

08/2024

**Tonya R. Moon, Ph.D.**  
**Professor of Education**

University of Virginia  
School of Education & Human Development  
Department of Curriculum, Instruction, & Special Education

O: 434-924-0823  
F: 434-924-7461  
email: trm2k@virginia.edu

**EDUCATION**

UNIVERSITY OF VIRGINIA, Ph.D., Educational Measurement, Research, and Evaluation, Curry School of Education, 1994.

UNIVERSITY OF ARKANSAS-LITTLE ROCK, M.Ed., Gifted Education, Department of Teacher Education, 1991. (Honors).

UNIVERSITY OF ARKANSAS-LITTLE ROCK, B.S., Mathematics and Statistics, Department of Mathematics and Statistics, 1985.

**EMPLOYMENT**

2011 – current University of Virginia. Full Professor

2006 – current University of Virginia Institutional Review Board for the Social and Behavioral Sciences, Chair

2004-2011 University of Virginia. Associate Professor

1998-2004 University of Virginia. Assistant Professor

1994-1998 University of Virginia. Lecturer

**PUBLICATIONS**

**ARTICLES (REFERRED JOURNALS)**

Hock, M. L.\*\*, **Moon, T. R.**, & Meyers, C. (2024). Equipping pre-service teachers for data use: A study of secondary educator preparation programs in Virginia. *Journal of Teacher Education*.  
<https://doi.org/10.1177/00224871241286798>

Meyers, C. V., Abrams, L. A., **Moon, T. R.**, & Hock, M. L.\*\* (2024). School leader preparation: Exploring the relationship between data use in standards and program delivery. *Education Sciences*, 14, 1081. <https://doi.org/10.3390/educsci14101081>

Meyers, C. V., **Moon, T.R.**, Patrick, J.\* Brighton, C.M., & Hayes, L. (2022). Data use processes in rural schools: Management structures undermining leadership opportunities and instructional change. *School Effectiveness and School Improvement*, 33(1), 1-20. DOI: 10.1080/09243453.2021.1923533

\* Denotes Graduate Student

\*\*Denotes Post Doc

\*\*\*Denotes Equal Contribution by Authors: Listed Alphabetical

Kreamer, H. M.\* , Wheatley, B.\* , Mahoney, K.\*\* , **Moon, T. R.**, & Brighton, C. M. (2022). The writing continuum: Examining primary-aged students' writing. *Journal of Literacy Innovation*, 7(2), 5-22.

Barnes, N., Brighton, C. M., Fives, H., Meyers, C. V., & **Moon, T. R.** (2022). Where's the data to support educators' data use for instructional practice? *Theory into Practice*, 61(3), 277-287. (Authors listed alphabetically). Available online: <https://www-tandfonline-com>. doi/epub/10.1080/00405841.2022.2096379

Mahoney, K.\*\* , Pennington, L.\* , Patrick, J.\* , Brown, A.\* , **Moon, T.R.**, & Brighton, C. M. (2022). (Feature Article). Designing and implementing interactive, collaborative family literacy events. *Gifted Child Today*, 45(1), 13-23. DOI: 10.1177/10762175211050700

Meyers, C., **Moon, T. R.**, Brighton, C. B., & Patrick, J.\* (2021). Data use processes in rural schools: Management structures undermining leadership opportunities and instructional change. *School Effectiveness and School Improvement*, 33(1), 1-20. DOI: 10.1080/09243453.2021.1923533

Kreamer, H. M.\* , Orme, S\*., Mahoney, K.\*\* , **Moon, T. R.**, & Brighton, C. M. (2020). Elevating instruction: Enhancing literacy practices for advanced readers in primary grades. *Gifted Child Today*, 43, 34-45, Doi: 10.1177%2F1076217519880590

Barnes, N., Brighton, C. M., Fives, H. R., & **Moon, T. R.**\*\*\* (2019). Literacy teachers' beliefs about data use at the bookends of elementary school. *The Elementary School Journal*, 119, 511-533. DOI: 10.1086/701655

Callahan, C. M., & **Moon, T. R.**, & Oh, S. (2017). Describing the status of programs for the gifted: A call for action. *Journal for the Education of the Gifted*, 40, 20-49. DOI: 10.1177/0162353216686215

**Moon, T. R.** (2016). Commentary regarding Bui, Craig, and Imberman (2017): Is gifted education a bright idea? Assessing the impacts of gifted and talented programs on achievement. *Journal of Advanced Academics*, 27, 90-98.

**Moon, T. R.**, & Park, S.\* (2016). Fidelity of intervention of English/language arts curriculum for gifted students: An exploratory investigation in different service delivery models. *Journal for the Education of the Gifted*, 39, 62-79. DOI: 10.1177/0162353215624161

Brighton, C. M., **Moon, T. R.**, & Huang, F. (2015). Advanced readers in Reading First classrooms: Who was really "left behind"? *Journal for the Education of the Gifted*, 39, 1-37. DOI: 10.1177/0162353215592501

Trinter, C. P., Brighton, C. M., & **Moon, T. R.** (2015). Designing differentiated mathematics games: Discarding the one-size-fits-all approach. *Gifted Child Today*, 38(2), 88-94. DOI: 10.1177/1076217514568560

Trinter, C. P., Brighton, C. M., & **Moon, T. R.** (2015). Characteristics of students' mathematical promise when engaging with problem-based learning units in primary classrooms. *Journal of Advanced Academics*, 26, 24-58. DOI: 10.1177/1932202X14562394

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- Callahan, C. M., **Moon, T. R.**, Oh, S., Azano, A. P., & Hailey, E. P. (2015). What works in gifted education: Documenting effects of an integrated curricular/instructional model. *American Educational Research Journal*, 52, 1-31. DOI: 10.3102/0002831214549448.
- Missett, T. M., Brunner, M. M.\*, Callahan, C. M., **Moon, T. R.**, & Azano, A. (2014). Exploring teacher beliefs and use of acceleration, ability grouping, and formative assessment. *Journal for the Education of the Gifted*, 37, 245-268. DOI 10.1177/0162353214541326.
- Huang, F., & **Moon, T. R.** (2014). Are the reading "rich" getting richer? Testing for the presence of the Matthew effect. *Reading and Writing Quarterly*, 30, 95-115. DOI 10.1080/10573569.2013.789784
- Huang, F., & **Moon, T. R.** (2013). What are the odds of that? A primer on understanding logistic regression. *Gifted Child Quarterly*, 57, 197-204. DOI 10.1177/0016986213490022
- Hailey, E. \*, Callahan, C., Azano, A., & **Moon, T.** (2012). An evaluation of test speededness in an assessment of third grade gifted students. *Journal of Advanced Academics*, 23(4), 292-304. DOI:10.1177/1932202X12462575
- Azano, A., Missett, T. C. \*, **Moon, T. R.**, Callahan, C. M., Oh, S. \*, Brunner, M. \*, & Foster, L. \* (2011). Exploring the relationship between fidelity of implementation and academic achievement in a third-grade gifted curriculum: A mixed-methods study. *Journal of Advanced Academics*, 22, 693-719. DOI 10.1177/1932202X11424878
- Moon, T. R.** (2011). A primer on research ethics in the field in gifted education. *Gifted Child Quarterly*, 55, 223-229. DOI 10.1177/0016986211412163
- Tomlinson, C. A., & **Moon, T. R.** (2011). The relationship between assessment and differentiation. *Better: Evidence-based education*, 3(3), 3-4.
- Huang, F. L. \*, & **Moon, T. R.** (2009). Is experience the best teacher? A multilevel analysis of teacher characteristics and student achievement in low performing schools. *Educational Assessment, Evaluation, and Accountability*, 21, 209-234. DOI 10.1007/s1109200990742
- Moon, T. R.** (2009). Myth: High-stakes tests are synonymous with rigor and difficulty. *Gifted Child Quarterly*, 53, 277-279.
- Moon, T. R.**, & Brighton, C. M. (2008). Primary teachers' conceptions of giftedness. *Journal for the Education of the Gifted*, 31, 447-480.
- Callahan, C. M., & **Moon, T. R.** (2007). Sorting the wheat from the chaff: What makes for good evidence of effectiveness in the literature in gifted education? *Gifted Child Quarterly*, 51, 305-319.
- Brighton, C. M., & **Moon, T. R.** (2007). Action research step by step: A tool for educators to change their worlds. *Gifted Child Today*, 30, 23-27.

