

# MADHABI CHATTERJI

## HOME

Cell: (646) 284-2009  
E-mail: [madhabi.chatterji@gmail.com](mailto:madhabi.chatterji@gmail.com)

## OFFICE

Teachers College, Columbia University  
Office: Grace Dodge Hall, 282 (Box 6)  
525 W 120th St  
New York, NY 10027  
Phone: (212) 678-3357  
Work e-mail: [mb1434@tc.columbia.edu](mailto:mb1434@tc.columbia.edu)

## EDUCATION

- 1990      **Ph.D. University of South Florida, Tampa, Florida, USA**  
Specializations: Educational Measurement, Evaluation and Research Methodology  
Dissertation:     *Validation and Psychometric Analysis of the Gesell School Readiness Screening Test under Local Conditions.*
- 1980      **M.Ed. St. Christopher's College, University of Madras, Madras, India**  
Specializations: Science Education, Secondary/Higher Secondary Education
- 1975      **B.Ed. University of Bombay, Bombay, India**  
Specializations: Science Education, English Education
- 1973      **B.Sc. (Honors) Lady Brabourne College, University of Calcutta, W.B., India**  
Major: Botany  
Minors: Zoology, Chemistry
- 1969      **Indian School Certificate (I.S.C.), University of Cambridge, Local Examinations Syndicate, from St. Joseph's Convent School, Chandernagore, W.B., India**

## RESEARCH AND TEACHING INTERESTS

- **Instrument design, validation, validity and test use issues**
- **Evidence standards, the “evidence debate”, improving evidence-gathering and evidence-synthesis methods on “what works”**
- **Evaluation methodology**
- **Standards-based reforms; educational equity; diagnostic classroom assessment interventions to close students’ achievement gaps**
- **Assessment policy in U.S. and global education settings**

## EXPERIENCE

- 6/2015-present      ***Professor of Measurement, Evaluation, and Education***  
Teachers College (TC), Columbia University, Dept. of Organization and Leadership, Program of Social and Organizational Psychology
- 5/2006-present      ***Director, Assessment and Evaluation Research Initiative (AERI)***  
Teachers College (TC), Columbia University. Website: [www.tc.edu/aeri](http://www.tc.edu/aeri)

July, 2017

Major responsibilities as Professor at TC:

- Develop and teach graduate- and doctoral- level courses in areas of specialization; advise doctoral students on dissertations and theses
- Conduct research and engage in innovative scholarship in areas of specialization
- Provide leadership in scholarly fields
- Provide service to the college/university, profession, and larger national and global community in areas of specialization

Major responsibilities as Director of AERI at TC:

- Establish and direct a center, AERI, with a self-sustaining program in assessment and evaluation aligned with the center's mission.  
*AERI's mission is to promote meaningful use of assessment and evaluation information in practice and policy contexts, internationally and across disciplines, with education as a primary field of action.*
- Seek external funding and resources to support AERI's activities and agenda. AERI's activities include conferences, sponsored research and evaluation projects, training institutes and publications, including blogs and policy briefs.
- Develop partnerships with leaders, scholars, policy-makers, practitioners, and organizations, nationally and internationally, to build a long-term vision and strategic plans for continuing AERI's work.

8/2015-present

***Co-editor, Quality Assurance in Education*** (QAE, Term: 2015-2018)

Emerald Group Publishing, UK.

For QAE's Aims and Scope, see:

<http://www.emeraldgroupublishing.com/products/journals/journals.htm?id=qae>

- Provide leadership by expanding the aims, scope, visibility, impact and standing of the journal
- Invite new thinking and publications by widening contributors, reviewer database, audience and readership
- Invite innovative submissions by prominent authors for QAE special issues
- Uphold standards of rigor and originality of journal through editorial role

Guest Editor: QAE, Vol. 22, No. 1 (2014)

Guest Editor: QAE, Vol. 22, No. 4 (2014)

1/2006-5/2015

***Associate Professor of Measurement, Evaluation, and Education***(tenured)

Dept. of Organization and Leadership,

Teachers College (TC), Columbia University

1/2001-  
12/2005

***Associate Professor of Measurement, Evaluation, and Education***

(Reappointed in 2003; Tenured in December, 2005)

Dept. of Human Development,

Teachers College, Columbia University.

1/1996-  
12/2000

***Assistant Professor***

Department of Educational Measurement and Research,

College of Education, University of South Florida.

July, 2017

1/1988-  
12/1995

***Supervisor, Research and Evaluation Services***

District School Board of Pasco County  
Land O' Lakes, FL 34639.

Major Responsibilities:

- Led district or state-sponsored assessment development and reform projects, such as, *Pasco 2001* and *Goals 2000*
- Conducted program evaluations, needs assessments, and research studies to address school, district, and state needs
- Provided training in assessment, evaluation, and research procedures to department, district, and school-based staff
- Supervised doctoral student interns (from the University of South Florida) and department staff.
- Served on state and district-wide steering committees on testing, assessment, research, or evaluation issues
- Participated in departmental and district-wide planning activities
- Served on School Advisory Councils and assisted schools in using data for school improvement, planning and decision-making
- Wrote grant proposals, as needed
- Participated in district-wide and departmental planning and budgeting activities.

1/1988-  
12/1995

***Adjunct Professor, University of South Florida (periodic)***

Department of Educational Measurement and Research, College of Education.

Taught graduate-level courses:

EDF 6432 - Foundations of Educational Measurement

EDF 6481 - Foundations of Educational Research

6/1991-  
7/1991

***Adjunct Faculty, Center for Continuing Education, St. Leo College, Florida.***

Taught a teacher recertification course in educational measurement.

8/1987-  
12/1987

***Visiting Faculty Member (full-time, Fall semester), University of South Florida***

Department of Educational Measurement and Research, College of Education.

Taught undergraduate and graduate-level courses in measurement.

EDF 4430 - Measurement for Teachers, 2 sections

EDF 6432 - Foundations of Educational Measurement, 2 sections

6/1975-  
5/1977

***Secondary School Teacher in Chemistry***

Jamnabai Narsee School, Bombay 400056, India.

7/1974-  
5/1975

***Elementary School Teacher in English***

Maneckji Cooper Education Trust School, Bombay 400056, India.

ACADEMIC AWARDS/HONORS/RECOGNITIONS

*International, National, and Regional Awards*

***Fulbright Research Scholar, 2008***

Center for International Exchange of Scholars, Washington, D.C.

July, 2017

Study title: *A study of gender equity in primary education in Bengali-speaking regions of India and Bangladesh: Evaluating access, opportunities, and factors affecting school outcomes and completion rates.*

***Outstanding Publication Award***

**American Educational Research Association, 2004**

Advances in Research Methodology-Division H

Paper title: *Evidence on what works: An argument for Extended-term Mixed Methods (ETMM) designs* (This paper was published as a lead article in the *Educational Researcher* in 2004; reprinted in 2005).

***Fellow***

**National Educational Policy Center (NEPC), 2006-present**

University of Colorado at Boulder

Previously *Fellow*, Educational Policy Research Unit (EPRU), Arizona State University,.

***Distinguished Paper Award***

**Florida Educational Research Association, 1993**

Paper title: *Examining dimensionality of data generated from an early childhood scale using Rasch analysis and confirmatory factor analysis* (This paper was published as a lead article in the *Journal of Outcome Measurement* in 1997).

***Outstanding Reviewer***

**American Educational Research Association, 2006.**

Publications Committee, *Educational Researcher*

***Reviewer Recognitions, 2012, 2013***

*Journal of Graduate Medical Education*

**Institutional Awards**

***TC Global Investment Fund Award, 2014***

Teachers College, Columbia University

***Provost's Investment Fund Award, 2011***

Teachers College, Columbia University

***Faculty Research Award -Federal Work Study Research Assistant, 2016***

Teachers College, Columbia University

***Creative Scholarship Award,***

University of South Florida, 1999.

***Instructional Technology Award,***

University of South Florida, 1997.

**Invited International/National Speeches and Keynote Lectures**

**Invited keynote address--** The XII<sup>th</sup> National Forum on Educational Evaluation held on October 28-29, 2016 at the Universidad Autónoma de San Luis Potosi (UASLP), Mexico, hosted by the Nacional De Evaluación Para La Educación Superior (CENEVAL). Attended

July, 2017

by 250+ attendees, including university presidents, ministers of education, university program directors, faculty, researchers and the media.

**Title:** *Assuring Quality, Assessing Student Learning and Evaluating the Effects of “Complex” Programs in Higher Education: Issues, Contemporary Methodologies and New Directions*

**Sponsors:** CENEVAL, Mexico City.

**Invited lecture** - Faculty of Education, Departamento de Metodos de Investigacion y Diagnostico en Educacion, and the Doctoral Program of Education at Universidad Nacional de Educación a Distancia (UNED) in Madrid, Spain on January 12, 2015.

**Title (Lecture 1):** *Mixed Methods Evaluations*

**Title (Lecture 2):** *Classroom Assessment and the Proximal Assessment for Learner Diagnosis (PALD) Model*

**Sponsor:** UNED (Departamento de Metodos de Investigacion y Diagnostico en Educacion).

**Invited keynote speech**--International educational assessment and research conference organized by the Ministry of Education and Culture and Yogyakarta State University, Indonesia on November 8, 2014.

