

# Audrey Amrein-Beardsley, Ph.D.

Professor

Mary Lou Fulton Teachers College

Arizona State University

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Homepage: <https://webapp4.asu.edu/directory/person/3984>

Blog: [VAMboozled!](#)

Twitter: [@vamboozled\\_](#)

Google Scholar: <https://scholar.google.com/citations?user=TTbrJPEAAAAAJ>

Total citations = 3450; h-index<sup>1</sup> = 20; i10-index<sup>2</sup> = 32

Academia.edu: <https://asu.academia.edu/AudreyBeardsley>

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## Biography

Audrey Amrein-Beardsley received her Ph.D. in 2002 from Arizona State University specializing in educational policy and research and evaluation methods. Awarded tenure in 2010 as [Exemplar](#), and promoted again in 2016, she is currently a Professor in [Mary Lou Fulton Teachers College](#). Given her scholarly contributions in the areas of educational research and policy, she has been recognized as being one of the [top edu-scholars in the nation](#), honored for being a university-based academic who is contributing most substantially to public debates about the nation's educational system. Her research has also been highlighted in popular press outlets including National Public Radio (NPR), *The New York Times*, *USA Today*, the *Washington Post*, *Education Week*, *The Huffington Post*, *The Economist*; other local news outlets (e.g., *The Boston Globe*, the *Houston Chronicle*, the *Arizona Republic*); and television media, including Public Broadcasting Service (PBS) shows and most recently [HBO's Last Week Tonight with John Oliver](#).

Dr. Amrein-Beardsley's research interests include educational policy, educational measurement, research methods, and more specifically, high-stakes tests and value-added methodologies and systems. She is author of over 50 peer- and editorially-reviewed journal articles and most recently two academic books - one published in 2014 titled "[Rethinking Value-Added Models in Education Critical Perspectives on Tests and Assessment-Based Accountability](#)" and the other published in 2016 titled "[Student Growth Measures in Policy and Practice: Intended and Unintended Consequences of High-Stakes Teacher Evaluations](#)." Related, she is creator of the blog [VAMboozled!](#) She is also the creator and host of an online show titled [Inside the Academy](#) during which she interviews and archives the personal and professional histories of some of the most iconic educational researchers in the academy of education.

## Professional Experiences

Professor

2016-present, Arizona State University, Mary Lou Fulton Teachers College

- Learning Sciences Institute Faculty Affiliate
- School of Public Affairs Faculty Affiliate

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<sup>1</sup> Google Scholar's h-index is the largest number h such that h publications have at least h citations.

<sup>2</sup> Google Scholar's i10-index is the number of publications with at least 10 citations.

Audrey Amrein-Beardsley, Ph.D. – Curriculum Vitae (CV)

Associate Professor

2010-present, Arizona State University, Mary Lou Fulton Teachers College

- Learning Sciences Institute Faculty Affiliate
- School of Public Affairs Faculty Affiliate

Assistant Professor

2004-May 2010, Arizona State University, Mary Lou Fulton Teachers College

Research Associate

2002-2004, The Virginia G. Piper Charitable Trust – Scottsdale, AZ

Research Professional

2000-2003, Arizona State University – Tempe, AZ

Research Assistant

1997-2000, Arizona State University – Tempe, AZ

Mathematics Teacher

1997-1998, Cortez High School – Phoenix, AZ

Mathematics Teacher

1994-1997, Maxwell Middle School – Tucson, AZ

**Professional  
Degrees  
Earned**

Ph.D., Educational Leadership and Policy with an emphasis in Research and Evaluation Methods  
1998-2002, Arizona State University – Tempe, AZ

Dissertation: *A time-series analysis of the intended and unintended consequences of high-stakes tests*

Chair: David Berliner; Committee Members: Gene Glass and Mary Lee Smith

Scholar, University of Michigan's Institute for Social Research - Survey Research Program

2000-Summer, University of Michigan – Ann Arbor, MI

M.Ed., Educational Leadership and Policy Studies with an emphasis in Educational Administration  
and Supervision

1997-1998, Arizona State University – Tempe, AZ

B.A., Education with an emphasis in mathematics and Spanish

1989-1993, University of Arizona – Tucson, AZ

**Books**

Kappler Hewitt, K., & Amrein-Beardsley, A. (Eds.). (2016). *Student growth measures in policy and practice: Intended and unintended consequences of high-stakes teacher evaluations*. Basingstoke, UK: Palgrave Macmillan.

Amrein-Beardsley, A. (2014). *Rethinking value-added models in education: Critical perspectives on tests and assessment-based accountability*. New York, NY: Routledge.<sup>3</sup>

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<sup>3</sup> This book has been reviewed three times, once in *Teachers College Record* (2016; see: <http://www.tcrecord.org/Content.asp?ContentID=19300>) and twice in *Education Review* (2014, see <http://edrev.info/reviews/rev1340.pdf>; and 2016, see

**Book  
Chapters**

Amrein-Beardsley, A., Barnett, J. H., & Ganesh, T. (2016). Concerns and essential elements in evaluating teacher preparation programs. In W. Mathis, & T. Trujillo (Eds.), *Learning from the federal market-based reforms: Lessons for ESSA*. Charlotte, NC: Information Age Publishing.

Hansen, C. C., Borden, R., Geiger, T. J., & Amrein-Beardsley, A. (2016). Sun Devils, Bobcats in the Sun, and the Phoenix Suns. In J. Slater, R. Ravid, & R. Reardon (Eds.), *Building and maintaining collaborative communities: Schools, university, and community organizations* (pp. 55-68). Charlotte, NC: Information Age Publishing.

van der Wateren, D., & Amrein-Beardsley, A. (2015). Measuring what doesn't matter: The nonsense and sense of testing. In J. Evers & R. Kneyber (Eds.), *Flip the system: Changing education from the ground up* (pp. 24-38). New York, NY: Routledge.

**Peer  
Reviewed  
Articles**

Amrein-Beardsley, A., & \*Close, K. (in progress). Teacher value-added systems “at issue” across U.S. courts: Critical measurement issues. *Journal TBD*.

\*Indicates  
doctoral students

Sloat, E., & Amrein-Beardsley, A. (in progress). Different teacher-level effectiveness estimates, different results: Inter-model concordance across six generalized “value-added” approaches. *Journal TBD*.

\*\*Indicates a  
solicited piece

Pivovarova, M., & Amrein-Beardsley, A. (in progress). The 28 articles in AERA journals on value-added models (VAMs): Common concerns and a non-consensual divide. *Journal TBD*.

Amrein-Beardsley, A., Pivovarova, M., & \*Geiger, T. J. (in progress). Journal article authors’ views on value-added models (VAMs) for teacher evaluations: Implications for the new federal administration. *Journal TBD*.

\*Lavery, M. R., Holloway-Libell, J., Amrein-Beardsley, A., Pivovarova, M., & Hahs-Vaughn, D. L. (in progress). Evaluating the validity evidence surrounding the use of student standardized test scores to evaluate teachers: A centennial, systematic mega-review. *Psychological Bulletin*.

Amrein-Beardsley, A., & \*Geiger, T. J. (under review). Potential sources of invalidity when using teacher-level value-added and observational estimates: Artificial inflation, deflation, and conflation. *American Educational Research Journal (AERJ)*.

Kwon, J. Y., Kulinna, P. H., van der Mars, H., Amrein-Beardsley, A., & Koro-Ljungberg, M. (under review). Comprehensive school physical activity programs preparation in physical education teacher education programs. *Research Quarterly for Exercise and Sport*.

Kwon, J. Y., Kulinna, P. H., van der Mars, H., Koro-Ljungberg, M., Amrein-Beardsley, A., & Norris, J. (under review). Physical education pre-service teachers’ perceptions about preparation for Comprehensive School Physical Activity Programs. *Research Quarterly for Exercise and Sport*.

\*Lavery, M. R., Hahs-Vaughn, D. L., Sivo, S. A., Bai, H., & Amrein-Beardsley, A. (under review). A priori analysis of error in value-added models: An alternate approach to model evaluation. *Educational Evaluation and Policy Analysis*.

\*Geiger, T. J., & Amrein-Beardsley, A. (under revision). Methodological concerns about the Education Value-Added Assessment System (EVAAS): Precision, reliability, and bias. *Educational Measurement: Issues and Practice*.

Sabo, K., Amrein-Beardsley, A., & Lawton, K. (under revision). An alternative factor structure for the TAP System for Teacher and Student Advancement rubric: Implications for teacher-Level evaluation. *AERA Open*.

Pauffer, N. A., Amrein-Beardsley, A., & \*Hobson, A. L. (under re-review). Classics and contemporaries: The "Top Ten" books recommended by some of the finest in the education academy. *Critical Questions in Education*.

\*Geiger, T., & Amrein-Beardsley, A. (in press). (Almost) A slam dunk: Assessing the experiences and opinions of participants in a National Basketball Association (NBA)-funded dropout prevention program. *Evaluation and Program Planning*.

Pivovarova, M., & Amrein-Beardsley, A. (in press). Median growth percentiles (MGPs): Assessment of intertemporal stability and correlations with observational scores. *Educational Assessment*.

Amrein-Beardsley, A., & Holloway, J. (in press). Value-added models (VAMs) for teacher evaluation and accountability: Commonsense assumptions. *Educational Policy*.

-- Journal Citation Report (JCR)<sup>4</sup> impact factor = 0.903

-- SCImago Journal Rank (SJR)<sup>5</sup> indicator = 1.246, H index<sup>6</sup> = 33, and U.S. education journal ranking = 50/435

-- Cabell's Directory acceptance rate = 9%

\*Geiger, T., & Amrein-Beardsley, A. (in press). Administrators gaming test- and observation-based teacher evaluation methods: To conform to or confront the system. *American Association of School Administrators (AASA) Journal of Scholarship and Practice*.

-- Cabell's Directory acceptance rate = 15%

Amrein-Beardsley, A., Lawton, K., & \*Ronan, K. (2017). An elusive policy imperative: Data and methodological challenges when using growth in student achievement to evaluate teacher education programs' "value-added." *Teaching Education*. doi:10.1080/10476210.2017.1296828

-- SCImago Journal Rank (SJR) indicator = 0.508, H index = 15

-- Cabell's Directory acceptance rate = 21-30%

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<sup>4</sup> Journal Citation Reports (JCR)<sup>®</sup> offers a systematic, objective means to critically evaluate the world's leading journals, with quantifiable, statistical information based on citation data. By compiling articles' cited references, JCR helps to measure research influence and impact at the journal and category levels, and shows the relationship between citing and cited journals. Available in Science and Social Sciences editions.

<sup>5</sup> The SCImago Journal Rank (SJR) indicator is measure of a journals scientific impact. It expresses the average number of weighted citations in the selected year by the documents published in the journal the three previous years. It is computed using the same formula used for the journal impact factor <sup>™</sup> (Thomson Reuters).

<sup>6</sup> The SJR H index is the journal's number or articles (H) that have received at least H citations.