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- Sternberg, R. J., Jarvin, L., Leighton, J., Newman, T., **Moon, T.**, Callahan, C., & Grigorenko, E. L. (2006). Girls can't do math? The disidentification effect and gifted high school students' math performance. *The Arab Journal for Giftedness and Creativity Studies, KACFG, 1*, 9-32.
- Moon, T. R.**, Brighton, C. M., Callahan, C. M., & Robinson, A. E. (2005). Development of authentic assessments for the middle school classroom. *Journal for Secondary Gifted Education, 16*(2/3), 119-133.
- Moon, T. R.** (2005). The role of assessment in differentiation. *Theory into Practice, 44*(3), 226-233.
- Moon, T. R.**, Callahan, C. M., Brighton, C. M., Hertberg, H., Tomlinson, C. A., & Esperat, A.\* (2004). School characteristics inventory: Investigation of a quantitative instrument for measuring the modifiability of school contexts for implementation of educational innovations. *Journal for the Education of the Gifted, 27* (2/3), 177-206.
- Tomlinson, C. A., Brighton, C. M., Callahan, C. M., Hertberg, H., **Moon, T. R.**, Brimijoin, K.\* , Conover, L., & Reynolds, T.\* (2003). Differentiating instruction in academically diverse classrooms: A literature review of definitions, rationales, and underpinnings. *Journal for the Education of the Gifted, 47*(2/3), 119-145.
- Moon, T. R.**, Callahan, C.M., & Tomlinson, C.A. (2003). Effects of state testing programs on elementary schools with high concentrations of student poverty – Good news or bad news? *Current Issues in Education* [On-line], 6(8). Available: <https://cie.asu.edu/ojs/index.php/cieatasu/article/view/1683>.
- Moon, T. R.**, Brighton, C. M., & Callahan, C. M. (2003). The influences of state testing programs on elementary teachers and students. *The Roeper Review, 25*(2), 49- 60.
- Moon, T. R.** (2002). Using performance assessment in the social studies classroom. *Gifted Child Today, 25*, 53-59.
- Moon, T. R.**, & Hughes, K. R. (2002). Training and scoring issues involved in large-scale writing performance assessments. *Educational Measurement: Issues and Practice, 21*(2), 15-19.
- Moon, T. R.**, & Callahan, C. M. (2001). Impacts of a mentoring intervention: Effects on student achievement. *Journal for the Education of the Gifted, 24*, 305-321.
- Moon, T. R.**, & Callahan, C. M. (2001). Classroom performance assessment: What should it look like in a standards-based classroom? *NASSP Bulletin, 85*, 48-58.
- Moon, T. R.**, Callahan, C. M., & Tomlinson, C. A. (1999). The effects of mentoring relationships on preservice teachers' attitudes toward academically diverse students. *Gifted Child Quarterly, 43*(2), 55-61.
- Moon, T. R.**, & Callahan, C. M. (1999). Reliable distinctions in attitudes towards school. *Research in Middle Level Education Quarterly, 22*(4), 59-72.

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Tomlinson, C. A., **Moon, T. R.**, & Callahan, C. M. (1998). Addressing academic diversity at the middle level: How are we doing? *Middle School Journal*, 29(3), 3-11.

Tomlinson, C. A., Callahan, C. M., & **Moon, T. R.** (1997). Becoming architects of communities of learning: Addressing academic diversity in contemporary classrooms. *Exceptional Children*, 63, 269-282.

Tomlinson, C. A., **Moon, T. R.**, & Callahan, C. M. (1997). Use of cooperative learning at the middle level: Insights from a national study. *Research in Middle Level Education Quarterly*, 20(4), 37-55.

Tomlinson, C. A., Bland, L., **Moon, T. R.**, & Callahan, C. M. (1994). Evaluation designs and practices: Case studies in gifted education. *Evaluation Practices*, 15(2), 153-168.

Tomlinson, C. A., Bland, L., & **Moon, T. R.** (1992). Evaluation utilization: A review of the literature with implications for gifted education. *Journal for the Education of the Gifted*, 16, 171-189.

### **SOLICITED ARTICLES**

**Moon, T. R.** (2024). A book review: **Assessment for experiential learning**. Teachers College Record. <https://journals.sagepub.com/page/tcz/collections/bookreviews>

**Moon, T. R.** (2023). Why classroom-level data is a powerful tool for teachers. <https://education.virginia.edu/news-stories/qa-why-classroom-level-data-powerful-tool-teachers>

**Moon, T. R.** (2005). National and state testing initiatives: A call to arms for parents of gifted youth. *Parenting for High Potential*, September, 18-21.

**Moon, T. R.** (2003). The perfect fix? Influences of mandated assessment on instruction for gifted learners. *Understanding Our Gifted*, 16 (2), 16-18.

**Moon, T. R.** (2002). Friends or Foes? The relationship between high-stakes testing and gifted education. *Communicator*, 33(2), 16-18.

**Moon, T. R.** & Callahan, C. M. (2000). Performance assessment and its role in instruction of able learners, *Tempo*, 20(4), 6-7, 19-21.

### **BOOKS**

**Moon, T. R.**, Brighton, C. M., & Tomlinson, C. A. (2020). *Assessing for classroom impact: Using differentiated classroom assessment to enhance student learning*. (Student Assessment for Educators Series). Routledge.

Tomlinson, C. A., & **Moon, T. R.** (2013). *Assessment in a differentiated classroom: A guide for student success*. Alexandria, VA: ASCD.

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### **BOOK CHAPTERS**

- Brighton, C. M., Hock, M.\* , & **Moon, T. R.** (2022). Project-based tasks and rubrics\*\*\*. In J. VanTassel-Baska & S. Johnsen, *Handbook on Assessments for Gifted Learners: Identification, Learning Progress, and Evaluation*, (pp. 175-194). Prufrock Press. DOI: 10.4324/9781003285991-15
- Meyers C.V., & **Moon T.R.** (2022) Modeling data use for effective instruction. In M.A. Peters (Ed.) *Encyclopedia of Teacher Education*. Springer.
- Moon, T. R.**, & Hock, M.\* (2020). Authentic and nonverbal assessments. In C. Callahan & J. Plucker (Eds.), *Critical issues and practices in gifted education: What the research says. An encyclopedia of research in gifted education* (3<sup>rd</sup> ed., pp. 321-344). Corwin Press.
- Moon, T. R.**, Brighton, C. M., Invernizzi, M. A., Buckrop, J. M., & Mahoney, K. R. (2018). Promising practices for data use for literacy and language development of kindergarten students. In H. Fives & N. Barnes (Eds.), *Cases of teacher data use* (pp. 176-192). New York, NY: Routledge.
- Moon, T. R.** (2018). Uses and misuses of matrices in identifying gifted students: Considerations for better practice. In C. Callahan & H. Hertberg Davis (Eds.), *Fundamentals of gifted education* (2<sup>nd</sup> ed.; pp 116-124). New York, NY: Routledge Publications.
- Moon, T. R.** (2017). Making sound decisions concerning gifted and talented programs and services. In R. D. Eckert & J. H. Robins (Ed.), *A guidebook for developing educational services for the gifted and talented* (2<sup>nd</sup> ed., pp. 239-255). Thousand Oaks, CA: Corwin Press
- Moon, T. R.** (2016). Differentiated instruction and assessment: An approach to classroom assessment in conditions of student diversity. In G. Brown & L. Irvin (Eds.), *Handbook of human and social factors in assessment* (pp. 284-301). New York: Routledge Press.
- Tomlinson, C. A., & **Moon, T. R.** (2014). The relationship between assessment and differentiation. In R. E. Slavin (Ed.), *Proven practices in education: Classroom management and assessment* (pp. 1-5). Thousand Oaks, CA: Corwin.
- Tomlinson, C. A. & **Moon, T. R.** (2013). The relationship between differentiation of instruction and assessment. In J. McMillan (Ed.), *Handbook of research on classroom assessment* (pp. 415-430). Los Angeles, CA: SAGE.
- Moon, T. R.** (2012). Performance assessments: Their role in an identification system. In S. Hunsaker (Ed.), *Identification* (pp. 381-398). Mansfield Center, CT: Creative Learning Press, Inc.
- Moon, T. R.** (2012). Not just a test. Utilizing non-test assessment in identifying gifted and talented students. In C. Callahan & H. Hertberg Davis (Eds.), *Fundamentals of gifted education* (pp. 148-151). New York: Routledge Publications.