**Title:** *Issues in Implementing Classroom Assessment and the Proximal Assessment for Learner Diagnosis (PALD) Model*

**Sponsor:** Yogyakarta State University, Indonesia

**Invited Seminar**-- Calcutta University’s Department of Education, Alipore Campus, Kolkata, India on February 5, 2014.

**Title:** *Measures and Correlates of Mathematics Self-efficacy, Mathematics Self-Concept and Mathematics-Anxiety in Elementary Students: An Instrument Design and Validation Study.*

**Host:** Calcutta University’s Department of Education, Alipore Campus, Kolkata, India

**Invited Lecture-cum-Workshop**- Conference hosted by Pearson and the World Bank for Indonesian education delegates, December 21, 2012.

**Title:** *Validity Considerations with Large Scale Assessments.*

**Sponsor:** Pearson Education, New York, NY

**Plenary Session, Invited Lecture**-- International Conference on Educational Measurement and Evaluation. Phillipine Educational Measurement and Evaluation Association (PEMEA), Manila, Philippines. August 10, 2012.

**Title:** *Teacher Proficiency Indicators in Diagnostic Classroom Assessment.*

**Sponsor and Host:** PEMEA

**Invited Keynote** --International Forum on Talent Cultivation in Higher and Vocational Education held at Ningbo City, China, sponsored by Ningbo Polytechnic Institute and Institute of Higher Education, Xiamen University, China, June 16, 2011.

**Title:** *Talent Development in Higher and Vocational Education using a Diagnostic Classroom Assessment Model.*

**Sponsor:** Xiamen University, China and Ningbo Polytechnic, China

**Invited Lecture**--Institute of Higher Education, Xiamen University, China on March 15, 2010.

**Title:** *Models of Quality Assessment and Evaluation in Higher Education Systems in the U.S.*

**Sponsor:** Institute of Higher Education, Xiamen University, China

**Invited Lecture--**United States-India Educational Foundation, Kolkata, India—60<sup>th</sup> Anniversary Seminar Series, on February 18, 2010.

**Title:** *Gender Equity in Primary Education in West Bengal and Bangladesh: Educational Opportunities, Achievement Outcomes, and School Completion Rates.*

**Sponsor:** United States-India Educational Foundation, Fulbright Commission

**Invited Panelist--** Institute of Medicine, The National Academy of Sciences (now the National Academy of Medicine, Food and Nutrition Board), Washington, D.C. on January 8, 2009. Web-based workshop on generating and using evidence effectively for decision-making in obesity prevention research and practice/policies.

**Title:** *Alternatives and Tradeoffs in Generating and Evaluating Evidence: Perspectives from Education.*

**Sponsor:** Institute of Medicine, Washington, D.C.

**Invited lecture** at the BRAC-Research and Evaluation Division (RED), Dhaka, Bangladesh on March 10, 2008.

**Title:** *Assessing Student Learning: Building Assessment Capacity in Bangladesh's Schools and Education Systems.* Audience from the Directorate of Primary Education, National Board of Textbook and Curriculum Development, Ministry of Secondary Education, BRAC University-Institute for Educational Development, BRAC Education Programs and BRAC-Research and Evaluation Division.

**Sponsor:** BRAC-RED and BRAC Education Programs

**Invited Special Lecture** at the 12<sup>th</sup> International and 43<sup>rd</sup> National Conference of the Indian Academy of Applied Psychology, Kolkata, India on February 7, 2008.

**Title:** *Mixed-method Designs for Studying Effects of Complex Field Interventions: Criteria for Screening the Type and Grade of Evidence.*

**Sponsor:** Indian Statistical Institute, Kolkata, India

**Invited Lecture** at BRAC University-Institute for Educational Development, Dhaka, Bangladesh on February 12, 2007.

**Title:** *Assessment and Evaluation in School Organizations.*

**Sponsor:** BRAC University-Institute for Educational Development

**Invited Lecture**, Psychometric Research Unit, Indian Statistical Institute (ISI), Kolkata, India on January 22, 2007 to ISI faculty and students.

**Title:** *Using Structural Equation Modeling to Study the Internal Structure of Attitudinal Measures: The Teacher Readiness for Education Reform (TRER) Scales.*

**Sponsor:** ISI, Kolkata, India

**Invited Panelist** at the American Educational Research Association (AERA), Mixed Methods SIG, Inaugural Session at the AERA annual meeting on April 7, 2006

**Title:** *Grades of Evidence in Effectiveness Research and How Mixed-method Designs Help*

**Invited Panelist** at the Eastern Evaluation Research Society, an affiliate of the American Evaluation Association. Conference closing panel discussion with Director of the Institute for Education Sciences, U.S. Department of Education and others at the annual meeting on April 29, 2006.

**Title:** *Rigorous Evaluations: Is There a Gold Standard?*

July, 2017

**Invited Lecture/Colloquium** at Fordham University, Department of Clinical Psychology and Psychometrics, Colloquium Series. February 28, 2004.

**Title:** *Designing and Validating Construct Measures using a Unified Process Model.*

**Invited Panelist** at the American Educational Research Association/Institute for Education Sciences (IES)

Postdoctoral Fellows' Summer Retreat, August 15, 2003.

**Title (1):** *Instrumentation and Validity of Indicators.*

**Title (2):** *Knowledge Production through Documentation and Evaluation* (with Edmund W. Gordon).

**Invited Lecture** at the Eastern Evaluation Research Society-An Affiliate of the American Evaluation Association, April 28, 2003.

**Title:** *Models and Methods for Examining Standards-based Reforms* (based on a lead article published in the *Review of Educational Research*, 2002).

**Sponsor:** Eastern Evaluation Research Society

**Invited Presentation** at the Florida Council on Elementary Education, April, 1989.

**Title:** *Results of the developmental kindergarten study.*

**Invited Panelist** at the American Association of University Women's meeting, University of South Florida, 1991.

**Title:** *Continuous progress: New directions in elementary education at Pasco County.*

*Other Academic Recognitions and Honors*

Elected Member, *Phi Kappa Phi* (Academic Honor Society), University of South Florida.

Dean's List of Scholars, 1986, 1987, 1988, 1989; University of South Florida.

Elected Member, *Delta Kappa Gamma* (Academic Honor Society for Educators), 1987, University of South Florida.

PUBLICATIONS<sup>1</sup>

*BOOKS: PEER-REVIEWED*

Chatterji, M. (in press). *Designing Assessments for Multidisciplinary Constructs and Applications: A User-centered Methodology*. Guilford Publications, Inc., New York.

Chatterji, M. (Ed.) (2013). *Validity and test use: An international dialogue on educational assessment, accountability, and equity*. Bingley, UK: Emerald Group Publishing Limited.

Chatterji, M. (2003). *Designing and Using Tools for Educational Assessment*. Boston, MA: Allyn & Bacon/Pearson.

---

<sup>1</sup> Published as Madhabi Banerji from 1990-2000 and as Madhabi Chatterji from January, 2001-present

July, 2017

*EDITED JOURNAL ISSUES/VOLUMES: PEER-REVIEWED*

Chatterji, M. (Ed.) (2013). When education measures go public: Stakeholder perspectives on how and why validity breaks down. *Teachers College Record*, 115 (9).

Chatterji, M. & Welner, K. G. (2014) (Guest Eds.). Validity, assessment and accountability: Contemporary issues in primary, secondary, and higher education. *Quality Assurance in Education*, 22 (1). Special Issue.

Chatterji, M. (2014) (Guest Ed.). Issues in assessment, accountability and quality. *Quality Assurance in Education*, 22 (4). Special Issue.

*REFEREED JOURNAL ARTICLES:*

Chatterji, M. (2016). Causal inferences on the effectiveness of complex social programs: Navigating assumptions, sources of complexity and evaluation design challenges, *Evaluation and Program Planning*, 56 (6) 128–140.

Chatterji, M., Tripken, J., Johnson, S., Koh, N., Sabain, S., Allegrante, J.P. & Kufafka, R. (2016). Development and validation of a health information technology curriculum: Towards Meaningful use of electronic health records. *Pedagogy in Health Promotion*, 2 (4), 1-13.

Popham, W. J., Berliner, D.C., Kingston, N., Fuhrman, S.H., Ladd, S.M., Charbonneau, J. & Chatterji, M. (2014). Can today's standardized tests yield instructionally useful data? Challenges, promises and the state of the art. *Quality Assurance in Education* 22 (4), 300-315.

Pizmony-Levy, O., Harvey, J., Schmidt, W., Noonan, R., Engel, L., Feuer, M.J., Santorno, C., Rotberg, I., Ash, P., Braun, H., Torney-Purta, J., & Chatterji, M. (2014). On the merits of, and myths about, international assessments. *Quality Assurance in Education*, 22 (4), 316-335.

Gordon, E. W., McGill, M.V., Sands, D.I., Kalinich, K., Pellegrino, J.W. , & Chatterji, M. (2014). Bringing formative assessment to schools and making it count. *Quality Assurance in Education*, 22 (4), 336-350.

Chatterji, M., Green, L.W., & Kumanyika, S. (2014). L.E.A.D.: A framework for evidence gathering and use for the prevention of obesity and other complex public health problems. *Health Education & Behavior*, 41 (1) 85-99. First released on June 19, 2013 at: <http://heb.sagepub.com/content/early/recent>.