- \*Norris, J., van der Mars, H., Kulinna, P., & Amrein-Beardsley, A. (in press). Administrators' perceptions of physical education teacher evaluation. *The Physical Educator*.
- \*Norris, J., van der Mars, H., Kulinna, P., Kwon, J., & Amrein-Beardsley, A. (in press). A document analysis of teacher evaluation systems specific to physical education. *The Physical Educator*.
- \*Norris, J., van der Mars, H., Kulinna, P., Amrein-Beardsley, A., Kwon, J., & Hodges, M. (2017). Physical education teacher perceptions of teacher evaluation. *The Physical Educator*, 74(1), 41-62. doi:10.18666/TPE-2017-V74-I1-6882
- Paufler, N. A., & Amrein-Beardsley, A. (2016). Preparing teachers for educational renewal within current contexts of accountability: Reflecting upon John Goodlad's Twenty Postulates. *Journal of Teacher Education*, 67(4), 251-262. doi: 10.1177/0022487116660154  
-- SCImago Journal Rank (SJR) indicator = 3.149, H index = 56, and U.S. education journal ranking = 7/435  
-- Cabell's Directory acceptance rate = 5%
- Pivovarova, M., Amrein-Beardsley, A., & Broatch, J. (2016). Value-added models (VAMs): Caveat emptor. *Statistics and Public Policy*, 3(1), 1-10. doi:10.1080/2330443X.2016.1164641 Retrieved from <http://dx.doi.org/10.1080/2330443X.2016.1164641>  
-- Journal Citation Report (JCR) 2015 impact factor = 1.436  
-- Acceptance rate = X%; Official journal of the American Statistical Association
- Amrein-Beardsley, A., Polasky, S. A., & \*Holloway-Libell, J. (2016). Validating "value-added" in the primary grades: One district's attempts to increase fairness and inclusivity in its teacher evaluation system. *Educational Assessment, Evaluation and Accountability*, 28(2), 139-159. doi:10.1007/s11092-015-9234-5  
-- Journal Citation Report (JCR) 2014 impact factor = 0.593
- Amrein-Beardsley, A., \*Holloway-Libell, J., \*Montana Cirell, A., \*Hays, A., & \*Chapman, K. (2015). "Rational" observational systems of educational accountability and reform. *Practical Assessment, Research and Evaluation (PARE)*, 20(17). Retrieved from <http://pareonline.net/getvn.asp?v=20&n=17>  
-- SCImago Journal Rank (SJR) indicator = 1.018, H index = 25, and U.S. education journal ranking = 44/414  
-- Acceptance rate as per journal website = 15%
- \*Collins, C., & Amrein-Beardsley, A. (2014). Putting growth and value-added models on the map: A national overview. *Teachers College Record*, 16(1). Retrieved from: <http://www.tcrecord.org/Content.asp?ContentId=17291>  
-- SCImago Journal Rank (SJR) indicator = 1.038, H index = 55, and U.S. education journal ranking = 35/414  
-- Cabell's Directory acceptance rate = 8%
- \*Paufler, N. A., & Amrein-Beardsley, A. (2014). The random assignment of students into elementary classrooms: Implications for value-added analyses and interpretations. *American Educational Research Journal (AERJ)*, 51(2), 328-362. doi: 10.3102/0002831213508299  
-- Journal Citation Report (JCR) 2016 impact factor = 2.924, education journal ranking 8/230  
-- Cabell's Directory acceptance rate = 10%

Amrein-Beardsley, A., Barnett, J. H., & Ganesh, T. (2013). Seven legitimate apprehensions about evaluating teacher education programs and seven “beyond excuses” imperatives. *Teachers College Record*, 115(12). Retrieved from <http://www.tcrecord.org/content.asp?contentid=17251>

-- SCImago Journal Rank (SJR) indicator = 1.038, H index = 55, and U.S. education journal ranking = 35/414

-- Cabell's Directory acceptance rate = 8%

\*Suzuki, A., Amrein-Beardsley, A., & Perry, N. J. (2012). A summer bridge program for under-prepared first-year students: Confidence, community, and re-enrollment. *Journal of the First-Year Experience and Students in Transition*, 24(2), 85-106.

-- Cabell's Directory acceptance rate = 20%

Amrein-Beardsley, A., & Barnett, J. H. (2012). It might just take a partnership. *Issues in Teacher Education*, 21(2), 103-124.

-- Cabell's Directory acceptance rate = 13-14%

Amrein-Beardsley, A. (2012). Recruiting expert teachers into high-needs schools: Leadership, money, and colleagues. *Education Policy Analysis Archives*, 20(27). doi:10.14507/epaa.v20n27.2012 Retrieved from <http://epaa.asu.edu/ojs/article/view/941>

-- SCImago Journal Rank (SJR) indicator = 0.672, H index = 29, and U.S. education journal ranking = 68/414

-- Acceptance rate as per journal website = 17%

Amrein-Beardsley, A., & Haladyna, T. M. (2012). Validating a theory-based survey to evaluate teaching effectiveness in higher education. *Journal on Excellence in College Teaching*, 23(1), 17-42.

-- Journal Citation Report (JCR) 2013 impact factor = 2.275, education journal ranking 15/209

-- Cabell's Directory acceptance rate = 20%

Amrein-Beardsley, A., Zambo, D., Moore, D. W., Buss, R. R., Perry, N. J., Painter, S. R., Carlson, D. L., Foulger, T. S., Olson, K., & Puckett, K. S. (2012). Graduates respond to an innovative educational doctorate program. *Journal of Research on Leadership in Education*, 7(1), 98-122. doi: 10.1177/1942775112440630

-- Acceptance rate as per journal editor = 7.5%

Amrein-Beardsley, A., & \*Collins, C. (2012). The SAS Education Value-Added Assessment System (SAS® EVAAS®) in the Houston Independent School District (HISD): Intended and Unintended Consequences. *Education Policy Analysis Archives*, 20(12). doi:10.14507/epaa.v20n12.2012 Retrieved from <http://epaa.asu.edu/ojs/article/view/1096>

-- SCImago Journal Rank (SJR) indicator = 0.672, H index = 29, and U.S. education journal ranking = 68/414

-- Acceptance rate as per journal website = 17%

-- As of 2015, this paper was the among the 10 most downloaded since its publication (editor communication)

Amrein-Beardsley, A., & Barnett, J. H. (2012). Working with error and uncertainty to increase measurement validity. *Educational Assessment, Evaluation and Accountability*, 1-11. doi: 10.1007/s11092-012-9146-6

-- Journal Citation Report (JCR) 2013 impact factor = 0.194

-- Cabell's Directory acceptance rate = 35%

Foulger, T. S., Amrein-Beardsley, A., & Toth, M. (2011). Students' roles in exposing growing pains: Using the “Dean's Concerns” to refine hybrid instruction. *International Journal of Teaching and Learning in Higher Education*, 23(2).

-- Cabell's Directory acceptance rate = 35%

Amrein-Beardsley, A., & Osborn Popp, S. (2011). Peer observations among faculty in a college of education: Investigating the summative and formative uses of the Reformed Teaching Observation Protocol (RTOP). *Educational Assessment, Evaluation and Accountability*, 24(1), 5-24. doi: 10.1007/s11092-011-9135-1

-- Journal Citation Report (JCR) 2013 impact factor = 0.194  
-- Cabell's Directory acceptance rate = 35%

Amrein-Beardsley, A., & Barnett, J. H. (2010). The sinking state of public colleges of education: Lessons learned without lifeboats. *Action in Teacher Education*, 32(4). doi: 10.1080/01626620.2010.549700

-- Cabell's Directory acceptance rate = 15-20%

Toth, M., Amrein-Beardsley, A., & Foulger, T. S. (2010). Changing delivery methods, changing practices: Exploring instructional practices in face-to-face and hybrid courses. *Journal of Online Learning and Teaching*, 6(3), 617-633. Retrieved from <http://jolt.merlot.org/>

-- Cabell's Directory acceptance rate = 20%

Amrein-Beardsley, A., Berliner, D. C., & \*Rideau, S. (2010). Cheating in the first, second, and third degree: Educators' responses to high-stakes testing. *Education Policy Analysis Archives*, 18(14). doi:10.14507/epaa.v18n14.2010 Retrieved from <http://epaa.asu.edu/ojs/article/view/714>

-- SCImago Journal Rank (SJR) indicator = 0.672, H index = 29, and U.S. education journal ranking = 68/414  
-- Acceptance rate as per journal website = 17%

Carter, H., Amrein-Beardsley, A., & Hansen, C. (2009). So NOT amazing! Teach For America corps members' evaluation of their teacher preparation program. *Teachers College Record*, 113(5). Retrieved from <http://www.tcrecord.org/Content.asp?ContentId=15832>

-- SCImago Journal Rank (SJR) indicator = 1.038, H index = 55, and U.S. education journal ranking = 35/414  
-- Cabell's Directory acceptance rate = 8%

Amrein-Beardsley, A., & Haladyna, T. (2009). Tinkering with the traditional to assess and promote quality instruction: Learning from a new and unimproved instructional evaluation instrument. *Journal of College Teaching and Learning*, 6(4), 51-64.

-- Acceptance rate as per journal website = 21-30%

Haladyna, T., & Amrein-Beardsley, A. (2009). Validation of a research-based student survey of instruction. *Educational Assessment, Evaluation and Accountability*, 21(3), 255-276.

-- Journal Citation Report (JCR) 2013 impact factor = 0.194  
-- Cabell's Directory acceptance rate = 35%

Amrein-Beardsley, A. (2009). The unintended, pernicious consequences of staying the course. *International Journal of Education Policy and Leadership*, 4(6). Retrieved from <http://journals.sfu.ca/ijep/ijep/index.php/ijep/article/view/199/69>

-- Acceptance rate as per journal website = 21-30%

Amrein-Beardsley, A. (2009). Controlling schools using high-stakes tests: Moral imperatives inspired by Rachel Carson [Peer-Reviewed Commentary]. *Teachers College Record*. Retrieved from <http://www.tcrecord.org/Content.asp?ContentId=15804>

-- SCImago Journal Rank (SJR) indicator = 1.038, H index = 55, and U.S. education journal ranking = 35/414  
-- Cabell's Directory acceptance rate = 8%

Amrein-Beardsley, A. (2009). Twilight in the valley of the sun: Evaluating the educational impact of arts and culture programs in Arizona's public schools post-NCLB. *Arts Education Policy Review*, 110(3), 9-17. doi: 10.3200/AEPR.110.3.9-17

Toth, M., Foulger, T. S., & Amrein-Beardsley, A. (2008). Post-implementation insights about a hybrid degree program. *TechTrends*, 52(3), 76-80.

