

Marcia Davidson
Curriculum vita

*Marcia Davidson
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*Assistant Professor
Special Education
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Academic History

Certification: Continuing Educational Staff Associate Certificate: School Psychologist, State of Washington; National Association of School Psychologists, NCSP certification.

Ph.D., Special Education from the University of Washington, Seattle, Washington (1991).

M.S., Community-School Psychology from Central Florida University, Orlando, Florida (1975).

B.A., Elementary Education from Webster University, St. Louis, Missouri (1972).

Professional Experience

2005-current: Assistant Professor, Special Education, University of Maine, Orono, ME 04473

2002-current: National Trainer for Louisa Moats', *Language Essentials for Teachers of Reading and Spelling* professional development program for teachers.

2002-current: Senior Research Associate, RMC Research Corporation, Portsmouth, New Hampshire and Portland, OR

2001-2002: Research Associate, RMC Research Corporation, Portsmouth, New Hampshire

2000-2001: Interim Director of Institutional Assessment and Testing, Western Washington University. Associate Professor, Elementary Education and the Applied Research and Development Center

1998-2001: Associate Professor, Elementary Education, and the Applied Research and Development Center

1997-1998: Assistant Professor, Elementary Education. Co-Director of the Applied Research and Development Center.

1996-1997: Assistant Professor, Special Education, Western Washington University, Bellingham, WA.

1994-1996: Visiting Assistant Professor, Special Education, WWU.

1992-94: Coordinator of Inservice Training and Program Review, NW ESD 189, Mount Vernon, Washington.

1991-92 School Psychologist, Stanwood School District, Stanwood, Washington.

1989-91 Project Director at Washington Research Institute for a five year, federally funded, Department of Education grant involving innovative programs that integrate special education and remedial support services for at-risk students.

1989 Project Co-director, Equity Project, a Washington State funded project that examined special education services for migrant and Native American students in Northwest Washington.

1988-89 Research Fellow in special education for Dr. Tom Lovitt, University of Washington

1987-88 Teaching Assistant, Vocational/Special Education Department, University of Washington

Marcia Davidson
Curriculum vita

1984-87 School Psychologist, Education Service District 189, Assigned to Stanwood School District, Stanwood, Washington

1980-84 School Psychologist, Mount Vernon School District, Mount Vernon, Washington

1979-80 School Psychologist, Ferndale School District, Ferndale, Washington

1977-79 School Psychologist, Mount Vernon School District, Mount Vernon, Washington

1975-76 School Psychologist, North Brevard County Schools, Titusville, Florida

Scholarship

Publications

Davidson, M. (2006). *Why the Washington Assessment of Student Learning should not be used as an exit exam*. Invited paper written for the Washington Education Association, Seattle, Washington.

Davidson, M.R. (2002). (Lead Author). *Issues paper for the National Assessment of Educational Progress 2007 Reading Assessment*. Education Leaders Council with the Thomas B. Fordham Institute.

Davidson, M., Standal, T.C., Towner, J. (2002). *The Reading Fluency Monitor. Read Naturally Corporation*, St. Paul, Minnesota.

Davidson, M., & Myhre, O. (2000). Reading at grade level: Is there a simple, reliable, cost effective way to find out? *Educational Leadership*, 57, (5), 25-28.

Stage, S.A., Sheppard, J., Davidson, M., & Browning, M.M. (2001). Prediction of first-graders' growth in oral reading fluency. *Journal of School Psychology*, 39, 225-237.

Davidson, M., Howell, K.W., & Hoekema, P. (2000). The effects of ethnicity and violent content on the assignment of rubric scores in writing samples. *Journal of Educational Research*, 93 (6), 367-374.

Howell, K.W., & Davidson, M. (1997). Programming: Aligning teacher thought processes with the curriculum. In J.W. Lloyd, E.J. Kameenui, & D. Chard (Eds.), *Issues in educating students with disabilities*. Mahwah, NJ: Lawrence Erlbaum.

Davidson, M.R., & Howell, K.W. (1997). State standards: Authenticity vs. diversity. *Diagnostique*, 22 (3), 164-181.

Davidson Bresko, M. & Jenkins, J.R. (1994). Phonemic segmentation, blending, and their combination: Effects on word reading and spelling. *The Journal of Educational Research*, 87, 148-157.

Vadasy, P.F., Maddox, M., & Davidson, M. (1992). Equity and special education policy for minority students in small rural districts. *The Journal of Educational Issues of Language Minority Students*, 11, 233-249.