Caines, J., Bridglall, B.L., & Chatterji, M. (2014). Understanding validity and fairness issues in high stakes individual testing situations. *Quality Assurance in Education*, 22 (1), 5-18.<sup>2</sup>

Bridglall, B.L., Caines, J., & Chatterji, M. (2014). Understanding validity issues in test-based models of school and teacher evaluation. *Quality Assurance in Education*, 22 (1), 19-30.<sup>2</sup>

Lin, M., Bumgarner, E., & Chatterji, M. (2014). Understanding validity issues in international large scale assessments. *Quality Assurance in Education*, 22 (1), 31-41.<sup>2</sup>

---

<sup>2</sup> Peer-reviewed versions of policy briefs from AERI's inaugural conference and thematically-organized moderated discussions based on Education Week blogs were published in Issue 1 and Issue 4 of QAE, Vol. 22.

July, 2017

Koh, N.J., Reddy, V., & Chatterji, M. (2014). Understanding validity issues surrounding test-based accountability measures in the US. *Quality Assurance in Education*, 22 (1), 42-51.<sup>2</sup>

Chatterji, M. (2013). Bad tests or bad test use? A case of SAT<sup>®</sup> use to examine why we need stakeholder conversations on validity. *Teachers College Record*, 115 (9), 1-7.

Wyer, P.W. & Chatterji, M. (2013). Designing outcome measures for the accreditation of medical education programs as an iterative process combining classical test theory and Rasch measurement. *The International Journal of Educational and Psychological Assessment*, 13 (2), 35-61.

Chatterji, M. (2013). *Education for All* in West Bengal: Towards context-relevant quality indicators and evaluation policies for primary schools. *Indian Journal of Educational Research*, II (2), 36-55.

Chatterji, M. (2012). Validation of a community-based comprehensive index of school readiness for entering kindergartners. *The International Journal of Educational and Psychological Assessment*, 10 (1), 6-34. Special Issue on Early Childhood Assessments.

Chatterji, M. (2012). Development and validation of indicators of teacher proficiency in diagnostic classroom assessment. *The International Journal of Educational and Psychological Assessment*, 9 (2), 4-25. Special Issue on Teacher Assessments.

Chatterji, M., Koh, N., Choi, L., & Iyengar, R. (2009) Closing learner gaps proximally with teacher-mediated diagnostic assessment. *Research in the Schools*, 16 (2), 60-77.

Chatterji, M. (2009). Enhancing impact evidence on how global educational initiatives work: Theory, epistemological foundations, and guidelines for applying multi-phase, mixed-method designs. In K.B. Ryan & J. B. Cousins (Eds.). *The SAGE International Handbook of Educational Evaluation* (92-111). Thousand Oaks, CA: Sage Publications.

Chatterji, M., Graham, M.J., & Wyer, P.W. (2009). Mapping cognitive overlaps between Practice-Based Learning and Improvement and Evidence-based Medicine: An operational definition for assessing resident physician competence. *Journal of Graduate Medical Education*, 1 (2), 287-298.

Graham, M.J., Naqvi, N., Harding, K., Encandela, J.A., & Chatterji, M. (2009). *Systems-Based Practice* defined: Taxonomy development and role identification for competency assessment of residents. *Journal of Graduate Medical Education*, 1 (1), 49-60.

Chatterji, M. (2008). Synthesizing evidence from impact evaluations in education to inform action: Comments on Slavin. *Educational Researcher*, 37 (1) 23-26.

Chatterji, M. (2007). Grades of Evidence: Variability in quality of findings in effectiveness research on complex field interventions. *American Journal of Evaluation*, 28 (3), 3-17.

Chatterji, M. (2006). Reading achievement gaps, correlates and moderators of early reading achievement: Evidence from the Early Childhood Longitudinal Study (ECLS) kindergarten to first grade sample. *Journal of Educational Psychology*, 98 (3), 489-507.

Chatterji, M., Kwon, Y.A., Paczosa, L., & Sng, C. (2006). Gathering evidence on an after-school supplemental instruction program: Design challenges, lessons, and early findings in light of NCLB. *Educational Policy Analysis Archives*, 14 (12).

July, 2017

Chatterji, M. (2005). Applying the Joint Committee's 1994 standards in international contexts: A case study of educational evaluations in Bangladesh. *Teachers College Record*, 107 (10), 2373-2400. Special Issue on New Perspectives in Program Evaluation.

Chatterji, M. (2005). Achievement gaps and correlates of early mathematics achievement: Evidence from the ECLS K-first grade sample. *Educational Policy Analysis Archives*, 13 (46).

Chatterji, M. (2004). Evidence on "what works": An argument for extended-term mixed method (ETMM) evaluation designs. *Educational Researcher*, 33 (9), 3-13. (Reprinted in *Educational Researcher*, 34 (5), 14-24, 2005).

Chatterji, M. (2002). Models and methods for examining standards-based reforms: Have the tools of inquiry answered the pressing questions on improving schools? *Review of Educational Research*, 72 (3), 345-386.

Chatterji, M. (2002). Measuring leader perceptions of school readiness for standards-based reforms and accountability. *Journal of Applied Measurement*, 3 (4), 455-485.

Chatterji, M., Sentovich, C, Ferron, J., & Rendina-Gobioff, G. (2002). Using an iterative validation model to conceptualize, pilot-test, and validate scores from an instrument measuring Teacher Readiness for Educational Reforms. *Educational and Psychological Measurement*, 62, 442-463.

Banerji, M. (2000). Construct validity of scores/measures of a developmental assessment in mathematics using classical and many-facet Rasch analysis. *Journal of Applied Measurement*, 1 (2), 177-198.

Banerji, M., Anderson, R.H., & Kerstyn, C. (2000). Designing assessment systems for Nongraded environments: Pedagogical foundations and classroom applications. *National Forum of Teacher Education Journal*, 10 (2), 19-39.

Ganguly, R. & Banerji, M. (2000). Hepatitis B infection and vaccine acceptance in university students. *American Journal of Health Behavior*, 24 (2), 96-107.

Banerji, M. (1999). Validation of scores/measures from a K-2 developmental assessment in mathematics. *Educational and Psychological Measurement*, 59 (4), 694-715.

Banerji, M. & Ferron, J. (1998). Construct validity of a developmental assessment made up of mathematical patterns tasks. *Educational and Psychological Measurement*, 58 (4), 634-660.

Ganguly, R. & Banerji, M. (1998). Factors affecting influenza vaccination practices in public clinics. *Florida Journal of Public Health*, 10 (1), 17-21.

Banerji, M., Smith, R.M., & Detric, R. F. (1997). Dimensionality of an early childhood scale using Rasch analysis and confirmatory factor analysis. *Journal of Outcome Measurement*, 1 (1), 56-86.

Banerji, M. & Dailey, R.A. (1994). A study of the effects of an inclusion program of Elementary students with specific learning disabilities. *Journal of Learning Disabilities*, 28 (8), 511-522.

Rushton, T.C., Ganguly, R., Sinnott, J.T., & Banerji, M. (1994). Barriers to immunization: An examination

---

<sup>1</sup> Published as Madhabi Banerji from 1990-2000 and as Madhabi Chatterji from January, 2001-present

July, 2017

of factors that influence the application of pneumococcal vaccine by house staff. *Vaccine*, 12 (13), 1173-1179.

Banerji, M. & Malone, P. (1993). Effects of a multi-agency intervention program on at-risk middle school students. *ERS Spectrum: Journal of School Research and Information*, 11 (4), 3-12.

Pearson, C.L. & Banerji, M. (1993). Effects of a ninth-grade dropout prevention program on student academic achievement, school attendance, and dropout rate. *Journal of Experimental Education*, 61 (3), 247-256.

Banerji, M. (1992a). Factor structure of the Gesell School Readiness Screening Test. *Journal of Psychoeducational Assessment*, 10 (4), 342-354.

Banerji, M. (1992b). An integrated study of the predictive properties of the Gesell School Readiness Screening Test. *Journal of Psychoeducational Assessment*, 10 (3), 240-256.

Banerji, M., & Barbery, M. (1990). Moving from the academic to the developmental paradigm in kindergarten education. *Florida Association of Supervision and Curriculum Development Journal*, 6 (Spring/Summer), 34-38.

Banerji, M. (1988). Longitudinal effects of retention and promotion in kindergarten on academic achievement. *Florida Journal of Educational Research*, 30 (1), 59-72.

*INVITED CHAPTERS, POLICY BRIEFS, FOREWORDS/EDITORIALS:*

*Note: Peer-reviewed articles in this section are marked with an asterisk (\*).*

Dalrymple, J.F. & Chatterji, M. (2014). (Eds.). Editorial: Issues in assessment, accountability and quality (Special Issue). *Quality Assurance in Education*, 22 (4), 1-2.

Dalrymple, J.F. & Chatterji, M. (2014). (Eds.). Foreword: Validity, assessment and accountability issues in primary, secondary and higher education. *Quality Assurance in Education*, 22 (1), 1-4.

Chatterji, M. (2013). Global forces and educational assessment: A foreword on why we need an international dialogue on validity and test use. In M. Chatterji (Ed.), *Validity and test use: An international dialogue on educational assessment, accountability, and equity* (pp. 1-14). Bingley, UK: Emerald Group Publishing Limited.\*

Chatterji, M. (2013). Insights, emerging taxonomies, and theories of action to improve validity. In M. Chatterji (Ed.), *Validity and test use: An international dialogue on educational assessment, accountability, and equity* (pp. 273-308). Bingley, UK: Emerald Group Publishing Limited. \*

Chatterji, M. (2010). Evaluation Methodology. In P. Peterson, E. Baker, and B. McGaw (Eds.). *International Encyclopedia of Education*. Volume 3 (735-745), Oxford: Elsevier.\*

Chatterji, M. (2010). Review of "Closing the Racial Achievement gap: Learning from Florida's Reforms." Boulder, CO: National Education Policy Center. Available at <http://nepc.colorado.edu/thinktank/learnin-from-florida>.

