

CURRICULUM VITA**NAME:** Anne Foegen**CURRENT POSITION:** Professor

EDUCATION:

1995	Ph.D.	University of Minnesota	Educational Psychology, Emphasis in Special Education
1987	M.A.	The Ohio State University	Education
1986	B.S.	Winona State (MN) University	Mathematics Teaching

DISSERTATION TITLE: *Reliability and validity of three general outcome measures for low-achieving students in secondary mathematics*; Stanley L. Deno, advisor

POSITIONS HELD:

2014-present	Professor and Director of Graduate Education, School of Education, Iowa State University
2012-2014	Associate Professor and Director of Graduate Education, School of Education, Iowa State University
2009-2012	Associate Professor and Director of Graduate Education, Department of Curriculum and Instruction, Iowa State University
2002-2009	Associate Professor, Department of Curriculum and Instruction, Iowa State University
1995-2002	Assistant Professor, Department of Curriculum and Instruction, Iowa State University
1991-1995	Graduate research assistant and practicum supervisor, Special Education Programs, Department of Educational Psychology, University of Minnesota
1990-1991	Teacher, Learning Disabilities (grades 6-8), Dakota Hills Middle School, Independent School District 196, Rosemount/Eagan/Apple Valley, MN
1987—1991	Teacher, Learning Handicapped (grades 6-8), Los Angeles Unified School District, Los Angeles, CA

PROFESSIONAL RESPONSIBILITIES (%)

Year	Teaching	Research	Extension	Institutional Service	Administration /DOGE	Professional Service
2015-18 ^a	10%	30%		50%		10%
2014-15	20%	20%	10%	20%	30%	
2013-14	5%	40%	10%	5%	40%	
2012-13	5%	60%	5%	30%		
2009-12	10%	60%	10%	20%		
2008-09	30%	50%	10%	10%		
2006-08	20%	60%	10%	10%		
2005-06	8%	92%	0%	0%		
2004-05	10%	70%	10%	10%		
1995-2004	40%	40%	10%	10%		

^aProfessional Responsibilities categories changed for the 15-16 academic year.

ADMINISTRATIVE/COORDINATION RESPONSIBILITIES: (if appropriate)

Director of Graduate Education, School of Education, 2012-13 (30% service allocation)
 Director of Graduate Education, Department of Curriculum and Instruction, 2009-12 (20% service allocation)
 Special Education Faculty Team Leader, 2003-05; 2007-11; 2015-present

MAJOR FIELDS OF TEACHING AND SCHOLARLY EMPHASIS:

My teaching is primarily in the special education area, focusing on assessment, instructional methods for students with learning and behavior disabilities, and instructional methods in mathematics for struggling learners.

My scholarship over the past 15 years has been focused on the development and implementation of brief assessment tools (in an assessment model known as curriculum-based measurement, or progress monitoring) for mathematics in K-12 education.

UNDERGRADUATE COURSES TAUGHT:

Course Title	Catalog#	Credit Hours	Average Number of Students per Class	Number of Semesters Taught	Years Taught
Exceptional Learners	SPED 250	3	90	2	2
Classroom Assessment Diverse Learners Primary	SPED 355	2	22	8	7
Classroom Assessment for Special Education	SPED 365	3-4	22-30	12	12
Issues in Literacy Instruction	SPED 368	1	27	1	1
Student Teaching	ELED/SPED 416, 417	8	4	9	8
Issues in Math/Science Diverse Learners	SPED 440	1	25	1	1

GRADUATE COURSES TAUGHT:

Course Title	Catalog#	Credit Hours	Average Number of Students per Class	Number of Semesters Taught	Years Taught
Corrective Mathematics	CI 523	3	8	1	1 (CONCURRENT WITH 567)
Mathematics for Struggling Secondary Learners	CI/SPED 567	3	10	7	7
Foundations of Educational Inquiry	CI 601	3	12	2	2
Educational Inquiry in Action	CI 602	1 3	12 5	1 1	2 1
Assessment of Children and Youth with Disabilities	SPED 515	3	10	5	5
Research Review	SPED 517	2	5	1	1
Evidence-based Practices for Learning Disabilities	SPED 540 (541/542/543)	3	10	5	5
Supervised Field Experience	SPED 591	3	2-5	8	6
Seminar	SPED 615	1	5	1	1

SCHOLARLY TEACHING ACTIVITIES:**Funded projects (total funding: \$122,200)**

3. Foegen, A., Vann, R., Fuhler, C., Merkley, D., Niday, D., Schmidt, D. (July 2003 – June 2004). *Addressing diversity in classrooms: Video case studies in literacy*. Iowa State University, Miller Faculty Fellowship program. Funded, \$50,200.
2. Foegen, A., Ohlund, B., Schmidt, D., & Twetten, J. (July 2001 – June 2002). *Project ASSET: Accelerating strides in special education technology*. Iowa State University, Miller Faculty Fellowship Program, Funded, \$33,000.
1. Foegen, A., Schmidt, D., & Hargrave, C. P. (March, 1998). *Learning and Teaching with Group Response Technology*. Iowa State University, Miller Faculty Fellowship Program. Funded, \$39,000.

Workshops/Seminars Taught

10. Carlson, P., Foegen, A., & Olson, J. (2003, October). *Reaching All Students*, a workshop for higher education faculty. Des Moines, IA: Iowa Department of Education.
9. Carlson, P., Foegen, A., & Olson, J. (2001, November). *The Changing Classroom II*, a workshop for higher education faculty. Des Moines, IA: Iowa Department of Education.
8. Carlson, P., Foegen, A., & Olson, J. (2001, October). *The Changing Classroom I*, a workshop for higher education faculty. Des Moines, IA: Iowa Department of Education.
7. Carlson, P., Foegen, A., & Olson, J. (2000, November). *The Changing Classroom III*, a workshop for higher education faculty. Des Moines, IA: Iowa Department of Education.
6. Carlson, P., Foegen, A., & Olson, J. (2000, October). *The Changing Classroom I & II*, a workshop for higher education faculty. Des Moines, IA: Iowa Department of Education.
5. Carlson, P., & Foegen, A. (2000, September). *The Changing Classroom III*, a workshop for higher education faculty. Des Moines, IA: Iowa Department of Education.
4. Carlson, P., & Foegen, A. (2000, March). *The Changing Classroom II*, a workshop for higher education faculty. Des Moines, IA: Iowa Department of Education.
3. Carlson, P., & Foegen, A. (1999, October). *The Changing Classroom I*, a workshop for higher education faculty. Ames, IA.
2. Foegen, A. (1998, March). *The NCTM standards: Implications for low-achieving students*. Workshop presented for the St. Croix River Education District, Rush City, MN.
1. Foegen, A. (1998, March). *Word problem-solving instruction for low-achieving students: A CSI approach*. Workshop presented for the St. Croix River Education District, Rush City, MN.

Materials Developed

20. Foegen, A., & Stecker, P. M. (2014). *Professional Development for Algebra Progress Monitoring*. [online professional development and data management]. Available: <https://portal.iastate.edu/thinkspace/gwt/UserSpace.html?pid=1162>
19. Foegen, A., & Stecker, P. M. (2009). *Recent developments in Mathematics and Progress monitoring*. Webinar and presentation guide and powerpoint. Available: <http://www.centeroninstruction.org/webex-recent-developments-in-mathematics-progress-monitoring>
18. Foegen, A., Carlson, P., & Olson, J. (2003). *Module 6: Districtwide assessment*. Instructional module developed for Reaching All Students, a workshop for higher education faculty. Des Moines, IA: Iowa Department of Education.
17. Carlson, P., Foegen, A., & Olson, J. (2003). *Module 1: Federal legislation*. Instructional module developed for Reaching All Students, a workshop for higher education faculty. Des Moines, IA: Iowa Department of Education.
16. Carlson, P., Foegen, A., & Olson, J. (2003). *Module 2: Iowa interpretation of the IEP process*. Instructional module developed for Reaching All Students, a workshop for higher education faculty. Des Moines, IA: Iowa Department of Education.
15. Carlson, P., Foegen, A., & Olson, J. (2003). *Module 3: Present levels of educational performance*. Instructional module developed for Reaching All Students, a workshop for higher education faculty. Des Moines, IA: Iowa Department of Education.
14. Carlson, P., Foegen, A., & Olson, J. (2003). *Module 4: Annual goals and progress indicators*. Instructional module developed for Reaching All Students, a workshop for higher education faculty. Des Moines, IA: Iowa Department of Education.

Materials Developed (continued)

13. Carlson, P., Foegen, A., & Olson, J. (2003). *Module 5: Special education services, least restrictive environment considerations, responsibilities and reporting progress*. Instructional module developed for Reaching All Students, a workshop for higher education faculty. Des Moines, IA: Iowa Department of Education.
12. Carlson, P., Foegen, A., & Olson, J. (2003). *Module 7: Putting it all together*. Instructional module developed for Reaching All Students, a workshop for higher education faculty. Des Moines, IA: Iowa Department of Education.
11. Carlson, P., Foegen, A., & Olson, J. (2003). *The IEP process: What general education teachers should know*. Instructional module developed for Reaching All Students, a workshop for higher education faculty. Des Moines, IA: Iowa Department of Education.
10. Foegen, A. (2001). *Participation in district-wide assessment*. Chapter developed for the revised Iowa IEP manual. Iowa Department of Education, Des Moines, IA.
9. Foegen, A., Carlson, P., & Olson, J. (2000). *Module 8: District-wide assessment*. Instructional module developed for The Changing Classroom, a workshop for higher education faculty. Des Moines, IA: Iowa Department of Education.
8. Carlson, P., Foegen, A., & Olson, J. (2000). *Module 7: Services and setting considerations*. Instructional module developed for The Changing Classroom, a workshop for higher education faculty. Des Moines, IA: Iowa Department of Education.
7. Carlson, P., Foegen, A., & Olson, J. (2000). *Module 6: Annual goals and progress indicators*. Instructional module developed for The Changing Classroom, a workshop for higher education faculty. Des Moines, IA: Iowa Department of Education.
6. Carlson, P., Foegen, A., & Olson, J. (2000). *Module 5: Community linkages*. Instructional module developed for The Changing Classroom, a workshop for higher education faculty. Des Moines, IA: Iowa Department of Education.
5. Carlson, P., Foegen, A., & Olson, J. (2000). *Module 4: Transition planning*. Instructional module developed for The Changing Classroom, a workshop for higher education faculty. Des Moines, IA: Iowa Department of Education.
4. Carlson, P., Foegen, A., & Olson, J. (2000). *Module 3: Present levels of educational performance*. Instructional module developed for The Changing Classroom, a workshop for higher education faculty. Des Moines, IA: Iowa Department of Education.
3. Carlson, P., Foegen, A., & Olson, J. (2000). *Module 2: Student and family vision*. Instructional module developed for The Changing Classroom, a workshop for higher education faculty. Des Moines, IA: Iowa Department of Education.
2. Carlson, P., Foegen, A., & Olson, J. (2000). *Module 1: Individuals with Disabilities Education Act*. Instructional module developed for The Changing Classroom, a workshop for higher education faculty. Des Moines, IA: Iowa Department of Education.
1. Fisher, B., Grove, G., Grimes, J., Hinders, K., & Foegen, A. (1999). *IEP team guide to student participation in district-wide assessment*. Des Moines, IA: Iowa Department of Education, Bureau of Children, Family, and Community Services.