Submitted for Publication

Davidson, M.R., Yang, J., & Cunningham A.C. (2006). *Evaluating preschool curricula: A randomized trial study of "Ready, Set, Leap!"*.

Unpublished Documents

Davidson, M., & Towner, J.C. *Evaluating an oral reading fluency cut-score to identify second grade children who are at-risk for reading failure.* Submitted to *Educational Measurement.*

Co-Author: Three annual reports for a grant from the Washington State Office of the Superintendent of Public Instruction entitled “Student Responsive Service Delivery Model”.

Unpublished document: Davidson, M. (2000). *Intervention Manual in Reading.* Grant funded by the Office of the State Superintendent of Public Instruction and the Washington State Association of School Psychologists: “The Student Responsive Service Delivery Model”.

Unpublished document: Davidson, M. (1992). *Secondary Transition Guide: Northwest Educational Service District 189: Mount Vernon, WA: NW ESD 189.*

Monographs and reports written for the Applied Research and Development Center

Towner, J., & Davidson, M. (1997). *Reading fluency assessment: Grade 2.* Report to the Ferndale School District. Research Report No. 1.

Davidson, M., & Towner, J. (1997). *Oral fluency evaluation project: Nooksack Valley School District.* Research Report No. 3.

Davidson, M., Blake, G., & Towner, J. (1998). *Findings from the Second Grade Reading Testing Pilot.* Technical Report to OSPI.

Davidson, M., & Towner, J. (1998). *The Quality of Evidence in Monitoring Student Progress: Comparisons of Reading Recovery, Special Education, Title I, and General Education Students in Grade 1 through Grade 3 using Curriculum-based Measures.*

Davidson, M., & Towner, J. (1999). *Summary of the Follow-up Study of the Washington State Second Grade Reading Screening.* Technical Report to OSPI.

Browning, M., Davidson, M., & Stage, S. (1999). *Annual Evaluation Report for the Student Responsive Service Delivery Model.* Technical Report to OSPI.

Browning, M., Davidson, M., & Stage, S. (1998). *Annual Evaluation Report for the Student Responsive Service Delivery Model.* Technical Report to OSPI.

Myrhe, O., Davidson, M., & Towner, J. (1999). *Teacher Survey Results from the Mukilteo “Victory 1000” Project.*

Training Modules written for the Applied Research and Development Center

Davidson, M., & Towner, J. (1998). *Using Reading Fluency Measures – Tips for the Classroom Teacher.* Training Module No. 1.

Davidson, M., & Towner, J. (1998). *Reading and Writing Assessment.* Training Module No. 3.

Presentations and Consultation

November, 2006: International Dyslexia National Conference presentation with co-presenters J. Bulat and L. Coco: “Improving Reading Skills in Kindergarten and First Grade Children: A Randomized Trial Study.” Indianapolis, IN.

Marcia Davidson
Curriculum vita

- NAEYC, 2006: National Association for the Education for Young Children, November 2006 poster presentation with A. Cunningham and J. Bulat: "Examining Preschool Professional Development: Issues of Fidelity and Implementation of a Preschool Curriculum *Ready, Set, Leap!*"
- August, 2006: New York Reading First Conference invited presentation on reading fluency.
- July, 2006: National Reading First Conference, Reno, NV: Invited presentation entitled " Building Reading Fluency in Struggling Readers: Effective Classroom Interventions."
- July, 2006: University of Maine Seamless Transitions Conference invited presentation: "Meeting the Needs of All Students: The Three-Tier Reading Model."
- July, 2006: Best Practices in Language and Literacy Conference invited presentation: "Response to Intervention: What Does it Take to be Successful?"
- June, 2006: Head Start National Research Conference: Presentation entitled: "Teacher Study Groups and Fidelity of Implementation of a Preschool Literacy Program".
- May, 2006: Brooklin Elementary School, Brooklin, ME: Invited presenter on "Response to Intervention: for faculty.
- May, 2006: Mid-Coast Maine Professional Development: "Response to Intervention" Keynote address.
- Jan-February, 2006: Penobscot, ME: 2 one-day workshops on Response to Intervention.
- January, 2006: Hancock County, ME: 3 half-day workshops on Response to Intervention.
- November, 2005: International Dyslexia Association: Preschool Literacy Curriculum Efficacy: A Randomized Study. Denver, CO.
- Spring-Fall, 2005: LETRS training, 4 3-day workshops in Washington State and South Carolina.
- August 23, 2005: Early Reading First, Waldo County, ME: Presentation on professional development through teacher study groups. PCER 2003, Newark project.
- July 26-28, 2005: National Reading First Conference, New Orleans. "Reading Fluency Interventions: Beyond Repeated Reading."
- June 27-29, 2005: Language Essentials for Teachers of Reading and Spelling, Baltimore, MD: Modules 1-3.
- June, 2005: Pacific Regional Educational Lab: Presentation on the PCER project. (presented by Anne Cunningham with co-authorship)
- June 20-21, 2005: Presentation at the Utah State Special Education/Reading First Conference, Provo, Utah, on the Three-Tier Model: "STOP Admiring the Problem: The Three-Tier Model."
- June 14-15, 2005: Presentation at the Arizona State Reading First Conference, Phoenix, AZ: "Sustaining the Learning Curve: Professional Development with Lesson Study."
- September, 2004-February 2005: Consultant on an SBIR grant to develop online professional development for phonics program with Dr. Phyllis Fischer, University of Maine-Farmington.
- February and March, 2003: Six one-day workshops on "Strengthening Student Skills in Reading Fluency".