Chatterji, M., Koh, N., & Iyengar, R. (2009). Logic models to support the empirical study of comprehensive

---

<sup>1</sup> Published as Madhabi Banerji from 1990-2000 and as Madhabi Chatterji from January, 2001-present

July, 2017

education constructs. In E. W. Gordon and H. Varenne (Eds.). *Theoretical Perspectives in Comprehensive Education-Volume II*. New York, NY: Mellen Press.\*

Chatterji, M. & Gordon, E.W. (2008). Educational Equity. In Vincent N. Parrillo (Ed.). *Encyclopedia of Social Problems*, Vol. 1, (Pp. 293-4). Thousand Oaks, CA: Sage Publications.

Chatterji, M. (2005, April). Closing Florida's achievement gaps: Florida Institute of Education (FIE) Policy Brief 4. Jacksonville, FL: Florida Institute of Education at the University of North Florida.\*

Chatterji, M. (2004, April). Good and bad news about Florida student achievement: Performance trends on multiple indicators since passage of the A+ legislation. *Educational Policy Brief Research Unit*, Doc No. EPSL-0401-105-EPRU, Tempe, AZ: Educational Policy Studies Laboratory.\*

#### COMMENTARIES, OP-ED ARTICLES AND BLOGS

Chatterji, M. (2014). Validity Counts: Let's mend, not end, educational testing. *Education Week*, Issue 24. Op-ed in print on March 12, 2014, and archived at: [www.edweek.org](http://www.edweek.org).

Chatterji, M. (2014). Validity, test use, and consequences: Pre-empting a persistent problem. In *Assessing the Assessments: K-12 Measurement and Accountability in the 21<sup>st</sup> Century* at Education Week's blog site on March 17, 2014: [http://blogs.edweek.org/edweek/assessing\\_the\\_assessments](http://blogs.edweek.org/edweek/assessing_the_assessments).

Chatterji, M. (2014). Formative classroom assessment and assessment for accountability: Finding a balance. In *Assessing the Assessments: K-12 Measurement and Accountability in the 21<sup>st</sup> Century* at Education Week's blog site on May 16, 2014: [http://blogs.edweek.org/edweek/assessing\\_the\\_assessments](http://blogs.edweek.org/edweek/assessing_the_assessments).

Chatterji, M. & Harvey J. (2014). (Co-facilitators). *Assessing the Assessments: K-12 Measurement and Accountability in the 21<sup>st</sup> Century*. A blog featuring debate and dialogue between scholars and K-12 school officials/practitioners at Education Week's blog site: [http://blogs.edweek.org/edweek/assessing\\_the\\_assessments](http://blogs.edweek.org/edweek/assessing_the_assessments)

#### OTHER PUBLICATIONS

Chatterji, M. (2003). *Instructor's Manual for Designing and Using Tools for Educational Assessment*. Boston, MA: Allyn & Bacon/Pearson. (Supplement to 2003 book on assessment design).

Chatterji, M. & Freda, P. (2003). *Designing and Using Tools for Educational Assessment: A Computer Module*. Available at: <http://www.columbia.edu/~mb1434/EdAssess.htm>. (Supplement to 2003 book on assessment design).

Chatterji, M. (2001). Review of *Empowerment Evaluation* by David Fetterman. *Evaluation and Program Planning*.

Banerji, M. & Hutinger, C.P. (1993). Managing classroom assessments: A computer-based solution for classroom teachers. *Florida Educational Research Council: Research Bulletin*, 25 (1), 31-43.

---

<sup>1</sup> Published as Madhabi Banerji from 1990-2000 and as Madhabi Chatterji from January, 2001-present

July, 2017

*PAPERS IN REVIEW OR IN PREPARATION:*

Chatterji, M. (with D. Wu and M. Luo): Universal primary education and equal opportunities for boys and girls-Case studies of four primary schools in Bangladesh (in review).

Chatterji, M. (with D. Wu and M. Luo). Achieving gender equity and universal primary education: Case studies of three extra-urban schools in West Bengal, India (in preparation).

Chatterji, M. (with M. Lin). Measures and correlates of mathematics self-efficacy, mathematics self-concept and mathematics-anxiety in elementary students: An instrument design and validation study.

*NOTE:* Citation profile on Google Scholar available at:

<http://scholar.google.com/citations?user=gmRK3mMAAAAJ&hl=en>

*TECHNICAL MANUALS AND REPORTS (SELECTED):*

*AERI reports/manuals (selected):*

Chatterji, M., Verdeli, H., & Cheng, B., Snyder, S., Neugebauer, R. & Tol, W. (2014). Psychometric quality of measures and instruments proposed for the evaluation of International Medical Corps' Model on provision of comprehensive mental health services to displaced refugees in Jordan. New York, NY: Program of Clinical Psychology and AERI, Teachers College, Columbia University.

Lin, M., Liang, A., & Chatterji, M. (2014). A formative evaluation of the Howard Hughes Medical Institute (HHMI) urban health curriculum in two New York city schools. New York, NY: AERI, Teachers College, Columbia University.

Chatterji, M., Tripken, J., Pao, L., Johnson, S., Koh, N., & Allegrante, J. P. (2012). Development and validation of a *Health Information Technology* (HIT) curriculum and assessments: Towards more meaningful use of patients' electronic health records. New York, NY: AERI, Teachers College, Columbia University.

Mata, J., Iyengar, R., & Chatterji, M. (2010). Evaluation protocol and tools manual: Chemung County *School Readiness Project*. New York, NY: AERI, Teachers College, Columbia University.

Iyengar, R., & Chatterji, M. (2009). A psychometric analysis of the T-CRS and the COR scales/instruments: Chemung County *School Readiness Project*. New York, NY: AERI, Teachers College, Columbia University.

Iyengar, R., & Chatterji, M. (2009). Supplementary predictive validity report: Baseline study of the Chemung County *School Readiness Project*. New York, NY: AERI, Teachers College, Columbia University.

Mata, J., Iyengar, R., Bridglall, B., & Chatterji, M. (2009). Formative evaluation protocol and tools manual: The Global Educational Leadership Foundation's (tGELF) programme. New York, NY: AERI, Teachers College, Columbia University.

July, 2017

Chatterji, M., Bridglall, B., & Iyengar, R. (2010). A formative evaluation of the Global Educational Leadership Foundation (tGELF) programme in four pilot schools. New York, NY: AERI, Teachers College, Columbia University.

Chatterji, M., & Iyengar, R. (2009). Profiles of the 2007-08 kindergarten cohort at Chemung County: A baseline study using comprehensive indicators of school readiness. New York, NY: AERI, Teachers College, Columbia University.

Chatterji, M., Mata, J. & Bowden, A.B. (2009). A case study of origins of the Chemung County School Readiness Project. New York: AERI, Teachers College, Columbia University.

*Prior technical reports and manuals (selected):*

Chatterji, M. (2009). Quality and meaning of impact evidence on Read 180 Programs: An analysis of Institute of Education Sciences' *Striving Readers* Year 2 Evaluation Reports. New York, NY: AERI, Teachers College, Columbia University.

Chatterji, M. (2004). NCATE Standard 2 supplementary report: Design concepts and operation of the unit-level assessment system at Teachers College, Columbia University. New York: Teachers College, Columbia University.

Chatterji, M., & Sng, C. (2004). Performance of teacher education candidates on Teachers College standards and outcomes: Results for *initial programs* at decision point 1. New York: Teachers College, Columbia University.

Chatterji, M., & Sng, C. (2004). Performance of teacher education candidates on Teachers College standards and outcomes: Results for *advanced programs* at decision point 1. New York: Teachers College, Columbia University.

Chatterji, M., Kwon, Y.A., & Cha, J. (2004). A preliminary study of outcomes of the Cognitive Tutor Mathematics Program in selected Brooklyn schools. Submitted to Carnegie Learning, Inc. New York: Teachers College, Columbia University.

Chatterji, M., & Kwon, Y.A. (2002). A summative evaluation of the Kumon supplemental instructional program at P.S. 180. Submitted to Kumon, North America, Inc. New York: Teachers College, Columbia University.

Chatterji, M. (2002). A formative evaluation of the Kumon supplemental instructional program at P.S. 180. Submitted to Kumon, North America, Inc. New York: Teachers College, Columbia University.

Chatterji, M., & King, J.B. (2001). Data-based decision-making for the classroom. Submitted to Pinellas County Schools, Florida. New York: Teachers College, Columbia University.

Banerji, M., & Design Team (Pasco County Schools). (1997). A guide for teaching and assessing Florida's Goal 3 standards: Levels 1-4. Tallahassee, FL: Bureau of Curriculum, Instruction, and Assessment, Florida Department of Education.

Banerji, M. (1995). Pasco 2001 assessment project: Pilot study 1. Teacher acceptance and effectiveness of

July, 2017

classroom assessment resources and Assessment Manager. Land O' Lakes, FL: District School Board of Pasco County.

Banerji, M. (1993). A study of the effects of inclusion model on students with specific learning disabilities. Land O' Lakes, FL: District School Board of Pasco County.

Pearson, C.L., & Banerji, M. (1990). Evaluation of the ninth grade program. Land O' Lakes, FL: District School Board of Pasco County.

Banerji, M., (1989). Report of the five year needs assessment for in-service teacher education and staff development. Land O' Lakes, FL: District School Board of Pasco County.