-- Cabell's Directory acceptance rate = 25%

Amrein-Beardsley, A. (2008). Methodological concerns about the Education Value-Added Assessment System (EVAAS). *Educational Researcher*, 37(2), 65-75. doi: 10.3102/0013189X08316420

-- SCImago Journal Rank (SJR) indicator = 3.575, H index = 46, and U.S. education journal ranking = 7/414

-- Cabell's Directory acceptance rate = 6-10%

Amrein-Beardsley, A., Foulger, T. S., & Toth, M. (2007). Examining the development of a hybrid degree program: Using student and instructor data to inform decision-making. *Journal of Research on Technology in Education*, 3(4), 331-357.

-- SCImago Journal Rank (SJR) indicator = 0.188, H index = 2, and U.S. education journal ranking = 244/414

-- Cabell's Directory acceptance rate = 17%

Amrein-Beardsley, A. (2006). Teacher research informing policy: An analysis of research on highly qualified teaching and NCLB. *Essays in Education*, 17. Retrieved from <http://www.usca.edu/essays/vol172006/Beardsley%20rev.pdf>

\*Vandevoort, L. G., Amrein-Beardsley, A. & Berliner, D. C. (2004). National Board Certified Teachers and their students' achievement. *Education Policy Analysis Archives*, 12(46).

doi:10.14507/epaa.v12n46.2004 Retrieved from <http://epaa.asu.edu/ojs/article/view/201>

-- SCImago Journal Rank (SJR) indicator = 0.672, H index = 29, and U.S. education journal ranking = 68/414

-- Acceptance rate as per journal website = 17%

Amrein-Beardsley, A. & Berliner, D.C. (2003). Re-analysis of NAEP math and reading scores in states with and without high-stakes tests: Response to Rosenshine. *Education Policy Analysis Archives*, 11(25). doi:10.14507/epaa.v11n25.2003 Retrieved from [http://epaa.asu.edu/epaa/v11n25/\\*\\*](http://epaa.asu.edu/epaa/v11n25/**)

-- SCImago Journal Rank (SJR) indicator = 0.672, H index = 29, and U.S. education journal ranking = 68/414

-- Acceptance rate as per journal website = 17%

Amrein, A. L., & Berliner, D. C. (2002). High-stakes testing, uncertainty, and student learning. *Education Policy Analysis Archives*, 10(18). doi:10.14507/epaa.v10n18.2002 Retrieved from

<http://epaa.asu.edu/epaa/v10n18/>

-- SCImago Journal Rank (SJR) indicator = 0.672, H index = 29, and U.S. education journal ranking = 68/414

-- Acceptance rate as per journal website = 17%

-- As of 2012, the last year for which EPAA had such statistics, this paper was the 5<sup>th</sup> most downloaded article

Amrein, A. L., & Peña, R. A. (2000, January 13). Asymmetry in dual language practice: Assessing imbalance in a program promoting equality. *Education Policy Analysis Archives*, 8(8).

doi:10.14507/epaa.v8n8.2000 Retrieved from: <http://epaa.asu.edu/epaa/v8n8.html>

-- SCImago Journal Rank (SJR) indicator = 0.672, H index = 29, and U.S. education journal ranking = 68/414

-- Acceptance rate as per journal website = 17%



Peña, R. A., & Amrein, A. L. (1999). Effective classroom management starts with an ethic of caring: A primer for school leaders. *The International Electronic Journal for Leadership in Learning*, 3(24). Retrieved from: <http://www.acs.ucalgary.ca/~iejll/volume3/pena.html>

Peña, R. A., & Amrein, A. L. (1999). Classroom management and caring. *Teaching Education*, 10(2), 169-179.

-- Cabell's Directory acceptance rate = 25-30%

**Editorially  
Reviewed  
Articles**

\*Close, K., & Amrein-Beardsley, A. (under review). Politics and test performance: What National Assessment of Educational Progress (NAEP) scores, and race, tell us about the United States presidential election of 2016 [Commentary]. *Teachers College Record*.

Amrein-Beardsley, A., & \*Geiger, T. J. (under re-review). All sizzle and no steak: Value-added model (VAM) use for increased teacher accountability in Houston. *Phi Delta Kappan*.

Amrein-Beardsley, A., Pivovarova, M., & \*Geiger, T. J. (2016). Value-added models: What the experts say. *Phi Delta Kappan*, 98(2), 35-40. doi:10.1177/0031721716671904

Amrein-Beardsley, A., Collins, C., Holloway-Libell, J., & Paufler, N. A. (2016). Everything is bigger (and badder) in Texas: Houston's teacher value-added system [Commentary]. *Teachers College Record*. Retrieved from <http://www.tcrecord.org/Content.asp?ContentId=18983>

-- SCImago Journal Rank (SJR) indicator = 1.038, H index = 55, and U.S. education journal ranking = 35/414

\*Holloway-Libell, J., & Amrein-Beardsley, A. (2015). "Truths" devoid of empirical proof: Underlying assumptions surrounding value-added models (VAMs) in teacher evaluation [Commentary]. *Teachers College Record*. Retrieved from <http://www.tcrecord.org/content.asp?contentid=18008>\*\*

-- SCImago Journal Rank (SJR) indicator = 1.038, H index = 55, and U.S. education journal ranking = 35/414

\*Paufler, N. A., & Amrein-Beardsley, A. (2015). In memoriam: Elliot Eisner From *Inside the Academy* [Commentary]. *Studies in Art Education: A Journal of Issues and Research*, 56(2), 183-186.

-- Cabell's Directory acceptance rate = 16%

Pivovarova, M., Broatch, J., & Amrein-Beardsley, A. (2014). Chetty et al. on the American Statistical Association's recent position statement on value-added models (VAMs): Five points of contention [Commentary]. *Teachers College Record*. Retrieved from

<http://www.tcrecord.org/content.asp?contentid=17633>

-- SCImago Journal Rank (SJR) indicator = 1.195, H index = 47, and U.S. education journal ranking = 44/414

-- Cabell's Directory acceptance rate = 8%

\*Paufler, N. A., & Amrein-Beardsley, A. (2014). In memoriam: Teachers College's Maxine Greene from *Inside the Academy* [Commentary]. *Teachers College Record*. Retrieved from

<http://www.tcrecord.org/PrintContent.asp?ContentID=17555>

-- SCImago Journal Rank (SJR) indicator = 1.195, H index = 47, and U.S. education journal ranking = 44/414

-- Cabell's Directory acceptance rate = 8%

\*Paufler, N. A., \*Holloway-Libell, J., & Amrein-Beardsley, A. (2014). Bridging research, policy, and practice: Voices from *Inside the Academy* [Commentary]. *Teachers College Record*. Retrieved from <http://www.tcrecord.org/Content.asp?ContentId=17527>

-- SCImago Journal Rank (SJR) indicator = 1.195, H index = 47, and U.S. education journal ranking = 44/414  
-- Cabell's Directory acceptance rate = 8%

Darling-Hammond, L., Amrein-Beardsley, A., Haertel, E., & Rothstein, J. (2013). Evaluating teacher evaluation. *Colleagues*, 10(2), 8, 1-8. Retrieved from

<http://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1208&context=colleagues>\*\*

-- This was edited given a prior version (see below)

Amrein-Beardsley, A. (2012). Value-added measures in education: The best of the alternatives is simply not good enough [Commentary]. *Teachers College Record*. Retrieved from

<http://www.tcrecord.org/content.asp?contentid=16648>

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- Articles in this peer-reviewed, special issue include pieces written by (1) Diana Pullin (Boston College) on *Legal Issues in the Use of Student Test Scores and Value-Added Models (VAM) to Determine Educational Quality*; (2) Bruce Baker (Rutgers, The State University of New Jersey), Joseph Oluwole (Montclair State University), and Preston Green (The Pennsylvania State University) on *The Legal Consequences of Mandating High Stakes Decisions Based on Low Quality Information: Teacher Evaluation in the Race-to-the-Top Era*; (3) Nicole Kersting and Mei-Kuang Chen (University of Arizona) and James Stigler (University of California, Los Angeles) on *Value-Added Teacher Estimates as Part of Teacher Evaluations: Exploring the Effects of Data and Model Specifications on the Stability of Teacher Value-Added Scores*; (4) Elizabeth Graue, Katherine Delaney, and Anne Karch (University of Wisconsin, Madison) on *Ecologies of Education Quality*; (5) Rachael Gabriel (University of Connecticut) and Jessica Nina Lester (Washington State University) on *Sentinels Guarding the Grail: Value-Added Measurement and the Quest for Education Reform*; and (6) Moshe Adler (Columbia University) on *Findings vs. Interpretation in 'The Long-Term Impacts of Teachers' by Chetty et al.*

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### Inside the Academy

*Inside the Academy* is an asynchronous, online, interview-based show that provides distinguished educational researchers, scholars, and practitioners an opportunity to share their passion for education and honors the personal and professional achievements of exemplary scholars, most of whom are members of the National Academy of Education. *Inside the Academy* currently has approximately 2,000 hits per month with viewers from all over the globe. Interviewees include (n=23):

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**VAMboozled!  
A Blog about  
Teacher Eval**

[VAMboozled!](#) is a blog about teacher evaluation, teacher accountability, value-added models (VAMs), and the VAM-based issues related to teacher evaluation and accountability, their related federal and state policies, and their intended and unintended consequences across the nation. Live on the Internet since November of 2013, the blog has over 15,000 subscribers and approximately 180,000 hits per month. The blog's most popular post yielded almost 5,000 hits, over 1,500 Facebook shares, and almost 200 "tweets" in three-days. Blog posts have also been (in some cases frequently) highlighted in Diane Ravitch's Blog, Valerie Strauss's *The Washington Post – Answer Sheet*, the *Huffington Post* blog, the *Education Opportunity Network* blog, and the National Educational Policy Center (NEPC) *Best of the Ed Blog* features.

**VAM-Related  
Hearings &  
Lawsuits**

Pending

*Texas State Teachers Association (TSTA) v. Texas Education Agency (TEA), Mike Morath in his Official Capacity as Commissioner of Education for the State of Texas*; District Court of Travis County, 345<sup>th</sup> Judicial District.

Pending

*State of New Mexico Ex Rel., The Honorable Mimi Stewart, The Honorable Sheryl Williams Stapleton, The Honorable Honie C. Morales, The Honorable Linda M. Lopez, The Honorable William P. Soules, American Federation of Teachers – New Mexico, Albuquerque Federation of Teachers, Jolene Begay, Dana Allen, Naomi Daniel, Ron Lavondoski, Tracey Brumlik, Crystal Herrera, and Allison Hawks (Plaintiffs) v. New Mexico Public Education Department and Secretary-Designee Hanna Skandera in her official capacity (Defendants)*; State of New Mexico, County of Bernanillo, First Judicial District Court.

Pending

*Houston Federation of Teachers, Local 2415, Daniel Santos, Paloma Garner, Ivan Castillo, Andy Dewey, Joyce Helfman, Myla Van Duyn, and Araceli Ramos (Plaintiffs) v. Houston Independent School District (Defendant)*; United States District Court, Southern District of Texas, Houston Division.

2016 (Case won)

*Sheri G. Lederman (Plaintiff) v. John B. King, Jr. Commissioner, New York State Education Department, Candace H. Shtyer, Assistant Commissioner, Office Of State Assessment of the New York State Education Department (Defendants)*; Supreme Court of the State of New York, County of Albany.