Marcia Davidson
Curriculum vita

November, 2002: Presentation to the Reading Committee of the National Assessment of Educational Progress on the NAEP 2007 Reading Framework Issues Paper.

August 2002-current: National training on Language Essentials for Teachers of Reading and Spelling in Michigan (9 days) with 9 additional days scheduled. Two day training in Arkansas in June, 2003, and training in Florida scheduled.

September 2002-2004: Project Director for Technical Assistance to the states in writing "Reading First" applications.

April, May, June, 2002: Parent Information Resource Center National Institutes: Presentations on Reading First, Early Reading First. Three-hour workshops on "Teaching Reading: Grades K-3".

June, 2001: Annual meeting of the Society of the Scientific Studies of Reading, Boulder, CO: paper presentation entitled "Reliability, Validity, and Applications of Oral Reading Fluency Measures."

Book Reviewer for Prentice Hall: manuscript on assessment in the elementary classroom.

February 8, 2001: Invited presentation on "Assessment and Reading Interventions for students at-risk for reading failure from grades K-8". Sponsored by the Blaine, WA, Family Literacy Project.

November, 2000: Invited member of a ten member statewide panel to review and determine appropriate research-based reading programs for the \$15 million federal "Reading Excellence Act" monies awarded to Washington State.

November, 2000: Invited to be a member of a national work group to develop the evaluation of the federal "Reading Excellence Act". The work scope of the consultation agreement included 4 one-day meetings at the Department of Education in Washington, DC each year for three years.

November, 2000: Invited Presentation at the 52nd Annual Fall Joint Conference of NWAEE, OSPA, and WSPA. Entitled "Washington Performance Based Certification: A College Perspective.

Washington Association of Colleges of Teacher Education (WACTE): The Pedagogy Assessment Committee (an appointed committee of WACTE) has provided open forum presentations on the work of the committee at three meetings: February 2000, June 2000 and October 2000.

September 15-16, 2000: Invited participant at a National Invitational Conference on Oral Reading Fluency in Portland, Oregon. Hosted by Dr. Jerry Tidal, University of Oregon.

WACTE Pedagogy Assessment Committee: Represented the Pedagogy Assessment Committee at the Washington State Title II Grant Meeting in August 2000.

American Educational Research Association 2000 Annual Meeting: presentation with Oddmund Myhre: "Old Wine in New Bottles: The Role of Oral Fluency Measures in a District-Wide Reading Accountability Framework".

March 2000: Workshop at Northlake Elementary in Longview on my "Reading Intervention Manual".

February 2000: Workshop at Columbia Valley Gardens Elementary School in Longview on my "Reading Intervention Manual".

January 2000: Workshop at Olympic Elementary in Longview on my "Reading Intervention Manual".

December 8-10, 1999: Invited Presentation: *The 15th Annual Washington State Assessment Conference*. "WWU Reading Research."

1999-present: Assessment Consultant to the federal Compact for Reading Project. I was awarded 2 contracts totaling \$20,000 to do the following: develop an electronic pdf version of the federal "School-

Marcia Davidson
Curriculum vita

Home Links", and provide training and technical assistance to the four Washington state Compact for Reading sites as part of a federal evaluation.

1997 to present: Consultant to and co-evaluator of the Student Responsive Service Delivery Model. Site Mentor to SRSD schools.

1996-present: Site Mentor for the Student Responsive Service Delivery Project: One and two day workshops on curriculum-based measures and reading for Mt. Adams and Longview school districts during the course of the three year project. I conducted more than 10 days of workshops and follow-up consultation in these 2 districts.