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**Moon, T. R.** (2012). Uses and misuses of matrices in identifying gifted students: Considerations for better practice. In C. Callahan & H. Hertberg Davis (Eds.), *Fundamentals of gifted education* (pp. 128-134). New York: Routledge Publications.

**Moon, T. R.** (2012). Assessing resources, activities, and outcomes of program for the gifted and talented. In C. Callahan & H. Hertberg Davis (Eds.), *Fundamentals of gifted education* (pp. 448-457). New York, NY: Routledge Publications.

**Moon, T. R.,** Brighton, C. M., Callahan, C. M., & Jarvis, J. (2008). Twice-exceptional students: Being gifted and learning disabled. Implications of the 2004 reauthorization of IDEA. In E. Grigrenko (Ed.), *Educating individuals with disabilities: IDEA 2004 and beyond*. New York, NY: Springer Publishing.

**Moon, T. R.** (2008). Alternative assessment. In J. Plucker & C. Callahan (Eds.), *Critical issues and practices in gifted education: What the research says. An encyclopedia of research in gifted education* (pp. 45-55). Thousand Oaks, CA: Corwin Press.

**Moon, T. R.,** & Burns, D. (2005). Making sound decisions concerning gifted and talented programs and services. In Jeanne Purcell (Ed.), *A guidebook for developing educational services for the gifted and talented* (pp. 262-276). Thousand Oaks, CA: Corwin Press. ([TAGT Legacy Book Award](#))

Heinecke, W. F., **Moon, T. R.,** & Curry-Corcocan, D.\* (2003). U.S. schools and the new standards and accountability initiative. In D. Duke (Ed.), *Educational leadership in an age of accountability* (pp. 7-35). Albany, NY: State University of New York Press.

Callahan, C. M., Adams, C., Bland, L., **Moon, T. R.,** Moore, S., McIntire, J., & Perie, M. (1996). The participation of young women in special schools of math, science, and technology. In K.D. Arnold, K. Noble, & R. Subotnik (eds.), *Remarkable women: Perspectives on female talent development*. Cresskill, NJ: Hampton Press.

### **Manuscripts under Review**

Meyer, C. V., Abrams, L., Hock, M. L., & **Moon, T. R.** School leader preparation: Exploring the relationship between data use in standards and program delivery. *Education Sciences*.

Meyer, C. V., Barnes, N., Five, H., & Moon, T. R. Principals influence on data team conversations. *Journal of Educational Administration*.

Hock, M. L., **Moon, T. R.,** & Meyers, C. V. Equipping secondary preservice teachers for data use. *Journal of Teacher Education*.

### **Grants and Contracts**

#### **EXTERNALLY FUNDED GRANTS**

U.S. Department of Education, *Project Kaleidoscope*. Principal investigator with co-investigators C. M. Brighton & M. A. Invernizzi (University of Virginia), 2015-2021, \$2.5 million.

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Spencer Foundation, Teaching, Learning, and Instructional Resources program, *Kindergarten Teachers' use of Literacy Data to Make Instructional Decisions*. Principal investigator with co-investigators Catherine M. Brighton (University of Virginia) and M. A. Invernizzi (University of Virginia), 2014-2018, \$300,000.

U.S. Department of Education, *Project Parallax*. Co-principal investigator with C. M. Brighton (University of Virginia), 2008-2013, \$2.2 million.

U.S. Department of Education, Institute of Education Sciences, *What Works in Gifted Education: Excellence and Equity in Educating Gifted Students: Providing Evidence on the Effectiveness of Programs, Practices, and Policies*. Co-principal investigator with Carolyn M. Callahan (University of Virginia), J. Renzulli (University of Connecticut), E. J. Gubbins (University of Connecticut), & B. McCoach (University of Connecticut), 2006-2011, \$7 million.

U.S. Department of Education, *National Survey of K-12 Gifted Programs*. Co-principal investigator with C. M. Callahan (University of Virginia), 2010-2012, \$250,000.

U.S. Department of Education, Institute of Education Sciences, *Unclogging the Mathematics Pipeline through Access to Algebraic Understanding*. Co-principal investigator with C. M. Callahan (University of Virginia), R. J. Sternberg (Yale University), J. Renzulli (University of Connecticut), 2005-2006, \$525,000.

U.S. Department of Education, *Hottlinx: Differentiated Instruction using Technology*. Co-principal investigator with C. M. Callahan & C. A. Tomlinson, 2000-2003, ~\$650,000.

U.S. Department of Education, Reading First Initiative (No Child Left Behind Legislation). Director of state evaluation of district implementation reading programs. 2003-2008, \$2,000,000.

U.S. Department of Education, Jacob K. Javits Gifted Education Act. *Project HOTT LINX: High Quality On-Line Teacher Training-Learning and Instruction Novice to Experts*. Co-principal investigator with C.M. Callahan, & C.A. Tomlinson, 2000-2003, \$640,965.

U.S. Department of Education, Jacob K. Javits Gifted Education Act. National Research Center on the Gifted and Talented, 2000-2005. Co-principal investigator with C. M. Callahan & C.A. Tomlinson, \$2,000,000.

U.S. Department of Education, Jacob K. Javits Gifted Education Act. *An evaluation of the Javits funded projects*. Co-principal investigator with C. M. Callahan, E. J. Gubbins, & M.S. Caldwell, 1999-2000, \$150,000.

U.S. Department of Education, Jacob K. Javits Gifted Education Act. *Feasibility of high-end learning in the diverse middle school*. Co-principal investigator with C. M. Callahan & C. A. Tomlinson, 1995-2000, \$1,375,000.

#### **UNIVERSITY RESEARCH GRANTS**

UVA Provost Office. 4-VA grant. Co-principal investigator, 2023-2024, \$30,000.

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UVA School of Education and Human Development. IDEAS grant. Principal Investigator, 2020-2021, \$10,000.

UVA School of Education and Human Development. IDEAS grant. Co-principal Investigator, 2018-2019, \$10,000.

Carnegie Foundation, Teachers for a New Era. Principal Investigator, Curry School of Education, University of Virginia, 2005, \$4,000.

#### **GRANT FUNDED TECHNICAL REPORTS**

Callahan, C. M., **Moon, T. R.**, & Oh, S. (2013). *National survey of K-12 gifted program*. Washington, DC: U.S. Department of Education.