2016 (Case dismissed)

*Lisa Trout (Plaintiff) v. Knox County Board of Education (Defendant) and Mark Taylor (Plaintiff) v. William Edward "Bill" Haslam, Kevin S. Huffman, and the Knox County Board of Education (Defendants)*; United States District Court, Eastern District of Tennessee, Knoxville Division.

2011 (One case won; three cases dismissed)

*Houston Independent School District (Plaintiff) v. Mia Thymes, Hercilia Leon, Mary McWilliams, and Glenda Drew (Defendants)*; Before Robert Barringer, Franklin Holcomb, Allecia Pottinger, and Audrey Lawton, Certified Hearing Examiners, Texas Education Agency.

**Other  
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**Honors &  
Awards**

2015  
Outstanding Integration of Scholarship and Service Award  
Mary Lou Fulton Teachers College – Arizona State University (ASU)

Audrey Amrein-Beardsley, Ph.D. – Curriculum Vitae (CV)

2015

Fellow in the Arizona State University (ASU) Leadership Academy (LA) within the Global Institute of Sustainability and the Office of Knowledge and Enterprise Development (OKED).

2014

College faculty honored/highlighted in the new ASU Charter video. This video includes a “comprehensive document focusing the university’s mission on the inclusion and success of all its students, and on a fundamental social responsibility to the communities ASU serves.” Retrieved from <https://asunews.asu.edu/20141112-asu-charter>

2014

Routledge Publishing Company’s December’s 2014 Author of the Month. Retrieved from [http://www.routledge.com/articles/december\\_2014\\_author\\_of\\_the\\_month\\_audrey\\_amrein-beardsley/](http://www.routledge.com/articles/december_2014_author_of_the_month_audrey_amrein-beardsley/)

2011-2014

Ranked as one of three education professors at ASU in the top 1% (200/20,000) edu-scholars in the nation, honored in *Education Week* for being university-based academics who are contributing most substantially to public debates about America’s public education system [ranked 118/121 for 2011; 136/168 for 2012, 175/200 for 2013].

2011

Best Paper Award - The effect of the Education Value-Added Assessment System (EVAAS) on teaching practices and the profession  
Arizona Educational Research Organization (AERO)

2011

Featured Speaker – US Education Senate Committee  
Invited to speak about the intended and unintended effects of the SAS® Education Value-Added Assessment System (EVAAS®). Invited with Linda Darling-Hammond (Stanford), Ed Haertel (Stanford), & Jesse Rothstein (UC Berkeley).

2010

Awarded Tenure as ASU Presidential Exemplar

2003

Best Article in an Electronic Journal for 2002  
American Educational Research Association (AERA)  
Article: High-stakes testing, uncertainty, and student learning.

**Funded  
External  
Grants**

2017 (under review; \$X over Y years)  
Role: Co-Investigator  
Agency: National Science Foundation, Institute on Science for Global Policy  
Study: *Strengthening STEM education in the 21st Century*

Audrey Amrein-Beardsley, Ph.D. – Curriculum Vitae (CV)

2016 (\$694,183 over two years; REC 10%)

Role: Co-Principal Investigator

Agency: National Science Foundation, Discovery Research PreK-12 (DRK-12) Grant Program

Study: *Diagnosing the argumentation levels of groups (DiALog): A digital formative assessment tool to support oral argumentation in middle school science classrooms*

2013 (\$330,000 over two years; REC 25%; \$190,000 research budget over two years)

Role: Co-Principal Investigator

Agency: Bill & Melinda Gates Foundation, Research Grant Program

Study: *Gates Foundation Adaptive Learning Market Accelerator Program (ALMAP)*

2013 (\$4,300,000 over two years; research/evaluation portion = \$160,000, REC 0%<sup>7</sup>)

Role: Researcher/Evaluator

Agency: U.S. Agency for International Development

Study: *Shikshak Quest: Arizona State University Partners with India to Empower Teacher Educators*

2010 (\$43,400,000 over five years; REC 7%)

Role: Co-Principal Investigator

Agency: U.S. Department of Education, Teacher Incentive Fund (TIF) Grant Program

Study: *The Arizona Ready-for-Rigor Project*

2009 (\$33,800,000 over five years; REC 12%)

Role: Co-Principal Investigator

Agency: U.S. Department of Education, Teacher Quality Partnership (TQP) Grant Program

Study: *PDS Next – To immerse future teachers in school settings to maximize their readiness for careers as educators and to evaluate the impact of teacher graduates on student learning*

**Unfunded  
External  
Grants**

2016 (under review; \$173,682 subcontract over 5 years; REC<sup>8</sup> 100%)

Role Co-Principal Investigator (in partnership with PIs/CoPIs at The Ohio State University)

Agency: Institute of Education Sciences

Study: *The evaluation of teacher effectiveness via value-added modeling: To what extent does parental socio-economic status and stress influence teacher ratings?*

2016 (under review; \$1,101,295 over 4 years)

Role: Principal Investigator

Agency: Laura and John Arnold Foundation

Study: *The development and validation of a student survey instrument to capture teacher-level affective, transformative, and culturally responsive domains and items*

2015 (\$286,919 over two years; REC 40%)

Role: Principal Investigator

Agency: National Science Foundation, Methodology, Measurement, and Statistics Grant Program

Study: *A kappa statistic to measure “inter-indicator” consistency: Using multiple measures of teacher effectiveness to better measure and understand teacher-level “value-added”*

<sup>7</sup> I helped conceptualize and write the research and evaluation plan for this grant as part of my work with the college’s research office, but volunteered my service.

<sup>8</sup> REC = Personal Recognition/Credit

Audrey Amrein-Beardsley, Ph.D. – Curriculum Vitae (CV)

2015 (\$4,997,189 over five years; REC 20%)

Role: Co-Principal Investigator

Agency: U.S. Department of Education, Institute of Education Sciences, Evaluation of State Education Programs and Policies Grant Program

Study: *Evaluating the AZ Framework: Analyzing the outcomes of a multiple-measures teacher evaluation process*

2015 (\$249,868 over two years; REC<sup>9</sup> 10%)

Role: Co-Principal Investigator

Agency: National Science Foundation, Exploratory Project for the Promoting Research and Innovation in Methodologies for Evaluation (PRIME) Grant Program

Study: *DiALoG: Developing a practical instrument for instructors to assess verbal classroom argumentation in real time*

2014 (\$5,000,000 over five years; REC 10%)

Role: Co-Principal Investigator

Agency: U.S. Department of Education, Institute of Education Sciences, Center for Innovations in Knowledge Mobility Grant Program

Study: *Data infused decision-making (DIDM) and the use of games to help practitioners make better more informed, research-based decisions in the classroom*

2014 (\$900,000 over three years; REC 50%)

Role: Principal Investigator

Agency: U.S. Department of Education, Institute of Education Sciences, Statistical and Research Methodology in Education Grant Program

Study: *A kappa statistic to measure “inter-indicator” consistency: Using multiple measures of teacher effectiveness to better measure and understand teacher-level “value-added”*

2014 (\$300,000 over two years)

Role: Co-Principal Investigator

Agency: National Science Foundation, Research Grant Program

Study: *Early concept grants for exploratory research (EAGER) science inclusion mapping project*

2013 (\$400,000 over two years; this grant was rated)

Role: Principal Investigator

Agency: U.S. Department of Education, Institute of Education Sciences, Research Grant Program

Study: *An exploration of the NWEA assessments for instructional decision-making and alignment with state standardized testing achievement and growth results*

2007 (\$227,235 over two years)

Role: Principal Investigator

Agency: U.S. Department of Education (subcontractor from Florida International University)

Study: *A multi-site longitudinal study of the relationship of National Board Certificated special education teachers and the achievement of students with disabilities*

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<sup>9</sup> REC = Personal Recognition/Credit

Audrey Amrein-Beardsley, Ph.D. – Curriculum Vitae (CV)

2005 (\$2,033,444 over four years)

Role: Principal Investigator

Agency: U.S. Department of Education, Institute of Education Sciences, Research Grant Program

Study: *The National Board experiment: A study of National Board preparation, certification, and outcomes*

2005 (\$100,000 over one year)

Role: Principal Investigator

Agency: National Center for Educational Statistics, National Assessment of Educational Progress (NAEP) Secondary Analysis Grant Program

Study: *Accountability and student learning: The impact of accountability policies on National Assessment of Educational Progress (NAEP) scores*

**Funded  
Internal  
Grants**

2016 (\$10,600/one year)

Role: Principal Investigator

Agency: Arizona State University, Mary Lou Fulton Teachers College, Internal Research Grant

Study: *Teacher evaluation systems as based upon growth and value-added models (VAMs) after the Every Student Succeeds Act (ESSA): A national overview revisited*

2014 (\$10,000/one year)

Role: Co-Principal Investigator

Agency: Arizona State University, Mary Lou Fulton Teachers College, Internal Research Grant

Study: *Student Growth Percentiles (SGPs): Testing for reliability, validity, and bias*

2013 (\$5,000/one year)

Role: Principal Investigator

Agency: Arizona State University, Mary Lou Fulton Teachers College, Internal Research Grant

Study: *Rethinking value-added models: Assumptions, uncertainties, and research-based truths*

2011 (\$4,500/one year)

Role: Principal Investigator

Agency: Arizona State University, Mary Lou Fulton Teachers College, Internal Research Grant

Study: *The (non)random assignment of students to classrooms in Arizona's public elementary Schools: Implications for value-added analyses and interpretations*

2010 (\$50,000/five years)

Role: Principal Investigator

Agency: Arizona State University, Office of the President, Honorary Research Support Grant

Purpose: *To support research towards full professorship, awarded with the ASU Presidential Exemplar award*

2008 (\$3,500/one year)

Role: Co-Principal Investigator

Agency: Arizona State University, Mary Lou Fulton Teachers College, Internal Research Grant

Study: *The use of the Reformed Teaching Observation Protocol (RTOP) for professional development in a college of education; A multi-faceted Rasch analysis of observation data*

Audrey Amrein-Beardsley, Ph.D. – Curriculum Vitae (CV)

2007 (\$12,000/one year)

Role: Co-Principal Investigator

Agency: Arizona State University, Mary Lou Fulton Teachers College, Internal Research Grant

Study: *Hybrid courses, student achievement, and indicators of instructional impact*

2006 (\$12,000/one year)

Role: Co-Principal Investigator

Agency: Arizona State University, Mary Lou Fulton Teachers College, Internal Research Grant

Study: *The validation of a new instructor/course evaluation instrument*

2006 (\$15,600/one year)

Role: Co-Principal Investigator

Agency: Arizona State University, Mary Lou Fulton Teachers College, Internal Research Grant

Study: *Evaluating hybrid course design*

2005 (\$3,600/one year)

Role: Principal Investigator

Agency: Arizona State University, Mary Lou Fulton Teachers College, Internal Research Grant

Study: *The residual effects of National Board Certified Teachers*

**International  
Conference  
Presentations**

Amrein-Beardsley, A. (2016, discussant). *Global perspectives on market-based teacher accountability policies*. Symposium presented at the 2016 annual convention of the European Educational Research Association (EERA), Dublin, Ireland.