December 1999: Invited presentation at the state "Unity for Excellence" Conference. Presented on implementing curriculum-based measures.

December 1999: Workshop on the Student Responsive Service Delivery Project in Spokane, WA. Co-presented with two colleagues.

November 1999: Invited presentation at the Washington State Association of School Psychologists Fall Conference on the Evaluation of the Student Responsive Service Delivery Project. Co-presented with a colleague.

October 1999: 2-day workshop for the Manson School District on the Student Responsive Service Delivery Project. Co-presented with two colleagues.

October 1999: One-day workshop on interventions in reading at Northlake Elementary School, Longview, WA.

September 1999: Invited presentation at the Washington State Compact for Reading training with the Department of Education and the Washington Office of the Superintendent of Public Instruction.

Invited Presentation at the Fall Annual Innovations in Special Education Conference in Seattle, WA, September 1999. Presentation on the "Intervention Manual in Reading".

Presentation at the Annual Innovations in Special Education Invitational Conference, St. Petersburg, FL, January 1999: Presentation provided a summary of the data analyses for the Student Responsive Service Delivery Project – Second Year Preliminary Summary.

Panel Presentation at the NASDTEC National Symposium: Perspectives on Performance-based Education, Certification, and Assessment, March, 1999: I presented the Professional Certification Pilot Project and masters' program offered by Western Washington University and provided a summary and reflections on the two year pilot project.

American Educational Research Association, March 1999: Poster presentation by a graduate student on a collaborative experimental study with Native American kindergarten students. The presentation was entitled: "Lummi Early Literacy Project: A One-to-One Tutoring Program in Beginning Reading Skills for Native American Children Using a Modification of the Sound Partners Tutoring Program"

Paper presented: Washington Educational Research Association, December 1998: Paper summarized an OSPI project involving a comparability and follow-up study on the statewide Second Grade Testing Project.

August 1998: 2-day workshop on reading programs and instruction for the Longview School District.

Paper presented: National Association of School Psychologists annual conference: April 1998. Paper entitled: "The Role of the School Psychologist in Statewide School Reform Efforts: A Framework for Aligning Assessment Strategies with State Standards in Literacy." I co-presented with John Towner.

Marcia Davidson
Curriculum vita

Paper presented: National Association of School Psychologists Annual Conference: April 1998, Orlando, FL. Paper entitled: "The Student Responsive Service Delivery Model: A Statewide Reform Effort." I presented assessment data from the statewide SRSD project for this Washington State Association of School Psychologists group presentation.

Paper presented: American Educational Research Association Annual Meeting: April 1998, San Diego, CA. Paper entitled: "The Quality of Evidence in Monitoring Academic Progress in Reading and Written Language: Comparisons of Reading Recovery, Special Education, Title I, and General Education students in grades one through three using Curriculum-based Measures." I co-presented with John Towner.

Presentation: Mt. Adams Elementary School on April 22, 1998. Presented the rationale for implementing curriculum-based measures school-wide.

Paper presented: Washington Educational Research Association, spring conference. March 31, 1998. Paper was a preliminary report of the Washington State Second Grade Testing Pilot. I co-presented with John Towner and Geneva Blake.

Spring, 1998: Workshop on Curriculum-based Measures in White River School District.

Spring, 1998: Follow-up workshops with elementary and secondary specialists in reading in Longview, WA.

January 1998: Invited one-day workshop on Reading for secondary reading specialists and principals in Longview, WA.

Paper accepted: Council on Exceptional Children's Teacher Education Division Fall Conference: Savannah, Georgia, November 1997. Paper entitled: "Powerful Partnerships: Elementary and Special Education Students Working Together in a Professional Development School."

October 17-18, 1997: Washington State Professional Education Advisory Board State Conference: Paper accepted for Presentation: "Assessment Projects for Student Interns in a Professional Development School". Co-Presenter for 2 additional sessions on the WWU assessment team and preservice/in-service professional certification assessment competencies and their implications for student interns at WWU.

October 10, 1997: Invited panel member to discuss the pilot project for the new Student Responsive Service Delivery Model, Washington State Association of School Psychologists' Annual Fall Conference.

August, 1997: Invited 2-day workshop for reading specialists, principals, school psychologists, and the curriculum coordinator of the Longview School District on Reading instruction and assessment.

August 26, 1997: Co-presenter for workshop on initiating curriculum-based procedures school wide for student progress-monitoring at Ferndale School District's Beach School.

August 4-8, 1997: Co-taught a five-day, three-credit course at the summer "Connections Academy". Course entitled: "Alternative Assessment Practices in Special and General Education." Yakima, WA.