Callahan, C. M., **Moon, T. R.**, Oh, S., & Azano, A. (2013). *What works in gifted education*. Washington, DC: Institute on Education Sciences, U.S. Department of Education.

Moon, T. R., Brighton, C. M., & Trinter, C. P. (2012). *Project Parallax*. Washington, DC: U.S. Department of Education, Washington, DC.

Gubbins, E. J., Housnd, B., Oliver, M., Schader, R., deWit, C. F., **Moon, T. R.**, Hertberg Davis, H., Callahan, C. M., Brighton, C. M., Sternberg, R., Grigorenko, E., Jarvin, L., McNeil, N., & Donnolly, K. (2008). *Unclogging the mathematics pipeline through access to algebraic understanding*. (Research Monograph No. 08236). Storrs, CT: National Research Center on the Gifted and Talented, University of Connecticut.

Brighton, C. M., **Moon, T. R.**, Jarvis, J. M., & Hockett, J. M. (2008). *Primary grade teachers' conceptions of giftedness and talent: A case-based investigation* (Monograph No. 07232). Storrs, CT: National Research Center on the Gifted and Talented, University of Connecticut.

**Moon, T. R.**, Brighton, C. M., Jarvis, J., & Hall, C. (2007). *State standardized programs: Their effects on teachers and students* (Monograph No. 07228). Storrs, CT: National Research Center on the Gifted and Talented, University of Connecticut.

Brighton, C. M., Hertberg, H. L, **Moon, T. R.**, Tomlinson, C. A., & Callahan, C. M. (2005). *The feasibility of high-end learning in the diverse middle school classroom* (Monograph No. 05210). Storrs, CT: National Research Center on the Gifted and Talented, University of Connecticut.

**Moon, T. R.**, Brighton, C. M., Hertberg, H. L, Callahan, C. M., Tomlinson, C. A., Esperat, A. M., & Miller, E. M. (2003). *School characteristics inventory: Investigation of a quantitative instrument for measuring the modifiability of school contexts for implementation of educational innovations*. (Research Monograph, No. 03182). Storrs, CT: National Research Center on the Gifted and Talented, University of Connecticut.

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**Moon, T. R.**, Callahan, C. M., Tomlinson, C. A., & Brighton, C. M. (2002). *Development of differentiated authentic assessments for the middle school classroom*. (Research Monograph, No. RM 02160). Storrs, CT: National Research Center on the Gifted and Talented, University of Connecticut.

Sternberg, R. J., Jarvin, L., Leighton, J., Newman, T., Moon, T., Callahan, C., & Grigorenko, E. (2001). *Girl's can't do math? The disidentification effect and gifted high school students' math performance*. Storrs, CT: National Research Center on the Gifted and Talented, University of Connecticut.

Invernizzi, M., Robey, R., & Moon, T.R. (2000). *Phonological awareness literacy screening (PALS) technical manual and report-cohort 2, 1998-1999*. Richmond, VA: Virginia Department of Education.

Callahan, C. M., Tomlinson, C. A., **Moon, T. R.**, Tomchin, E. M., & Plucker, J. A. (1999). *Project START: Using a multiple intelligences model in identifying and promoting talent in high-risk students* (Research Monograph No. 95136). Storrs, CT: National Research Center on the Gifted and Talented, University of Connecticut.

Invernizzi, M., Robey, R., & **Moon, T. R.** (1999). *Phonological awareness literacy screening (PALS) technical manual and report, 1997-1998*. Richmond, VA: Virginia Department of Education.

Callahan, C. M., Tomlinson, C. A., **Moon, T. R.**, Tomchin, E. M., Landrum, M, Imbeau, M., Hunsaker, S., & Eiss, N. (1997). *Preservice teacher preparation in meeting the needs of gifted and other academically diverse students*. (Research Monograph No. 95134). Storrs, CT: National Research Center on the Gifted and Talented, University of Connecticut.

Callahan, C. M., Bland, L., Hunsaker, S., Tomlinson, C. A., & **Moon, T. R.** (1997). *Instruments and evaluation designs used in evaluation of gifted programs*. (Research Monograph 95132). Storrs, CT: National Research Center on the Gifted and Talented, University of Connecticut.

**Moon, T. R.**, Tomlinson, C. A., & Callahan, C. M. (1996). *Academic diversity: Results from a national survey of middle school administrators and teachers*. (Research Monograph No. 95124). Storrs, CT: National Research Center on the Gifted and Talented, University of Connecticut.

## Scholarly Presentations

### *International Presentations*

Abrams, L., **Moon, T. R.**, Meyers, C. V., Hock, M., & Brighton, C. M. (January, 2024). *School leader preparation: Exploring the relationship between coursework and leader data use*. International Congress for School Effectiveness and Improvement. Dublin, Ireland.

Meyers, C., **Moon, T. R.**, & Brighton, C. M. (January, 2023). *The data use rift: Changing instructional practice or reinforcing learning divides*. International Congress for School Effectiveness and Improvement, Vina del Mar, Chile.

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Meyers, C. V., **Moon, T. R.**, Abrams, L. M., & Hock, M. L. (November, 2023). *Data use disconnect: How educational leader preparation programs prepare principals to lead data use*. University Council for Educational Administration. Minneapolis, MN.

**Moon, T. R.** (May, 2022). *Mapping the route to success: using data to inform students' academic pathways*. Keynote Address. Singapore. Virtual.

**Moon, T. R.** (May, 2022). *"Will the circle be unbroken": Linking assessments and instructional decision-making for differentiation*. Spotlight Session, Singapore. Virtual Conference.

**Moon, T. R.** (December, 2020). *Assessment as a tool to guide and achieve deep learning*. Tandem Profesores, Santiago, Chile. Webinar.

**Moon, T. R.** (April, 2019). (Invited Panelist). *Standards for educational and psychological testing, teachers, and classroom assessment: Where's the fit?* American Educational Research Association, Toronto, Ontario, Canada.

Brighton, C. M., & **Moon, T. R.** (2012, October). *Effectively teaching diverse students*. Aga Khan Mombasa Academy, Mombasa, Kenya.

**Moon, T. R.**, Brighton, C. M., & Callahan, C. M. (2005, April). *The development of differentiated authentic assessments for middle school classrooms*. American Educational Research Association, Montreal, Canada.

**Moon, T. R.**, Brighton, C. M., & Callahan, C. M. (2005, April). *School characteristics inventory: A quantitative instrument for assessing the contextual modifiability for educational innovations*. American Educational Research Association, Montreal, Canada.

**Moon, T. R.**, Hertberg, H. L., Doubet, K., & Brighton, C. M. (2005, April). *The influences of state testing mandates on secondary teachers' instructional practices and students' attitudes*. American Educational Research Association, Montreal, Canada.

**Moon, T. R.**, Callahan, C. M., & Robinson, A. (2001, August). *Using performance assessment appropriately with gifted students*. World Council for Gifted and Talented Children, Barcelona, Spain.

Callahan, C. M., **Moon, T. R.**, & Tomlinson, C. A. (August, 2001). *Ten-year research synthesis: NRC/GT at the University of Virginia*. World Council for Gifted and Talented Children, Barcelona, Spain.

### **National Presentations**

Meyers, C. V., Fives, H., Barnes, N., **Moon, T. R.**, & Brighton, C. M. (April, 2024). *Talk data to me: An analysis of data team conversations and principals' influence on them*. To be presented at American Educational Research Association, Philadelphia, PA.

Meyers, C. V., **Moon, T. R.**, Abrams, L. M., & Hock, M. L. (November, 2023). *Data use disconnect: How educational leader preparation programs prepare principals to lead data use*. University Council for Educational Administration. Minneapolis, MN.

