, 1995
- A comparison of alternative procedures for evaluating written expression. Pacific Coast Research Conference, Laguna Beach, CA, February, 1995.
- Using curriculum-based measurement in secondary content areas and in secondary settings. Council for Exceptional Children, Denver, CO, April, 1994.
- Validity of curriculum-based measures in reading for secondary-level students. American Educational Research Association Conference, New Orleans, LA, April, 1994.
- Combining curriculum-based measurement and portfolio assessment. Pacific Coast Research Conference, La Jolla, CA, February, 1994.
- Improving teachers' "comprehension" of the classroom: Effects on teaching performance and student achievement. Council for Exceptional Children, San Antonio, TX, April, 1993.
- Use of curriculum-based measurement at the secondary level: Validity and reliability of reading from text for predicting student academic progress. Council for Exceptional Children, San Antonio, TX, April, 1993.
- Methodological issues in applying and extending the general outcome measurement approach of curriculum-based measurement. Pacific Coast Research Conference, Rodondo Beach, CA, February, 1993.
- Use of curriculum-based measurement at the secondary level. Council for Learning Disabilities, Kansas City, MO, October, 1992.
- "Classroom comprehension": A causal analysis. Council for Exceptional Children, Baltimore, MD, 1992.
- Comparison of the Individualized Education Programs (IEPs) for students in integrated and resource programs. Council for Exceptional Children, Baltimore, MD, 1992.
- Classroom reading environments and reading achievement gains for low-achieving and mildly-handicapped students. American Educational Research Association, Chicago, IL, 1991.
- Program and achievement differences between integrated and resource programs for students with learning disabilities and their low-achieving classmates. Council for Exceptional Children, Atlanta, GA, 1991.

Specificity and individualization of reading programs for students with learning difficulties: Mainstream vs. resource models of special education. Council for Exceptional Children, Toronto, Canada, 1990.

Program and achievement differences between three approaches to integrated education for learning disabled and "at-risk" students. American Educational Research Association, Boston, MA, 1990.

Building and classroom factors that shape effective schools: Additional findings using the School Characteristics Survey. American Educational Research Association, Boston, MA, 1990.

The Basic Academic Skills Samples: An instrument for screening and identifying children at risk for failure in the regular education classroom. American Educational Research Association, San Francisco, CA, 1989.

The School Characteristics Survey: An "effective school" based means of assessing learning environments. American Educational Research Association, San Francisco, CA, 1989.

Educating mildly handicapped students in general education. Council for Exceptional Children, San Francisco, 1989.

Curriculum-based measurement for improving instruction. Council for Exceptional Children, Washington, DC, 1988.

Development of an empirically-based methodology for evaluation of preservice teachers, Southeastern Regional Conference of the American Educational Research Association, Division G, Nashville, TN, 1988.

The effects of technology-aided direct instruction in large groups. American Educational Research Association, San Francisco, CA, 1986.

State / Local Meetings

Passend Onderwijs met Continue Voortgangsmonitoring (CVM). (C. Espin and S. Mol). OCW Kennisfestival, March, 2019, Den Haag, The Netherlands.

Het *kan* goed gaan . . . maar ook heel erg mis gaan! Onderwijs + Wetenschap Vergadering, Organized by K. Hoefnagel, June 2018.

Een probleem-oplossende benadering voor leer- en gedragsproblemen: Response-to-Intervention (RTI) / Multi-tiered Systems of Support (MTSS). (*A problem-solving approach for learning and behavior problems: Response to Intervention (RTI) and Multi-tiered Systems of Support (MTSS)*). (C. Espin). Dag van de Pedagogiek (*Day of the Pedagogy*), Leiden University, Leiden, The Netherlands, November 4, 2016.