RESEARCH AND SCHOLARLY/CREATIVE PROJECTS FUNDED:**Extramural Support – Funded (total funding: \$3,930,300)**

13. Foegen, A. & Dougherty, B. (July 2011 – June 2015* no-cost extension through June 2017). *Algebra Screening and Progress Monitoring*. Funded, \$1,510,000. National Center for Special Education Research, Institute for Education Sciences.
12. Foegen, A. & Stecker, P. M. (August 2009 – July 2012* no-cost extension through July 2014). *Professional Development for Algebra Progress Monitoring*. Funded, \$1,480,000. National Center for Special Education Research, Institute for Education Sciences.
11. Foegen, A. (November 2003 – October 2008). *Research Institute on Progress Monitoring: Mathematics*. Office of Special Education Programs, U. S. Department of Education. Funded, \$375,000. Awarded as a subcontract from the University of Minnesota (full project total, \$4,500,000).
10. Foegen, A. (January 2004 – December 2007). *Project AAIMS: Algebra Assessment and Instruction—Meeting Standards*. Field-initiated research competition, Office of Special Education Programs, U. S. Department of Education. Funded, \$473,000.

Extramural Support – Funded (continued)

9. Carlson, P., Foegen, A., & Olson, J. (October 2003 – September 2004). *The changing classroom, 2003-2004*. Training modules and workshop sessions on IEP development for higher education faculty created and delivered for the Iowa Department of Education. Des Moines, IA. \$15,800.
8. Carlson, P., Foegen, A., & Olson, J. (2002, August). *The changing classroom, 2002-2003*. Training modules and workshop sessions on IEP development for higher education faculty created and delivered for the Iowa Department of Education. Des Moines, IA. \$16,500.
7. Carlson, P., Foegen, A., & Olson, J. (2001, August). *The changing classroom, 2001-2002*. Training modules and workshop sessions on IEP development for higher education faculty created and delivered for the Iowa Department of Education. Des Moines, IA. \$13,000.
6. Foegen, A. (2001, July). *Fort Dodge special education count study; Parent component*. Area Education Agency 5, Fort Dodge, IA. \$3,500.
5. Foegen, A. (2001, June). *Participation in district-wide assessment*. A chapter for the revised Iowa IEP manual. Iowa Department of Education, Des Moines, IA. \$4,000.
4. Foegen, A. (2000, November). *Fort Dodge special education count study*. Area Education Agency 5, Fort Dodge, IA. \$10,000.
3. Carlson, P., Foegen, A., & Olson, J. (2000, February). *The changing classroom, 2000-2001*. Training modules and workshop sessions on IEP development for higher education faculty created and delivered for the Iowa Department of Education. Des Moines, IA. \$12,500.
2. Carlson, P., & Foegen, A. (1999, May). *The changing classroom, 1999-2000*. Training modules and workshop sessions on IEP development for higher education faculty created and delivered for the Iowa Department of Education. Des Moines, IA. \$15,000.
1. Foegen, A. (1999, April). *IEP team guide to student participation in district-wide assessment*. Document written for the Iowa Department of Education Work Group on District-wide Assessment. Des Moines, IA. \$2,000.

Intramural Support (total funding: \$74,500)

8. Foegen, A. (1998, November). *Summer Scholarly Development*. 1999 Summer Salary Support Competition, College of Education, Iowa State University. Funded, \$7,500.
7. Foegen, A. (1998, February). *Summer Scholarly Development*. 1998 Summer Salary Support Competition, College of Education, Iowa State University. Funded, \$7,000.
6. Foegen, A. (1997, December). *Effects of Presentation Format on Teachers' Beliefs about Curriculum-Based Measurement*. Research Institute for Studies in Education (RISE) special project. Funded, \$3,000.
5. Foegen, A. (1997, October). *Project M³: Monitoring Middle-level Mathematics*. Special Research Initiation Grant (SPRIG) Competition, Office of the Vice Provost for Research and Advanced Studies, Iowa State University. Funded, \$8,000.
4. Foegen, A. (1997, June). *Project M³: Monitoring Middle-level Mathematics*. Graduate Assistantship Award Competition, College of Education, Iowa State University. Funded, \$9,500.
3. Foegen, A. (1997, May). *Summer Scholarly Development*. 1997 Summer Salary Support Competition, College of Education, Iowa State University. Funded, \$6,500.
2. Foegen, A. (1996, November). *Developing Indicators of Student Achievement in Mathematics*. Small Grants Competition, College of Education, Iowa State University. Funded, \$7,500.
1. Foegen, A. (1995, November). *Initiating Discourse®: A Technology for Teaching and Research*. Office of the Vice Provost for Research and Advanced Studies, Iowa State University. Funded, \$25,500.

PUBLICATIONS/CREATIVE EXHIBITS:**Peer-reviewed Journal Papers – Published**

20. Foegen, A., Stecker, P.M., Genareo, V. R., Lyons, R., Olson, J. R. Simpson, A., Romig, J. R., & Jones, R. (2016). Using an online tool for learning about and implementing algebra progress monitoring. *TEACHING Exceptional Children, 49*, 106-114.
19. Conoyer, S., Foegen, A., & Lembke, E. (2016). Early Numeracy Indicators: Examining predictive utility across years and states. *Remedial and Special Education*. Available: <http://rse.sagepub.com/cgi/reprint/0741932515619758v1.pdf?ikey=MNk98WMw0lbjq8j&keytype=finite>
18. Foegen, A., & Morrison, C. (2010). Putting algebra progress monitoring into practice: Insights from the field. *Intervention in School and Clinic, 46*, 95-103.
17. Impecoven-Lind, L. S., & Foegen, A. (2010). Teaching algebra to students with learning disabilities. *Intervention in School and Clinic, 46*, 31-37.

Peer-reviewed Journal Papers – Published (continued)

16. Lembke, E. S., & Foegen, A. (2009). Identifying early numeracy indicators for kindergarten and grade 1 students. *Learning Disabilities Research & Practice, 24*, 12-20.
15. Foegen, A., Olson, J. R., & Impocoven-Lind, L. (2008). Developing progress monitoring measures for secondary mathematics: An illustration in algebra. *Assessment for Effective Intervention, 33*, 240-249.
14. Lembke, E. S., Foegen, A., Whittaker, T. A., & Hampton, D. (2008). Establishing technically adequate measures of progress in early numeracy. *Assessment for Effective Intervention, 33*, 206-214.
13. Foegen, A. (2008). Algebra progress monitoring and interventions for students with learning disabilities. *Learning Disability Quarterly, 31*, 65-78.
12. Foegen, A. (2008). Progress monitoring in middle school mathematics: Options and issues. *Remedial and Special Education, 29*, 195-207.
11. Stecker, P. M., Lembke, E. S., & Foegen, A. (2008). Using progress monitoring data to improve instructional decision making. *Preventing School Failure 52*(2), 48-58.
10. Foegen, A., Jiban, C., & Deno, S. L. (2007). Progress monitoring in mathematics: A review of the literature. *The Journal of Special Education, 41*, 121-139.
9. Wallace, T., Espin, C. A., McMaster, K., Deno, S. L., & Foegen, A. (2007). CBM progress monitoring within a standards-based system: Introduction to the special series. *The Journal of Special Education, 41*, 66-67.
8. Bullock, C., & Foegen, A. (2002). Constructive conflict resolution for students with behavioral disorders. *Behavioral Disorders, 27*, 289-295.
7. Foegen, A., & Deno, S. L. (2001). Identifying growth indicators for low-achieving students in middle school mathematics. *The Journal of Special Education, 35*, 4-16.
6. Foegen, A., Espin, C., Allinder, R. M., Markell, M. (2001). Translating research into practice: Preservice teachers' beliefs about curriculum-based measurement. *The Journal of Special Education, 34*, 226-236.
5. Foegen, A. (2000). Technical adequacy of general outcome measures for middle school mathematics. *Diagnostique, 25*, 175-203.
4. Foegen, A., & Hargrave, C. P. (1999). Group response technology in lecture-based instruction: Exploring student engagement and instructor perceptions. *Journal of Special Education Technology, 14* (1), 3-17.
3. Foegen, A., Howe, K. B., Deno, S. L., & Robinson, S. L. (1998) Enhancing the potential of distance education: A case study involving groupware. *Teacher Education and Special Education, 21*, 132-149.
2. Deno, S. L., Foegen, A., Robinson, S., & Espin, C. (1996). Commentary: Facing the realities of inclusion for students with mild disabilities. *The Journal of Special Education, 30*, 345-357.
1. Espin, C. A., & Foegen, A. (1996). Validity of general outcome measures for predicting secondary students' performance on content-area tasks. *Exceptional Children, 62*, 497-514.

Peer-reviewed Journal Papers – Submitted for Review

Invited Book Chapters, and Book/Software Reviews

6. Espin, C., Chung, S., Foegen, A., & Campbell, H. (in press). Curriculum-based measurement for secondary students. Chapter to be included in *Handbook on Response to Intervention and Multi-Tiered Systems of Support* (M. Kennedy and P. Pullen, Eds.).
5. Foegen, A., & Dougherty, B. (in press). Instruction that meets the needs of students with mathematics disabilities and difficulties. Chapter to be included in the *First Compendium for Research in Mathematics Education* (J. Cai, Ed.)
4. Foegen, A. (2012). Big ideas and core values: The influence of Stanley Deno's work on secondary mathematics progress monitoring. In C. A. Espin, K. L. McMaster, S. Rose, & M. M. Wayman (Eds.), *A measure of success: The influence of curriculum-based measurement on education* (pp. 139-174). Minneapolis, MN: University of Minnesota Press.
3. Foegen, A. (2006). Evaluating instructional effectiveness: Tools and strategies for monitoring student progress. In M. Montague and A. Jitendra (Eds.), *Teaching Mathematics to Middle School Students with Learning Difficulties* (pp. 108-132). New York: Guilford Press.
2. Foegen, A. (2001) Minimizing costs and maximizing benefits with group response technology. Teacher education column in *Journal of Special Education Technology, 16*(3), 47-50.
1. Foegen, A., & Hargrave, C. P. (1997). Discourse: Groupware for interactive classroom communication [Review of the computer groupware *Discourse*]. *Journal of Computing in Teacher Education, 13*(2), 30-32.