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- Moon, T. R.**, Meyers, C., Brighton, C. M., & Hock, M. (October, 2022). *Equipping pre-service secondary teachers for data use: A study of teacher education programs in Virginia*. Consortium for Research on Educational Assessment + Teaching Effectiveness. Ashville, NC. (cancelled)
- Moon, T. R.**, Meyers, C., McGraw, J., Pease, J., & van Hover, S. (October, 2021). *Training secondary preservice teachers in DDDM: What are Virginia Institutions of Higher Education doing?* 4<sup>th</sup> Biannual NCME Classroom Assessment. Virtual Conference.
- Meyers, C. V., **Moon, T. R.**, Brighton, C. M., & Patrick, J. (October, 2021). *Data use processes in rural schools: Management structures undermining leadership opportunities and instructional change*. Consortium for Research on Educational Assessment + Teaching Effectiveness. Ashville, NC. (cancelled)
- Patrick, J., Brown, A. C., Pennington, L., **Moon, T. R.**, & Brighton, C. M. (April, 2021). *Examining a teacher's implementation of a high-quality curriculum*. American Educational Research Association. Virtual Conference.
- Pennington, L.\*, Patrick, J.\*, Mahoney, K.\*\*, **Moon, T. R.**, & Brighton, C. M., (April, 2021). *Curriculum implementation for equitable learning opportunities*. American Educational Research Association. Virtual Conference.
- Kreamer, H. M.\*, Brighton, C. M., & **Moon, T. R.** (April, 2020). *Adult collaboration to foster student learning: Multiple adults working together in a shared classroom setting*. American Educational Research Association, San Francisco, CA<sup>1</sup>.
- Mahoney, K.\*\*, Orme, S.\*, Moon, T. R., & Brighton, C. M. (April, 2020). *Classroom talk to support reading comprehension in first grade literacy lessons*. American Educational Research Association, San Francisco, CA.
- Meyers, C., Brighton, C. M., **Moon, T. R.**, & Hayes, L. (April, 2020). *Leading data use in schools: Exploring how rural elementary school leaders make data-informed decisions*. American Educational Research Association, San Francisco, CA.
- Patrick, J. N\*., **Moon, T. R.**, Brighton, C. M., Meyers, C. V., & Hayes, L. (April, 2020). *Exploring data-driven decision making in a rural elementary school*. American Educational Research Association, San Francisco, CA.
- Turner, A. B., Moon, T. R., & Brighton, C. M. (April, 2020). *Redesign of the education doctorate: One university's experiment*. American Educational Research Association, San Francisco, CA.
- Brighton, C. M., Barnes, N., Fives, H., & **Moon, T. R.** (April, 2018). *Literacy teachers' beliefs about data use at the bookends of elementary school*. Presented at the American Educational Research Association, New York, NY.
- Mahoney, K.\*\*, Kreamer, H. M.\*, **Moon, T. R.**, Brighton, C. M., & Invernizzi, M. A. (April, 2018). *Classroom spaces and technology: Design to promote collaboration and communication in early*

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<sup>1</sup> AERA 2020 cancelled

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*literacy environments*. Presented at the American Educational Research Association, New York, NY.

**Moon, T. R.**, Brighton, C. M., & Mahoney, K. R.\*\* (2017, November). *Developing pedagogical data literacy skills in teachers to differentiate instruction for gifted learners*. National Association for Gifted Children, Charlotte, NC.

Carr, C.\*, **Moon, T. R.**, Brighton, C. M., & Mahoney, K. R.\*\* (2017, November). *Parent engagement: An avenue for referring more underrepresented students to gifted education*. National Association for Gifted Children, Charlotte, NC.

Kreamer, H. M.\*, Hobson, V.\*, Brighton, C. M., Mahoney, K. R.\*\* & **Moon, T. R.** (2017, November). *Extreme makeover: Amping up literacy practices for advanced readers in primary grades*. National Association for Gifted Children, Charlotte, NC.

**Moon, T. R.**, Brighton, C. M., Invernizzi, M. A., & Mahoney, K. R.\*\* (2016, April). *Kindergarten teachers' beliefs about data use*. American Educational Research Association, San Antonio, TX.

**Moon, T. R.**, Brighton, C. M., Invernizzi, M. A., Buckrop, J\*., & Washburn, M.\* (2015, April). *Kindergarten teachers use of assessment data for literacy instruction*. American Educational Research Association, Philadelphia, PA.

**Moon, T. R.**, Callahan, C. M., & Oh, S.\* (2014, November). *National surveys of gifted programs: Using data to establish gifted program policies*. National Association for Gifted Children, Baltimore, MD.

**Moon, T. R.**, & Brighton, C. M. (2014, April). *The growth of advanced readers in the reading first era*. American Educational Research Association, Baltimore, MD.

Northern, A., Plucker, J., Little, C., & **Moon, T. R.** (2013, November). *Advocating in an ever-changing education climate*. (Mini Keynote). National Association for Gifted Children, Indianapolis, IN.

Clinkenbeard, P., **Moon, T. R.**, Peters, S., Mursky, C., & Robinson, A. (2013, November). *Gifted student growth as educator evaluation: Handling accountability with fairness*. (Panel). National Association for Gifted Children, Indianapolis, IN.

Brighton, C. M., & **Moon, T. R.** (2013, November). *Advanced primary-age readers in federal legislation: Do they fall behind?* National Association for Gifted Children, Indianapolis, IN.

**Moon, T. R.**, Trinter, C. P., Brighton, C. M., & Park, S.\* (2013, November). *Primary teachers' instructional decision-making with differentiated language arts and mathematics units: The role of fidelity of implementation*. National Association for Gifted Children, Indianapolis, IN.

Trinter, C. P., **Moon, T. R.**, & Brighton, C. M. (2013, April). *An investigation into curricular fidelity of implementation in STEM primary classrooms*. American Educational Research Association, San Francisco, CA.

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**Moon, T. R.**, Trinter, C. P.\*, Brighton, C. M., Park, S.\* & Brodersen, A.\* (2012, November). *An FOI tool for planning differentiated professional development*. National Association for Gifted Children, Denver, CO.

Trinter, C. P.\*, **Moon, T. R.**, & Brighton, C. M. (2012, November). *The use of remote network cameras: Advancing the field for the collection of data*. National Association for Gifted Children, Denver, CO.

**Moon, T. R.**, Callahan, C. M., & Oh, S.\* (2012, November). *Current state of gifted programs: A national level look*. National Association for Gifted Children, Denver, CO.

Adelson, J., Wilson, H. E., **Moon, T. R.**, Robinson, A., & McBee, M. (2012, November). *Using large-scale national databases to research giftedness*. National Association for Gifted Children, Denver, CO.

Alimin, M.\*, Callahan, C. M., **Moon, T. R.**, & Azano, A. (2012, November). *Comparing students' summative assessment outcomes on a traditional select-response test versus a performance-based assessment on 3<sup>rd</sup> grade language arts units*. National Association for Gifted Children, Denver, CO.

Missett, T.\*, Callahan, C. M., Azano, A., Landrum, K., & **Moon, T. R.** (2012, November). *Practical instructional strategies for twice-exceptional students using the CLEAR curriculum model*. National Association for Gifted Children, Denver, CO.

Trinter, C. P.\*, Brighton, C. M., & Moon, T. R. (April, 2012). *Portraits of students' work from a problem-based learning (PBL) curriculum*. National Council of Teachers of Mathematics, Philadelphia, PA.

Moon, T. R., Callahan, C. M., Oh, S\*., & Hailey, E.\* (April, 2012). *A national portrait of gifted programs*. American Educational Research Association, British Columbia, Vancouver, Canada.

Merritt, E. G\*., Brighton, C. M., Trinter, C.\*, **Moon, T. R.**, Whitlock, K\*., Wiley, K.\*, & Malcolm, P.\* (April, 2012). *What do second graders notice?* National Association for Research in Science Teaching, Indianapolis, IN.