- Learning from lectures: Preferences of university students with and without dyslexia. (Poster; R. Feijt, C. Espin, Mol, S., D'Ambrosio, A., & Heiser, W.). *Dag van de Pedagogiek (Day of the Pedagogy)*, Leiden University, Leiden, The Netherlands, November 4, 2016.
- Using questions to focus attention: Is it possible to have too much of a good thing? (Poster; M. Guda, C.A. Espin). *Dag van de Pedagogiek (Day of the Pedagogy)*, Leiden University, Leiden, The Netherlands, November 4, 2016.
- “I’m smart, I just can’t read”: Tracking the academic health of adolescents with learning disabilities (C. Espin). Honors College Presentation, Faculty of Social Sciences, February 29, 2016.
- A problem-solving approach to the learning and behavior problems of children and adolescents. (C. Espin). Alumnibijeenkomst, Pedagogische Wetenschappen, Leiden University, April 24, 2015.
- Een oplossingsgerichte aanpak die tegemoet komt aan de behoeften van kinderen met leer- en gedragsproblemen. (*RTI: A problem-solving approach designed to meet the needs of children with learning and behavior problems*). (C. Espin) *Stagesymposium, Instituut Pedagogische Wetenschappen*, (Internship symposium, Educational Psychology). Leiden University, October 9, 2015.
- The future of Education and Child Studies. (M. Bakermans-Kranenburg, C. Espin, P. van den Broek, J. Mesman). *Food for Thought Lunch, Faculty of Social Sciences, Leiden University*, November 18, 2014.
- Knows and No-no’s of presenting. (C. Espin). *ISED Research Days*, Amsterdam, The Netherlands, November 14, 2014.
- How do we read and why do some children have difficulty learning to read? (C. Espin) *Mini College Pedagogiek, Leiden University*, Leiden, The Netherlands, November, 2012; 2013; 2014.
- Reading a text: HoW harD cAN iT be? (C. Espin) *Presentation for the Open Dag, Academische Pabo*, Leiden, The Netherlands, November, 2012; 2014.
- A problem-solving approach to the learning and behavior problems of children and adolescent. (C. Espin). Presentation given for the *Fractie Klinische Ontwikkelingspsychologie*, Universiteit van Amsterdam, June 4, 2014
- Understanding / interpretation of progress graphs: Think-aloud study. (S. Chung, C. Espin, R. Bosch, & R. Feijt). Presentation at the Leiden-Münster CBM meeting. Münster, Germany, May, 2014.

- “I’m smart, I just can’t read”: Tracking the academic health of adolescents with learning disabilities. *FSW Honours College International, Leiden University, Leiden, The Netherlands*, March 11, 2014.
- We’re making good time – but are we heading in the right direction? Een oplossingsgericht benadering voor leesproblemen. Invited keynote address. *Conferentie Begrijpend Lezen: Onderwijspraktijk en Wetenschap in Wisselwerking, CED Groep, Eindhoven, The Netherlands*, September, 2013.
- Nieuwsbegrip SIT: Het evalueren van de voortgang in begrijpend lezen. (Nieuwsbegrip SIT task: Evaluating progress in reading comprehension.) (S. Chung, R. Feijt, & C. Espin). *Conferentie Begrijpend Lezen: Onderwijspraktijk en Wetenschap in Wisselwerking, CED Groep, Eindhoven, The Netherlands*, September, 2013.
- Potential for monitoring progress in reading, second-language learning and academic behavior: Report from SLOA third year. *Johan de Witt Schools, The Hague, The Netherlands*, May, 2013.
- Monitoring progress in reading: Potential for using Nieuwsbegrip texts to measure growth in reading for secondary-school students. (S. Chung & C. Espin). *CED Groep, Rotterdam*, September 6, 2012.
- Potential for monitoring progress in reading, second-language learning and academic behavior: Report from SLOA second year. *Johan de Witt Schools, The Hague, The Netherlands*, July, 2012.
- Measuring the “academic health” of adolescents with learning disabilities: Developing a tool for educators. *Food for Thought Lunch, Faculty of Social Sciences, Leiden University*, June 14, 2011
- Passend onderwijs in Nederland en de VS: een vergelijking. (Inclusive education in the Netherlands and the U.S.: A comparison). *Balans* (Parent Organization for Children with Disabilities), April, 2011.
- Passend onderwijs (Inclusive education) at the university level: How to meet the needs of students with varied background and knowledge levels in the University classroom. *ICLON, Leiden University*, April, 2011.
- A problem-solving approach to learning and behavior problems of adolescents. *Alumnibijeenkomst, Pedagogische Wetenschappen, Leiden University*, March / April, 2011; 2015.
- Realistic . . . but relentless: Data-based decision-making for adolescents with learning and behavior difficulties. *Utrecht University of Applied Sciences, Utrecht, The Netherlands*, November, 2010.

Passen en meten: Hoe passend is jouw onderwijs? Masterclass, Hogeschool Leiden, The Netherlands, January, 2010.

How do you know if they are getting better? Measuring the academic health of students with learning disabilities. Research Bijeenkomst, Orthopedagogiek, University of Leiden, June, 2009.

Monitoring the progress of secondary-school students with reading difficulties. Invited presentation, University of Amsterdam, Amsterdam, The Netherlands, October, 2009.