Amrein-Beardsley, A., Paufler, N. A., & Holloway-Libell, J. (2016). *Inside the Academy: Bridging the gap between “the distinct contributions of educational research and researchers.”* Paper presented at the 2016 annual convention of the European Educational Research Association (EERA), Dublin, Ireland.

Pivovarova, M., & Amrein-Beardsley, A. (2014). *The 17 articles in AERA journals on value-added models (VAMs): Current consensus and a non-consensual divide*. Paper presented at the 2014 annual convention of the World Education Research Association (WERA), Edinburgh, Scotland.

Amrein-Beardsley, A., & \*Holloway-Libell, J. (2014). *Value-added models (VAMs): Deconstructing the “heroic” assumptions*. Paper presented at the 2014 annual convention of the World Education Research Association (WERA), Edinburgh, Scotland.

\*Holloway-Libell, J., & Amrein-Beardsley, A. (2014). *The importance of peer-review: Cases in point*. Paper presented at the 2014 annual convention of the World Education Research Association (WERA), Edinburgh, Scotland.

Amrein-Beardsley, A., \*Paufler, N. A., & \*Holloway-Libell, J. (2014). *Helping to bridge the gap between research, policy, and practice: Inside the Academy, its global presence, and its potential for impact*. Paper at the 2014 annual convention of the World Education Research Association (WERA), Edinburgh, Scotland.

**National  
Invited  
Addresses**

Amrein-Beardsley, A. (2017). *High-stakes tests for student- and teacher-level accountability*. Nevada Committee on Education, Regarding Nevada’s Educator Performance Framework and AB 212: *Prohibits the use of pupil achievement data to evaluate employees of a school district*.



Amrein-Beardsley, A. (2016). *Teacher evaluation, accountability, and value-added models (VAMs)*. University of Connecticut, Storrs, CT.

Amrein-Beardsley, A. (2015). *Teacher evaluation and accountability: In general and in Oklahoma*. Oklahoma House Education Committee: Oklahoma House Legislative Interim Study on Teacher and Leader Effectiveness at the Capitol, Oklahoma City, OK.

Amrein-Beardsley, A. (2015). *Value-added models (VAMs) and teacher evaluation/accountability: Law and trial implications*. Invited speaker at the 2015 National Organization of Lawyers for Education Associations (NOLEA) Conference, Austin, TX.

Amrein-Beardsley, A. (2015). *Value-added models (VAMs) and teacher evaluation/accountability*. Oklahoma House Education Committee: Oklahoma House Legislative Interim Study on Teacher and Leader Effectiveness at the Capitol, Oklahoma City, OK.

Amrein-Beardsley, A. (2015). *Critical perspectives on assessment-based accountability*. Invited speaker at New Mexico State University's Borderlands Writing Project Conference, Las Cruces, NM.

Amrein-Beardsley, A. (2014). *Value-Added Models (VAMs): Research-based issues and concerns as evidenced in policy and practice*. Invited speaker at the 2014 American Federation of Teachers (AFT) Lawyers' Conference, Washington DC.

Amrein-Beardsley, A. (2013). *On the representation of teachers and schools in the media: Waiting for Superman, The Inconvenient Truth Behind Waiting for Superman, and The Lottery*. Invited speaker at the Presidential Session of the 2013 Film Festival at the annual convention of the American Educational Research Association (AERA), San Francisco, CA.

Amrein-Beardsley, A. (2012). *Value-added models (VAMs) in the context of teacher evaluation*. Featured speaker at the University of Arizona-sponsored High-Stakes Teacher Evaluation: High Cost — Big Losses conference, Tucson, AZ.

Amrein-Beardsley, A. (2012). *Degrees of cheating and the prevention of testing irregularities*. Featured speaker at the US Department of Education (USDOE) Symposium on the Prevention of Irregularities in Academic Testing.

Amrein-Beardsley, A. (2011). *The SAS® Education Value-Added Assessment System (EVAAS®): Its intended and unintended effects*. Featured speaker at the US Education Senate Committee Briefing on Getting Teacher Evaluation Right: A Challenge for Policy Makers with Linda Darling-Hammond, Ed Haertel, & Jesse Rothstein, Washington, DC.

Amrein-Beardsley, A. (2010). *The Education Value-Added Assessment System in the Houston Independent School District*. Featured speaker at the annual meeting of the Houston Federation of Teachers (HFT).

Amrein-Beardsley, A. (2005). *No Child Left Behind: Testing "Stronger Accountability for Results."* Featured speaker at the annual convention of the Southeast Civil Rights Association, Nashville, TN.

Amrein-Beardsley, A. (2005). *Highly qualified or highly effective?* Featured speaker at the annual conference of the New Jersey Chamber of Commerce, Woodbridge, NJ.

Amrein-Beardsley, A. (2003). *The intended and unintended consequences of high-stakes tests*. Featured Speaker at the annual convention of the California Educational Research Association (CERA), San Francisco, CA.

Amrein-Beardsley, A. (2003). *The impact of high-stakes tests on academic achievement and schools*. Featured speaker at the annual convention of the International Association for Cognitive Education and Psychology, Seattle, WA.

Amrein, A. L. (2000). *Asymmetry in dual language practice: Assessing imbalance in a program promoting equality*. Featured speaker at the National Bilingual Immersion Conference, Long Beach, CA.

**National  
Conference  
Presentations**

\*Sowl, S., Collins, C., & Amrein-Beardsley, A. (under review). *Teaching and learning to enhance evaluation practices: Striving to optimize student learning outcomes by blending evaluation theory and application*. Paper under review for presentation at the Annual Meeting of American Evaluation Association (AEA), Washington, D.C.

Amrein-Beardsley, A. (2017, chair). *Global perspectives on market-based teacher accountability policies and practices*. Symposium to be presented at the annual convention of the American Educational Research Association (AERA), San Antonio, TX.

Amrein-Beardsley, A. (2017, chair). *Key teacher evaluation/ accountability system components: Using diverse methods to inform practice and policy*. Symposium to be presented at the annual convention of the American Educational Research Association (AERA), San Antonio, TX.

Amrein-Beardsley, A., & \*Close, K. (2017). *Teacher value-added systems “at issue” across U.S. courts: Critical measurement issues*. Paper to be presented at the annual convention of the American Educational Research Association (AERA), San Antonio, TX.

Amrein-Beardsley, A., Ganesh, T., & Lawton, K. (2017). *Methodological concerns and challenges with evaluating teacher education programs*. Paper to be presented at the annual convention of the American Educational Research Association (AERA), San Antonio, TX.

Amrein-Beardsley, A., & \*Geiger, T. (2017). *Potential sources of invalidity when using value-added estimates: Artificial inflation, deflation, and conflation*. Paper to be presented at the annual convention of the American Educational Research Association (AERA), San Antonio, TX.

\*Baca, E. C., & Amrein-Beardsley, A. (2017). *Unpacking the schooling experiences and post-secondary academic trajectories of undocumented Latina/o high school students in Arizona*. Paper submitted for presentation at the annual convention of the American Educational Research Association (AERA), San Antonio, TX.

\*Geiger, T., & Amrein-Beardsley, A. (2017). *The Education Value-Added Assessment System (EVAAS): Methodological issues, and implications for policy and practicality*. Paper to be presented at the annual convention of the American Educational Research Association (AERA), San Antonio, TX.

\*Geiger, T., & Amrein-Beardsley, A. (2017). *The impact of a high school dropout prevention program sponsored by the National Basketball Association*. Paper to be presented at the annual convention of the American Educational Research Association (AERA), San Antonio, TX.

\*Lavery, M. R., Hahs-Vaughn, D., Sivo, S. A., Bai, H., & Amrein-Beardsley, A. (2017). *A priori analysis of error rates in value added models*. Paper to be presented at the annual convention of the American Educational Research Association (AERA), San Antonio, TX.

Pauffer, N. A., & Amrein-Beardsley, A. (2017). *Scholars in the public forum: Increasing online access to research, informing policy, and improving practice*. Paper to be presented at the annual convention of the American Educational Research Association (AERA), San Antonio, TX.

Kwon, J. Y., Kulinna, P. H., van der Mars, H., Amrein-Beardsley, A., & Koro-Ljungberg, M. (2017). *CSPAP preparation in physical education teacher education programs*. Paper presented at the National SHAPE America Convention, Boston, MA.

Kwon, J. Y., Kulinna, P. H., van der Mars, H., Koro-Ljungberg, M., Amrein-Beardsley, A., & Norris, J. (2017). *PETE students' perceptions about preparation of CSPAP*. Paper presented at the National SHAPE America Convention, Boston, MA.

Fu, H., Wang, B., & Amrein-Beardsley, A. (2016). *Examining the nuanced factors of teacher evaluation designs from multilevel multisite longitudinal databases*. Paper presented at the Annual Meeting of American Evaluation Association (AEA), Atlanta, GA.

Amrein-Beardsley, A., & \*Geiger, T. (2016). *Potential sources of invalidity when using value-added estimates: Artificial inflation, deflation, and conflation*. Paper presented at the annual meeting of the University Council for Educational Administration (UCEA), Detroit, MI.

\*Geiger, T. J., & Amrein-Beardsley, A. (2016). *The Education Value-Added Assessment System (EVAAS): Methodological issues, and implications for policy and pragmatism*. Paper presented at the annual meeting of the University Council for Educational Administration (UCEA), Detroit, MI.

Pauffer, N. A., & Amrein-Beardsley, A. (2016). *Research to prepare teachers and school leaders for educational renewal: John Goodlad's twenty postulates*. Paper presented at the annual meeting of the University Council for Educational Administration (UCEA), Detroit, MI.

Pauffer, N. A., & Amrein-Beardsley, A. (2016). *The research we need to prepare teachers for educational renewal within current contexts of accountability: Reflecting upon John Goodland's twenty postulates*. Paper presented at the annual meeting of the National Network for Educational Renewal (NNER), Arlington, TX.

Amrein-Beardsley, A. (2016, chair). *Evaluating the validity evidence surrounding the use of standardized test scores for teacher evaluation/accountability*. Paper presented at the annual convention of the American Educational Research Association (AERA), Washington, DC.

\*Montana Cirell, A., Amrein-Beardsley, A., \*Holloway-Libell, J., \*Hays, A., & \*Chapman, K. (2016). *Teacher expertise, democracy, and "rational" observational systems for teacher evaluation and accountability*. Paper presented at the annual convention of the American Educational Research Association (AERA), Washington, DC.

Norris, J., van der Mars, H., Kulinna, P., Amrein-Beardsley, A., & Kwon, J. (2016). *A document analysis of physical education teacher evaluation systems*. Paper presented at the National Society of Health and Physical Educators (SHAPE) America Convention, Minneapolis, MN.