Banerji, M., (1989). Developmental kindergarten study. Land O' Lakes, FL: District School Board of Pasco County.

## GRANTS AND CONTRACTS

### *RECEIVED:*

Teachers College Global Investment Fund. Competition, 2014-15. *Addressing inequities through comprehensive, ecologically-based models of primary education: A capacity-building effort in teacher education institutions in India.* **\$8000.** AERI Project.

The seed monies from this award were used to write a grant proposal to support a multi-year project which involves a collaboration with the Columba Global Center at Mumbai, India, the Indian Statistical Institute, the University of Calcutta, and selected government and non-government organizations in India.

Subcontract with the International Medical Corps (IMC), 2013-14. *Evaluating comprehensive mental health and psychosocial support services for vulnerable refugees.* **\$52,683.** AERI Project.

This project involves selecting and validating outcome measures, and designing of a randomized field trial to evaluate the effectiveness of IMC's new intervention model for displaced Syrian refugees at camps and urban centers in Amman, Jordan. *Co-Principal Investigator* (with the Department of Clinical and Counseling Psychology, TC).

Subcontract with the Howard Hughes Medical Institute (HHMI) project at Barnard College, 2013-17. **\$31,998.** AERI Project.

Received a 4 year subcontract to support the *Hughes Science Pipeline Project* for middle schools. This project involves provision of technical consultation for specifying learning outcomes and designing curriculum-based assessments for an urban science curriculum incorporating mathematics and language arts common core state standards. The curriculum will be pilot-tested, implemented, and evaluated in New York City schools. *Principal Investigator.*

National Science Foundation (NSF) REESE Award, 2012-2013. **\$124,747.** AERI Project.

Title: *Improving validity at the nexus of assessment design and use: A proposal for an international conference and capacity-building institute in assessment and evaluation.* This grant partially supported AERI's inaugural conference and publications. *Principal Investigator.*

Provost's Investment Fund Award, 2011, Teachers College, Columbia University. **\$20,000.** AERI Project

---

<sup>1</sup> Published as Madhabi Banerji from 1990-2000 and as Madhabi Chatterji from January, 2001-present

July, 2017

Title: *Building capacity at home and abroad: A proposal for rotating institutes and conferences to generate and disseminate cutting-edge knowledge in the assessment and evaluation sciences.* This grant partially supported AERI's inaugural institute and publication of policy briefs. *Principal Investigator.*

Educational Testing Service (ETS). 2011-12. **\$52,200.** *AERI Project.*

Title: *Educational assessment, accountability and equity—Conversations on validity around the world.* Co-sponsor of AERI's inaugural conference on March 28-29, 2012 and the publication of proceedings.

Office of the National Coordinator, United States Department of Health and Human Services, Washington, D.C. Curriculum Development Center award to the Department of Biomedical Informatics, Columbia University (ca. 1.2 million). Subcontract: **\$204,000.** *AERI Project.*

This subcontract supported the development and validation of curriculum goal frameworks and educational assessments in health information technology and designing of a program evaluation protocol, 2010-2012. *Co-Principal Investigator* (with the Department of Health and Behavior Studies, TC).

The Nand and Jeet Khemka Foundation, India, 2008-2010. *The Global Education and Leadership Foundation's Life Skills and Leadership Programme.* **\$754,000** (approx. half for the assessment and evaluation components). *AERI Project.*

Grant for development of student outcome frameworks, curriculum-based assessments, formative evaluation of pilot programs, and organizational capacity-building in assessment and evaluation. *Co-Principal Investigator* (with the Department of Arts and Humanities, Program of Social Studies and the President's office, TC).

Fulbright Research Award, 2007-08, Competition #7410. Center for International Exchange of Scholars, Washington D.C., June 2007. **\$13,837.** *Education for All* –case studies of primary schools in West Bengal, India and Bangladesh. *Principal Investigator.*

Stemmler Fund of the National Board of Medical Examiners (NBME), April, 2006. **\$145,000.** *AERI Project.*

Title: *Designing cognitive measures of practice-based learning and improvement as an iterative process combining Rasch and classical measurement methods.* *Co-Principal Investigator* with Peter Wyer, M.D. at the Center for Educational Research and Evaluation, Columbia University- College of Physicians and Surgeons.

Community Foundation of Elmira/Corning/Finger Lakes areas. *The Chemung County School Readiness Studies.* **\$94,000** over a 3 year period (2006-09). *AERI Project. Principal Investigator.*

National Science Foundation-EREC Award 03-542, November, 2005-2008. **\$501,925.**

Title: *Improving mathematics achievement in middle school students with systemic use of proximal assessment data.* Research, development and field-testing of the *Proximal Assessment for Learner Diagnosis* (PALD) model for classroom teachers in four schools in East Ramapo, NY. *Principal Investigator.*

U.S. Department of Education. School-based mentoring programs: Evaluation of long-term effects on adolescents in the Peekskill School District, NY. Sub-contract with Family Services of Westchester, N.Y. Funded in 2004; project duration January, 2005-December, 2007. **\$10,000 per year.** *Principal Investigator.*

*Cognitive Tutor* evaluation. Contract to evaluate the effects of the Cognitive Tutor math program at 13 Brooklyn schools (Carnegie Learning Corporation) 2003-2004. **\$20,155.** *Principal Investigator.*

AERA Statistical Analysis and Policy Institute. April, 2002.

July, 2017

National Center for Educational Statistics (NCES). Training on the ECLS database July, 2001.

Kumon program evaluation. Grant to evaluate the effects of the Kumon supplementary math and reading programs at P.S. 180 in the Chancellor's District, New York. (Kumon North America, Inc.) 2001-2002. **\$28,750**. *Principal Investigator*.

Data-based decision-making in the classroom. Grant to develop a training manual in statistical analysis and use of assessment data for educational decision-making (Pinellas County Schools, Florida, Goals 2000 project, 1999-2001). **\$29,000**. *Principal Investigator*.

Readiness for Statewide Assessment Reforms and its Influence on School Practices and Outcomes. Grant to conduct a large scale survey to evaluate needs related to state-initiated reforms in nine Florida school districts. Bureau of Teacher Education, Florida Department of Education, 1999. **\$25,000**. *Principal Investigator*.

Readiness for Statewide Assessment Reforms and Influences on School Practices and Outcomes. University of South Florida, Division of Sponsored Research, Creative Scholarship Grants Competition, March, 1999. **\$7,500**. *Principal Investigator*.

Designing and Validating Educational Assessments: A Computer-based Module. Instructional Technology Grants Competition. Center for Teaching Enhancement, University of South Florida, March, 1997. **\$7,500**. *Principal Investigator*.

Developing Teacher-friendly Guides for Assessing Florida's Goal 3 Standards. Invitational grant awarded by Bureau of Curriculum, Instruction, and Assessment, Florida Department of Education to the Pasco County School System, March, 1995. **\$67,000**. *Project Leader and Primary Author*.

Evidence of Consequential Validity of Alternative Assessments Aligned to an Elementary Mathematics Curriculum: A Pilot Study. Grant awarded by the Florida Educational Research Council in July, 1994. **\$2,060**. *Principal Investigator*.

## CONFERENCE PAPERS AND PRESENTATIONS

### *NATIONAL AND INTERNATIONAL CONFERENCES:*

*Validating Relationships among Mathematics-related Self-Efficacy, Self Concept, Anxiety and Achievement in Young Learners*. Paper presentation (with Meiko Lin) at the annual meeting of the National Council on Measurement in Education, April, 2016 at Washington, DC.

*Navigating Sources of Complexity and Assumptions Underlying "Complex Social Programs": Methodological Notes on Making Generalizable, Causal Inferences*. Paper presentation at an invited panel at the annual meeting of the American Evaluation Association, November, 2015 at Chicago, IL.

*A question of validity*. Panel discussion at the annual meeting of the American Evaluation Association, October, 2013 at Washington, D.C.

*Development and validation of a Health Information Technology (HITECH) curriculum*. Paper presentation at the annual meeting of the American Evaluation Association, October, 2013 at Washington, D.C.<sup>3</sup>

---

<sup>3</sup>Peer-reviewed papers and presentations

July, 2017

*Measures and correlates of student-centered pedagogy: A construct validation study in Chinese secondary schools.* Paper presented at the annual meeting of the American Education Research Association, April, 2013 held at San Francisco, CA.<sup>3</sup>

*Cognitively based diagnostic classroom assessment model: A grounded theory analysis of teacher practices.* Paper presented at the annual meeting of the American Education Research Association, April 28, 2013 at San Francisco, CA.<sup>3</sup>

*Development of a cognitively based diagnostic classroom assessment model: A mixed method analysis.* Paper presented at the annual meeting of the American Education Research Association, April 28, 2013 at San Francisco, CA.<sup>3</sup>

*Development and validation of a health information technology (HIT) curriculum: Towards more meaningful use of electronic health records.* A rapid poster presentation at the 34th Annual Meeting & Scientific Sessions of the Society of Behavioral Medicine on March 21, 2013.<sup>3</sup>

*Survey-based non-cognitive measures for young respondents: Tackling errors using a multi-stage validation approach.* Paper presented at the annual meeting of the National Council on Measurement in Education, April 16, 2012 at Vancouver, Canada.<sup>3</sup>

*Bridging the evidence gap in obesity prevention: A framework for decision-making.* Panel presentation with members of the Institute of Medicine, Expert Consensus Committee on Evidence Frameworks for Decision-making in Obesity Prevention, on November 11, 2010 at the annual conference of the American Evaluation Association, Health Evaluation TIG Business Meeting.<sup>3</sup>

*Proximal Assessment for Learner Diagnosis (PALD): A study of teacher practices and early teacher and student outcomes.* Paper presented at the annual meeting of the American Educational Research Association, March, 2008 at New York, NY.<sup>3</sup>

*Cognitive pathways in mastering long division: A case study of grade 5-6 learners supported with the Proximal Assessment for Learner Diagnosis (PALD) approach.* Paper presented at the annual meeting of the American Educational Research Association, March, 2008 at New York, NY.<sup>3</sup>

*Proximal Assessment for Learner Diagnosis (PALD): Early teacher practices and outcomes of a classroom assessment intervention.* Paper scheduled for presentation at the annual meeting of the American Evaluation Association, November, 2007 at Baltimore, Maryland.<sup>3</sup>

To what extent are mathematics achievement gaps in girls and boys closed with a teacher-delivered model of proximal diagnostic assessment? Paper presented at the national seminar on Gender Issues and the Empowerment of Women at the Indian Statistical Institute, India, Feb 1-3, 2007.<sup>3</sup>

*Grades of evidence: Evaluating the quality of findings against methodological actions in effectiveness research.* Paper presented at the annual meeting of the American Educational Research Association in April, 2006 at San Francisco, CA.