Trinter, C.\*, Brighton, C. M., & **Moon, T. R.** (2012, April). *Portraits of students' work when engaging in a PBL curriculum*. Paper to be presented at the National Council for Teachers of Mathematics Annual Meeting, Philadelphia, PA.

Brighton, C. M., Trinter, C.\*, **Moon, T. R.** (2011, November). *The role of teacher mathematical content knowledge in developing talented math students*. National Association for Gifted Children, New Orleans, LA.

Brighton, C. M., Trinter, C.\*, **Moon, T. R.** (2011, November). *Building elementary teachers' capacity to teach STEM content through problem-based curricula*. National Association for Gifted Children, New Orleans, LA.

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- Brighton, C. M., Trinter, C.\* , **Moon, T. R.** (2011, November). *Portraits of student work produced in an elementary classroom using problem-based learning curricula*. National Association for Gifted Children, New Orleans, LA.
- Moon, T. R.**, Brighton, C. M., & Trinter, C.\* (2011, November). *Using data to design differentiated professional development: A fidelity approach*. National Association for Gifted Children, New Orleans, LA.
- Boren, R.\* , & **Moon, T. R.** (2011, April). *Engagement and efficacy in second-grade students after two mathematics problem-based learning units*. American Educational Research Association, New Orleans, LA.
- Boren, R.\* , & **Moon, T. R.** (2010, November). *Fostering student enthusiasm for math and science: Results from a problem-based learning unit*. National Association for Gifted Children, Atlanta, GA.
- Moon, T. R.**, & Foster, L.\* (2010, November). *Fidelity of implementation: A tool for gathering data on What's happening in the classroom*. National Association for Gifted Children, Atlanta, GA.
- Trinter, C. P\*., Brighton, C. M., & **Moon, T. R.** (2010, November). *Elementary teachers' preparedness to differentiate math instruction for gifted learners*. Paper presented at the National Association for Gifted Children, Atlanta, GA.
- Trinter, C. P.\* , Brighton, C. M., & **Moon, T. R.** (2010, November). *The relationship between elementary teachers' mathematics content knowledge and quality of instruction*. National Association for Gifted Children, Atlanta, GA.
- Trinter, C. P.\* , Brighton, C. M., & **Moon, T. R.** (2010, April). *Elementary teachers' mathematical content and pedagogical knowledge*. American Educational Research Association, Denver, CO.
- Moon, T. R.**, & Hertberg Davis, H. (2009, November). *Determining fidelity of implementation*. National Association for Gifted Children, St. Louis, MO.
- Brighton, C. M., **Moon, T. R.**, & Trinter, C.\* (2009, November). *Project Parallax: Developing STEM talent in the elementary school setting*. National Association for Gifted Children, St. Louis, MO.
- Huang, F.\* , **Moon, T. R.**, Townsend, M\*., & Boren, R.\* (2009, November). *A growth modeling study of Title I schools in a mid-Atlantic state*. American Educational Research Association, San Diego, CA.
- Huang, F.\* , **Moon, T. R.**, & Townsend, M.\* (2009, April). *Is experience the best teacher? A multilevel analysis of teacher characteristics and reading achievement*. American Educational Research Association, San Diego, CA.
- Brighton, C. M., Hertberg Davis, H., & **Moon, T. R.** (2008, November). *Two decades of research on differentiation: What do we now know?* National Association for Gifted Children, Tampa, FL.

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- Callahan, C. M., **Moon, T. R.**, Brighton, C. M., & Hertberg Davis, H. (2008, November). *Going electronic: Submitting manuscripts to Gifted Child Quarterly*. Paper presented at the National Association for Gifted Children, Tampa, FL.
- Moon, T. R.**, Brighton, C. M., Atkinson, T. M.\*, & Huang, F.\* (2008, April). *Four years of the Reading First Initiative in one state: What does the evaluation reveal?* American Educational Research Association, New York, NY.
- Huang, F.\* & **Moon, T. R.** (2008, April). *Reading first's impact on one county in a Mid-Atlantic state*. American Educational Research Association, New York, NY.
- Townsend, M\*., Huang, F.\* , **Moon, T. R.**, & Boren, R.\* (2008, April). *The role that classroom concentration of struggling readers plays in reading outcomes: Findings from Virginia's reading first initiative*. American Educational Research Association, New York, NY.
- Kaplan, S. N., **Moon, T. R.**, & Brighton, C. M., (2008, April). *The relationship between pedagogy and gifted students' achievement and metacognition*. American Educational Research Association, New York, NY.
- Moon, T. R.**, & Brighton, C. M. (2007, November). *The reading first initiative: Where do advanced readers fit?* National Association for Gifted Children, Minneapolis, MN.
- Moon, T. R.**, & Brighton, C. M. (2007, November). *How do you know when you have a good gifted program?* National Association for Gifted Children, Minneapolis, MN.
- Atkinson, T. M\*., & **Moon, T. R.** (2007, April). *Construct validity of the Stanford reading first assessment in a longitudinal sample*. American Educational Research Association, Chicago, IL.
- Kaplan, S. N., **Moon, T. R.**, & Brighton, C. M. (2007, April). *Using models of instruction as a vehicle for engaging elementary gifted students*. American Educational Research Association, Chicago, IL.
- Moon, T. R.**, & Callahan, C. M. (2006, November). *Setting up a data warehouse for documenting effectiveness of gifted services and programs*. National Association for Gifted Children, Charlotte, NC.
- Moon, T. R.** (2006, November). *Making scientifically-based decisions when designing and implementing gifted programs and services*. National Association for Gifted Children, Charlotte, NC.
- Moon, T. R.** (2005, November). *The age of accountability: Using data to justify gifted programs*. National Association for Gifted Children, Louisville, KY.
- Yoo, H\*., Kyburg, R.\* , & **Moon, T. R.** (2004, November). *Predicting high academic achievement of disadvantaged students: The roles of the advanced placement courses*. National Association for Gifted Children, Salt Lake City, UT.
- Miller, E\*., Clemons, T.\* , Baymiller, K.\* & **Moon, T. R.** (2004, November). *Teachers' beliefs regarding talent in primary grades*. the National Association for Gifted Children, Salt Lake City, UT.

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- Schroth, S.\*, Miller, E.\*, Clemons, T.\*, & **Moon, T.** (2004, November). *The reading first initiative: Hindering or helping gifted students?* National Association for Gifted Children, Salt Lake City, UT.
- Callahan, C. M., Brighton, C. M., **Moon, T. R.**, & Austin, K. (November, 2004). *Lessons learned from program evaluations.* National Association for Gifted Children, Salt Lake City, UT.
- Brighton, C. M. & **Moon, T. R.** (2004, April). *Endangered challenge: The influence of testing mandates.* Paper presented at the American Educational Research Association, San Diego, CA.
- Brighton, C. M., **Moon, T. R.**, Hertberg, H. L., & Callahan, C. M. (2004, April). *Changing middle school teachers' beliefs and practices to meet gifted learners' needs: A mixed methodology study.* Paper American Educational Research Association, San Diego, CA.
- Moon, T. R.** (2004, January). *The self-reported influences of state testing initiatives in K-12 classrooms.* Utah Association for Gifted Children, Provo, UT.
- Moon, T. R.** (2004, January). *What conceptions of talent do primary teachers hold?* Utah Association for Gifted Children, Provo, UT.
- Brighton, C. M., **Moon, T. R.**, Hertberg, H. L., & Callahan, C. M. (2004, January). *Changing teachers beliefs and practices to meet the academic needs of a range of learners in middle school classrooms.* Hawaii International Education Conference, Honolulu, HI.
- Moon, T. R.**, Kaplan, S. N., & Callahan, C. M. (2003, November). *All about me. A survey of gifted students and teachers of the gifted.* National Association for Gifted Children, Indianapolis, IN.
- Callahan, C. M., Austin, K., Brighton, C. M., & **Moon, T. R.** (2003, November). *Lessons learned from program evaluation.* National Association for Gifted Children, Indianapolis, IN.
- Esperat, A\*., Clemons, T.\*, Miller, E.\*, Baymiller, K.\*, & **Moon, T. R.** (2003, November). *Case-based instruction: Results from a national survey of primary teachers on their conceptions of giftedness.* National Association for Gifted Children, Indianapolis, IN.
- Moon, T. R.**, Brighton, C. M., & Reed, C\*. (2003, November). *State testing influences on teachers and gifted students.* National Association for Gifted Children, Indianapolis, IN.
- Moon, T. R.**, Callahan, C. M., & Brighton, C. M. (2003, April). *A descriptive study of middle school teachers' and gifted students' perceptions of their classrooms.* American Educational Research Association, Chicago, IL.
- Brighton, C. M., **Moon, T. R.**, & Callahan, C. M. (January, 2003). *Development of differentiated performance assessment tasks for middle school classrooms.* Hawaii International Conference on Education, Honolulu, HI.

