
Kirsten W. Newell, PhD NCSP

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PROFESSIONAL POSITIONS

Associate Professor, School Psychology, University of Wisconsin Stout 2026 – present
Assistant Professor, Educational Psychology, University of Minnesota 2022 – 2026
School Psychology Program
Assistant Professor, Educational Psychology, Texas A&M University 2018 – 2022
School Psychology Program

EDUCATION

Educational Psychology: School Psychology **PhD 2018**
University of Minnesota, Minneapolis, MN
Dissertation:
An Evaluation of the Use of Oral Reading Fluency as a Screening Tool for Emerging Biliterates
School Psychology **PsyS 2006**
Minnesota State University Moorhead **MS 2005**
Master's Thesis: Perception of Speech in Noise by Second Language Learners
Psychology **BA 2003**
University of Minnesota, Minneapolis, MN

CERTIFICATION & LICENSURE

Nationally Certified School Psychologist (NCSP) #35405 **since 2006**
WI Certified School Psychologist
TX Licensed Specialist in School Psychology
MN Certified School Psychologist
NJ Certified School Psychologist

AWARDS

School Psychology Early Career Reviewer of the Year Finalist 2022
Minnesota Association of Charter Schools' Annual Innovation Award 2022
For German reading screener development and implementation in collaboration with the Twin Cities German Immersion School
Southeastern Conference Faculty Collaboration Program 2021
Early Career Scholar, School Psychology Research Collaboration Conference 2019
Kay & Jerry Cox Fellow for New Scholars, Texas A&M University 2019
Riverview School District Special Services Leadership Award 2009

*indicates student collaborator

**indicates community-based collaborator

PUBLICATIONS

All publications annotated with relevant CrediT Taxonomy

Peer-Reviewed Books

In preparation:

Newell, K.W. (under contract; expected completion 2026). *Biliteracy and the science of reading: A guide to assessment and decision making in MTSS for bilingual learners*. Wiley.

Conceptualization, data, methodology, writing

Peer-Reviewed Journal Articles

Published or In Press:

Newell, K.W., *Walker, T., *Shearin, J., Kember, J. (2026). Oral reading fluency growth in immersion settings. *Assessment for Effective Intervention*.

<https://doi.org/10.1177/15345084261421128>

Conceptualization, data, analysis, investigation, methodology, administration, resources, supervision, validation, visualization, writing

Newell, K.W., *Arevalo, I.E., Maki, K. E. & Zaslofsky, A. F. (2025). Participatory reading research: Development and application of the bilingual reading intervention targeting tool. *Journal of School Psychology, 110*. <https://doi.org/10.1016/j.jsp.2025.101460>

Conceptualization, data, analysis, investigation, methodology, administration, resources, software, supervision, validation, visualization, writing

Newell, K.W. (2022). Realignment of school psychology research, training, and practice. *School Psychology Review, 51* (6), 795-809. <https://doi.org/10.1080/2372966x.2021.2000841>

Conceptualization, data, analysis, investigation, methodology, administration, resources, supervision, validation, visualization, writing

Newell, K.W., Kember, J. & **Zinn, G. (2022). Validation of German oral reading fluency passages with immersion language learners. *Assessment for Effective Intervention, 47* (2), 118-123. <https://doi.org/10.1177/1534508420972460>

Conceptualization, data, analysis, investigation, methodology, administration, resources, supervision, validation, visualization, writing

Harris, B., Vega, D., Peterson, L. & **Newell, K.W.** (2021). Critical issues in the training of bilingual school psychologists. *Contemporary School Psychology, 25* (3), 273-287.

Conceptualization, writing

Newell, K.W., Coddington, R. S., Fortune, T. (2020). Oral reading fluency as a screening tool with English learners: a synthesis of validity evidence. *Psychology in the Schools, 57* (8), 1208-1239. <https://doi.org/10.1007/s40688-020-00340-7>

Conceptualization, data, analysis, investigation, methodology, administration, resources, supervision, validation, visualization, writing

Bose, M., Kohli, N., **Newell, K.W.**, & Christ, T.J. (2019). Response to intervention: Empirical demonstration of a dual-discrepancy population via random effects mixture models.

Journal of Learning and Individual Differences, 71, 23-30.