Other Publications

3. Star, J., Caronongan, P., Foegen, A., Keating, B., Larson, M., Lysakawa, J., McCallum, W., Philip, A., Porath, J., & Zbiek, R. M. (2015). *Teaching strategies for improving algebra knowledge in middle and high school students*. (NCEE TBD). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Available: <http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=20>
2. Foegen, A., & Stecker, P. M. (2009). *An introduction to progress monitoring in mathematics* [Presenter's Manual and PowerPoint slides]. Portsmouth, NH: RMC Research Corporation, Center on Instruction.
1. Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). *Assisting students struggling with mathematics: Response to Intervention (RTI) for elementary and middle schools* (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Available: <http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=2>

Technical Reports

29. Genareo, V., Nashleanas, A., Olson, J., Foegen, A., Dougherty, B., DeLeeuw, B., Froelich, A., Rice, K., & Karaman, R. (2017). *Algebra Screening and Progress Monitoring data: 2012-1013* (Technical Report 2). Ames, IA: Iowa State University, School of Education, Algebra Screening and Progress Monitoring Project.
28. Genareo, V., Olson, J., Foegen, A., Dougherty, B., Spain, V., DeLeeuw, W., Nashleanas, A., Froelich, A., & Rice, K. (2017). *Algebra Screening and Progress Monitoring data: 2011-1012* (Technical Report 1). Ames, IA: Iowa State University, School of Education, Algebra Screening and Progress Monitoring Project.
27. Foegen, A., & Lind, L. (2009). *A replication of static use of six brief middle school mathematics measures* (Technical Report 21). Minneapolis, MN: University of Minnesota, College of Education and Human Development, Research Institute on Progress Monitoring. Available: <http://www.progressmonitoring.org/RIPMProducts2.html#techreps>
26. Foegen, A., & Impeccoven-Lind, L. (2009). *Monitoring mathematics progress in middle school* (Technical Report 36). Minneapolis, MN: University of Minnesota, College of Education and Human Development, Research Institute on Progress Monitoring. Available: <http://www.progressmonitoring.org/RIPMProducts2.html#techreps>
25. Impeccoven-Lind, L., Olson, J., & Foegen, A. (2009). *Iowa early numeracy indicator screening data: 2006-2007* (Technical Report 22). Minneapolis, MN: University of Minnesota, College of Education and Human Development, Research Institute on Progress Monitoring. Available: <http://www.progressmonitoring.org/RIPMProducts2.html#techreps>
24. Jiban, C. L., Deno, S. L., & Foegen, A. (2009). *Developing measures for monitoring progress in elementary grade mathematics: An investigation of desirable characteristics* (Technical Report 5). Minneapolis, MN: University of Minnesota, College of Education and Human Development, Research Institute on Progress Monitoring. Available: <http://www.progressmonitoring.org/RIPMProducts2.html#techreps>
23. Olson, J., & Foegen, A. (2009). *Exploring the use of early numeracy indicators for progress monitoring: 2008-2009* (Technical Report 33). Minneapolis, MN: University of Minnesota, College of Education and Human Development, Research Institute on Progress Monitoring. Available: <http://www.progressmonitoring.org/RIPMProducts2.html#techreps>
22. Olson, J., Foegen, A., & Singamaneni, S. (2009). *Iowa early numeracy indicator screening data: 2007-2008* (Technical Report 23). Minneapolis, MN: University of Minnesota, College of Education and Human Development, Research Institute on Progress Monitoring. Available: <http://www.progressmonitoring.org/RIPMProducts2.html#techreps>
21. Olson, J., Foegen, A., & Singamaneni, S. (2009). *Iowa early numeracy indicator screening data: 2008-2009* (Technical Report 24). Minneapolis, MN: University of Minnesota, College of Education and Human Development, Research Institute on Progress Monitoring. Available: <http://www.progressmonitoring.org/RIPMProducts2.html#techreps>
20. Foegen, A., & Olson, J. (2007). *Effects of teachers' access to student data on algebra progress* (Technical Report 15). Ames, IA: Iowa State University, Department of Curriculum and Instruction, Project AAIMS. Available: http://www.education.iastate.edu/aaims/technical_reports/AAIMS_TR15.pdf
19. Foegen, A., & Olson, J. (2007). *Effects of teachers' engagement with student data on students' algebra progress* (Technical Report 16). Ames, IA: Iowa State University, Department of Curriculum and Instruction, Project AAIMS. Available: http://www.education.iastate.edu/aaims/technical_reports/AAIMS_TR16.pdf

Technical Reports (continued)

18. Olson, J., & Foegen, A. (2007). *Classroom observation data for District B: Anecdotal observation results* (Technical Report 8). Ames, IA: Iowa State University, Department of Curriculum and Instruction, Project AAIMS. Available: http://www.education.iastate.edu/aaims/technical_reports/AAIMS_TR8.pdf
17. Olson, J., & Foegen, A. (2007). *Classroom observation data for District C: Anecdotal observation results* (Technical Report 9). Ames, IA: Iowa State University, Department of Curriculum and Instruction, Project AAIMS. Available: http://www.education.iastate.edu/aaims/technical_reports/AAIMS_TR9.pdf
16. Olson, J., Foegen, A., & Lind, L. (2007). *Classroom observation data for District A: Anecdotal observation results* (Technical Report 3). Ames, IA: Iowa State University, Department of Curriculum and Instruction, Project AAIMS. Available: http://www.education.iastate.edu/aaims/technical_reports/AAIMS_TR3.pdf
15. Foegen, A., Klein, K., Lind, L., & Jiban, C. (2006). *Reliability, criterion validity, and changes in performance across three points in time: Exploring progress monitoring measures for middle school mathematics* (Technical Report 15). Minneapolis, MN: University of Minnesota, College of Education and Human Development, Research Institute on Progress Monitoring. Available: <http://www.progressmonitoring.org/RIPMProducts2.html#techreps>
14. Foegen, A., Lembke, E., Klein, K., Lind, L., & Jiban, C. (2006). *Technical adequacy of early numeracy measures: Exploring growth at three points in time* (Technical Report 13). Minneapolis, MN: University of Minnesota, College of Education and Human Development, Research Institute on Progress Monitoring. Available: <http://www.progressmonitoring.org/RIPMProducts2.html#techreps>
13. Lembke, E., Foegen, A., Whittaker, T. A., Hampton, D., & Jiban, C. L. (2006). *Establishing technically adequate measures of progress in early mathematics* (Technical Report 14). Minneapolis, MN: University of Minnesota, College of Education and Human Development, Research Institute on Progress Monitoring. Available: <http://www.progressmonitoring.org/RIPMProducts2.html#techreps>
12. Olson, J., & Foegen, A. (2006). *Classroom observation data for district C: Momentary time sampling* (Technical Report 5). Ames, IA: Iowa State University, Department of Curriculum and Instruction, Project AAIMS. Available: http://www.education.iastate.edu/aaims/technical_reports/AAIMS_TR5.pdf
11. Olson, J., & Foegen, A. (2006). *Classroom observation data for District B: Momentary time sampling* (Technical Report 4). Ames, IA: Iowa State University, Department of Curriculum and Instruction, Project AAIMS. Available: http://www.education.iastate.edu/aaims/technical_reports/AAIMS_TR4.pdf
10. Olson, J., Foegen, A., & Lind, L. (2006). *Classroom observation data for District A: Momentary time sampling* (Technical Report 1). Ames, IA: Iowa State University, Department of Curriculum and Instruction, Project AAIMS. Available: http://www.education.iastate.edu/aaims/technical_reports/AAIMS_TR1.pdf
9. Perkmen, S., Foegen, A., & Olson, J. (2006). *An exploratory study of the use of two algebra progress monitoring measures to evaluate student growth*. (Technical Report 11). Ames, IA: Iowa State University, Department of Curriculum and Instruction, Project AAIMS. Available: http://www.education.iastate.edu/aaims/technical_reports/AAIMS_TR11.pdf
8. Perkmen, S., Foegen, A., & Olson, J. (2006). *Reliability, criterion validity, and sensitivity to growth: Extending work on two algebra progress monitoring measures*. (Technical Report 12). Ames, IA: Iowa State University, Department of Curriculum and Instruction, Project AAIMS. Available: http://www.education.iastate.edu/aaims/technical_reports/AAIMS_TR12.pdf
7. Perkmen, S., Foegen, A., & Olson, J. (2006). *A replication study of the reliability, criterion validity and sensitivity to growth of two algebra progress monitoring measures*. (Technical Report 13). Ames, IA: Iowa State University, Department of Curriculum and Instruction, Project AAIMS. Available: http://www.education.iastate.edu/aaims/technical_reports/AAIMS_TR13.pdf
6. Perkmen, S., Foegen, A., & Olson, J. (2006). *Technical characteristics of two algebra progress monitoring measures: Reliability, criterion validity, and sensitivity to growth*. (Technical Report 14). Ames, IA: Iowa State University, Department of Curriculum and Instruction, Project AAIMS. Available: http://www.education.iastate.edu/aaims/technical_reports/AAIMS_TR14.pdf
5. Foegen, A., & Olson, J. (2005). *Reliability and criterion validity of two algebra measures: Translations and Content Analysis-Multiple Choice*. (Technical Report 6). Ames, IA: Iowa State University, Department of Curriculum and Instruction, Project AAIMS. Available: http://www.education.iastate.edu/aaims/technical_reports/AAIMS_TR6.pdf
4. Foegen, A., Olson, J., & Perkmen, S. (2005). *Reliability and criterion validity of five algebra measures in districts B and C₂* (Technical Report 7). Project AAIMS, Department of Curriculum and Instruction, Iowa State University, Ames, IA. Available: http://www.education.iastate.edu/aaims/technical_reports/AAIMS_TR7.pdf