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**Moon, T. R.**, Brighton, C. M., & Callahan, C. M. (2003, January). *The influence of state testing programs on gifted classrooms*. Paper presented at the Hawaii International Conference on Education, Honolulu, HI.

Callahan, C. M., **Moon, T. R.**, Font-Rivera, M\*., & Miller, E.\* (2002, November). *Performance assessment: Raising the bar on standards-based learning*. National Association for Gifted Children, Denver, CO.

Callahan, C. M., Tomlinson, C. A., **Moon, T. R.**, Brighton, C. M., & Hertberg, H. (2002, November). *Lessons learned from ten years of NRC/GT research*. National Association for Gifted Children, Denver, CO.

**Moon, T. R.**, & Callahan, C. M. (2002, November). *Two sides of the coin: A descriptive study of middle school teachers' classroom practices and students' perceptions*. National Association for Gifted Children, Denver, CO.

Brighton, C. M. **Moon, T. R.**, & Hertberg, H. (2002, November). *State testing programs: Where is the field of gifted?* National Association for Gifted Children, Denver, CO.

**Moon, T. R.**, & Callahan, C. M. (2002, April). *Gifted identification of at-risk primary students using curricular modification, family outreach, and a mentoring program*. American Educational Research Association, New Orleans, LA.

**Moon, T. R.**, Callahan, C. M., & Brighton, C. B. (2002, April). *State testing programs: Friend or foe of gifted education*. American Educational Research Association, New Orleans, LA.

Landrum, M. L., & **Moon, T. R.** (2001, November). *HOTTLINX: A web-based resource for differentiated curricula*. National Association for Gifted Children, Cincinnati, OH.

**Moon, T. R.**, Callahan, C. M., & Tomlinson, C. A. (2000, November). *Curricular modifications, family outreach, and a mentoring program: Impacts on achievement of culturally diverse elementary students*. National Association for Gifted Children, Atlanta, GA.

**Moon, T. R.**, Callahan, C. M., & Tomlinson, C. A. (2000, November). *Feasibility of high-end learning in the diverse middle school: Findings from an NRC/GT study*. National Association for Gifted Children, Atlanta, GA.

**Moon, T. R.**, Robinson, A. E., & Callahan, C. M. (1999, November). *The effects of state accountability testing on performance assessment for high ability students*. National Association for Gifted Children, Albuquerque, NM.

**Moon, T. R.**, Callahan, C. M., & Tomlinson, C. A. (1999, November). *The feasibility of implementing differentiation and authentic assessment in the middle school environment*. National Association for Gifted Children, Albuquerque, NM.

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- Moon, T. R.**, Callahan, C. M., & Tomlinson, C. A. (1999, April). *Psychometric characteristics of the self-description questionnaire II with gifted students*. American Educational Research Association, Montreal, Canada.
- Moon, T. R.**, Callahan, C. M., & Tomlinson, C. A. (1998, November). *Gifted students' attitudes toward learning: How do they compare to their nongifted peers?* National Association for Gifted Children, Louisville, KY.
- Moon, T. R.**, Callahan, C. M., Meredith, C.\* , Miner, W.\* , & Reed, C.\* (1998, November). *Performance assessment and gifted students*. National Association for Gifted Children, Louisville, KY.
- Lelli, K., **Moon, T. R.**, & Meredith, C.\* (1998, November). *Teachers' instructional and assessment practices*. National Association for Gifted Children, Louisville, KY.
- Miner, W.\* , **Moon, T. R.**, & Callahan, C. M. (1998, November). *Serving academically diverse learners in middle school: How do rural, suburban, and urban middle school teachers compare?* National Association for Gifted Children, Louisville, KY.
- Ward, P.\* , Tomlinson, C. A., **Moon, T. R.**, & Callahan, C. M. (1998, November). *Teachers learning to differentiate: The long and winding road*. National Association for Gifted Children, Louisville, KY.
- Callahan, C. M., Tomlinson, C. A., & **Moon, T. R.** (1998, November). *The middle school gifted child: Are middle school principals ready to respond?* Paper presented at the National Association for Gifted Children, Louisville, KY.
- Moon, T. R.**, Callahan, C. M., & Tomlinson, C. A. (1998, April). *Teacher assessment practices: The effects of high-stakes testing*. American Educational Research Association, San Diego, CA.
- Moon, T. R.**, Callahan, C. M., & Tomlinson, C. A. (1998, April). *Contextual modifiability: The development of the school characteristics inventory*. American Educational Research Association, San Diego, CA.
- Moon, T. R.**, Callahan, C. M., & Tomlinson, C. A. (1998, April). *The relationship between school environment and student attitudes toward learning*. American Educational Research Association, San Diego, CA.
- Callahan, C. M., Tomlinson, C. A., & **Moon, T. R.** (1998, April). *Middle school teachers' attitudes toward students and instruction*. American Educational Research Association, San Diego, CA.
- Callahan, C. M., Tomlinson, C. A., & **Moon, T. R.** (1998, April). *The journey from novice to experienced: Patterns of teacher development*. Paper presented at the American Educational Research Association, San Diego, CA.
- Tomlinson, C. A., Callahan, C. M., & **Moon, T. R.**, (1998, April). *Teachers learning to create environments responsive to academically diverse learners*. Paper presented at the American Educational Research Association, San Diego, CA.