*Designing and validating measures of Teacher Attitudes towards Inclusive Education (TATIE) using an iterative process model.* Paper presented at the annual meeting of the American Educational Research Association in April, 2005 at Montreal, Canada.<sup>3</sup>

July, 2017

*Monitoring the effectiveness of New York's Written Composition Test in English (WCTE) using multi-facet Rasch measurement.* Paper presented at the annual meeting of the American Educational Research Association in April, 2005 at Montreal, Canada.<sup>3</sup>

*Documenting classroom processes and early effects of Dynamic Pedagogy: A study in selected elementary classrooms in New York.* Paper presented at the annual meeting of the American Educational Research Association in April, 2005 at Montreal, Canada.<sup>3</sup>

*Correlates of early school achievement: School- versus child-level factors that influence reading and mathematics achievement of ethnic minorities/non-minorities in first grade.* Paper presented at the annual meeting of the American Educational Research Association in April, 2004 at San Diego, California.<sup>3</sup>

*Evidence of what works in education: An argument for extended term mixed-method designs.* Paper presented at the annual meeting of the American Evaluation Association, November, 2004 at Atlanta, Georgia.<sup>3</sup>

*Gathering research-based evidence on a supplemental instruction program: A theory-driven quasi-experiment supported with classroom process data.* Paper presented at the annual meeting of the American Educational Research Association in April, 2004 at San Diego, California.<sup>3</sup>

*Applying the Joint Committee's evaluation standards to international, health, rehabilitation, and education programs.* Paper presented at the annual meeting of the American Evaluation Association, November 9, 2002.<sup>3</sup>

*Correlates of early childhood achievement: A comparison of different ethnic groups using the ECLS database.* Paper presented at the annual meeting of the American Evaluation Association, November 9, 2002. Supported by the Institute for Urban and Minority Education, Teachers College, Columbia University.<sup>3</sup>

*Examining the influences of readiness for state-initiated assessment reforms on school practices and outcomes.* Paper presented at the annual meeting of the American Educational Research Association in April, 2001, at Seattle, Washington.<sup>3</sup>

*Designing district-level assessment systems.* Paper presented at the annual meeting of the American Educational Research Association, Classroom Assessment SIG, in April, 2000 at New Orleans.<sup>3</sup>

*Examining construct validity of measures/scores using classical and many-facet Rasch approaches.* Paper presented at the annual meeting of the American Educational Research Association in April, 1999 at Montreal, Canada.<sup>3</sup>

*Outcomes of schooling accounting for population demographics, risk factors, and instructional program offerings: A path analysis.* Paper presented at the annual meeting of the American Educational Research Association in April, 1999 at Montreal, Canada.<sup>3</sup>

*Achievement in Grade K-2 classrooms implementing curriculum-based assessment reforms in mathematics.* Paper presented at the annual meeting of the National Council on Measurement in Education in April, 1998 at San Diego, California.<sup>3</sup>

---

<sup>3</sup>Peer-reviewed papers and presentations

July, 2017

*Achievement in grade 3-5 classrooms implementing curriculum-based assessment reforms in mathematics.* Paper presented at the annual meeting of the American Educational Research Association in March, 1997 at Chicago, Illinois.<sup>3</sup>

*Effects of an integrated classroom model on students with specific learning disabilities.* Paper presented at the annual meeting of the American Educational Research Association in April, 1994 at New Orleans, Louisiana.<sup>3</sup>

*Examining dimensionality of data from an early childhood scale using Rasch analysis and confirmatory factor analysis.* Distinguished paper presentations of state educational research associations, at the annual meeting of the American Educational Research Association in April, 1994 at New Orleans, Louisiana.<sup>3</sup>

*A program evaluation of a multi-agency intervention program for middle school at-risk students.* Paper presented at the annual meeting of the American Educational Research Association in April, 1993 at Atlanta, Georgia.<sup>3</sup>

*Predictive properties of the Gesell School Readiness Screening Test in samples from two treatment contexts.* Paper presented at the annual meeting of the American Educational Research Association, Division D in April, 1991 at Chicago, Illinois.<sup>3</sup>

*A study of the effects of a Ninth Grade Dropout Prevention Program: Trends on selected outcomes.* Paper presented at the annual meeting of the American Educational Research Association, Division H, at Chicago, IL, April, 1991.<sup>3</sup>

*A longitudinal study of the effects of a two year developmental kindergarten on academic achievement.* Paper presented at the annual meeting of the American Educational Research Association, Division H, at Boston, MA, April, 1990.<sup>3</sup>

*Profile of a developmental kindergarten.* Presentation on the evaluation study of the Pasco County Developmental Kindergarten program, made at the annual conference of the National Association for the Education of Young Children in November, 1990 at Washington, DC.<sup>3</sup>

*An assessment of the importance of Joseph Mayer Rice in American educational research.* Paper presented at the annual meeting of the American Educational Research Association, SIG on Educational Research, its History, Philosophy and Ethics, at New Orleans, LA, April, 1988.<sup>3</sup>

#### *REGIONAL/LOCAL CONFERENCES:*

*Moderating effects of personal, school, and family protective factors on young children's achievement.* Paper presented at the Eastern Evaluation Research Society's annual conference, at Absecon, New Jersey in April, 2005.<sup>3</sup>

*An application of multi-faceted Rasch measurement to monitor the effectiveness of the Written Composition Test of English (WCTE) in the New York City Department of Education.* Paper presented at the annual conference of the Eastern Educational Research Association, in 2004 at Absecon, New Jersey.

*Teacher attitude towards inclusive education: An instrument design and construct validation study.* Paper presented at the annual conference of the Eastern Educational Research Association, in 2004 at Absecon, New Jersey.

---

<sup>3</sup>Peer-reviewed papers and presentations

July, 2017

Evaluating the effects of a middle school dropout prevention program. Paper presented at the annual conference of the Eastern Educational Research Association in February, 2001 at Hilton Head, North Carolina.<sup>3</sup>

Influences of readiness for state assessment reforms on school practices and outcomes Presenting Chair/Organizer. Papers presented at a symposium on State Assessment Reforms Studies, at the annual meeting of the Florida Educational Research Association, November, 2000 at Tallahassee, Florida.<sup>3</sup>

Explaining outcomes of schooling using a Context-Input-Process-Product framework: Empirical Validation of a Path Model. Paper presented at the annual meeting of the Florida Educational Research Association, November, 2000 at Tallahassee, Florida.<sup>3</sup>

Conceptualization, pilot-testing, and validation of an instrument to measure of Teacher Readiness for Educational Reforms. Paper presented at the annual conference of the Eastern Educational Research Association in February, 2000 at Clearwater, Florida.<sup>3</sup>

The development of an interactive, computerized module for teaching a graduate measurement course. Presented at the 21st Century Teaching Technologies Symposium in March 20, 1998 at the University of South Florida, Tampa, Florida.