June 19, 1997: Co-presenter for workshop on assessment and progress monitoring at the Anacortes Middle School.

April 1997: Paper accepted for presentation at the National Association of School Psychologists Annual Conference in Anaheim, CA. Presentation entitled "Bias in Authentic Assessment: An Examination of Curriculum-based Measures."

March 1997: National CEC Conference in Salt Lake City, Utah. Poster Session with Scott Hazelton and Ken Howell entitled "Special and General Educators' Perceptions of the Curriculum: Is Collaboration Possible?"

Marcia Davidson
Curriculum vita

March 22, 1997: The Third Annual Connections Conference: An Early Childhood Conference in Support of Children and Families. Presentation entitled "Dyslexia: Research Perspectives and Educational Interventions."

1995- 97: Consultant to Columbia Legal Services with Dr. Ken Howell at Green Hill School, a juvenile corrections facility in Chehalis, WA

December, 1996: One-day workshop entitled "Writing Better IEPs" at Lakewood School District.

November 1996: Presentation at the Council of Exceptional Children's Teacher Education Division Conference in Washington, D.C. entitled: "Integrating Special Education and Elementary Education Teacher Preparation: A Professional Development School Model for Collaboration."

August 1996: Co-presented at a one-day workshop on Secondary Learning Strategies at Lummi High School in Bellingham, Washington.

May 1996: Presentation on Cognitive Reading Strategies at a conference entitled, "Teaching Reading to Diverse Learners", sponsored by the Washington State Office of the Superintendent of Public Instruction and Washington State University.

May 1996: Ten hour, one-credit workshop entitled "Secondary Transition and the School Psychologist", presented at ESD 112 in Vancouver, WA.

May, 1996: One-day inservice presentation at Green Hill Correctional Institution, in Chehalis, Washington on strategy instruction and developing appropriate IEPs for adolescents.

May, 1996: Inservice to Maple Falls Elementary School in Maple Falls, Washington, on Reading Comprehension: Developing assessment measures and instructional strategies.

May 1996: Presentation at the conference for the State Board for Community and Technical Colleges: "RSVP Washington - A Collaborative Special Education Endorsement Package". The theme was "Building Assessment Partnerships".

April 1996: Presentation at the Tri-State School Psychology Conference: "Alternative Assessment Models".

April, 1996 K.W. Howell and I presented the findings from a study on bias in writing assessment at the 1996 AERA Annual Meeting. The presentation was entitled: "The Effects of Ethnicity and Violent Content on the Assignment of Rubric Scores in Writing Samples".

March 1996: Autism Conference, The Best in the Northwest Conference on Autism. Presentation entitled "Developing Better IEPs".

December 1995: Presentation to the Human Services Instructors at the Everett Campus on Performance-based Learning Outcomes.

October 1995: Washington State Association of School Psychologists' Fall Conference presentation on "Strategy Instruction for Secondary Students: The Role of the School Psychologist".

March 1995: Fourth Annual Best of the Northwest Conference on Autism. Presentation entitled "Writing Better IEPs".

November 1994: Paper accepted for presentation (co-presenter) at the Conference for Teacher Educators for Children with Behavioral Disorders - entitled "The Quality of IEPs Developed to Address Social and Behavioral Problems".

Marcia Davidson
Curriculum vita

October 1994: Washington State Association of School Psychologists Fall Conference - presentation entitled "Practical Research and the School Psychologist".

August, 1994: Office of the Superintendent of Public Instruction: Special Education Summer Institute for Occupational Therapists and Speech and Language Pathologists - presentation entitled "Special Education and the Law".

August 1994: Granite Falls Middle School Inservice - presentation entitled "Working with At-Risk Students in the Middle School".

May 1993: Northwest ESD 189 Inservice- presentation entitled "Educationally Useful IEPs".

1992-93: Provided inservice training to thirteen local school districts to assist them in preparing for the federal and state triennial special education program review. Follow-up technical assistance and debriefing were provided to staff following the completion of the reviews. Included were the following districts: Anacortes, Darrington, Edmonds, Bellingham, Arlington, Granite Falls, San Juan Island, Lynden, Meridian, Mount Baker, Blaine, Burlington, and Stanwood.

1992-93: Conducted inservice training workshops in NW ESD 189 on the following topics: Writing Functional IEPs, Functional Vocational Evaluations and Secondary Transition Services, Curriculum-based Measurement.

June, 1992: Taught a one-credit course through Seattle Pacific University on functional vocational evaluation which was held at Educational Service District 189.