<https://doi.org/10.1016/j.lindif.2019.03.004>

Conceptualization, validation, visualization, writing

Newell, K.W. & Christ, T.J. (2017). Novice interpretations of progress monitoring graphs: Extreme values and graphical aids. *Assessment for Effective Intervention*, 42 (4), 224-236. <https://doi.org/10.1177/1534508417694855>

Conceptualization, data, analysis, investigation, methodology, administration, resources, validation, visualization, writing

Van Norman, E.R., Christ, T.J., & Newell, K.W., (2017). Curriculum-based measurement of reading progress monitoring: The importance of growth magnitude and goal setting in decision making. *School Psychology Review*, 46 (3), 320-328.

<https://doi.org/10.17105/spr-2017-0065.v46-3>

Conceptualization, data, analysis, investigation, methodology, validation, visualization

Completed Manuscripts Under Review:

Newell, K.W. & *Rottnek, J. (revise and resubmit; under review since October 2025) Culturally sustaining curriculum-based measures of literacy.

Conceptualization, investigation, methodology, administration, resources, supervision, validation, visualization, writing

Newell, K.W., *Arevalo, I., *Walker, T. (revise and resubmit; under review since December 2024). Oral reading fluency as a screening tool with bilingual learners: Adding vocabulary.

Conceptualization, data, analysis, investigation, methodology, administration, resources, supervision, validation, visualization, writing

Manuscripts in Preparation:

Newell, K. W., *Dong, Z. & *Shearin, J. (in preparation). Oral reading fluency growth rates in diverse linguistic settings: How much growth can we expect?

Conceptualization, data, analysis, investigation, methodology, administration, resources, supervision, validation, visualization, writing

Practitioner-focused Articles (Peer reviewed)

Newell, K.W. (2025) What school psychologists need to know about biliteracy. *NASP Communiqué*.

Conceptualization, methodology, visualization, writing

*Olsen, S.O., *Swanson, J.M., *Botello, R. A., & Newell, K.W. (2023). Meeting student success gaps through systematic collaboration. *NASP Communiqué*.

Conceptualization, methodology, resources, supervision, visualization, writing

Book Chapters

Kulkarni, T., Romero, M., D'Costa, S., & Newell, K.W. (under review) Asset-based orientation to serving multilingual learners. In R. Anguiano, C. Robinson-Zañartu, & S. Jimerson (Eds.) *Supporting Multilingual Learners at School: Developing Strength-Based Competencies in School Psychology*

Conceptualization, writing

- Harris, B., **Newell, K.W.**, Vega, D., & Chaparro (under review). Supporting youth who are multilingual. In C. Malone & L. Parris (Ed.) *The Oxford Handbook of Social Justice in School Psychology*.
Conceptualization, writing
- Newell, K.W.**, *Arevalo, I. & Harris, B. (2026). Research on bilingual consultation. In A. Garbacz, D. Newman, W. Erchul, & S. Sheridan (Ed.) *Handbook of Research in School Consultation: Empirical Foundations for the Field*.
Conceptualization, investigation, methodology, administration, resources, supervision, validation, visualization, writing
- Christ, T.J. & **Newell, K.W.** (2018). Curriculum-based Measurement. In Frey, Bruno (Ed.) *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation*. SAGE Publications.
Conceptualization, writing

COMMUNITY ENGAGED ACTION RESEARCH PARTNERSHIPS

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|---|----------------|
| Columbia Heights Public Schools (CHPS) | 2025 – present |
| Action research project on DBDM with bilingual learners | |
| Saint Paul Public Schools (SPPS) | 2022 – present |
| Use of curriculum-based measures with bilingual learners | |
| Immersion school academic norm development project support | |
| Twin Cities German Immersion School (TCGIS) | 2018 – present |
| Action research projects on partner language assessment development | |

Technical Reports from Community-Engaged Research Projects

Equitable Assessment of Multilingual Learners – (CHPS)

- Newell, K.W.** (2025). *Equitable assessment of multilingual learners project: Data-based decision making for teachers (Q2.1 Report)*. Minneapolis, MN: University of Minnesota.
- Newell, K.W.** (2025). *Equitable assessment of multilingual learners project: Longitudinal assessment functioning (Q2 Report)*. Minneapolis, MN: University of Minnesota.
- Newell, K.W.** (2024). *Equitable assessment of multilingual learners project: Baseline assessment functioning (Q1 Report)*. Minneapolis, MN: University of Minnesota.