I'm teaching . . . but are they learning?: Using Curriculum-based Measurement to Monitor student progress (w/ K. McMaster). Saturday Scholars, College of Education, University of Minnesota, Minneapolis, MN, October, 2007.

Extending progress measurement in reading across age and skill levels. Special Education Research Colloquium, Minneapolis, MN, February, 2006.

Creating a progress monitoring system for secondary-school students: Determining probable success on Minnesota Basic Standards Tests. College of Education Research Day, University of Minnesota, Minneapolis, MN, March, 2004.

No Child Left Behind: Behind What? The quest for all children to be Minnesotan. Keynote address given at the Minnesota Association of School Psychologists, Minneapolis, MN, January, 2004.

Creating a progress monitoring system: Preparing secondary students for success on Minnesota Basic Standards Tests: Results from Years 1 and 2. Minnesota Association of School Psychologists, Minneapolis, MN, January, 2004.

Creating a progress monitoring system: Preparing secondary students for success on Minnesota Basic Standards Tests: Results from Year 1. Roosevelt High School, May, 2003.

Creating a progress monitoring system: Preparing secondary students for success on Minnesota Basic Standards Tests: Results from Year 1. Patrick Henry High School, May, 2003.

Creating a progress monitoring system: Preparing secondary students for success on Minnesota Basic Standards Tests: Results from Year 1. Presentation given to the Assessment and Evaluation and Learning Disabilities Teams of the Minneapolis Public Schools, May, 2003.

Monitoring student progress in reading and written expression. Invited presentation at the Pennsylvania Technical Assistance Network conference, Harrisburg, PA, March, 2003.

- Increasing the diagnostic utility of Curriculum-based Measurement: I've looked at CBM from both sides now. Institute on Curriculum-based Measurement. University of Minnesota, June, 1999.
- Curriculum-based Measurement for secondary students in reading and the content areas. Institute on Curriculum-based Measurement. University of Minnesota, June, 1999.
- Curriculum-based Measurement for secondary students in written expression. Institute on Curriculum-based measurement. University of Minnesota, June, 1999.
- Technology-enhanced reading instruction: Combining classwide peer tutoring, repeated readings, and reciprocal teaching. Building Individualized Reading Programs, Minnesota Specific Learning Disabilities Conference, Brainerd, MN, 1998.
- Inclusion: All for one and one for all? Fifth Annual Inclusion Conference, University of Wisconsin-Eau Claire, Eau Claire, WI, 1996.
- Curriculum-based measurement at the secondary level. First Annual Special Education Conference, University of Minnesota, Minneapolis, MN, 1995.
- Methods for implementing curriculum-based measurement in basic skill and content areas. First Annual Special Education Conference, University of Minnesota, Minneapolis, MN, 1995.
- Information processing: Combined use of curriculum-based measurement and portfolio assessment. Minnesota Council for Exceptional Children, Minneapolis, MN, 1995.
- The use of behavior modification in teaching special athletes physical skills. Presentation given at the University of Minnesota Sport Science Institute, "Sports and Persons with Disabilities: Special Olympics and Beyond", Plymouth, MN, 1991.
- An evaluation of approaches to educating students with learning disabilities and those who are mildly handicapped in mainstream classrooms using data-based intervention as a case illustration. Minnesota Council for Exceptional Children, Brooklyn Park, MN, 1991.
- Alternative school programs for integrating students with mild disabilities in regular classroom settings. University of Minnesota Research Fair, Minneapolis, MN, 1989; Academia in Review, Rochester, MN, 1989.
- Implementation of curriculum-based measurement procedures: Technical and practical considerations. Design for Excellence Conference, San Diego City Schools, San Diego, CA, 1989.
- Using curriculum-based measurement in goal setting and instructional planning. Phyllis K. Mirkin Lectureship Series in Special Education, Department of Educational Psychology, University of Minnesota, Minneapolis, MN, October, 1988.

Teacher planning and student achievement. Educational Psychology Graduate Student Colloquium, University of Minnesota, Minneapolis, MN, May, 1988.

Investigation of teacher questioning through use of computer-aided technology. Research Colloquium Series, University of Minnesota, Minneapolis, MN, 1986.

Evaluating and improving instructional effectiveness in special education programs. Summer Education Conference, Pennsylvania State University, State College, PA, 1985.