Technical Reports (continued)

3. Foegen, A., Olson, J., & Perkmén, S. (2005). *Reliability and criterion validity of four revised algebra measures in Districts B and C₂* (Technical Report 10). Ames, IA: Iowa State University, Department of Curriculum and Instruction, Project AAIMS. Available: http://www.education.iastate.edu/aaims/technical_reports/AAIMSTR9.pdf
2. Lembke, E., & Foegen, A. (2005). *Identifying indicators of early mathematics proficiency in kindergarten and grade 1*. (Technical Report 6). Minneapolis, MN: University of Minnesota, College of Education and Human Development, Research Institute on Progress Monitoring. Available: <http://www.progressmonitoring.org/RIPMProducts2.html#techreps>
1. Foegen, A., & Lind, L. (2004). *Reliability and criterion validity of three potential algebra measures*. (Technical Report 2). Ames, IA: Iowa State University, Department of Curriculum and Instruction, Project AAIMS. Available: http://www.education.iastate.edu/aaims/technical_reports/AAIMSTR2.pdf

Manuscripts in Preparation

- Foegen, A., Genareo, V., Dougherty, B., DeLeeuw, W., Olson, J. R. *Opening the gate: Technical Adequacy of Procedural and Conceptual Assessment Measures in High School Algebra*
- Hensley, K., Foegen, A., & Hosp, J. *Modeling growth in secondary algebra: An examination of differential performance across courses*
- Stecker, P. M., Simpson, A., Lyons, R., Genareo, V., & Foegen, A. *Snapshots of student algebra progress!*

JURIED SCHOLARLY PRESENTATIONS AT PROFESSIONAL MEETINGS:**Regional, National or International**

73. Foegen, A., Genareo, V. R., DeLeeuw, W. W., Dougherty, B. J., & Olson, J. (2017, April). *Assessing for equity: Item revision effects on the technical adequacy of conceptual measures in algebra*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
72. Foegen, A., & Stecker, P. M. (2017, April). *Evaluating an online tool for implementing professional development in algebra progress monitoring*. Poster presented at the Annual Conference of the Council for Exceptional Children, Boston, MA.
71. Foegen, A. (2016, November). *MTSS Innovator*. Small group sessions provided for practitioners with questions about implementation of MTSS in secondary mathematics. Sessions provided at the National Council of Teachers of Mathematics Innov8 conference, St. Louis, MO.
70. Genareo, V., DeLeeuw, W., Foegen, A., Dougherty, J., & Olson, J. (2016, April). *Opening the gate: Technical adequacy of procedural and conceptual screening measures in high school algebra*. Paper presented at the annual meeting of the American Educational Research Association, Washington DC.
69. Stecker, P. M., Foegen, A., & Genareo, V. (2016, April). *Online professional development for algebra progress monitoring: Teacher knowledge, use, and satisfaction*. Poster presented at the Annual Conference of the Council for Exceptional Children, St. Louis, MO.
68. Foegen, A., & Genareo, V. (2016, April). *Progress monitoring of conceptual understanding in algebra: Champions and challenges*. Session presented at the Annual Conference of the Council for Exceptional Children, St. Louis, MO.
67. Burns, M., Parker, D., Zaslofsky, A., Dougherty, B., & Foegen, A. (2016, February). *Understanding mathematical concepts: Assessment, intervention, and relationship to growth and mathematics proficiency*. Session presented at the Pacific Coast Research Conference, San Diego, CA.
66. Foegen, A., DeLeeuw, W., & Genareo, V. (2015, April). *Procedures AND concepts: New developments in algebra progress monitoring*. Session presented at the Annual Conference of the Council for Exceptional Children, San Diego, CA.
65. Foegen, A., & Lyskawa, J. (2015, April). *Teaching strategies for improving algebra knowledge in middle and high school students*. Session presented at the Annual Conference of the Council for Exceptional Children, San Diego, CA.
64. Foegen, A., Dougherty, B., Pedrotty Bryant, D., & Bryant, B. (2015, February). *Bridging special and general education: Collaborative research on mathematics assessment and instruction*. Session presented at the Pacific Coast Research Conference, San Diego, CA.

Regional, National or International (continued)

63. Stecker, P. M., Simpson, A., Lyons, R., Genareo, V., & Foegen, A. (2015, February). *Teacher use and satisfaction with online professional development for algebra progress monitoring*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
62. Foegen, A., & Dougherty, B. (2014, April). *Looking beyond skills: Supporting learners who struggle*. Session presented at the Annual Meeting of the National Council of Teachers of Mathematics, New Orleans, LA.
61. Dougherty, B., & Foegen, A. (2013, November). *Looking beyond an answer: Supporting learners who struggle*. Session presented at Regional Meeting of the National Council of Teachers of Mathematics, Louisville, KY.
60. Foegen, A., & Dougherty, B. (2013, November). *Exploring student responses to support struggling learners*. Session presented at Regional Meeting of the National Council of Teachers of Mathematics, Louisville, KY.
59. Foegen, A., Dougherty, B., Olson, J., Singamaneni, S., & Spain, V. (2013, April). *Building progress monitoring measures for algebra: Exploring items and scores*. Session presented at the Research Presession of the Annual Meeting of the National Council of Teachers of Mathematics, Denver, CO.
58. Dougherty, B., & Foegen, A. (2013, April). *Right answers and wrong thinking: Enhancing conceptual understanding in mathematics*. Session presented at the Annual Conference of the Council for Exceptional Children, San Antonio, TX.
57. Espin, C., Lembke, E., Campbell, H., Foegen, A., Stecker, P., & Beyers, S. (2013, April). *Progress monitoring at the secondary school level within RTI*. Session presented at the Annual Conference of the Council for Exceptional Children, San Antonio, TX.
56. Foegen, A., & Stecker, P. M. (2013, April). *Algebra progress monitoring: Web-based tools for scoring and data management*. Session presented at the Annual Conference of the Council for Exceptional Children, San Antonio, TX.
55. Foegen, A., & Stecker, P. M. (2013, February). *Online scoring and data management for algebra progress monitoring: Teacher use and satisfaction*. Poster presented at the 21st Annual Pacific Coast Research Conference, San Diego, CA.
54. Foegen, A., Olson, J., Singamaneni, S., Stecker, P. M., & Stegall, J. (2012, April). *Online professional development for algebra progress monitoring: An iterative development process*. Poster presented at the Annual Conference of the Council for Exceptional Children, Denver, CO.
53. Foegen, A., Olson, J., Singamaneni, S., Stecker, P. M., & Stegall, J. (2012, April). *Algebra progress monitoring: Implementation options for teachers*. Session presented at the Annual Conference of the Council for Exceptional Children, Denver, CO.
52. Black, R., Dougherty, B., Foegen, A., Griffin, C., Pape, S., Rao, K., & Slovin, H. (2012, April). *Outcomes of NCTM-RTI mathematics/special education collaborations*. Session presented at the Annual Conference of the Council for Exceptional Children, Denver, CO.
51. Foegen, A., & Dougherty, B. (2012, April). *Building an RTI partnership: Lessons learned along a journey*. Session presented at the Annual Conference of the Council for Exceptional Children, Denver, CO.
50. Dougherty, B., & Foegen, A. (2012, April). *Building an RTI partnership: Lessons learned along a journey*. Session presented at the Annual Meeting of the National Council for Teachers of Mathematics, Philadelphia, PA.
49. Foegen, A., & Stecker, P. M. (2012, February). *Professional development for algebra progress monitoring*. Poster presented at the 20th Annual Pacific Coast Research Conference, Coronado, CA.
48. Bay-Williams, J., Herrera, S., Dougherty, B., & Foegen, A. (2011, April). *Differentiating instruction to meet the mathematics education needs of ALL students: Bringing research and practice together*. Research symposium presented at the Research Presession of the Annual Meeting of the National Council of Teachers of Mathematics, Indianapolis, IN.
47. Foegen, A. (2010, April). *Tracking growth in algebra learning: The efficacy of brief progress monitoring measures*. Session presented at the Research Presession of the Annual Meeting of the National Council of Teachers of Mathematics, San Diego, CA.
46. Foegen, A. (2010, March). *Progress monitoring in secondary mathematics: New developments in algebra*. Session presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.
45. Hagans, K., & Foegen, A. (2010, March). *Algebra progress monitoring to promote competence in middle school algebra*. Session presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.
44. Foegen, A. (2010, February). *Predictive validity of the Early Numeracy Indicators*. Session presented at the 17th Annual Pacific Coast Research Conference, San Diego, CA.

Regional, National or International (continued)