Local Norm Development for Multilingual Learners – (SPPS)

- Newell, K.W.** (2025). Local norm development for data-based decision making with multilingual learners: French Immersion norm development. Minneapolis, MN: University of Minnesota.
- Newell, K.W.** (2023). Local norm development for data-based decision making with multilingual learners: Minneapolis, MN: University of Minnesota.

Partner Language Assessment Tool Development – (TCGIS)

- Newell, K.W.** (2025). *Partner language assessment tool development: Revising early literacy measures*. Minneapolis, MN: University of Minnesota.

Newell, K.W. (2024). *Partner language assessment tool development: Capturing reading comprehension in middle school*. Minneapolis, MN: University of Minnesota.

**indicates community-based collaborator

FUNDING

Newell, K.W. (PI) & Axelrod, A. (2026). Project RAISE: Rural Advancement of Integrated Services in Education. US Department of Education, Office of Special Education Programs.

Role: Project Director

Status: **Under review**. Requested: \$1,234,000

Newell, K.W. (PI) (2025-2026, 2026-2027 with additional 4-year extension option). Project EQ-SLD: Equity in specific learning disability identification. Sponsored research project via Joint Powers Agreement with Minnesota Department of Education.

Role: Project Director

Status: **Funded**. Initial award: \$150,000. Total award potential: ~\$750,000

Newell, K.W. (PI) & Sullivan, A. (2023-2028). Project AMPS: Advancing Multilingual Practice and Supports. US Department of Education, Office of Special Education Programs (H325R230006).

Role: Project Director

Status: **Funded**. Total award \$1,250,000

Newell, K.W. (PI) & Koh, P.W. (Co-I), (2019-2021). Equitable vocabulary assessment for English language learners in upper elementary grades. Catapult Grant from the College of Education and Human Development, Texas A&M University.

Role: assessment and applied educational decision-making expert.

Status: **Funded, completed**. Total award \$30,000.

Newell, K. W. (PI), Koh, P.W. (Co-I), & Erbeli, F. (Co-I). (2018-2020). Effective early literacy screeners for English language learners: A collaborative research and training project. Catapult Triad Grant from the College of Education and Human Development, Texas A&M University.

Status: **Funded, completed**. Total award \$10,000.

**Alternative Delivery of Special Instructional Services, MN Department of Education

Role: co-writer, grant coordinator 2017-2018

Status: **Funded, completed**. Requested: \$250,000

UNFUNDED PROPOSALS

Smith, L. V. (PI) & Newell, K. W. (Co-I). (2020). The impact of home environments on student learning during and after COVID-19: An equitable universal screening tool. Spencer Foundation Special COVID-19 Related Grant application.

Role: assessment and applied educational decision-making expert.

Status: **Not funded**. Requested: \$50,000

Thompson, J.L. (PI) & **Newell, K.W. (Co-I).** (2019). Assessing individuals with autism and complex communication needs via technologically innovative response formats including eye-tracking and test-administration support strategies (ACCESS). R01 NIH grant application.

Role: assessment validation expert.

Status: **Not funded.** Requested: \$1.6 million

*indicates student collaborator

**indicates community-based collaborator

PRESENTATIONS (Refereed)