1992: Developed and presented a model for a comprehensive secondary transition process for rural districts in the state of Washington in the Stanwood School District during the 1991-92 school year. This process was presented at both state and regional vocational/special education conferences.

March, 1991: As the director of the inservice consortium "The Source", presented the training model at the Washington State CEC conference.

1985-1991: Washington State CEC presentations: 1985: co-presenter on the implementation of the social skills program "Getting Along with Others;" 1991: co-presenter on the I-5 Consortium (a federally funded special projects grant).

Fall, 1983: Obtained regional discretionary funding for a two-day training workshop on the implementation of the social skills program, "Getting Along with Others," for the Mount Vernon School District during the 1983-84 school year.

March, 1975: Paper presentation, "Fear of Success in Females and Success Avoidance: A Behavioral Test," Florida Academy of Sciences, March, 1975, Florida Southern College, Lakeland, Florida.

Grants and Contracts

October, 2006: Appointed Director of the Waldo County, Maine Early Reading First SPIRALS Project

May, 2006: Early Reading First: Consultant to Waldo County, Maine proposal for Early Reading First.

December, 2005: Institute of Education Sciences: Co-author of a grant proposal for a federal three-year Teacher Quality Grant with Anne Cunningham, UC-Berkeley. Grant was not funded.

Marcia Davidson
Curriculum vita

2003-2007: Institute of Education Sciences: co-Principal Investigator of a four-year Preschool Curriculum Evaluation Research grant with Anne Cunningham (UC-Berkeley). I am project manager for the study that includes 41 preschool teachers and 300 preschool children. We are conducting a randomized trial study to evaluate the efficacy of an early literacy program.

2002-03: Project Director of 2 one-year randomized trial studies evaluating the efficacy of a preschool literacy program and a k-1 supplemental literacy program. Project was funded by LeapFrog SchoolHouse.

May, 2002: Co-author of a 2 year modular grant application on family literacy submitted to NICHD. Grant was not funded.

Spring, 2002: Reading First Task Order to the federal Department of Education: Role of providing technical assistance to states on their Reading First applications.

2002-2003: New York Reading Excellence Act Implementation: In collaboration with the New York Technical Assistance Center, working with local districts on the sub grants from eligible districts to the state to implement REA. Technical assistance will be provided to REA schools.

2001-02: project staff member on a four year project with the National Institute for Literacy that focuses on the dissemination of the findings from the National Reading Panel and other K-adult literacy products. Tasks include developing an on-line reading course, working on the Secretary's National Leadership Academies in Reading, assisting in developing reading content for the Partnership Website.

September 2000: Awarded a \$10,000 contract with the Department of Education to provide technical assistance and training to the four Washington State Compact for Reading sites that are part of a federal evaluation project.

1999-2000: Skagit Valley Network Grant: Advisory Board member for a grant that is being implemented through a consortium of schools in Skagit Valley. The focus of the grant is authentic assessment.

1999-00: Unity Project: Program evaluator for an OSPI statewide project that focuses on improving student achievement in Title I schools with Native American, Latino, and/or African American students.

December, 1999: Contributor to a 5 year Gates Foundation proposal to fund the evaluation of the Compact for Reading Project in Washington State.

December, 1999: Federal 21st Century Schools grant awarded to Blaine School District. I wrote the evaluation for the project and serve as the project evaluator. The total budget for the 3-year project is \$850,000. The evaluation component is funded at \$14,000 per year for three years.

Spring, 1999: Invited to participate as a national assessment expert at a Compact for Reading Conference. Evaluation of the Compact grant projects was the focus of the meeting.

1999: Recipient of a contract with the Department of Education to align the federal document "School-Home Links" with the Washington State Essential Learnings. (\$10,000)

1998-99: Applied Research and Development Center contract for services to Mukilteo School District. Consultant to the project to coordinate the training, implementation and analysis of district-wide norming for oral reading fluencies in grades one through three.

1998-99: Co-Principal Investigator of the Follow-up Study for the Washington State Second Grade Reading Screening. (\$45,000)

1997-00: Evaluator for the Washington State Student Responsive Service Delivery Project. Principal Investigator for the contract for the years 1998-99 and 1999-00, co-evaluator for the project. Award is \$105,000 per year.

Marcia Davidson
Curriculum vita

1997-98: Contributing author to an OSPI grant that established WWU as a pilot site for the state's Professional Certification (Teacher Education) Program (\$100,000 for each of 2 years).