Designing instructionally useful assessment reports: A pilot study. Paper presented at the annual conference of the Eastern Educational Research Association in February, 1998 at Tampa, Florida.<sup>3</sup>

The development of a web-based, interactive module for teaching a graduate measurement course. Presented at a symposium on technology-based instruction at the annual meeting of the Florida Educational Research Association, November, 1997 at Orlando, Florida.<sup>3</sup>

Applying facets analysis to data from portfolio writing samples. Paper presented at a symposium on the Pasco County Language Arts Portfolio program, at the annual meeting of the Florida Educational Research Association, November, 1995 at St. Petersburg, Florida.<sup>3</sup>

Developing teacher-friendly guides for assessing Florida's Goal 3 standards. Presentation made at a symposium on Florida's Goal 3 assessment project, at the annual meeting of the Florida Educational Research Association, November, 1995 at St. Petersburg, Florida.<sup>3</sup>

Redesigning assessment programs to support classroom teaching: A conceptual model for school districts. Paper presented at the annual meeting of the Florida Educational Research Association in November, 1994 at Tampa, Florida.<sup>3</sup>

Mapping writing development in primary children: Rasch applications on writing data from portfolios. Paper presented at the annual meeting of the Florida Educational Research Association in November, 1994 at Tampa, Florida.<sup>3</sup>

Redesigning assessment programs in school districts: The Pasco 2001 assessment project. Symposium presentation the annual meeting of the Florida Educational Research Council, March, 1994 at Tampa, Florida.<sup>3</sup>

---

<sup>3</sup>Peer-reviewed papers and presentations

July, 2017

Examining dimensionality of data from an early childhood scale using Rasch analysis and confirmatory factor analysis. Paper presented at the annual meeting of the Florida Educational Research Association in November, 1993 at Destin, Florida.<sup>3</sup>

Managing alternative assessments: A computer-based solution for classroom teachers. Presentation made at the annual meeting of the Florida Educational Research Council in March, 1993 at Gainesville, Florida.<sup>3</sup>

Meeting the assessment challenge in Project CHILD: An application in the Pasco County Schools. Paper presented at the annual meeting of the Florida Educational Research Association in November, 1991 at Clearwater, Florida.<sup>3</sup>

Factor structure of the School Work Culture Profile in elementary and secondary samples. Paper presented at the annual meeting of the Florida Educational Research Association in November, 1991 at Clearwater, Florida.<sup>3</sup>

A descriptive study of elementary and secondary school work cultures using the School Work Culture Profile. Paper presented at the annual meeting of the Florida Educational Research Association in November, 1991 at Clearwater, Florida.<sup>3</sup>

A closer look at face validity. Paper presented at the annual meeting of the Florida Educational Research Association in November, 1986 at Tampa, Florida.<sup>3</sup>

## COURSES

*Current offerings (Department of Organization and Leadership, Teachers College):*

- ORL 5522** Evaluation methods I-Theory (Master's/Doctoral level)
- ORL 5523** Evaluation methods II-Seminar/Research Laboratory/Practicum (Doctoral level)
- ORL 5524** Instrument design and validation (Master's/Doctoral level)
- ORLJ 4009** Understanding behavioral research (Master's level, as needed in home program: 2013-present)

*Prior offerings (Departments of Clinical and Counseling Psychology and Human Development, Teachers College):*

- CCPJ 4066** Foundations of testing and accountability (2006-2012)
- HUDM 4050** Introduction to measurement (2001-2006)
- HUDM 5055** Evaluating institutions, programs, and curricula, I-Theory (2001-2006)
- HUDM 5056** Evaluating institutions, programs, and curricula, II-Research Practicum (2001-2006)
- HUDM 5053** Instrument design and validation seminar (2001-2006)

*Periodic:*

- HUD 4120** Empirical methods of research (2001-2003)
- HUDM 6051** Psychometric theory I, classical test theory (2001-2002)

*New course development:*

- HUDM 5564** Survey research methods

---

<sup>3</sup>Peer-reviewed papers and presentations

July, 2017

SERVICE IN PROFESSION

*MEMBER- JOURNAL EDITORIAL BOARDS:*

*Educational Researcher*, a journal of the American Educational Research Association (AERA), 2006-09

*Educational Measurement: Issues and Practice*, a journal of the National Council on Measurement in Education (NCME), 1995-97

*Journal of Applied Measurement*, a journal focusing on multi-disciplinary applications of Rasch measurement and classical test theory, 2001-2010

*Research in the Schools*, a journal of the Mid-South Educational Research Association, 2004-09

*AD-HOC REVIEWER:*

*Comparative Education Review*, a journal of the Comparative International Education Society (topical), 2011-present

*Journal of Educational Psychology*, (topical) 2007-present

*Health Education & Behavior*, (topical) 2009-present

*Journal of Graduate Medical Education*, (topical) 2008-present

*Teachers College Record*, (topical) 2007-present

*Educational Evaluation and Policy Analysis*, (topical) 2005-present, a journal of the AERA

*American Educational Research Journal*, (topical) 2004-present, a journal of the AERA

*American Journal of Evaluation*, a journal of the American Evaluation Association (AEA), (topical) 2004-present

*Educational Researcher*, (topical) 2004-present, a journal of the AERA

*Evaluation and Program Planning* (topical) 2001-present

*Educational Measurement: Issues and Practice*, 1993-2000

*Elementary School Guidance Journal*, 1996-97

*MEMBER OF GRANT PROPOSAL REVIEW PANELS:*

2005, 2010-present      Grant Proposal Review Panel/Topical Reviewer,  
*National Science Foundation*, (Periodic-topical)

2010-present              Discipline-based Proposal Review Panel,  
*Center for International Exchange of Scholars (CIES), Fulbright Commission*

July, 2017

ADVISORY PANELS AND CONSULTING CONTRACTS (OUTSIDE AGENCIES)

- 2016 Technical Advisor/ Measurement-Evaluation Consultant  
Divisions of Quality, Research and Innovation, Test Development for Graduation, Test Development for Student Admissions, Special Projects, and Research and Development at the Centro Nacional De Evaluación Para La Educación Superior (CENEVAL), Mexico City, Mexico, October 25-27, 2016.  
CENEVAL is a non-profit, inter-university institution headquartered in Mexico City, created by mandate of the national association of universities and higher education institutions (ANUIES) in 1994.
- 2015-present Member-Editorial Advisory Board for Publications  
National Education Policy Center (NEPC) at the University of Colorado, Boulder.
- 2015-present Member- Technical Advisory Board,  
New York City Performance Series.  
Computer adaptive test development for bilingual populations for Scantron Inc., and NYC Board of Education
- 2006-present Measurement and Evaluation Consultant,  
Scholastic Publishing, Inc., New York.  
Conduct critical reviews of national research reports and evaluations of Scholastic's reading and mathematics programs (2008-10).  
Conduct psychometric reviews of the *Scholastic Reading Inventory* and *Scholastic Phonics Inventory* (2014)
- 2010-11 Member, Advisory Panel, Great Public School Indicators—Educational Assessment Committee.  
National Education Association, Washington, D.C.
- 2008-10 Member, Committee on Evidence Frameworks for Obesity Prevention Decision-making, Institute of Medicine, now  
The National Academy of Medicine,  
Washington, D.C. (Food and Nutrition Board)  
Report: *Bridging the evidence gap in obesity prevention: A framework for decision-making.*  
This report, published on April 23, 2010, was based on a two-year expert consensus study and co-authored by committee members.
- 2008-09 Member, National Advisory Panel (Research Methods Task Force)  
Robert Wood Johnson Foundation's study on synthesizing evidence for policies on nutrition awareness and obesity prevention.
- 11/2007 Member, Planning Committee on Evidence Frameworks for Obesity Prevention Decision-making, Institute of Medicine,  
The National Academy of Sciences,  
Washington, D.C. (Food and Nutrition Board).
- 2006-present Senior Research Advisor,  
Center for Social and Emotional Education, New York.  
Provide consultation on instrumentation and validation programs.

July, 2017

- 2005-present Measurement/Evaluation Consultant, Bangladesh Rural Advancement Committee (BRAC).  
Provided lectures and workshops at BRAC University- Institute for Educational Development, BRAC Education Programs and BRAC's Research and Evaluation Division.
- 2005-present Measurement and Evaluation Consultant,  
Columbia University, School of Medicine-Center for Educational Research and Evaluation (CERE)  
Provide consultation on instrument design, validation and assessment system development for accreditation of resident preparation and undergraduate medical education programs. Provide support via graduate students.
- 2/2004-6/2005 Measurement Consultant, Survey Research Group at The Channing-Bete Co., MA.
- 4/2004 Evaluation Consultant, Mid-continental Regional Educational Laboratory (MCREL), Oregon  
Provide advice on conducting a research review on standards-based educational reforms in the United States.
- 9/2002-2006 Measurement Consultant, Ballard & Tighe Test Publishers, California  
Serve on technical advisory board (design of large scale language tests).
- 2002-03 Member of International Advisory Panel  
Support the launching of BRAC University- Institute for Educational Development (IED), Dhaka, Bangladesh.
- 8/2001-4/02 Evaluation Consultant, Columbia University, Asst. Provost's office and Metro Teaching and Learning Corp.  
Develop proposals for formative and summative studies of the Metro reading curriculum at selected schools in District 9, New York.
- 4/2002 Measurement Consultant, Columbia University, School of Business  
Provide faculty development seminar in testing, assessment, and grading.
- 9/2001 Measurement Consultant, Ministry of Education, Jamaica  
Contact: Charmers Thompson  
Consultant for test development for GED (HEART) program.
- 1998-2001 Measurement Consultant, Department of Curriculum and Instruction Services, (Goals 2000: Student Achievement Grant), Pinellas County School System, Florida  
Conduct assessment design workshops for teachers and content experts (1998-2000). Develop training manual and deliver training to help teachers use data for classroom decision-making (2001).
- 7/2000 Measurement Consultant, Department of Staff Development, Hernando County School System, Florida  
Provide training in assessment design as a part of curriculum reform projects.  
Develop training manual and deliver training to help teachers use data for classroom decision-making.