- Newell, K.W.,** Kember, J., *Mercado, C., *Lyman-Buttler, W., *Castillo, N., *Sundstrom, J. (2025). *How to develop curriculum-based measures of reading in other languages*. Mini-skills presentation at the National Association of School Psychologists Annual Conference, Seattle, WA.
- *Castillo, N., **Newell, K.W.,** *Arevalo, I.E., Harris, B., *Mercado, C. (2025). *Multilingual consultation to equitably support multilingual learners*. Paper presentation at the National Association of School Psychologists Annual Conference, Seattle, WA.
- *Sundstrom, J., *Burckhardt, S., *Castillo, N., *Stover, A., **Newell, K.W.** (2025). *Bridging languages with CBM-Ws for bilingual (Spanish) students*. Paper presentation at the National Association of School Psychologists Annual Conference, Seattle, WA.
- *Walker, T., *Shearin, J., **Newell, K.W.** (2025). *Reading fluency growth trajectories for German immersion students*. Paper presentation at the National Association of School Psychologists Annual Conference, Seattle, WA.
- Newell, K.W.,** Ojeda-Beck, A., Ogan, M., Harris, B. & Vega, D. (2024). *Deepening knowledge about the NASP position statement on multilingual learners*. Paper presentation at the National Association of School Psychologists Annual Conference, New Orleans, LA.
- *Botello, R.A., *Arevalo, I.E., & **Newell, K.W.** (2024). *The impact of retention, language, and demographic factors on reading achievement*. Poster presentation at the National Association of School Psychologists Annual Conference, New Orleans, LA.
- Newell, K.W.** & *Arevalo, I.E. (2023). *Using telehealth for academic interventions: Discussing barriers and innovating solutions*. Practitioner conversation at the National Association of School Psychologists Annual Conference, Denver, CO.
- *Botello, R.A., *Kunde, M. L., *Walker, T., *Arevalo, I. E., & **Newell, K. W.** (2023). *Improving consultation by understanding beliefs about bilingualism*. Paper presentation at the National Association of School Psychologists Annual Conference, Denver, CO.
- Newell, K.W.,** & Farnsworth, E. (2022). *Beyond BICS and CALP: Preparing our schools for bilingual learners*. Paper presentation at the National Association of School Psychologists Annual Conference, Boston, MA.
- Newell, K.W.,** & *Choi, D. (2022). *Curriculum-based measures of reading with bilingual learners: Adding vocabulary*. Paper presentation at the National Association of School Psychologists Annual Conference, Boston, MA.
- *Fierro, L.A., *Kunde, M.L., **Newell, K.W.,** & Preast, J.L. (2022). *Teachers' knowledge about and attitudes towards data-based decision making*. Poster presentation at the National Association of School Psychologists Annual Conference.

- *Puig, L., *Choi, D., Maki, K.E., Zaslofsky, A.F., & **Newell, K.W.** (2022). *A novel synthesis of single-case design reading intervention effects*. Poster presentation at the National Association of School Psychologists' Annual Conference, Boston, MA.
- Newell, K.W.** (2022) *The science of reading for bilingual learners*. Presented at the Minnesota School Psychologist Association Annual Conference, Minneapolis, MN.
- *Hudson, A., *Han, B., *Choi, D., Koh, P.W., **Newell, K.W.**, & Erbeli, F. (2021). *Examining the influence of lexical and sub-lexical characteristics on early spelling abilities*. Virtual paper presentation at the American Educational Research Association National Conference.
- Newell, K.W.**, *Choi, D., & *Hudson, A. (2021). *The use of Istation reading assessments with English language learners*. Virtual poster presentation at the National Association of School Psychologists Annual Conference.
- *Hudson, A., *Han, B., *Choi, D., Koh, P.W., **Newell, K.W.**, Erbeli, F. (2020). *A clear vision of spelling development: Examining first graders' spelling across the school year*. Poster presentation at International Literacy Association Annual Conference, Columbus, OH. Conference cancelled due to COVID-19.
- Farnsworth, E., **Newell, K.W.**, Kember, J. & *Guerrero, E. (2020). Show me the data: Making effective decisions in schools. Mini-skills session presented at the National Association of School Psychologists, National Conference, Baltimore, MD.
- Newell, K.W.** & Coddling, R. S. (2019). *Oral reading fluency with foreign language immersion students*. Poster presented at the National Association of School Psychologists, National Conference, Atlanta, GA.
- Newell, K.W.** & **Mecklenburg, C. (2019). *Screening, progress monitoring, and Response to Intervention in immersion schools*. Practitioner conversation at the National Association of School Psychologists, National Conference, Atlanta, GA.
- Newell, K.W.** (2018). *Teachers as MTSS partners: The assessment literacy barrier*. Paper presented at the National Association of School Psychologists, National Conference, Chicago, IL.
- Newell, K.W.** (2018). *Oral reading fluency as a screening tool with bilingual students*. Poster presented at the National Association of School Psychologists, National Conference, Chicago, IL.
- Newell, K.W.** (2017). *CBM reading with bilingual students*. Invited poster presented at the Stanley L. Deno Memorial Conference, Minneapolis, MN.
- Newell, K.W.** (2017). *Using social psychology concepts to improve our team decision-making*. Practitioner conversation at the National Association of School Psychologists, National Conference, San Antonio, TX.
- Farnsworth, E.M. & **Newell, K.W.** (2017) *Person-centered practices: Focus on the student, not the process*. Mini-skills session presented at the National Association of School Psychologists, National Conference, San Antonio, TX.
- Newell, K.W.** (2017) *Using single case design to enhance your practice*. Presented at the Minnesota School Psychologist Association Annual Conference, Minneapolis, MN.
- Newell, K.W.** (2016) *Building skills to identify learning disabilities in English Language Learners*. Practitioner conversation at the National Association of School Psychologists, National Conference, New Orleans, LA.