1997-98: Co-author of a competitive contract with OSPI to conduct a pilot study for the Washington State Second Grade Reading Screening. (\$45,000)

Summer Research Grant (1997): Western Washington University Summer Research Grant award to support faculty to conduct research during the summer quarter. Research topic was "Validity Issues in Performance Assessment."

1996-97: Co-author of a Goals 2000 grant that included math education courses taught in elementary schools (\$68,000)

1996: Author of a Goals 2000 grant that addressed the evaluation of an innovative literacy project in the Ferndale School District (\$70,000)

Spring, 1995: Primary author of a proposal for a Washington State Goals 2000 Grant, which was funded for the 1995-96 school year. The project emphasized the efforts toward collaboration between Western Washington University and a consortium of four school districts in Northwest Washington.

1995-96: Served as the Evaluation Consultant and Chair of the subcommittee on evaluation of grant activities and co-authored the Final Report for the Goals 2000 Grant.

1990-91: Primary author for two Washington State IDEA grants funded in 1990 and 1991. Each project received \$25,000 a year for two years. One proposal addressed issues of integrated service delivery models in a "Community Classroom." The second proposal addressed secondary transition services through provision of a job coach/vocational evaluator.

1991: Primary author for a National Diffusion Network Adoption Proposal for NW ESD 189 funded in 1991. Those funds provided an opportunity for districts in NW ESD 189 to explore the possibility of adopting the Pierce County Special Education/Vocational Education Cooperative Model.

Panel Member for Grant Review Panels

1992: Grant Reviewer, Washington Office of the Superintendent of Public Instruction (OSPI), Special Education: Collaboration for Integration Project.

1992-93: Grant Reviewer, OSPI, Special Education: IDEA Proposals.

1990 & 1994: Grant Reviewer, Office of Special Education and Rehabilitative Services, Washington, D.C.

Professional Service

Academic year 2000-01: Chair of the Washington State Assessment Coordinators for the six public higher education institutions. I coordinated the annual Fall Colloquy. The 2000-01 year's focus was on the Assessment of Quantitative Reasoning.

Fall 2000: Named to the WWU Teaching and Learning Academy, a continuation of the "Carnegie Conversation".

Fall 2000: Chair of the search committee for the ARDC position in research design.

Fall 2000: Member of the search committee for the new Assistant Vice President position at WWU.

Marcia Davidson
Curriculum vita

February 2000: Appointed by the President of the Washington Association of Colleges of Teacher Education to a 5 member Pedagogy Assessment Committee. The committee was charged with the task of developing a statewide pedagogy assessment for all preservice teacher candidates.

1999-00: Chair of the state Professional Certification Task Force that included faculty from 5 universities and the state certification officer. The charge was to develop performance indicators and benchmarks for the standards and criteria defined as the Professional Certification Program, the new continuing certification for all Washington State teachers.

1999-00: Chair of the Western Washington University Committee on the Assessment of Teaching and Learning (1999-00)

1998-00: Commissioner of the Academic Coordinating Commission for the university

1998-00: Member of the Teacher Curriculum and Certification Council of the Woodring College of Education

Chair of Search Committees for special education, elementary education, and the Applied Research and Development Center faculty positions, 1996-97, 1997-98, and 1999-00

Member of Western Washington University General Education Committee and member of the subcommittee on defining learning outcomes for required communications courses.

Member of the President's Research Advisory Council (1999-01). A position appointed by the President of Western Washington University.

Member of the WWU Patent and Copyright Committee (1999-00)

Member of the Elementary Education Graduate Committee (1999-present)

Member of Service Learning Advisory Board (1998-present)

Member of Search Committee for elementary education: 1998-99

Spring, 1998: Invited participant to the "Crisis Response Team" that wrote procedures for responding to university crises.

Committee of the Assessment of Teaching and Learning (Chair, 1999-2000)

Faculty Development Enhancement and Teaching Committee

Senate Library Committee

1997: Member of the Washington State Commission on Student Learning ad hoc committee: Accommodations for Special Populations

1996-97: Member of the Graduate Committee of the Woodring College of Education.

1995-97: Board member of Chinook Northwind Interactive Technology. An organization that developed multimedia-training programs for rehabilitation organizations and public schools.

1995-1998: Area 3 Co-Representative to the Washington State School Psychologists Association.

1995-96: Volunteered as a tutor for high school students at Mount Vernon High School and students at Whatcom Day Academy Middle School in Bellingham, WA.

Marcia Davidson
Curriculum vita

1994-1996: Special Education representative to the Professional Education Advisory Board for Western Washington University teacher education programs. Chair of the Assessment Subcommittee. Conducted an evaluation of assessment courses in the Woodring College of Education.