43. Foegen, A., & Trusock, J. (2009, April). *Putting algebra progress monitoring into practice: An illustration from the field*. Session presented at the Annual Conference of the Council for Exceptional Children, Seattle, WA.
42. Foegen, A. (2009, April). *Monitoring student progress in middle school mathematics*. Poster presented at the Annual Conference of the Council for Exceptional Children, Seattle, WA.
41. Foegen, A. (2008, April). *Algebra progress monitoring: Learn to put research results into practice*. Session presented at the Annual Conference of the Council for Exceptional Children, Boston, MA.
40. Foegen, A. (2008, February). *CBM in secondary: Teachers' use of progress monitoring data in high school algebra*. Session presented at the 16th Annual Pacific Coast Research Conference, San Diego, CA.
39. Foegen, A. (2007, February). *Progress monitoring measures in algebra: Potential applications in a three-tiered system*. Session presented at the 15th Annual Pacific Coast Research Conference, San Diego, CA.
38. Foegen, A. (2006, April). *Watching them grow: An empirical study of students' progress in algebra*. Poster presented at the Research Pre-session of the Annual Meeting of the National Council of Teachers of Mathematics, St. Louis, MO.
37. Foegen, A., Olson, J., & Edwards, M. J. (2006, April). *Monitoring student progress in algebra: A new approach to assessment*. Session presented at the Annual Meeting of the National Council of Teachers of Mathematics, St. Louis, MO.
36. Foegen, A. (2006, April). *Finding the right equation: Tools for monitoring student progress in algebra*. Session presented at the Annual Conference of the Council for Exceptional Children, Salt Lake City, Utah.
35. Foegen, A., Lembke, E., & Jiban, C. (2006, April). *Developing curriculum-based measures for monitoring student progress in mathematics K-12*. Session presented at the Annual Conference of the Council for Exceptional Children, Salt Lake City, UT.
34. Foegen, A., Deno, S., & Lembke, E. (2006, February). *Progress measures in mathematics: Do they show progress?* Session presented at the 14th Annual Pacific Coast Research Conference, San Diego, CA.
33. Foegen, A., & Lind, L. I. (2005, April). *Algebra progress monitoring: Initial findings on potential measures*. Poster presented at the Annual Conference of the Council for Exceptional Children, Baltimore, MD.
32. Foegen, A., Deno, S., & Lembke, E. (2005, February). *Exploring new measures for mathematics progress monitoring from K to 12*. Session presented at the 13th Annual Pacific Coast Research Conference, San Diego, CA.
31. Foegen, A., & Lind, L. (2004, April). *Access to algebra for students with disabilities: Research and strategies*. Poster session presented at the Annual Conference of the Council for Exceptional Children, New Orleans, LA.
30. Foegen, A. (2004, April). *Students with disabilities and the 2000 NAEP Mathematics Assessment: Achievement levels and sample characteristics*, paper discussion session presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
29. Foegen, A. (2004, February). *Algebra instruction and assessment for students with disabilities: First steps in a three year project*. Poster presented at the 12th Annual Pacific Coast Research Conference, San Diego, CA.
28. Foegen, A. (2003, April). *Performance of students with disabilities on NAEP mathematics*, invited presentation for the Research using NAEP Data Special Interest Group, American Educational Research Association, Chicago, IL.
27. Foegen, A., & Ohlund, B. (2003, April). *Building capacity: Integrating special education into general education technology courses*. Session presented at the Annual Meeting of the Council for Exceptional Children, Seattle, WA.
26. Foegen, A. (2003, April). *Performance of students with disabilities on NAEP mathematics*. Invited session presented at the Annual Meeting of the Council for Exceptional Children, Seattle, WA.
25. Foegen, A., Maccini, P., Gagnon, J., & Bottge, B. (2003, February). *Secondary mathematics for students with disabilities: Issues in teaching and learning*. Session presented at the 11th Annual Pacific Coast Research Conference, La Jolla, CA.
24. Carlson, P., Foegen, A., Olson, J., & Lynch, N. (2002, October). *The IEP: Faculty teaching faculty in Iowa*. Session presented at the Annual Meeting of the Teacher Education Division of the Council for Exceptional Children, Savannah, GA.
23. Foegen, A. (2002, September). *Growth indicators for monitoring progress in middle school mathematics*. Session presented at Bridging the Gap Between Research and Practice: A Conference for Teachers of Students with Learning Disabilities, Pittsburgh, PA.
22. Foegen, A., & Ohlund, B. (2002, April). *Infusing special education technology into preservice general education teacher preparation*. Poster session presented at the Annual Meeting of the Council for Exceptional Children, New York, NY.

Regional, National or International (continued)

21. Lind, L., & Foegen, A., & Abelson, A. G. (2002, April). *Gender-based performance differences on ITBS and CBM: Who's watching the girls?* Poster session presented at the Annual Meeting of the Council for Exceptional Children, New York, NY.
20. McLaughlin, C., Carlson, P. M., & Foegen, A. (2001, April). *Software selection for beginning teachers: Evaluating programs for students with mild disabilities.* Poster session presented at the Annual Meeting of the Council for Exceptional Children, Kansas City, MO.
19. Foegen, A., Cook, B., & Landrum, T. (February, 2001). *Translating research to practice: Teachers' beliefs about research and research-based practices.* Session presented at the 9th Annual Pacific Coast Research Conference, La Jolla, CA.
18. Bullock, C., & Foegen, A. (2000, April). *Conflict resolution: Theory and practice with students in behavioral disorders programs.* Session presented at the Annual Meeting of the Council for Exceptional Children, Vancouver, British Columbia, Canada.
17. Hargrave, C. P., Foegen, A., & Schmidt, D. (2000, March). Teacher educators' reflections on using group response technology. In D. A. Willis, J. D. Price, & J. Willis (Eds.), *Society for Information Technology and Teacher Education, Proceedings of SITE 2000* (pp. 502-508). Charlottesville, VA: Association for the Advancement of Computing in Education.
16. Foegen, A., Howe, K., Tilly, D., & Gibbons, K. (2000, February). *Issues in the use of general outcome measures in regular school-wide assessment.* Session presented at the 8th Annual Pacific Coast Research Conference, La Jolla, CA.
15. Foegen, A., Hargrave, C., & Schmidt, D. (2000, January). *Do you know what I know? Group response technology in teacher education.* Session presented at the Annual Conference of the Technology and Media Division of the Council for Exceptional Children, Milwaukee, WI.
14. Foegen, A. (1999, April). *General outcome measures in middle school mathematics: Predictive validity and teacher perceptions.* Paper presented at the Annual Conference of the American Educational Research Association, Montreal, Canada.
13. Foegen, A., & Aagesen, T. (1999, April). *Monitoring progress in general education mathematics: Lessons learned from schoolwide assessment.* Poster presented at the Annual Meeting of the Council for Exceptional Children, Charlotte, NC.
12. Foegen, A., Chard, D., & Woodward, J. (February, 1999). *The impact of mathematics reform on students with disabilities in general education classrooms.* Session presented at the 7th Annual Pacific Coast Research Conference, La Jolla, CA.
11. Foegen, A. (1998, April). *Using group response technology in preservice teacher education: Creating technology-based learning communities.* Session presented at the Annual Meeting of the Council for Exceptional Children, Minneapolis, MN.
10. Hargrave, C. P., & Foegen, A. (1998, March). *Giving every student a voice: Enhancing group instruction in teacher education via technology.* Poster presented at the 9th International Conference of the Society for Information Technology and Teacher Education, Washington, DC.
9. Foegen, A. (1998, February). *General outcome measurement in middle school mathematics: Sensitivity to changes in performance.* Poster presented at the 6th Annual Pacific Coast Research Conference, La Jolla, CA.
8. Foegen, A. (1997, April). *Using technology for CBM in secondary mathematics: Administration and technical adequacy issues.* Poster presented at the Annual Meeting of the Council for Exceptional Children, Salt Lake City, UT.
7. Espin, C., Foegen, A., Robinson, S., Deno, S., & Marston, D. (1997, April). *Use of the Discourse® system to deliver content-area instruction in an inclusive middle school classroom,* presented at the Annual Meeting of the Council for Exceptional Children, Salt Lake City, UT.
6. Foegen, A., & Wilson, B. A. (1997, April). *Infusing technology into preservice teacher education: Creating a context for discussion.* Session presented at the Annual Meeting of the Council for Exceptional Children, Salt Lake City, UT.
5. Foegen, A., & Deno, S. L. (1997, March), *General outcome measures in secondary mathematics: An exploration of relations to the NCTM goals.* Paper presented at the Annual Conference of the American Educational Research Association, Chicago, IL. [ERIC Document Reproduction Service No. ED 409 335].
4. Espin, C. A., Tindal, G., & Foegen, A. (1997, February), *Extending curriculum-based measurement to the secondary level.* Session presented at the 5th Annual Pacific Coast Research Conference, La Jolla, CA.
3. Foegen, A., & Howe, K. B. (1995, April), *Training teachers to monitor progress on long-range goals: A distance education example.* Session presented at the Annual Meeting of the Council for Exceptional Children, Indianapolis, IN.

Regional, National or International (continued)

2. Espin, C. A., Foegen, A., & Hoppe, W. (1994, April), *Validity of three general outcome measures for predicting secondary students' performance on content area tasks*. Paper presented at the Annual Conference of the American Educational Research Association, New Orleans, LA.
1. Foegen, A. M. (1994, February), *Using technology for assessment: Enhancing possibilities for inclusion at the middle school level*. Session presented at the Annual Conference of the Technology and Media Division of the Council for Exceptional Children, St. Paul MN.

State and Local

14. Foegen, A., & Olson, J. (2017, June). *Designing algebra assessments using student misunderstandings*. Presentation for the Northwest AEA Secondary Mathematics Symposium, Sioux City, IA.
13. Foegen, A. (2017, April). *MTSS: Structuring support for all learners*. Presentation for the Iowa Association of Mathematics Teacher Educators, Ames, IA.
12. Olson, J., Nashleanas, A., & Foegen, A. (2016, October). *Designing algebra assessments using student misunderstandings*. Iowa Council of Teachers of Mathematics, West Des Moines, IA.
11. Genareo, V., & Foegen, A. (2015, September). *Can progress monitoring support assessment of students' deeper understandings in algebra?* Iowa Council of Teachers of Mathematics, West Des Moines, IA.
10. Foegen, A., Singamaneni, S., & Morrison, C. (2011, September). *Algebra progress monitoring in action!* Presentation at the Iowa Council of Exceptional Children/Council of Administrators of Special Education conference, Des Moines, IA.
9. Singamaneni, S., & Foegen, A. (2009, December). *Examining the long-term predictive validity of the early numeracy indicators for predicting success on a high stakes mathematics test.* Poster presented at the 2009 Iowa Educational Research and Evaluation Association conference, Ames, IA.
8. Olson, J., & Foegen, A. (2007, February). *Algebra progress monitoring: Catch them BEFORE they fail!* Session presented at the Iowa Council of the National Council of Teachers of Mathematics. West Des Moines, IA.
7. Foegen, A. (2006, July). *Monitoring student progress in algebra*. Session presented at Adequate Yearly Progress and Students with IEPs: A Focus on Improving Student Achievement Through Effective Practices (PaTTAN annual summer conference). State College, PA.
6. Foegen, A. (2006, February). *Project AAIMS: Monitoring student progress in algebra*. Session presented at the Iowa Council of the National Council of Teachers of Mathematics. West Des Moines, IA.
5. Foegen, A., & Olson, J. (2005, October). *Monitoring student progress in algebra*. Session presented at the Learning Disabilities Association of Iowa conference, Des Moines, IA.
4. Foegen, A. (2005, February). *Monitoring progress in algebra: A new approach to assessment*. Session presented at the Iowa Council of the National Council of Teachers of Mathematics. Ankeny, IA.
3. Foegen, A., Olson, J. R., & Lind, L. I. (2004, October). *Monitoring student progress in algebra*. Session presented at the Learning Disabilities Association of Iowa conference, Des Moines, IA.
2. Foegen, A., & Aagesen, T. (1999, March). *Progress monitoring for secondary mathematics: A middle school case study*. Session presented at the Iowa Federation of the Council for Exceptional Children 1999 Annual Spring Conference, Iowa City, IA.
1. Bullock, C. A., & Foegen, A. (1999, March). *Conflict resolution applied to students with behavior disorders*. Session presented at the Iowa Federation of the Council for Exceptional Children 1999 Annual Spring Conference, Iowa City, IA.