- Christ, T.J. & Newell, K.W. (2016) *Emerging solutions to the challenges of growth estimation*. Paper presented at the National Association of School Psychologists, National Conference, New Orleans, LA.
- Newell, K.W. (2015) *Visual analysis of R-CBM data: Training and graphical aids*. Paper presented at the National Association of School Psychologists, National Conference, Orlando, FL.
- Newell, K.W., Christ, T.J. & Van Norman, E.R. (2015). *R-CBM progress monitoring: A critical evaluation of common decision rules*. Paper presented at the National Association of School Psychologists, National Conference, Orlando, FL.
- Kember, J.M., Dahlof-Kramme, J., & Newell, K.W. (2015). *The emergence of earlyReading: Psychometric evidence*. Poster presented at the National Association of School Psychologists, National Conference, Orlando, FL.
- Newell, K.W. & Christ, T.J. (2014). *Visual analysis of CBM-R data: Effects of training and extreme values on accuracy*. Poster presented at Graduate Student Research Day for Educational Psychology, University of Minnesota, Minneapolis, MN.
- Van Norman, E. R., Kiss, A.J., & Newell, K.W., Christ, T.J. (2014). *The effect of test length on computer adaptive test results*. Poster presented at the National Association of School Psychologists, National Conference, Washington, DC.
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Technical Reports:

- Newell, K.W. & Kundin, D. (2016) *Teacher as Scientist Project: Evaluation Brief (November – February)*. Minneapolis, MN: University of MN.
- Newell, K.W. & Kundin, D. (2016) *Teacher as Scientist Project: Evaluation Survey Brief (April)*. Minneapolis, MN: University of MN.
- Newell, K.W., & Christ, T.J. (2016). *Decision Rule Research Project: A Probabilistic Point Solution for Exit Decisions (Report No. 16)*. Minneapolis, MN: University of Minnesota.
- Newell, K.W., Musgrove, D., & Christ, T.J. (2016). *Decision Rule Research Project: Visual Analysis with Empirical Bayes Models (Report No. 13)*. Minneapolis, MN: University of Minnesota.
- Newell, K.W. & Kundin, D. (2015) *Teacher as Scientist Project: Evaluation Brief (September – October)*. Minneapolis, MN: University of MN.
- Newell, K.W. & Kember, J.M. (2015). *Decision Rule Research Project: Decision Rule Framework: Development and Initial Analyses (Report No. 11)*. Minneapolis, MN: University of Minnesota.
- Newell, K.W., Rodriguez, M.C., White, M.J., & Christ, T. J. (2014). *Decision Rule Research Project: Review of Existing CBM-R Progress Monitoring Assessments (Report No. 2)*. Minneapolis, MN: University of Minnesota.
- Christ, T. J., Arañas, Y. A., Kember, J. M., Kiss, A. J., McCarthy-Trentman, A., Monaghan, B. D., Newell, K. W., Van Norman, E. R., White, M. J. (2014). *Formative Assessment System for Teachers Technical Manual: earlyReading, CBMReading, aReading, aMath, and earlyMath*. Minneapolis, MN: Formative Assessment System for Teachers.
- Christ, T. J., Arañas, Y. A., Delbridge, A., Kember, J. M., Monaghan, B. D., Newell, K. W., Van Norman, E. R., White, M. J. (2014). *Formative Assessment System for Teachers Technical Manual Spanish: earlyReading and CBMReading*. Minneapolis, MN: Formative Assessment System for Teachers.
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TEACHING EXPERIENCE

Associate Professor, University of Wisconsin – Stout Polytechnic

Assistant Professor, University of MN School Psychology Program 2022 – 2026

EPSY 8800: Multi-tiered Systems of Support with Multilingual Learners
Spring 2025

EPSY 8811: Assessment in School Psychology I: Foundations of Academic Assessment
Fall 2022, 2023, 2025

EPSY 8816: Academic Prevention and Intervention
Spring 2024

EPSY 8821: Issues in School Psychology
Fall 2023

EPSY 8831: Advanced (School-Based) Practicum in School Psychology
Fall 2022, 2023, Spring 2023

EPSY 8832: Advanced (Clinical) Practicum in School Psychology
Fall 2022, 2023, Spring 2023