Norris, J., van der Mars, H., Kulinna, P., Amrein-Beardsley, A., & Kwon, J. (2016). *Administrators' perceptions of physical education teacher evaluation*. Paper presented at the Southern District Society of Health and Physical Educators (SHAPE) America Convention, Williamsburg, VA.

Pauffer, N. A., & Amrein-Beardsley, A. (2016). Classics and contemporaries: The "top ten" books recommended by some of the finest in the education academy. Paper presented at the annual convention of the Academy for Educational Studies, Critical Questions in Education Conference, San Antonio, TX.

Amrein-Beardsley, A. (2015, chair). *Educational policy and social in/justice: Examining the effects of student growth measures in educator evaluations*. Paper presented at the annual convention of the University Council for Educational Administration (UCEA), San Diego, CA.

\*Geiger, T. J., & Amrein-Beardsley, A. (2015). *An evaluation of a National Basketball Association (NBA) funded intervention program in an urban high school*. Paper presented at the annual convention of the American Evaluation Association (AEA), Chicago, IL.

Amrein-Beardsley, A., & Pivovarova, M. (2015). *Experts on value-added models (VAMs) and a prevalent methodological divide*. Paper presented at the annual conference of the American Educational Research Association (AERA), Chicago, IL.

Amrein-Beardsley, A. (2015). *Value-added models (VAMs): Applied research to inform educational practice and policy*. Symposium presented at the annual conference of the American Educational Research Association (AERA), Chicago, IL.

Pivovarova, M., & Amrein-Beardsley, A. (2015). *Student growth percentiles (SGPs): Testing for validity and reliability*. Paper presented at the annual conference of the American Educational Research Association (AERA), Chicago, IL.

Pivovarova, M., & Amrein-Beardsley, A. (2015). *Student Growth Percentiles (SGPs): Testing for validity and reliability*. Paper presented at the annual conference of the National Council on Measurement in Education (NCME), Chicago, IL.

Pivovarova, M., & Amrein-Beardsley, A. (2015). *Student Growth Percentiles (SGPs): Testing for validity and reliability*. Paper presented at the annual conference of the Association for Education Finance and Policy (AEFP), Washington DC.

Amrein-Beardsley, A., & Pivovarova, M. (2015). *The education professions' experts on value-added models (VAMs) and their perspectives on the "great divide."* Paper presented at the annual convention of the American Association of Colleges for Teacher Education (AACTE), Atlanta, GA

Amrein-Beardsley, A., & \*Holloway-Libell, J. (2015). *Value-added models (VAMs), VAM-based assumptions, and implications for administrators and teachers*. Paper presented at the annual convention of the American Association of Colleges for Teacher Education (AACTE), Atlanta, GA.

Amrein-Beardsley, A. (2014). *Designing an ongoing evaluation program for two university Ph.D. programs in transition*. Paper presented at the annual convention of the American Evaluation Association (AEA), Denver, CO.

Amrein-Beardsley, A., & \*Holloway-Libell, J. (2014). *An examination of the claims and assumptions surrounding value-added models (VAMs)*. Paper presented at the annual convention of the American Evaluation Association (AEA), Denver, CO.

Amrein-Beardsley, A. (2014). *Value-added use: Applied research to inform practice and (hopefully) educational policy*. Paper presented at the annual convention of the American Educational Research Association (AERA), Philadelphia, PA.

Lawton, K., Amrein-Beardsley, A., & Barnard, W. M. (2014). *Using value-added models for evaluating teacher preparation program effectiveness*. Paper presented at the annual convention of the American Educational Research Association (AERA), Philadelphia, PA.

Amrein-Beardsley, A. & \*Holloway-Libell, J. (2014). *VAMBoozled! Deconstructing the assumptions behind value-added*. Paper presented at the annual convention of the American Educational Research Association (AERA), Philadelphia, PA.

\*Paufler, N. A., & Amrein-Beardsley, A. (2014). *The random assignment of students into classrooms: Implications for value-added analyses and schools of education*. Paper presented at the annual convention of the American Association of Colleges for Teacher Education (AACTE), Indianapolis, IN.

Lawton, K., Amrein-Beardsley, A., Barnard, W. M., & Polasky, S. A. (2014). *The use of value-added models to evaluate teacher education programs*. Paper presented at the annual convention of the American Association of Colleges for Teacher Education (AACTE), Indianapolis, IN.

\*Holloway-Libell, J., \*Paufler, N. A., & Amrein-Beardsley, A. (2014). *Using technology to bridge research and practice: Implications for colleges of teacher education*. Paper presented at the annual convention of the American Association of Colleges for Teacher Education (AACTE), Indianapolis, IN.

\*Collins, C., & Amrein-Beardsley, A. (2013). *Blending theory and practice into a new program evaluation course: How to design a meaningful and applicable curriculum for graduate students in the 21st century*. Paper presented at the annual convention of the American Evaluation Association (AEA), Washington, DC.

King, A., & Amrein-Beardsley, A. (2013). *Evaluating the senior year residency experience in an innovative teacher preparation program*. Paper presented at the annual convention of the American Evaluation Association (AEA), Washington, DC.

Amrein-Beardsley, A. (2013, chair). *Value-added under Arizona's state-mandated evaluation framework: Content, concurrent, and consequential levels of validity*. Panel presentation at the annual convention of the American Educational Research Association (AERA), San Francisco, CA.

Polasky, S. A., Amrein-Beardsley, A., Tate, P., & Pistor, M. (2013). *The Northwest Evaluation Association's Measures of Academic Progress (NWEA): Validation of a potential value-added measure for the primary grades*. Paper presented at the annual convention of the American Educational Research Association (AERA), San Francisco, CA.

\*Collins, C., & Amrein-Beardsley, A. (2013). *Houston, we have a problem: Exposure to EVAAS can be hazardous*. Paper presented at the annual convention of the American Educational Research Association (AERA), San Francisco, CA.

\*Paufler, N. A., \*Holloway-Libell, J., & Amrein-Beardsley, A. (2013). *Answering the call for education informatics: Connecting theory, research, and practice through an online educational historiography*. Paper presented at the annual convention of the American Educational Research Association (AERA), San Francisco, CA.

\*Paufler, N. A., & Amrein-Beardsley, A. (2013). *The random assignment of students to classrooms: Implications for value-added analyses and interpretations*. Paper presented at the annual convention of the American Educational Research Association (AERA), San Francisco, CA.

\*Collins, C., & Amrein-Beardsley, A. (2013). *A national overview of growth and value-added models*. Paper presented at the annual convention of the American Association of Colleges for Teacher Education (AACTE), Orlando, FL.

Polasky, S. A., & Amrein-Beardsley, A. (2013). *One university meeting one district's research needs: Validating a growth and evaluation tool for K-2 students and teachers*. Paper presented at the annual convention of the American Association of Colleges for Teacher Education (AACTE), Orlando, FL.

\*Collins, C., Polasky, S. A., Amrein-Beardsley, A., & Roach, A. (2012). *Value-added and growth models in education: What do teachers, schools, and districts need to know*. Paper presented at the annual convention of the American Evaluation Association (AEA), Minneapolis, MN.

Amrein-Beardsley, A. (2012, chair). *Value-added in Arizona: Specifics, statistics, and impact*. Panel presentation at the annual convention of the American Educational Research Association (AERA), Vancouver, Canada.

\*Collins, C., & Amrein-Beardsley, A. (2012). *Putting growth and value-added models on the map*. Paper presented at the annual convention of the American Educational Research Association (AERA), Vancouver, Canada.

\*Collins, C., & Amrein-Beardsley, A. (2012). *To know is not enough: A case-study on the transparency-vaulted EVAAS model and its impact on teaching practices*. Paper presented at the annual convention of the American Educational Research Association (AERA), Vancouver, Canada.

\*Collins, C., & Amrein-Beardsley, A. (2012). *The SAS Education Value-Added Assessment System (SAS® EVAAS®): Its intended and unintended effects in a major urban school system*. Paper presented at the annual convention of the American Educational Research Association (AERA), Vancouver, Canada.

Amrein-Beardsley, A., & \*Collins, C. (2012). *The ground-level impact of attaching consequences to value-added in Houston*. Paper presented at the annual convention of the American Association of Colleges for Teacher Education (AACTE), Chicago, IL.

Amrein-Beardsley, A., Haladyna, T., & Polasky, S. A. (2012). *Imagining a new system: Using multiple measures and inter-indicator consistency to measure value-added*. Paper presented at the annual convention of the American Association of Colleges for Teacher Education (AACTE), Chicago, IL.

Amrein-Beardsley, A. (2011). *Value-added*. Invited to discuss panel session about value-added modeling at the annual convention of the American Educational Research Association (AERA), New Orleans, LA.

Barnett, J. H., & Amrein-Beardsley, A. (2011). *Strengthening the pipeline: Reforming teacher education for the public*. Paper presented at the annual convention of the American Educational Research Association (AERA), New Orleans, LA.

Amrein-Beardsley, A., Osborn Popp, S., & Toth, M. (2011). *The validity of an instructor observation protocol for professional development*. Paper presented at the annual convention of the American Educational Research Association (AERA), New Orleans, LA.

Amrein-Beardsley, A., & Barnett, J. H. (2011). *Rethinking district-university partnerships: Working from the inside out*. Paper presented at the annual convention of the American Educational Research Association (AERA), New Orleans, LA.

Barnett, J. H., & Amrein-Beardsley, A. (2011). *District-university partnerships based on district needs*. Paper presented at the annual convention of the American Association of Colleges for Teacher Education (AACTE), San Diego, CA.

Barnett, J.H., Amrein-Beardsley, A., Turchi, L., Beal, S., Linder, A., & Tseunis, P. (2011). *Bridging the divide: Comprehensive school reform through university-district partnership*. Paper presented at the annual convention of the American Association of Colleges for Teacher Education (AACTE), San Diego, CA.

Duggan, M. A., Barnett, J. H. & Amrein-Beardsley, A. (2011). *The teacher pipeline: Reforming a statewide teacher preparation system*. Paper presented at the annual convention of the American Association of Colleges for Teacher Education (AACTE), San Diego, CA.

Amrein-Beardsley, A., & Barnett, J. H. (2011). *What is added with value-added? Steps to selecting the proper system*. Paper presented at the annual convention of the American Association of Colleges for Teacher Education (AACTE), San Diego, CA.

Painter, S., Amrein-Beardsley, A., Buss, R., Carlson, D., Perry, N., & Puckett, K. (2010). *Making a difference locally: Graduates evaluate the action research dissertation in an innovative Ed.D. program*. Paper presented at the annual convention of the American Educational Research Association (AERA), Denver, CO.

Perry, N., Amrein-Beardsley, A., Carlson, D., Foulger, T., Olson, K., & Zambo, D. (2010). *Examining the complexities of curricular reform in the educational doctorate*. Paper presented at the annual convention of the American Educational Research Association (AERA), Denver, CO.