INVITED SCHOLARLY PRESENTATIONS:**Regional, National or International**

7. Foegen, A. (2013, April). *Progress monitoring in mathematics: Applications for Response to Intervention*. Invited session presented at the Annual Meeting of the National Council of Teachers of Mathematics, Denver, CO.
6. Foegen, A. (2012, August). *Research-based recommendations for assisting students struggling with mathematics K-8*. Invited keynote address, REL Midwest bridge event, Improving Mathematics Instruction and Interventions within an RtI Framework, Lake Geneva, WI.
5. Fuchs, W., & Foegen, A. (2012, August). *Purposeful use of data*. Invited breakout session presented twice as part of the REL Midwest bridge event, Improving Mathematics Instruction and Interventions within an RtI Framework, Lake Geneva, WI.

Regional, National or International (continued)

4. Kasbaum, D., Foegen, A., Winters, J., Shide, C., & Sparks, B. E. (2012, August). *Next steps in mathematics RtI*. Invited member, panel discussion as part of the REL Midwest bridge event, Improving Mathematics Instruction and Interventions within an RtI Framework, Lake Geneva, WI.
3. Dougherty, B., & Foegen, A. (2012, May). *Algebra progress monitoring: Dilemmas and questions*. Invited presentation at the NSF/NCTM/CEC Response to Intervention in Mathematics Symposium. Reston, VA.
2. Foegen, A., & Stecker, P. M. (2009, April). *Recent developments in mathematics progress monitoring*. Invited webinar presented for the Center on Instruction: Mathematics.
1. Foegen, A. (2006, May). *Advances in monitoring progress in mathematics*. Invited session presented at the conference Advances in Progress Monitoring: Curriculum-Based Measurement Research and Innovations, sponsored by the University of Minnesota, St. Paul, MN.

State and Local

15. Foegen, A. (2012, June). *Considerations for choosing mathematics progress monitoring measures from K-12*. Invited presentation for the Iowa Department of Education's Pursuing the Promise: Iowa Statewide Special Education conference, Des Moines, IA.
14. Foegen, A. (2010, October). *Mathematics assessment in K-8 RtI: Decisions and deliberations*. Invited presentation for the University of Oregon's Center on Teaching and Learning 2010 Research to Practice Conference, Portland, OR.
13. Foegen, A. (2009, June). *Progress monitoring in algebra: Implications for transition assessment*. Invited session presented for the Iowa Department of Education's Statewide Transition Conference, Ames, IA.
12. Foegen, A. (2009, May). *Screening and progress monitoring in secondary mathematics: Exploring options and issues*. Invited session presented for the Blumberg Center for Interdisciplinary Studies in Special Education, Indiana State University. Terra Haute, IN.
11. Foegen, A. (2009, May). *Developing Response to Intervention systems in secondary mathematics: Lessons learned and roads not yet traveled*. Invited session presented for the Blumberg Center for Interdisciplinary Studies in Special Education, Indiana State University. Terra Haute, IN.
10. Foegen, A. (2008, September). *Progress monitoring for algebra: Tools and evidence of effectiveness*. Invited session presented at the Midwest Leadership Summit II, Rochester, MN.
9. Foegen, A. (2008, February). *Curriculum-based measurement: Options and issues in K-12 mathematics*. Invited session presented at the Wisconsin School Psychologists Association conference, Stevens Point, WI.
8. Foegen, A. (2007, February). *Algebra progress monitoring: Tools and research evidence*. Invited session presented at the Arizona Department of Education's Response to Intervention (RtI) Conference, Phoenix, AZ.
7. Foegen, A. (2006, November). *Mathematics assessment: Fitting together the pieces of the puzzle*. Invited keynote address, St. Cloud State University Council for Exceptional Children Conference, St. Cloud, MN.
6. Foegen, A. (2006, November). *Mathematics progress monitoring in the middle grades*. Invited session presented at the St. Cloud State University Council for Exceptional Children Conference, St. Cloud, MN.
5. Foegen, A. (2006, October). *Progress monitoring in mathematics for secondary special needs students*. Invited session presented at the 10th Annual Eastern Pennsylvania Special Education Administrators Conference, Hershey, PA.
4. Foegen, A., Rogers, N., Auker, J., & Gray, D. (2005, June). *Secondary math progress monitoring in Pennsylvania: A collaborative project*. Invited session presented at Adequate Yearly Progress and Students with IEPs: A Focus on Improving Student Achievement Through Effective Practices (PaTTAN annual summer conference). State College, PA.
3. Foegen, A. (2005, June). *Monitoring progress in mathematics for secondary students with learning disabilities*. Invited session presented at Adequate Yearly Progress and Students with IEPs: A Focus on Improving Student Achievement Through Effective Practices (PaTTAN annual summer conference). State College, PA.
2. Foegen, A. (2004, July). *Monitoring progress in mathematics for secondary students with learning disabilities*. Invited session presented at Effective Mathematics Instruction for Students with Learning Disabilities: Moving Research into Practice (PaTTAN annual summer conference). State College, PA.
1. Foegen, A. (1999, June). *Measures of progress at the secondary level: Measures of mathematics*. Invited session presented at the Curriculum-Based Measurement Summer Institute. University of Minnesota, Minneapolis, MN.

OTHER SCHOLARLY ACTIVITIES:**Editorial and Review Board Membership**

Journal of Research on Educational Effectiveness, 2010 - present
Learning Disabilities Quarterly, 2001-present
The Journal of Special Education, 2001-2006; 2010 - present
Learning Disabilities Research and Practice, 2009 - 2015

Ad/Hoc Reviewer

Assessment for Effective Intervention, 2014-present
School Psychology Review, 2015
Journal of Mathematics Education Leadership, 2014-15
TEACHING Exceptional Children, 1996-present
Journal of Educational Psychology, 2002-present
Remedial and Special Education, 2006 - present
Learning Disabilities: A Multidisciplinary Journal, 2013
American Educational Research Journal, 2012
Journal of Teacher Education, 2011
Journal of Learning Disabilities, 2009
Exceptional Children, 2006, 2008
The Journal of Special Education, 2000-2001

Ad/Hoc Reviewer (continued)

Learning Disabilities Research & Practice, 1999
Journal of Technology and Teacher Education, 1997

External Reviewer for Promotion and Tenure Cases (Assistant to Associate)

2016	University of Virginia
2016	University of Missouri, Columbia
2016	Hood College, Maryland
2015	University of Houston
2015	University of Minnesota-Twin Cities
2007	University of Nevada-Reno
2006	Clemson University
2005	University of Colorado-Colorado Springs

Grant Reviewer

2016 (February) Scientific Review Panel Member, Mathematics and Science, Institute for Education Research, U.S. Department of Education
 2015 (February) Scientific Review Panel Member, Mathematics and Science, Institute for Education Research, U.S. Department of Education
 2014 (February) Scientific Review Panel Member, Mathematics and Science, Institute for Education Research, U.S. Department of Education
 2013 (February) Scientific Review Panel Member, Accelerating Academic Achievement for Students with Learning Disabilities, Institute for Education Research, U.S. Department of Education
 2012 (February) Scientific Review Panel Member, Mathematics and Science, Institute for Education Research, U.S. Department of Education
 2011 (October) Scientific Review Panel Member, Mathematics and Science, Institute for Education Research, U.S. Department of Education

Regional/National Consulting

2015 – present Expert consultant, Serve MN. Project Leader: Dr. David Parker. Implementation of randomized control trial study of the Minnesota Math Corps intervention for grades 4 to 8.
 2012 – 2016 Member, Technical Review Committee for Academic Progress Monitoring Tools, National Center on Intensive Interventions. Project Leader: Dr. Lou Danielson, American Institutes for Research.

Regional/National Consulting (continued)

- 2009 – 2010 Expert on Screening and Progress Monitoring for Doing What Works multimedia implementation support for the Response to Intervention practice guide on mathematics [Videotaped interview, reviewed supporting materials] Available: http://dww.ed.gov/Response-to-Intervention-Math/Screening-and-Monitoring/learn/?T_ID=28&P_ID=69
- 2009 - 2010 Consultant, Florida Response to Intervention, Teaching Learning Connections. Project Leader: Dr. Mary Little, University of Central Florida.
- 2009 – 2010 Technical Advisory Group member, National High School Center, Tiered Interventions Initiative. Project Leader: Dr. Lou Danielson, American Institutes for Research.
- 2008 – 2009 Advisory Panel member, Florida Center for Research in Science, Technology, Engineering and Mathematics, Formative Assessment for Elementary Mathematics initiative. Project Leader: Dr. Kristen Ellington, Florida State University.
- 2008 Technical Advisory Panel member, ServeMinnesota! (AmeriCorps) Response to Intervention in Mathematics project. Project Leader: Bob Wedl, ServeMinnesota!
- 2007 – 2009 Invited Panel Member/Author, Institute of Educational Sciences, *Practice Guide on Response to Intervention in Mathematics*.
- 2007 Invited Reviewer, National Math Panel report (chapter on instructional practices and formative assessment).
- 2007 – 2011 Consultant, mCLASS®:Math: Development and analysis of an integrated screening, progress monitoring, and cognitive assessment system for K-3 mathematics. Dr. Herbert Ginsburg, Principal Investigator.
- 2005 – 2010 Consultant, Center on Instruction: Mathematics. Dr. Russell Gersten, Principal Investigator.