Assistant Professor, Texas A&M School Psychology Program 2018 – 2022

SPSY 643: Academic Assessment and Intervention
Fall 2018, 2019, 2021

SPSY 612: Individual Assessment of Child Intelligence (for School Psychology)
Spring 2019, 2020

SPSY 612: Individual Assessment of Intelligence (for Counseling Psychology)
Fall 2020

SPSY 614: Integrated Assessment Practicum
Spring 2021

SPSY 642: Behavior Assessment and Intervention
Spring 2022

SPSY 638: Systems Consultation and Prevention Science
Fall 2021

SPSY 617: Diagnosis of Emotional Disturbance in Children
Spring 2020, Fall 2021 (as independent study)

SPSY 685: Directed Study: Small Group Community Outreach
Fall 2020

Instructor, University of Minnesota School Psychology Program 2016 – 2018

EPSY 8811: Assessment in School Psychology I: Foundations of Academic Assessment
Fall 2016, 2017

EPSY 8819: Emotion and Childhood Psychopathology
Spring 2017, 2018

Teaching Assistant, University of MN School Psychology Program 2015 – 2016

EPSY 8811: Assessment in School Psychology I: Foundations of Academic Assessment

Teaching Assistant, Minnesota State University Moorhead 2004 – 2005

Assessment and Intervention II

Invited Guest Lectures

University of Minnesota

EPSY 3132: Psychology of Multiculturalism in Education

2024

<i>Linguistic diversity</i>	
EPSY 8821: Issues in School Psychology	2024
<i>Participatory action research in action: Assessing bilingual learners</i>	
EPSY 5627: Advanced Issues in Learning Disabilities	2023
<i>Specific learning disabilities and bilingual learners</i>	
iLEAD Seminar	2022, 2024
<i>Specific learning disabilities and bilingual learners</i>	

University of Alabama School Psychology Program
Academic Assessment with Bilingual Learners 2022

University of Wisconsin – River Falls School Psychology Program
Biliteracy Assessment within Response to Intervention 2021, 2023 - present

Texas A&M Educational Psychology Department
 SPED 311: 2019, 2020
Cognitive assessment in schools
Texas A&M Teaching, Learning, and Culture Department
 RDNG 490: 2020
Standard score interpretation
 RDNG 634: 2019
Reading fluency assessment
 RDNG 490: 2018
Reading assessment training for pre-service teachers

Graduate Advising

Master's Theses/UMN Plan B Projects Advised or Co-Advised

- Burckhardt, S. (2025). An investigation of the validity of nonverbal IQ tests in the identification of multilingual learners for gifted and talented programming (Master's project). University of Minnesota.
- Lachica, N. (2025). Perception of ADHD among Filipino-Americans and the role of generational status (Master's project). University of Minnesota.
- Miller, J. (2025). Latino youth experiences in the United States with acculturative stress and internalized symptoms: A systematic review (Master's project). University of Minnesota.
- Stover, A. (2025). Investigating the validity of social, emotional, and behavioral assessments for English learners: A systematic review (Master's project). University of Minnesota.
- Bounkeovisane, T. (2024). Disproportionality of English language learners in special education and association with age of entry and English proficiency (Master's project). University of Minnesota
- Chadwick, M. (2024). Understanding the validity evidence of universal screening tools in reading for secondary-aged ELL students: A systematic review (Master's project). University of Minnesota
- Walker, T. (2024). Evaluating oral reading fluency growth: Dual language CBM-R for students in a German immersion program (Master's project). University of Minnesota.

SERVICE

Professional Service

Editorial Board Member, <i>Journal of School Psychology</i>	2026
Ad Hoc Reviewer, <i>Journal of Reading Research</i>	2025
Editorial Board Member, <i>Canadian Journal of School Psychology</i>	2025 – present
Contributing Editor, <i>Natl. Assoc. of School Psychologists' Communiqué</i>	2023 – present
Ad Hoc Reviewer, <i>Teachers College Record</i>	2024
Member, NASP position statement writing group	2022 – 2023
<i>The provision of school psychological services to multilingual students</i>	
Guest AE, <i>School Psychology (formerly SPQ)</i>	2021
Editorial Board Member, <i>School Psychology Review</i>	2020 – present
Editorial Board Member, <i>School Psychology (formerly SPQ)</i>	2020 – present
Editorial Board Member, <i>Assessment for Effective Intervention</i>	2018 – present
Student Review Board, <i>Assessment for Effective Intervention</i>	2015 – 2018