Osborn Popp, S. E., Amrein-Beardsley, A., Toth, M. (2010). *Investigating the effectiveness of the Reformed Teaching Observation Protocol in a college of education: A many-faceted Rasch analysis*. Paper presented at the 15th International Objective Measurement Workshop.

Barnett, J. H., & Amrein-Beardsley, A. (2009). *Preparing educators for the new world: Making data informed decisions to create sustainable change*. Paper presented at the annual convention of the American Association of Colleges of Teacher Education (AACTE), Atlanta, GA.

Amrein-Beardsley, A. (2009). *Evaluating the impact of NCLB on arts and culture organizations partnering with public schools*. Paper presented at the annual convention of the American Educational Research Association (AERA), San Diego, CA.

Hansen, C., Carter, H., & Amrein-Beardsley, A. (2009). *Beyond rhetoric: Examining teacher preparation programs for Teach for America via disciplined inquiry*. Paper presented at the annual convention of the American Educational Research Association (AERA), San Diego, CA.

Toth, M., & Amrein-Beardsley, A. (2009). *The right to evaluate: Increasing student access through online course evaluations*. Paper presented at the annual convention of the American Educational Research Association (AERA), San Diego, CA.

Amrein-Beardsley, A., Barnett, J., & Koerner, M. (2009). *A process to help conceptualize and measure teacher preparation program impact*. Paper presented at the annual convention of the American Association of Colleges of Teacher Education (AACTE), Chicago, IL.

Carter, H., Hansen, C., & Amrein-Beardsley, A. (2009). Working together: Teach For America and teacher preparation - the Ying/Yang partnership. Paper presented at the First National Conference on What Works in Education Partnerships, Phoenix, AZ.

Foulger, T. S., Toth, M. & Amrein-Beardsley, A. (2008). *Tapping the potential of anomalies: Using student concerns to refine hybrid course delivery*. Paper presented at the annual convention of the American Educational Research Association (AERA), New York, NY.

Toth, M., Foulger, T. S., & Amrein-Beardsley, A. (2008). *Examining the changes in student and instructor learning experiences initiated through hybrid instruction*. Paper presented at the annual convention of the American Educational Research Association (AERA), New York, NY.

Amrein-Beardsley, A. (2007). *The recruitment of expert teachers in high-needs schools*. Paper presented at the annual convention of the American Educational Research Association (AERA), Chicago, IL.

Toth, M., Amrein-Beardsley, A., & Foulger, T. S. (2007). *Developing a hybrid degree program: Using data to inform quality decisions*. Paper presented at the annual convention of the American Educational Research Association (AERA), Chicago, IL.

Amrein-Beardsley, A., Foulger, T. S., & Toth, M. (2007). *Using student and instructor data to develop a hybrid degree program*. Paper presented at the annual convention of the American Association of Colleges for Teacher Education (AACTE), New York, NY.

Amrein-Beardsley, A. (2006). *The residual effects of National Board Certified Teachers*. Paper presented at the annual convention of the American Educational Research Association (AERA), San Francisco, CA.



Amrein, A. L., & Berliner, D. C. (2003). *A state-by-state analysis of the impact of high-stakes accountability policies on academic performance*. Paper presented at the annual convention of the American Educational Research Association (AERA), Chicago, IL.

Amrein, A. L., & Berliner, D. C. (2003). *High school graduation exams: The dropout rate, the graduation rate, and the rate by which students take the General Education Diploma (GED)*. Paper presented at the annual convention of the American Educational Research Association (AERA), Chicago, IL.

Amrein, A. L., & Berliner, D. C. (2002). *High stakes states burning at the high stakes stake: An archival time series analysis of the effects of high stakes testing*. Paper presented at the annual convention of the American Educational Research Association (AERA), New Orleans, LA.

Amrein, A. L., & Berliner, D. C. (2002). *The positive and negative consequences of high school graduation exams: An archival time series analysis*. Paper presented at the annual convention of the Sociology of Education Association Annual Meeting (SEA), Monterey, CA.

Amrein, A. L. (2000). *School support programs: Implications for school leadership and the empowerment of economically disadvantaged students*. Paper presented at the annual convention of the University Council for Educational Administration (UCEA), Albuquerque, NM.

Amrein, A. L. (2000). *Dual language asymmetry: Symbolic inequalities*. Paper presented at the annual convention of the American Educational Research Association (AERA), New Orleans, LA.

**Local  
Invited  
Addresses**

Amrein-Beardsley, A., & Berliner, D. C. (2017). *Assessment literacy for Arizona*. Joint Seminar sponsored by the Valley Interfaith Project, Mary Lou Fulton Teachers College, Scottsdale Education Agency. Scottsdale United Methodist Church, Scottsdale, AZ.

Amrein-Beardsley, A. (2017). American Evaluation Association (AEA) Spring Break at the Arizona State Capitol, Senate Building. Phoenix, AZ.

Amrein-Beardsley, A. (2017). *Developing a scholarly identity: An herstorical perspective*. Invited speaker for a Preparing Future Faculty Workshop, Tempe, AZ.

Amrein-Beardsley, A. (2016). *High-stakes testing as a social justice issue*. Invited speaker for the WokePhoenix Teachers of Color Conference, Tempe, AZ.

Amrein-Beardsley, A. (2016). *Use-inspired research in educational policy and practice*. Invited speaker for the edXcafe series on “What it takes to make educational research usable?” Phoenix, AZ.

Amrein-Beardsley, A. (2015). *High-stakes testing: A (p)relevant social justice issue*. Invited speaker at the Arizona Hispanic Community Forum (AHCF) Conference, Phoenix, AZ.

Amrein-Beardsley, A. (2014). *ReThinking value added in education*. Invited speaker at the Arizona Ready for Rigor Grant’s Excellence in Education Conference, Phoenix, AZ.

Amrein-Beardsley, A. (2014). *Rethinking value-added models in education: Critical perspectives on tests and assessment-based accountability*. Featured speaker at the edXchange Saturday Seminar Series, Arizona State University, Tempe, AZ.

Amrein-Beardsley, A. (2013). *Caveat emptor: Value-added models (VAMs) and the evaluation of teacher effectiveness*. Featured speaker at the Advances in Learning Lecture (ALL) Series, Learning Sciences Institute, Arizona State University, Tempe, AZ.

Amrein-Beardsley, A. (2011). *Green eggs and VAM: Putting a fork into value-added modeling*. Featured speaker at the Arizona Education Association (AEA) Professional Development Conference, Phoenix, AZ.

Amrein-Beardsley, A. (2011). *Holding teachers accountable for the value they add*. Featured speaker at the University of Arizona's Professional Preparation Board, Tucson, AZ.

Amrein-Beardsley, A. (2011). *Holding teachers accountable for the value they add*. Featured speaker at the Arizona Department of Education (ADE), Phoenix, AZ.

Amrein-Beardsley, A. (2009). *Value added assessment*. Featured speaker at the annual convention of the Arizona Educational Research Organization (AERO), Phoenix, AZ.

Amrein-Beardsley, A. (2005). *Putting "Stronger Accountability for Results" to the test*. Featured speaker at the annual seminar series at Arizona State University, Phoenix, AZ.

Amrein-Beardsley, A. (2005). *What research says about the impact of NBCTs on student achievement and leadership*. Featured Speaker at the annual convention of the Arizona Education Association (AEA), Mesa, AZ.

**Local  
Conference  
Presentations**

Fu, H., Lawton, K., Amrein-Beardsley, A., & Barnard, W., (2015). *Mixing it up: Combining interviews and surveys into sound mixed method evaluations*. Paper presented at the annual conference of the Arizona Educational Research Organization (AERO), Tempe, AZ.

Amrein-Beardsley, A. (2015). *Using "bins" to organize the literatures*. Teachers College Doctoral Council Professional Learning Day, Tempe, AZ.

Amrein-Beardsley, A., & Polasky, S. A. (2011). *Green eggs and VAM: Pitches, glitches, and stitches*. Paper presented at the School Reform and School Leadership Conference, Tempe, AZ.

\*Collins, C., & Amrein-Beardsley, A. (2011). *The effect of the Education Value-Added Assessment System (EVAAS) on teaching practices and the profession*. Paper presented at the annual conference of the Arizona Educational Research Organization (AERO), Tucson, AZ. [Winner – Best Paper Award]

Amrein-Beardsley, A. (2004). *Nationally Board Certified Teachers: Improving student achievement*. Paper presented at the annual convention of the Arizona Educational Research Organization (AERO), Tempe, AZ.

Amrein-Beardsley, A. (2004). *High-stakes test effects*. Poster presented at the annual Faculty Research Poster Session at Arizona State University, Phoenix, AZ.

Amrein-Beardsley, A. (2004). *National Board Certified Teachers: Improving student achievement*. Poster presented at the annual Faculty Research Poster Session at Arizona State University, Phoenix, AZ.

Amrein, A. L. (2001). *High stakes tests putting the nation at risk: An archival time series analysis*. Paper presented at the annual convention of the Arizona Educational Research Organization (AERO), Phoenix, AZ.

Amrein, A. L. (2001). *The side-effects of high stakes tests: Retentions, dropouts, and General Education Diplomas (GEDs)*. Paper presented at the annual convention of the Arizona Educational Research Organization (AERO), Phoenix, AZ.

## Teaching

Fall 2016

Applied Program Evaluation (EPA 598) - Masters Level  
Student evaluation average = 3.8 (out of 4.0, college mean  $\approx$  3.5)

Spring 2015-present

Advanced Quantitative Methods (TEL 701) - Doctoral Level  
Course evaluation average = 3.9 (out of 4.0, college mean  $\approx$  3.5)

Fall 2014-Spring 2016

Advanced Research Methodologies (EPA 691) – Doctoral Level<sup>10</sup>  
Student evaluation average = 3.9 (out of 4.0, college mean  $\approx$  3.5)

Spring 2008-2014

Applied Mixed Methods of Inquiry (TEL 713) - Doctoral Level  
Course evaluation average = 3.7 (out of 4.0, college mean  $\approx$  3.5)

Spring 2008-2014

Assessment Policies, Issues, and Practices (TEL 701) - Doctoral Level  
Course evaluation average = 3.7 (out of 4.0, college mean  $\approx$  3.5)

Spring 2014

Applied Research Project (DCI 593) – Masters Level  
Student evaluation average = 3.9 (out of 4.0, college mean  $\approx$  3.5)

Spring 2014

Program Evaluation (EPA 691) - Doctoral Level  
Student evaluation average = 3.8 (out of 4.0, college mean  $\approx$  3.5)

Fall 2007-Spring 2012

Research/Dissertation Credits (TEL 792/799) - Doctoral Level  
Course evaluation average = 3.7 (out of 4.0, college mean  $\approx$  3.5)

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<sup>10</sup> Doctoral student publications that have resulted from this course:

- Amrein-Beardsley, A., \*Holloway-Libell, J., \*Montana Cirell, A., \*Hays, A., & \*Chapman, K. (2015). "Rational" observational systems of educational accountability and reform. *Practical Assessment, Research and Evaluation (PARE)*, 20(17). Retrieved from <http://pareonline.net/getvn.asp?v=20&n=17>
- Hays, A. (2016). Using young adult (YA) literature in a classroom: How does YA literature impact writing literacies. *Study and Scrutiny: Research on Young Adult Literature*, 2(1), 53-86. Retrieved from <https://journals.shareok.org/studyandscrutiny/article/view/205>
- Tran, K. M. (in press) Her story was complex: A twine workshop for ten to twelve year-old girls. *E-learning and Digital Media*.