Outreach Activities

58. Olson, J., & Foegen, A. (2017, July). *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for the West Kentucky Education Cooperative, Murray, KY.
57. Olson, J., & Foegen, A. (2017, June). *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for the Washington Township School District, Sewell, NJ.
56. Olson, J., & Foegen, A. (2017, June). *Project AAIMS Algebra Progress Monitoring*, a 1 day workshop and training session presented for AEA 267, Cedar Falls, IA.
55. Olson, J., & Foegen, A. (2017, June). *Project AAIMS Algebra Progress Monitoring*, a 1 day workshop and training session presented for Urbandale High School, Urbandale, IA.
54. Olson, J., & Foegen, A. (2017, January). *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for the Macomb Intermediate School District, Utica, MI.
53. Foegen, A., & Olson, J. (2016, August) *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for the Warren County School District, Front Royal, VA.
52. Foegen, A., & Olson, J. (2016, June) *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for the St. Croix River Education District, Rush City, MN.
51. Foegen, A., & Olson, J. (2015, October). *Project AAIMS Algebra Progress Monitoring*, a 2 day workshop and training session presented for SSTAGE (Student Support Team Association for Georgia Educators). Macon, GA.
50. Foegen, A., & Olson, J. (2015, September). *Project AAIMS Algebra Progress Monitoring*, a 1 day training session provided for TIER at the University of Southern Mississippi to train doctoral students to score the measures for a research project. Hattiesburg, MS.
49. Olson, J., & Foegen, A. (2015, February). *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for Charlottesville City Schools, Charlottesville, VA.
48. Foegen, A., & Olson, J. (2014, August) *Project AAIMS Algebra Progress Monitoring*, a 1 day workshop and training session presented for the Sioux City Community School District, Sioux City, IA.
47. Foegen, A., & Olson, J. (2014, August) *Project AAIMS Algebra Progress Monitoring*, a 1 day workshop and training session presented for the St. Croix River Education District, Rush City, MN.
46. Olson, J., & Foegen, A. (2014, September). *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for Ionia County Intermediate School District, Ionia, MI.
45. Olson, J., & Foegen, A. (2014, May). *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for Gratiot-Isabella Regional Education Service District, Ithaca, MI.
44. Foegen, A., & Olson, J. (2013, Oct. 31/Nov.1) *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for the Special School District of Saint Louis, St. Louis, MO.

Outreach Activities (continued)

43. Olson, J., & Foegen, A. (2013, September). *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for Green Hills Area Education Agency, Atlantic, IA.
42. Foegen, A., & Olson, J. (2013, June) *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for the CORE Academy, Jacksonville State University, Jacksonville, AL.
41. Olson, J., & Foegen, A. (2013, January). *Project AAIMS Algebra Progress Monitoring*, a 1 day workshop and training session presented for California State University-Long Beach.
40. Olson, J., & Foegen, A. (2012, October). *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for California State University-Long Beach.
39. Olson, J., & Foegen, A. (2012, August). *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for the Spirit Lake Community School District, Spirit Lake, IA.
38. Olson, J., & Foegen, A. (2012, March). *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for the Northern Rhode Island Collaborative, Lincoln, RI.
37. Olson, J., & Foegen, A. (2011, September). *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for the North Davis Preparatory Academy, Layton, UT.
36. Olson, J., & Foegen, A. (2011, August). *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for the Shelton School District, Shelton, WA.
35. Olson, J., & Foegen, A. (2011, August). *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for I-ASPIRE (Regional Education Agency), Peoria, IL.
34. Foegen, A., & Olson, J. (2011, February). *Project AAIMS Algebra Progress Monitoring*, a 1 day workshop and training session presented for the Long Beach Schools/CSU-Long Beach, Long Beach, CA.
33. Olson, J., & Foegen, A. (2010, December). *Project AAIMS Algebra Progress Monitoring*, a 1 day workshop and training session presented for the Vermillion School District, Vermillion, IL.
32. Olson, J., & Foegen, A. (2010, November). *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for the Vernon School District, Vernon, CT.
31. Foegen, A., & Olson, J. (2010, October). *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for the Muscatine Community School District, Muscatine, IA.
30. Olson, J., & Foegen, A. (2010, September). *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for the Agawam Public Schools, Agawam, MD.
29. Olson, J., & Foegen, A. (2010, August). *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for the Albemarle County Schools, Charlottesville, VA.
28. Olson, J., & Foegen, A. (2010, June). *Project AAIMS Algebra Progress Monitoring*, a .5 day trainers' session presented for the Florida Response to Intervention Teaching-Learning Collaborative, Lake Buena Vista, FL.
27. Olson, J., & Foegen, A. (2010, June). *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for the Meridian Joint School District No. 2, Meridian, ID.
26. Olson, J., & Foegen, A. (2010, June). *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for the Red Oak School District, Red Oak, IA.
25. Olson, J., & Foegen, A. (2010, May). *Project AAIMS Algebra Progress Monitoring*, a 1 day workshop and training session presented for the Hatboro-Horsham School District, Horsham, PA.
24. Foegen, A. (2010, April). *Response to Intervention in secondary mathematics: Considerations and starting points*, 1 day workshop for teachers, coaches, consultants administrators, school psychologists presented for the Dubois - Spencer-Perry Exceptional Children's Collaborative, Huntingburg, IN.
23. Olson, J., & Foegen, A. (2010, March). *Project AAIMS Algebra Progress Monitoring*, a 1 day workshop and training session presented for the Florida Response to Intervention Teaching-Learning Collaborative, Orlando, FL.
22. Foegen, A., & Olson, J. (2010, March). *Project AAIMS Algebra Progress Monitoring*, a 1 day workshop and training session presented for the Florida Response to Intervention Teaching-Learning Collaborative, Largo, FL.
21. Olson, J., & Foegen, A. (2010, February). *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for the Albemarle County Schools, Charlottesville, VA.
20. Olson, J., & Foegen, A. (2010, February). *Project AAIMS Algebra Progress Monitoring*, a 1 day workshop and training session presented for the Moscow School District, Moscow, ID.
19. Olson, J., & Foegen, A. (2010, January). *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for the Hamilton-Boone-Madison Special Services Cooperative, Carmel, IN.
18. Foegen, A., & Olson, J. (2009, October). *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for the Southeast Polk Community School District, Altoona, IA.

Outreach Activities (continued)

17. Foegen, A. (2009, August). *Project AAIMS Algebra Progress Monitoring*, a 1 day workshop and training session presented for the Amery School District, Amery, WI.
16. Foegen, A. (2009, August). *Screening and Progress Monitoring in Mathematics: Exploring the Issues and Options*. ½ day professional development session presented for Heartland Area Education Agency.
15. Foegen, A. (2009, August). *Early Numeracy Indicators User Training*. Training session provided for Heartland Area Education Agency.
14. Olson, J., & Foegen, A. (2009, August). *Project AAIMS Algebra Progress Monitoring*, a 1 day workshop and training session presented for the Eanes Independent School District, Austin, TX.
13. Foegen, A. (2009, June). *Response to intervention systems in secondary mathematics*, a 1 day workshop presented for the School District of Amery, Amery, WI.
12. Olson, J., & Foegen, A. (2009, May). *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for the Southeast Georgia Learning Resources System, Reidsville, GA.
11. Olson, J., & Foegen, A. (2009, May). *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for the South Central Georgia Learning Resources System, Waycross, GA.
10. Olson, J., & Foegen, A. (2009, April). *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for Academy School District 20, Colorado Springs, CO.
9. Foegen, A. (2009, March). *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for the Training School Psychologists as Instructional Consultants project California State University-Long Beach, Long Beach, CA.
8. Olson, J., & Foegen, A. (2008, December). *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for the Utah Personnel Development Center, Sandy UT.
7. Foegen, A., & Olson, J. (2008, October). *Project AAIMS Algebra Progress Monitoring*, a 1 day workshop and training session presented for the Ankeny Community School District, Ankeny, IA.
6. Foegen, A., & Olson, J. (2008, October). *Project AAIMS Algebra Progress Monitoring*, a 1 day workshop and training session presented for the Grant Wood Area Education Agency, Cedar Rapids, IA.
5. Olson, J., & Foegen, A. (2008, September). *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for the Flex West consortium, Chicago, IL.
4. Olson, J., & Foegen, A. (2008, June). *Project AAIMS training*, a 1.5 day workshop and training session presented for District 94 School District, West Chicago, IL.
3. Foegen, A., & Olson, J. (2008, May). *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for the St. Cloud Area School District, St. Cloud, MN.
2. Foegen, A., & Olson, J. (2008, April). *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for the Grant Wood Area Education Association, Cedar Rapids, IA.
1. Foegen, A., & Olson, J. (2008, March). *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for the Huron Intermediate School District, Bad Axe, MI.

Doctoral Students Supervised

Year Completed	Name	Dissertation Title
2017	Koch, Jody (co-major with J. Dyches)	Literacy events and practices that position Hmong women to meet academic success in community colleges
2016	Batchelor, John	A mixed methods study of the effects of clicker use on math anxiety and achievement in mathematics
2014	Graham, Rachel	Exploring the Quality, Usability, and Use of Learning Objects in Introductory Statistics Classrooms
2013	Hartzler, Julie	A Comparative Study of Preservice Teachers' Understanding of the Equal Sign
2012	Bullock, Cathy	Teaching Students with Behavioral Disorders to Use a Negotiation Procedure: Impact on Classroom Behavior and Conflict Resolution Strategy
2004	Lind, Linda	Preservice teachers' perceptions of students with disabilities

Masters and Specialist Students Supervised

Year Completed	Name	Thesis Title
2012	Chugh, Sonia	Teachers' perceptions of students with late emerging reading disabilities
2011	Singamaneni, Subhalakshmi	Exploring content validity, item level analysis and predictive validity for two algebra progress monitoring measures
2001	Harington, Kris	Criterion Validity of an Estimation General Outcome Measure for Middle School Mathematics
2001	Lee, Ji-Won	Assessing Phonological Processing Skills for the Prediction of Future Reading Abilities: A Meta-Analysis
1999	Butzen, Sue	The Utilization and Training of Paraprofessionals in Iowa

Professional Degree Students Supervised

Year Completed	Name	Field/Degree
2017	Knoop, Emily	Special Education, M.Ed.
2017	Heiden, Ellen	Literacy, M.Ed.
2016	Faust, Rachel	Literacy, M.Ed.
2016	Sloan, Alicia	Literacy, M.Ed.
2016	Faust, Rachel	Literacy, M.Ed.
2015	Camp, Randie	Special Education, M.Ed.
2013	Hegstrom, Joyce	Special Education, M.Ed.
2013	Hartwig, Kelly	Special Education, M.Ed.
2012	Koster, Jamie	Special Education, M.Ed.
2011	Krantz, Kimberly	Special Education, M.Ed.
2010	Nicholson, Mindy	Special Education, M.Ed.
2010	Thomas, Deani	Special Education, M.Ed.
2008	Van Dam, Tonya	Special Education, M.Ed.
2006	Kruse, Aryn	Special Education, M.Ed.
2006	Parker, Amanda	Special Education, M.Ed.
2006	Thatcher, Emily	Special Education, M.Ed.
2005	Hodgen, Heidi	Special Education, M.Ed.
2004	Meyer, Jody	Special Education, M.Ed.
2004	Pace, Julie	Special Education, M.Ed.
2001	Beck-Zinnel, Shannon	Special Education, M.Ed.
2001	Hodges, Debra	Special Education, M.Ed.
2001	Wedemeyer, Mary	Special Education, M.Ed.