Local/Regional Service

Member, MN Dept. of Ed. Learning Disabilities Criteria Workgroup	2024
Board member of the NJ Association of School Psychologists (NJASP)	2012 – 2013
Northern NJ elected delegate	
Member of Government and Professional Relations Committee	
Minnesota State University Moorhead's NASP student leader	2005 – 2006

Institutional – University of Minnesota – University Level

Member, Distinguished MA Thesis Review Committee, Social Sciences	2024
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Institutional – University of Minnesota – College Level

Ed Psych Representative, CEHD Consultative Committee	2024 – present
Mentor, Diversity in Psychology Mentorship Program	2023

Institutional – University of Minnesota – Department Level

Member, Graduate Advisory Committee	2022 – 2024
Member, Research Committee	2024 – present
Member, Presidential Postdoctoral Fellow Hiring Committee	2022 – 2023

Institutional – Texas A&M University

Chair, Pre-Tenure Group	2020 – 2022
Member, Awards Committee	2019 – 2021

PROFESSIONAL MEMBERSHIPS

National Association of School Psychologists (NASP)
Trainers of School Psychologists
Bilingual Training Interest Group

American Psychological Association (APA)
 APA Division 15 (Educational Psychology)
 APA Division 16 (School Psychology)

CONSULTING AND PROFESSIONAL DEVELOPMENT

Assessment Consultant, Buffalo, NY Public Schools	2026
Data-based decision making for bilingual learners	
Assessment Consultant, Minneapolis Public Schools	2025
Equitable assessment with bilingual learners	
Assessment Consultant, Robbinsdale Public Schools	2025
Data-based decision making for bilingual learners	
Assessment Consultant, Osseo Public Schools	2024
Data-based decision making for bilingual learners	
Assessment Consultant, Fayette, KY Public Schools	2024
Assessment practices for multilingual learners	
Assessment Consultant, Hudson, WI Public Schools	2023
Assessment selection within multi-tiered systems of support	
Assessment Consultant, Monterey, CA County Schools	2023
Data-based decision making for bilingual learners	
Assessment Consultant, Texas A&M Community Reading Clinic	2018 – 2020
Facilitated University-school partnership to build school-based clinic	
Trained graduate students and pre-service teachers to work in clinic	
Conducted analyses to support educators' selection and use of assessments	

APPLIED EXPERIENCE

School Psychologist Intern, Twin Cities German Immersion School	2017 – 2018
CDSPP-aligned UMN consortium internship	
Coordinated Response to Intervention services in English and German	
School Psychologist Practicum Student, Twin Cities German Immersion	2015 – 2016
Coordinated problem solving team	
Assisted in systems change from traditional to multi-tiered supports	
Independent Contract School Psychologist, Morris County, NJ	2010 – 2013
Conducted evaluations for students, Pre-K through age 21	
PREPaRE I Trained	2011
School Psychologist, North Plainfield School District, NJ	2009 – 2010
School Psychologist, Riverview School District, WA	2006 – 2009
Initiated systems change from traditional to multi-tiered supports	
Led elementary special education evaluation team	
School Psychologist Intern, North Colonie Central Schools, NY	2005 – 2006
Provided group and individual counseling	
Conducted teacher training on CBM, Troy City Schools	2006
Guest speaker, College of St Rose School Psychology Program	2005

OTHER RESEARCH EXPERIENCE

Sullivan Lab: University of Minnesota	2017
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Graduate Research Assistant

PI: Amanda L. Sullivan, PhD

Assisted in data cleaning, manipulation, analysis, and synthesis with large extant datasets

Christ Lab: University of Minnesota

Graduate Research Assistant

2013 – 2016

PI: Theodore J. Christ, PhD

Lab Coordinator: Mary Jane White, PhD

Coordinated the **Decision Rule Research Project** (IES grant, ~\$1.6 mil. across 4 years)

Ensured progress based on IES grant performance agreement, articulated research questions, designed data collections, coordinated analyses with statistician, ran analyses, completed two annual reports

Teacher As Scientist Project, Evaluation Team (OSEP grant)

Assisted in grant preparation, gathered and analyzed evaluation data via quantitative and qualitative methodologies, prepared MTSS training materials for teachers

Other duties: Assisted PI in: grant preparation, conducting literature reviews, preparation for trainings and presentations, FastBridge Learning assessment validity analyses and studies