■ Professional Activities

Organizer	International Lorentz Center Workshop, Data-based decision-making in education: The data are there, why aren't they used? (co-organizers, L. Fuchs, D. Fuchs, A. Visscher, E. Souvignier). The Netherlands, June 11-14, 2018.
Invited expert	Research Institute for Problem Solving (RIPS) Conference, <i>Back to the future of special education: Individualizing education through data-based programming</i> . September, 2011; University of Minnesota, Minneapolis, MN, USA.
Co-Editor	<i>Learning Disabilities Research and Practice</i> . Tenure, July 2009-July 2015.
Vice-President	<i>Division for Learning Disabilities, Council for Exceptional Children</i> . Tenure 2007-2008.

■ Grants Funded

Is “excellent teaching” excellent for everyone? Meeting the diverse needs of students in the University classroom, phase 2. Funded by CROHO: Collegiale Raad voor Onderzoek van Hoger Onderwijs, Leiden University. (€35.000; 2016-17)

Is “excellent teaching” excellent for everyone? Meeting the diverse needs of students in the University classroom. Funded by CROHO: Collegiale Raad voor Onderzoek van Hoger Onderwijs, Leiden University. (€50.000; 2014-15)

Improving comprehension of struggling readers: Connecting cognitive science to educational practice.(co-PIs: P. van den Broek, K. McMaster; & C. Espin). U.S. Department of Education, Institute for Educational Sciences (\$1,47 million; 2011-2014).

Talent volgen, SLOA grant (joint project, Johan de Witt Schools and Leiden University). Netherlands VO Raad, 3 years (app. €150,000 per year, 2010-2013).

Research institute on progress monitoring: Creating a seamless and flexible system for monitoring and promoting access to and progress within the general education curriculum (co-PI w/ T. Wallace). Research Institute on Progress Monitoring, U.S. Department of Education, Office of Special Education Programs (\$971,017 per year; 5 years, 2003-2008).

Improving comprehension of struggling readers: Connecting cognitive science and educational practice. (Consultant on the grant; PIs, P. van den Broek, K. McMaster, D. Rapp). U.S. Department of Education, Institute for Educational Sciences (\$144,348 total; 3 years, 2004-2007).

Creating a progress measurement system: Preparing secondary students with disabilities for success on standards tests (co-PI w/ T. Wallace). Field Initiated Research Projects, U.S. Department of Education, Office of Special Education Programs (\$180,000 per year; 3 years, 2000-2003).

Survey of reading practices in middle and high schools. Center for Applied Research and Educational Improvement. Grant in collaboration with the Bloomington School District, 1995 (\$2,500).

Summer Institute on instructional evaluation and assessment. Minnesota Department of Education, 1994 (\$758)

Combining new models of assessment in written language for LD students (w/ Caren Wesson). Advancing and Improving the Knowledge Base, US Department of Education. Grant was transferred to University of Minnesota from the University of Wisconsin, Milwaukee, 1994-95 (\$161,253).

Summer Institute on instructional evaluation and assessment. Minnesota Department of Education, 1994 (\$8,000).

Summer Research Fellowship. Classroom comprehension: Teachers' understanding of events in their classrooms. Graduate School Summer Research Fellowship, University of Minnesota, 1993 (\$4,800).

Literature based assessment. Center for Applied Research and Educational Improvement Collaborative Grant Program (with J. L. Brown), University of Minnesota, 1992 (\$2,360).

Teaching comprehension: A causal analysis. Graduate School Grant-in-Aid Award, University of Minnesota, 1991 (\$10,665).

■ Honors / Awards

Nominee, Leiden University Teaching Award. Leiden University, September, 2018. (One of three nominees. Did not win the award.)

Casimir Excellence in Teaching Award, College of Education, Leiden University, January, 2018.

Jeanette Fleischner Career Leadership Award, Award of the Division of Learning Disabilities, Council for Exceptional Children, 2014. Award honors those who advance the field of learning disabilities via research, organizational leadership, community service, and/or policy development.

Excellence in Teaching Award, Department of Pedagogiek, Leiden University, May, 2013.

Fellow, *International Association for Research on Learning Disabilities,* named in May, 2011.

Leiden University Funds Professorship, *Teacher diagnosis of learning and behavior problems for adolescents,* December 2009-December 2014.

Dissertation Fellowship Grant Award, University of Minnesota, 1990 (\$595.00).

Ruth Eckert Scholarship for Outstanding Female Graduate Student in Education, University of Minnesota, 1990.

Student Research in Learning Disabilities Award, Phyllis K. Mirkin Colloquium, University of Minnesota, 1986.

Maree McKay Scholarship for Outstanding Students in Education, Slippery Rock State College, 1980.