Fall 2004-Spring 2009

Classroom (Educational) Assessment (TEL 314) – Bachelors/Masters Level

Course evaluation average = 3.7 (out of 4.0, college mean  $\approx$  3.5)

**Students  
Advised &  
Mentored**

Fall 2016-present

Research Supervisor

- Kevin Close

2013-2015 – Post-Doctoral Supervisor

- Nicole Blalock

2010-Present – PhD Dissertation Chair

- Tray Geiger (in progress)
- Aaron Bryant (in progress)
- Jessica Holloway-Libell, graduated fall 2014, Dissertation: *Teacher Evaluation Systems: How Teachers and Teacher Quality are (Re)Defined by a Market-Based Discourse*.  
\*Recipient of the ASU Graduate College's Graduate Education Completion Dissertation Fellowship. Position Fall 2015: Assistant Professor of Educational Leadership, Kansas State University.
- Noelle Paufler, graduated fall 2014, *Investigating a Teacher Evaluation System: School Administrator and Teacher Perceptions of the System's Standards of Effectiveness*. Position Fall 2015: Assistant Professor of Educational Leadership, University of North Texas.
- Clarin Collins, graduated fall 2012, Dissertation: *Houston, we have a problem: Studying the SAS Education Value-Added Assessment System (EVAAS) from teachers' perspectives in the Houston Independent School District (HISD)*. Current Position: Research and Evaluation Officer, The Virginia G. Piper Charitable Trust, Phoenix, AZ

2013-Present – PhD Dissertation Committee Member

- Anna Montana Cirell, expected graduation fall 2017, Dissertation: *Examining Brazil's Changing Landscape of Digital Equity*
- Katie Ronan, expected graduation fall 2017, Dissertation: *Teacher education policy: Federal use of empirical research to inform policy*.
- Evelyn Baca, expected graduation fall 2017, Dissertation: *Understanding the dynamics of Arizona's restrictive language policies: A comparative case-study of two sixth grade classrooms at a dual language school*
- Constantin Schreiber, graduated spring 2017, Dissertation: *The framing of community in high school guiding statements: A comparative analysis of traditional public schools and charter schools*.
- Laura Gomez, graduated fall 2016, Dissertation: *Political, economic, and social trends impacting dual language policies*.
- Matthew Lavery (University of Central Florida), graduated spring 2016, Dissertation: *A priori analysis of error and bias caused by failing to model peer and compositional effects in value-added models*.
- Ja Youn Kwon, graduated spring 2016, Dissertation: *How current physical education teacher education programs prepare pre-service teachers for Comprehensive School Physical Activity Programs (CSPAP)*.
- Michael Silver, graduated spring 2015, Dissertation: *Ready or not: Student perceptions of the college readiness binary and Arizona Move On When Ready*
- Jason Norris, graduated fall 2014, Dissertation: *Teacher evaluation in the physical education sciences*.

2007-Present – EdD Dissertation Chair

- Ed Sloat (Co-Chair), graduated spring 2015, Dissertation: *Examining the Validity of a State Policy-Directed Framework for Evaluating Teacher Instructional Quality: Informing Policy, Impacting Practice*. Awarded the American Educational Research Association (AERA), Division H (Research, Evaluation, and Assessment in Schools), Outstanding Dissertation Award, 2016.
- Robert Benson, graduated spring 2011, Dissertation: *Creating knowledge about arts integration practices within collaborative learning spaces*. Current Position: Principal, Foothills Fine Arts Academy, Peoria, AZ.
- Michael Cagle, graduated spring 2009, Dissertation: *“Read Well” as an intensive intervention for at-risk 2nd graders*. Current Position: Principal, Rainbow Valley Elementary, Goodyear, AZ
- José Cisneros, graduated spring 2009, Dissertation: *A community intervention strategy to increase resilience*. Current Position: Computer Services Coordinator, Phoenix Community College, Phoenix, AZ
- Deborah Holgate, graduated spring 2009, Dissertation: *Instructional strategies for Native American English Language Learners (NA-ELLs) in a reading context*. Current Position: Unknown.
- Daniel McCloy, graduated spring 2011, Dissertation: *Learning teaching*. Current Position: English Teacher, Glendale High School, Glendale, AZ
- Michele Mosco, graduated spring 2009, Dissertation: *Influencing young women to pursue a career in the creative information technologies*. Current Position: Instructional Technology and Research Specialist, ASU, Tempe, AZ
- Jennifer Robinson, graduated spring 2011, Dissertation: *Supporting National Board Candidates via cognitive coaching conversations*. Current Position: Principal, Maricopa Elementary School, Maricopa, AZ
- Brent Sebold, graduated spring 2011, Dissertation: *Leveraging faculty and peer leaders to promote commuter student co-curricular engagement: A collegiate retention intervention study*. Current Position: Director of the Startup Center, Ira A. Fulton Schools of Engineering, ASU, Tempe, AZ
- Anne Suzuki, graduated spring 2009, Dissertation: *No Freshmen Left Behind: An evaluation of the Pathways Summer Bridge Program*. Current Position: Assistant Dean of Enrollment Services, New College of Interdisciplinary Arts and Sciences, ASU, Tempe, AZ
- Kerri Wright, graduated spring 2011, Dissertation: *Facilitating collaboration at the high school level while focusing on data*. Current Position: Principal, Arizona Connections Academy, Online, AZ.

2002-Present – EdD Dissertation Committee Member

- Lessita Villa, graduated spring 2017, Dissertation: *Teachers taking action with student perception survey data*.
- Kaseylyn Romero, graduated spring 2017, Dissertation: *Examining the Effect of Club Aspire on Low Achieving Middle School Students*.
- Sharon Rideau, graduated spring 2009, Dissertation: *Teachers’ cheating on standardized achievement tests: The causes and the perceived effects*.
- Leslie Vandervoort, graduated spring 2004, Dissertation: *National Board Certified Teachers and their students’ achievement*.

**Professional Service<sup>11</sup>**

2016-present

Lead Editor – *Education Policy Analysis Archives (EPAA)*

2016-present

Editorial Review Board – *Journal of Research on Organization in Education*

2013-present

Editorial Review Board – *Journal of Teacher Education (JTE)*

2015

Contributor – AERA Council. (2015). AERA statement on use of value-added models (VAM) for the evaluation of educators and educator preparation programs. *Educational Researcher*, X(Y), 1-5.

doi:10.3102/0013189X15618385 Retrieved from

<http://edr.sagepub.com/content/early/2015/11/10/0013189X15618385.full.pdf+html>

2013-2015

Associate Editor – *Education Policy Analysis Archives (EPAA)*

2004-present

Ad hoc manuscript reviewer for various peer-reviewed journals including, but not limited to: *American Educational Research Journal (AERJ)*, *Journal of Educational Measurement (JEM)*, *Curriculum Inquiry (CI)*, *Educational Evaluation and Policy Analysis (EEPA)*, *Educational Researcher (ER)*, *Journal of Teacher Education (JTE)*, and *Teachers College Record (TCR)*.

2000-2008

Ad hoc proposal reviewer for the annual convention of the American Educational Research Association (AERA)

**Community Service<sup>12</sup>**

2011-present

Consulting and pro bono work with law teams associated with the Houston Federation of Teachers (HFT), the American Federation of Teachers (AFT), the National Education Association (NEA), and others (e.g., individual teachers), on lawsuits regarding teachers being evaluated and impacted by the (mis)use of VAMs in states including New Mexico, New York, Tennessee, and Texas. Work, also, with the amicus brief pertaining to “Vergara v. California” in Los Angeles.

2010-present

Consulting and pro bono work with various members of local, state, and national communities about VAMs in general and my value-added research as it pertains to the greater discourse surrounding teacher evaluation throughout the U.S.

2011-2015

Serve in many different capacities in support of the Arizona Department of Education (ADE) on an as-needed basis (e.g., working with the Research and Evaluation Associate Superintendent and team on their teacher evaluation, value-added, and other survey and research-based systems).

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<sup>11</sup> Presented here are only the most significant examples of leadership efforts in the area of service. There are other examples of service, but they are not included here for the sake of brevity and simplicity (e.g., search committees, presentations to college/university faculty).

<sup>12</sup> Ibid.

Audrey Amrein-Beardsley, Ph.D. – Curriculum Vitae (CV)

2011-2013  
Accountability Advisory Group/Accountability Forum  
Arizona Department of Education (ADE)

**University  
Service<sup>13</sup>**

2016- present  
University Senate's Open Access Task Force

2015-present  
Fellow with the Leadership Academy within the Global Institute of Sustainability and the Office of Knowledge and Enterprise Development (OKED)

2013-present  
University Senate

**College  
Service<sup>14</sup>**

Fall 2016-present  
Member – Pinnacle West Presidential Chair of Teacher Education

Fall 2016-present  
Office of Scholarship Advisory Board

Fall 2010-present  
Member – Educational Policy and Evaluation (EPE) PhD Program Committee

2010-present  
Member/Chair – EPE PhD Student Admissions Committee

2015-2016  
Member – Graduate Methods Task Force

Fall 2014 – present  
Co-Chair/Chair – Governance Committee

Spring 2015  
Member – Office of Scholarship Steering Committee

2014-2015  
Interim Program Coordinator – Education Doctorate (EdD) in Leadership and Innovation Program

2013-2016  
Member – Executive Committee (EC) directing the college's doctoral programs (program evaluation co-chair 2013-2014)

2013-2015  
Mentor for the college's Junior Faculty

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<sup>13</sup> Ibid.

<sup>14</sup> Ibid.

Audrey Amrein-Beardsley, Ph.D. – Curriculum Vitae (CV)

2010-2012

Member – Personnel Evaluation Committee (PEC Chair – 2011-2012)

2010-present

Chair of multiple searches for faculty hires (e.g., Chair of three searches in 2013-2014)

2009-2013

Research Director – College Research & Evaluation Services Team (CREST)

2007-2013

Member – Educational Doctorate (EdD) Steering/Executive Committee

2009-2011

Chair – Research Support Task Force

2007-2010

Co-Principal Investigator – Teacher Preparation Research and Evaluation Project (T-PREP)

2007-2010

Chair – Data: Access, Excellence and Impact Committee

2005-2008

Member – Governance Committee

2005-2008

Chair – Governance Subcommittee charged with developing and validating the college's current instructor evaluation instrument

**Professional  
References**

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Audrey Amrein-Beardsley, Ph.D. – Curriculum Vitae (CV)

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