July, 2017

- 6/1998-8/98 Measurement Consultant, IBM Corporation (Network Services and Skills Group), Tampa, Florida  
Provide training in assessment design to trainers in the Network Services and Skills Group. Review tests for content-validity.
- 4/1998 Measurement Consultant, Osceola County School System, Florida  
Provide training in assessment design as part of a local curriculum reforms.
- 1/1996-4/97 Measurement Consultant, Department of Curriculum and Instruction Services, Pasco County School System, Florida  
Author five studies on a district-initiated assessment reform project (Pasco 2001 Assessment Project). Each report presents validity and reliability data on mathematics assessments for K-5 levels.
- 5/1996-11/96 Evaluation Consultant, Manatee County School System, Florida  
Conduct a district-wide needs assessment study for Safe and Drug-free Schools programs.
- 5/1995-1/97 Project Leader and Primary Author, Bureau of Curriculum, Instruction and Assessment, Florida Department of Education  
(See also grants and technical manuals/reports.) Develop teacher-friendly guides for teaching and assessing with Florida's Goal 3 standards.
- 7/1992-7/96 Evaluation Consultant, Center for Excellence, Miami Museum of Science  
Conduct three state and national program evaluation studies of the "Intech" program.
- 11/1992-95 Research Consultant, Department of Internal Medicine, University of South Florida College of Medicine  
Assist with vaccine survey research, questionnaire development, and data analysis.
- 7/1990-12/91 Research Associate, School Management Institute led by K.J. Syder and R.H. Anderson, University of South Florida  
Write proposals for research grants; conduct applied research on the School Work Culture Profile and Managing Productive Schools Program.
- 2/1991-8/92 Evaluation Consultant, West Central Regional Management Development Network, University of South Florida  
Conduct formative and summative evaluation of the Hillsborough County Teacher Mentoring program.
- 8/1988-8/1992 Evaluation Consultant, Department of Health Education, Sarasota County Schools, Florida (1989, 1990, 1992)  
Assist with/conduct survey research on substance abuse prevention programs in middle and high schools.
- 5/1986-12/86 Measurement Consultant, Hillsborough County Sheriff's Office, Tampa, Florida.  
Developed competency tests for law enforcement officer promotion.

July, 2017

## SUPERVISORY EXPERIENCE AT THE DOCTORAL LEVEL

Major Advisor/Sponsor at Teachers College, Columbia University:

*Nancy Koh (Ph.D., 2012)*

Department of Organization and Leadership; Leadership, Policy and Politics concentration of the Educational Leadership program at Teachers College

Title: *Validation of a theoretical model of diagnostic classroom assessment: A mixed-methods study.*

*Mei Luo (Ph.D., 2012)*

Department of Organization and Leadership; Leadership, Policy and Politics concentration of the Educational Leadership program at Teachers College

Title: *Reforming curriculum in China: Examining the relationship between teacher implementation of student centered pedagogy and a centralized performance evaluation system.*

*Samantha Boris (Ph.D., 2008)*

Department of Clinical and Counseling Psychology, Program of Clinical Psychology

Title: *Measuring and examining correlates of attitudes towards mind-body connectivity in the pain experience.*

*Young Ae Kwon (Ed.D., 2004)*

Department of Human Development, Measurement and Evaluation Program

Title: *Protective factors that moderate academic risk levels in young children: HLM applications with the Early Childhood Longitudinal Study (ECLS) K-First Grade data set.*

*Clarice Sng (Ed.D., 2004)*

Department of Human Development, Measurement and Evaluation Program

Title: *Teacher Attitude Towards Inclusive Education (TATIE): An instrument design and construct validation study.*

*Stephen Hetherman (Ed.D., 2004)*

Department of Human Development, Measurement and Evaluation Program

Title: *An application of multi-faceted Rasch measurement to monitor the effectiveness of the Written Composition Test of English (WCTE) in the New York City Department of Education.*

Current Advisees:

*Meiko Lin* (Interdisciplinary Studies, Ed.D. candidate)

*Myiesha Gordon* (Interdisciplinary Studies, Ed.D. candidate)

Dissertation advisement:

Served as examiner, reader or second committee member on 60+ Ph.D., Ed.D., and other doctoral candidates' committees at Teachers College and Columbia University-School of Social Work and College of Nursing. (Continuing, 2001-present).

Directed research/independent studies offered at Teachers College and Columbia University (2001-present): Worked with 25+ advanced graduate students and continuing.

Master's Degree, Thesis Advisor, (2004):

Quantitative Methods in the Social Sciences (QMSS) program, School of International and Public Affairs, Columbia University.

July, 2017

Faculty Advisor to Milbank Fellows (2003) at TC:

-*Young Ae Kwon*

-*Clare Sng*

Study Title: *An assessment of needs and behaviors of Milbank Memorial Library users and patrons*

Submitted to Interim Director of Milbank Library, August, 2003.

Graduate students supported by grant-funded or contracted projects at Teachers College and AERI (2001-11): 25+ and continuing.

Graduate students supported via grant-funded or contracted projects at AERI (research assistantships and fellowships between 2006-12): 20+ assistantships/fellowships and continuing.

Dissertation/thesis advisement experience at the University of South Florida: 10 students

Directed research courses at the University of South Florida: 5 students.

#### SERVICE IN THE UNIVERSITY

##### *COLUMBIA UNIVERSITY:*

Columbia Global Centers (CGC): Faculty Steering Committee for South Asia CGC, Mumbai, 2012-present

Member, Search Committee for Research Fellows (Diabetes Research and Measurement), College of Physicians and Surgeons, Columbia University, 2012-13

##### *TEACHERS COLLEGE, COLUMBIA UNIVERSITY:*

Member, Steering Committee for International Affairs, TC, 2014-present

Elected member of the Faculty Salary Committee- 2012-15

Chair of the Faculty Salary Committee, 2012-13

Fulbright Research Fellowships- Student Proposal Review Committee at TC. 2011, 2012, 2013

Member of Selection Committee for Policy Research Fellows (Student award- application review committee, EPSA), 2010-present

Elected member on Sub-committee on Race, Culture and Diversity of the Faculty Executive Committee (FEC) 2001-2004; 2010-11; 2016-18

Chair, Research Advisory Sub-committee of the College-wide Task Force for Diversity and Anti-Discrimination Policies convened by the Provost and President, 2010-11. This sub-committee was charged with developing a proposal for establishing an ongoing system of data collection and a longitudinal database for evaluating the College's climate with respect to race, culture and diversity. The proposal was submitted to the Provost (May, 2011).

Member, Study Group on Centers and Institutes, convened by the Provost at Teachers College, Fall, 2009-10

Member, International Advisory Committee, convened by the President of Teachers College, Fall, 2008-10

July, 2017

Member of the College-wide Research Advisory Committee (RAC), 2004-10

Elected member of Committee for Community and Diversity, 2007-08

Elected member of Faculty Advisory Committee (FAC), 2004-06

Elected member of Committee for Community and Diversity, 2004-05

Informal member of policy studies curriculum development group and Policy Advisory Committee, Office of Policy and Research, 2003-05

Teachers College Accreditation Team- Assessment Consultant.

Led and provided consultation on designing an assessment system to meet accreditation requirements set by the National Council for Accreditation of Teacher Education, for TC's teacher education and school-based professional preparation programs, 2002-04

Affiliated research scientist at the Institute for Urban and Minority Education (IUME)

Conducted/supported studies on minority and disadvantaged populations. Mentored junior colleagues, graduate students and post-doctoral fellows at IUME. Provided consultancy to IUME projects on measurement and evaluation issues, 2002-05

Curriculum development in Measurement, Evaluation, and Statistics program (MES): Developed course sequences for evaluation specialty tracks within the MES program in Human Development, 2002-06

Faculty Advisor, Milbank Library Fellows Program, 2002-03

Taught summer courses in program evaluation for the Inquiry in Educational Administration program in Educational Leadership, 2002-05

FEC Representative on College Safety Committee, 2001-02

Faculty Search (participant), Dept. of Human Development, Measurement Program, 2001-02

Faculty Search Committees-Member, Program of Counseling Psychology, 2001, 2003, 2004, 2005

Faculty Search Committee-Member, Program of Social-Organizational Psychology, 2005-06

PAST SERVICE WITH FLORIDA'S ASSESSMENT REFORM PROJECTS

*STATE TASK FORCES/COMMITTEES:*

Member, Assessment Design Team, Blueprint 2000. Developing an Interpretive Guide for the Goal 3 Standards (Contract managed by Hillsborough County Schools, Florida), 1994

Member, Assessment Design Team, School Year 2000 (Led by Florida State University, 1993-1995)

Member, Evaluation Design Team, School Year 2000 (Led by Florida State University, 1993-1995)

July, 2017

*STATE ASSESSMENT WORKSHOPS:*

School Enhancement Institutes (Centennial Academy)

Developed and delivered assessment training for classroom teachers in continuous progress elementary programs. July, 1993 and July, 1994. Sponsored by the Bureau of Teacher Education, Florida Department of Education.

Florida Educational Technology Conference: School Improvement through Technology. Pre-session sponsored by the Bureau of Teacher Education, Florida Department of Education. February, 1993 and February, 1994.

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

*American Evaluation Association (AEA): 2000-present*

Played various service roles over time.

*American Educational Research Association (AERA): 1986-present*

Played various service roles at AERA over time. Most recent:

Member, Robert L. Linn Distinguished Address Award Committee of Division D.

*Eastern Evaluation Research Society (EERS), and affiliate of the American Evaluation Association: 2002-10*

Member of the Board, 2004-06

Annual Conference Program Committee Member, 2005-06

*National Council on Measurement in Education (NCME): 1987-present*

*Florida Educational Research Association (FERA): 1986-2000*

Chair of Researcher of the Year Committee, 1997

Member of Researcher of the Year Committee, 1996

Chair of Professional Development and Training Committee, 1993

Conference proposal reviewer and/or discussant 1991-1997, 1999

Nominated as candidate for FERA president, 1997

*Florida Educational Research Council (FERC): 1990-95*

*Florida Public Health Association (FPHA): 1999-2000*