Professional Degree Students Supervised (continued)

Year Completed	Name	Field/Degree
1998	Nelson, Teresa	Special Education, M.Ed.
1997	Arrowsmith, Lori	Special Education, M.Ed.
1997	Strum, Carmen	Special Education, M.Ed.

HONORS AND AWARDS

National/International

2009 Fellow, Meadows Center for Preventing Educational Risk, Mathematics Institute for Learning Disabilities and Difficulties; University of Texas-Austin

State

2015 Elected member, Iowa Academy of Education

University

2008 Mid-Career Achievement in Research Award. College of Human Sciences, Iowa State University

MEMBERSHIP IN PROFESSIONAL AND HONOR SOCIETIES:

American Educational Research Association

AERA Special Interest Group: Special Education Research

AERA Special Interest Group: Research Using NAEP Data

Council for Exceptional Children

CEC Division: Council for Educational Diagnostic Services

CEC Division: Division for Learning Disabilities

CEC Division: Teacher Education Division

CEC Division: Division on Research

Council for Learning Disabilities

Iowa Council of Teachers of Mathematics

Learning Disabilities Association of Iowa

National Council of Teachers of Mathematics

Phi Delta Kappa

SERVICE TO PROFESSIONAL ORGANIZATIONS: Conference Proposal Reviewer

2016, Council for Exceptional Children conference, Division on Learning Disabilities

2015, Council for Exceptional Children conference, Division on Learning Disabilities

2014, Council for Exceptional Children conference, Division on Learning Disabilities

2014, National Council of Teachers of Mathematics, Research Conference

2013, Council for Exceptional Children conference, Division on Learning Disabilities

2013, National Council of Teachers of Mathematics, Research Conference

2012, Council for Exceptional Children conference, Division on Research

2012, Council for Exceptional Children conference, Division on Learning Disabilities

2011, National Council of Teachers of Mathematics, Research Pre-session

2011, Council for Exceptional Children conference, Division on Research

2011, Council for Exceptional Children conference, Response to Intervention strand

2010, Council for Exceptional Children conference, Division on Research

2010, Council for Exceptional Children conference, Response to Intervention strand

2009, Council for Exceptional Children conference, Response to Intervention strand

2009, Council for Exceptional Children conference, Division on Learning Disabilities

2009, Council for Exceptional Children conference, Division on Research

2008, Council for Exceptional Children conference, Division on Learning Disabilities

2008, Council for Exceptional Children conference, Division on Research

UNIVERSITY, COLLEGE, DEPARTMENTAL, AND PUBLIC SERVICE:

University Service

Standing and Ad Hoc Committees

9. 2016 Chair, Faculty Review Board

8. 2015-2018 Member, Faculty Review Board Pool

7. 2013-pres. Member, ISU Publication Subvention Grant Committee

6. 2012-2015 Member, AAU Institutional Excellence: Graduate Students and PostDocs Committee

Standing and Ad Hoc Committees (continued)

5. 2009-pres. Member, University DOGEs group
4. 2004-06 Member, University CAC Committee
3. 2004 Department Representative, Board of Regents Review Committee for External Program Reviews
2. 2003 Member, Karas Dissertation Award Committee
1. 2002 Member, Karas Dissertation Award Committee

Other University Service

4. 2014 Panel Member, Strengthening the Professoriate@ISU Diversity Workshop
3. 2013 Judge, GMAP Research Symposium poster presentations
2. 2008 Invited student Marshal escort for ISU Commencement, Fall
1. 2003 Department Representative, University Commencement, Summer and Fall

College Service**Standing and Ad Hoc Committees**

14. 2017 Member, Associate Dean for Research and Graduate Education Search Committee
13. 2009-pres Member, Research and Graduate Education Committee
12. 2014 Member, School of Education Director Search Committee
11. 2014 Member, CHS Communications Web Designer Search Committee
10. 2011-12 Chair, School of Education Graduate Programs Transition Committee
9. 2010-11 Member, School of Education Transition Committee
8. 2010 Member, C I/ELPS Merger Committee
7. 2008 CHS Entrepreneurial and Teaching Initiatives Review Panel, Fall
6. 2007 CHS Entrepreneurial and Teaching Initiatives Review Panel, Fall
5. 2007-09 Member, Field Experiences Advisory Committee
4. 2004-06 Chair, College of Education CAC Committee
3. 2002-04 Member, College of Education CAC Committee
2. 1997-98 Member, Center for Technology in Learning and Teaching Advisory Committee
1. 1996-00 Member, College Curriculum Committee

Other College Service

10. 2017 CHS Convocation Name Reader, Spring
9. 2016 CHS Convocation Name Reader, Fall
8. 2014 CHS Commencement Marshal, Spring
7. 2008 CHS Commencement Marshal, Fall
6. 2006 CHS Commencement Marshal, Fall
5. 2003 CHS Commencement Marshal, Fall and Spring
4. 2001 CHS Commencement Marshal, Fall and Spring
3. 2000 CHS Commencement Marshal, Spring
2. 1998 Presenter, President Jischke's visit to the College of Education
1. 1997 CHS Commencement Marshal, Fall and Spring

Departmental/School Service**Standing and Ad Hoc Committees**

38. 2016-pres. Chair, SOE Promotion and Tenure Committee
37. 2016 Member, SOE Education Doctorate Task Force
36. 2016 Chair, Special Education Search Committee

Standing and Ad Hoc Committees (continued)

35. 2015-16 Chair, Special Education Search Committee (fall and spring)
34. 2014-pres. Member, School of Education Promotion and Tenure Committee
33. 2013-pres. Chair, Graduate Student Advisory Council
32. 2012-pres. Member, School of Education Administrative Team
31. 2012-pres. Chair, School of Education Graduate Studies Committee
30. 2014 Chair, Social Foundations Search Committee
29. 2013-14 Chair, Mathematics Education Search Committee
28. 2013-14 Member, Curriculum & Instruction Promotion and Tenure Committee
27. 2012-13 Member, CESMEE P&S Staff Search Committee
26. 2012-13 Member, SoE Student Grievance Committee
25. 2012 Chair, School of Education Graduate Programs Planning Committee
24. 2012 Member, Clinical Faculty (Qualitative Methods) Search Committee
23. 2011-12 Chair, CESMEE Director Search Committee
22. 2009-10 245/268 Work Group
21. 2009-11 Member, C I Leadership Team
20. 2009-pres. Chair, Graduate Studies Committee
19. 2008-09 Chair, CTLT Director Search
18. 2007-11 Leader, Special Education Team
17. 2007-08 Member, C I Ad Hoc Behavior Committee
16. 2007-08 Chair, Literacy Search Committee
15. 2007-09 Member, CI Promotion and Tenure Committee
14. 2004-05 Co-Chair, Special Education Search Committee
13. 2003-05 Leader, Special Education Team
12. 2002-03 Co-Chair, Special Education Search Committee
11. 2002-03 Member, C I CAC Committee
10. 2002-05 Member, C I Advisory Committee
9. 2000-02 Co-Chair, Early Childhood Coordinating Committee
8. 1999-00 Member, Early Childhood Coordinating Committee
7. 1998-00 Coordinator, Catalog Copy
6. 1998-00 Member, Department Executive Officer Advisory Committee
5. 1996-97 Member, Project Opportunity Research Committee
4. 1996-97 Member, Pedagogy Subcommittee
3. 1996-98 Member, Catalog Copy Subcommittee
2. 1996-98 Ad-hoc Member, Undergraduate Studies Committee
1. 1995-present Member, Special Education Team

Other Departmental Service

16. 2017-18 Member, Post-tenure Review Committee (Jan Friedel)
15. 2017-18 Chair, Third Year Review Committee (Bowman, Rodriguez-Jones)
14. 2016-17 Chair, Third Year Review Committee (Burt, Perez, Wiczorek)
13. 2016 Name Reader, SOE Cording Ceremony (spring and fall)
12. 2016 Member, Post-tenure Review Committee (Katie Bruna)
11. 2016 Chair, Third Year Review Committee (Anne Estapa)
10. 2015 Reader, School of Education Fall Cording Ceremony
9. 2014-15 New Faculty Mentor (Mollie Appelgate, Christa Jackson)
8. 2012-13 New Faculty Mentor (Larysa Nadolny)
7. 2010-11 New Faculty Mentor (Sarah Roberts)
6. 2010 Departmental Representative for CHS Scholarship Recognition Ceremony
5. 2004-05 New Faculty Mentor (Denise Schmidt)
4. 2002-03 New Faculty Mentor (Beth Herbel-Eisenman)
3. 2001 Departmental Representative for ISU Graduate Commencement, Fall and Spring 2001
2. 1999-00 New Faculty Mentor (Sarah Lubienski)
1. 1996-01 Faculty Advisor, Student Council for Exceptional Children club

Public/Community Service

15. 2016-17 Iowa Department of Education, Multi-Tiered Systems of Support technical assistance for Mathematics
14. 2005-pres. Heartland Area Education Agency, Intermittent Technical Assistance provider, Mathematics progress monitoring
13. 2012 Student Evaluation of mathematics difficulties for an Ames family
12. 2011-13 Iowa Department of Education, Response to Intervention Assessment Committee
11. 2010-13 Iowa Department of Education, Member, Mathematics Content Leadership Team
10. 2008-09 Iowa Department of Education, Consultant/Technical Assistance provider, Statewide Secondary Transition Professional Development Project
9. 2008 Iowa Department of Education, Advisory Committee on Mathematics Assessment for Instructional Decision Making
8. 2006-07 Iowa Department of Education, IHE representative to the Learning Disabilities Definition Committee
7. 2004 Student Evaluation of mathematics difficulties for an Ames family
6. 2003-04 Iowa Department of Education, IHE representative on the Assistive Technology Liaison Committee
5. 2002 Student Evaluation of mathematics difficulties for an Ames family
4. 2000-01 Fort Dodge Community School District and AEA 5, Study of Special Education Enrollment Rates
3. 1999 Iowa Department of Education, District-wide Assessment Work Group
2. 1998 Iowa Department of Education, Statewide Alternate Assessment and Accommodations Committee
1. 1998 Ames Community Schools, Focus Group Facilitator on Assessment, January