1993 to 1995: Co-chair of the research and evaluation committee for the Washington State Association of School Psychologists.

1996-2000: Member and Chair of the Assessment Task Force and liaison with the Office of Superintendent of Public Instruction (OSPI) during 1996-97. The Task Force was awarded a \$35,000 grant for the spring of the 1997 school year to conduct a pilot study on a noncategorical special education assessment model. An additional \$65,000 was allocated for the project for the 1997-98 school year. The project was funded for three years at \$100,000 per year.

1985-88: Board member of the Pacific North Tenant Support project in Burlington, WA, a Neighborhood Living Project.

Membership in Professional Organizations

American Educational Research Association
National Association of School Psychologists
American Psychological Association
International Reading Association
Society for the Study of Scientific Reading
International Dyslexia Association

Teaching

University of Maine:

Graduate courses taught: program planning and curriculum development, assessment, language and literacy (literacy course), interventions for reading difficulties, response to intervention seminar.

Western Washington University:

- Graduate Courses: Applied Behavior Analysis (Social Skills), Assessment in Literacy K-8, Adolescent Learning Problems, Secondary Transition, Curriculum in Special Education, Response to Intervention in Program Planning and Curriculum Access, Intervention for Reading Difficulties, Introduction to Special Education, Assessment in Special Education.
- Undergraduate courses: Curriculum in Special Education, Reading in Inclusive Classrooms, Assessment in Special Education, Assessment in Elementary Education, Reading Methods in the elementary classroom

1997-99: Faculty Coordinator and Advisor to the Professional Certification Pilot Project and Masters Program at Western Washington University.

Summer, 1997: Developed and co-taught a 3-credit course on Assessment for the First Annual "Connections Academy" in Yakima, WA.

1996-97: Graduate advisor for students in the master's program for Exceptional Children.

1996: Awarded as co-author, a faculty development grant to create a 3-credit course on Attention Deficit Disorder. The course was offered concurrently by Psychology and Special Education.

1995 -97: Collaborated with faculty from Special Education Programs from Central Washington University and Washington State University to create a distance education special education endorsement package for teachers who have emergency special education endorsements in the state. A competency-based program was developed that included 24 credits but was based upon defined performance standards. The courses

Marcia Davidson
Curriculum vita

were taught through distance education at regional ESD's and during the summer all participants attended a "summer showcase". Acted as chair for the two-day summer showcase for the 1996 participants.

Summer, 1996: Worked with a colleague to create student performance indicators/outcomes for the Special Education core and the Foundations core of the curriculum for the Woodring College of Education Learning Communities.

Summer, 1996: Collaborated with a colleague in Human Services to develop performance indicators for courses in the Human Services program.

Fall, 1996 to present: Provided training to teachers and administrators in the Blaine and Nooksack School Districts in the implementation of curriculum-based measures in the classroom for grades 1-8.

1996-present: assigned to the Professional Development School in Blaine and Ferndale School Districts. The 16-credit literacy course meets for three half-day sessions each week. Student teacher supervision is also an important role of faculty in the PDS. Assessment linked to instruction and literacy is the primary components of the PDS.

Awards

2000: Certificate of Recognition and Appreciation from the Washington State Association of School Psychologists for extraordinary service to and advocacy for school psychologists in Washington State. Demonstrates dedication and professionalism far beyond general expectations.

1999: Certificate of Appreciation from the Service Learning Center at Western Washington University.

1999: The Washington State Excellence in Teacher Preparation Award: An annual award from the Office of the Superintendent of Public Instruction, the legislature, and the Governor's office to honor the outstanding teacher educator in the state of Washington.

Spring, 1998: one of two WWU nominees for the United States Professor of the Year award. Nominated by Western Washington University Provost for Academic Affairs.

Fall, 1997: Received an invitation from the Vice Provost for Research and Dean of the Graduate School to a meet with the President and Provost of WWU to present current research projects and agenda for future research.

Summer, 1997: Invited Commencement Speaker at the WWU Summer Commencement in August.

Spring, 1997: Awarded the "Excellence in Teaching" Award for Western Washington University for the 1996-97 academic year. Two faculty members from Western Washington University are chosen for this award each year.

Spring, 1997: Chair of the thesis committee for a graduate student. I assisted her in writing and submitting request to the graduate school and she was awarded a \$1,000 research grant. She subsequently applied and received another \$500.

Spring, 1997: Chosen as Faculty Mentor for the Outstanding Senior in Special Education