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- Tomlinson, C. A., Callahan, C. M., & **Moon, T. R.** (1998, April). *Middle level teaching and learning: Perceptions of students and teachers*. Paper presented at the American Educational Research Association, San Diego, CA.
- Moon, T. R.**, & Callahan, C. M. (1997, November). *The relationship between school environment and instructional modifications for diverse learners*. Paper presented at the National Association for Gifted Children, Little Rock, AR.
- Moon, T. R.**, Callahan, C. M., & Tomlinson, C. A. (1997, November). *Teachers' instructional modifications for diverse learners*. Paper presented at the National Association for Gifted Children, Little Rock, AR.
- Callahan, C. M., **Moon, T. R.**, Cochran, R.\*, & Coyne, E.\* (1997, November). *Performance assessment and gifted students*. Paper presented at the National Association for Gifted Children, Little Rock, AR.
- Callahan, C. M., & **Moon, T. R.** (1997, July). *Using performance tasks and graduated rubrics to support differentiated instruction*. Paper presented at the The World Council for Gifted and Talented Children, Seattle, WA.
- Moon, T. R.**, Tomlinson, C. A., & Callahan, C. M. (1997, March). *Beliefs and practices affecting differentiation of instruction for academically and culturally diverse learners in the middle school*. Paper presented at the American Educational Research Association, Chicago, IL.
- Moon, T. R.**, Tomlinson, C. A., & Callahan, C. M. (1997, March). *Meeting the diverse needs of middle school students: A national survey of middle school practitioners*. Paper presented at the American Educational Research Association, Chicago, IL.
- Callahan, C. M., Tomlinson, C. A., & **Moon, T. R.** (1997, March). *Using performance tasks and rubrics to support differentiated instruction*. Presentation at the Association for Supervision and Curriculum Development, Baltimore, MD.
- Moon, T. R.**, Tomlinson, C. A., & Callahan, C. M. (1996, November). *Diversity in the middle school classroom*. Paper presented at the National Association for Gifted Children, Indianapolis, IN.
- Moon, T. R.**, Loyd, B. H., Hughes, K. R., & Winter, P. (1996, April). *Using generalizability theory to estimate the reliability of large-scale writing assessments*. Paper presented at the National Council on Measurement in Education, New York, NY.
- Moon, T. R.**, Tomlinson, C. A., & Callahan, C. M. (1995, November). *Middle school and the academically diverse student*. Paper presented at the National Association for Gifted Children, Tampa, FL.
- Moon, T. R.**, Tomlinson, C. A., & Callahan, C. M. (1995, November). *Academic diversity in the middle school classroom*. Paper presented at the National Middle School Association, New Orleans, LA.

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Callahan, C. M., Adams, C. M., Bland, L., **Moon, T. R.**, Moore, S. D., & Perie, M. (1993, April). *Factors influencing recruitment, enrollment, and retention in special schools of mathematics, science, and technology*. Paper presented at the American Educational Research Association, Atlanta, GA.

Delcourt, M., Loyd, B. H., McIntire, J., **Moon, T. R.**, & Perie, M. (1993, April). *Trends in achievement of high ability children*. Paper presented at the American Educational Research Association, Atlanta, GA.

Loyd, B. H., **Moon, T. R.**, & Perie, M. (1992, April). *The effect of nonachievement factors on the grading process*. Paper presented at the American Educational Research Association, San Francisco, CA.

**Moon, T. R.**, Robinson, A. R., & Stanley, T. D. (1992, April). *Comparing alternative evaluation designs for gifted programs: A Monte Carlo study*. Paper presented at the American Educational Research Association, San Francisco, CA.

**Moon, T. R.**, & Robinson, A. R. (1990, November). *Effects of gifted and talented program participating on the self-concepts of students labeled as gifted*. Paper presented at the National Association for Gifted Children, Little Rock, AR.

#### ***State/Local Presentations***

**Moon, T. R.**, & Brighton, C. M. (2008, November). *Collecting and using data to defend gifted programs*. Virginia Association for Gifted Children, Roanoke, VA.

Hertberg Davis, H., Callahan, C. M., & **Moon, T. R.** (2005, October). *Advanced placement and international baccalaureate programs: A "fit" for gifted learners?* Paper presented at the Virginia Association for the Gifted, Williamsburg, VA.

Carbaugh, E\*., Gilman, C.\*., Clark, R.\*., & **Moon, T. R.** (2005, October). *High-stakes testing: Social and emotional impacts on elementary gifted students*. Paper presented at the Virginia Association for the Gifted, Williamsburg, VA.

**Moon, T. R.**, Carbaugh, E.\*., & Capper, M.\* (2005, October). *The age of accountability: Using data to justify gifted programs*. Paper presented at the Virginia Association for the Gifted, Williamsburg, VA.

**Moon, T. R.** (2005, February). *The reading first initiative in Virginia*. Poster presented at the Curry Centennial Celebration, Charlottesville, VA.

**Moon, T. R.** (February, 2005). *The relationship between student achievement and teacher preservice training*. Poster session presented at the Curry Centennial Celebration, Charlottesville, VA.

**Moon, T. R.**, Brighton, C. M., & Reed, C.\* (2003, November). *The influences of state testing on Virginia teachers and students*. Paper presented at the Virginia Association for the Gifted, Williamsburg, VA.

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**Moon, T. R., & Callahan, C. M.** (2001, November). *Teachers' and students' perspectives on differentiated instruction: Is there congruence between the two?* Paper presented at the Virginia Association for the Gifted, Williamsburg, VA.

Miner, W.\*, & **Moon, T. R.** (1998, March). *A comparison of rural, suburban, and urban middle school teachers' responsiveness to curriculum modifications for advance and struggling learners.* Paper presented at the Virginia Educational Research Association, Richmond, VA.

### ***Invited Presentations***

**Moon, T. R.** (2014, October). *Parent university: Mindset.* Invited Keynote, Barrington School District, Barrington, IL.

**Moon, T. R.** (2013, November). *Advocating in an ever-changing education climate: Key forces and tools to make your case.* Invited Keynote Panelist, National Association for Gifted Children, Indianapolis, IN.

**Moon, T. R.** (2013, September). *Student assessment, growth models, and accountability – The Virginia context.* Invited Hot Topic Keynote, Virginia School Board Association Legislative Advocacy Conference, Charlottesville, VA.

**Moon, T. R.** (2013, June). *Educator effectiveness: The dawning of a new age for gifted education.* Invited Keynote, Challenging Advanced Learners Academy, University of Wisconsin-Whitewater, Whitewater, WI.

**Moon, T. R.** (2013, June). *Measuring gifted students' "growth": What are the options?* Challenging Advanced Learners Academy, University of Wisconsin-Whitewater, Whitewater, WI.

**Moon, T. R.** (2008, May). *Looking at issues associated with identification of gifted students.* Seminar presented at the Illinois Association for Gifted Children, Chicago, IL.

**Moon, T. R., Brighton, C. M., Gentry, M.** (2007, November). *Considerations for identifying gifted and talented students.* Pre-conference seminar presented at the National Association for Gifted Children, Minneapolis, MN.

**Moon, T. R. & Brighton, C. M.** (November, 2006). *The age of accountability: Using data to justify gifted programs.* Pre-conference seminar presented at the National Association for Gifted Children, Charlotte, NC.

**Moon, T. R.** (2005, November). *Using scientifically-based research to make decisions about gifted education programs, services, and resources.* In R. D. Eckert (Chair), *Guidebook for developing programs for the gifted and talented.* Symposium presented at the National Association for Gifted Children, Louisville, KY.

**Moon, T. R.** (2005, April). *Critical issues in the area of identification of gifted students.* Panel presented at the American Educational Research Association, Montreal, Canada.

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- Callahan, C. M., & **Moon, T. R.** (2004, November). *Performance assessment and gifted students*. Pre-conference session presented at the National Association for Gifted Children, Salt Lake City, UT.
- Moon, T. R.** (2004, September). *Using performance assessment as an instructional tool*. Invited Keynote Address given at the Arkansas Association of Gifted Education Administrators, Little Rock, AR.
- Moon, T. R.** (2004, January). *Hindsight is 20/20: Developing and implementing differentiated instruction: What we know from 13 years of NRC/GT research*. Invited Keynote Address presented at the Utah Association for Gifted Children, Provo, UT.
- Moon, T. R.**, Kaplan, S. N., & Cooper, C. (2003, November). *No child left behind: Where does gifted education fit?* Invited presentation at the National Association for Gifted Children, Indianapolis, IN.
- Moon, T. R.** (2002, November). The role of standardized testing in gifted education. In S. Kaplan (Chair), *Meeting of the Minds*. Panel presentation at the National Association for Gifted Children, Denver, CO.
- Moon, T. R.** (2002, November). The role of standards in gifted education. In S. Kaplan (Chair), *Meeting of the Minds*. Panel presentation at the National Association for Gifted Children, Denver, CO.
- Moon, T. R.**, & Callahan, C. M. (2001, November). *State testing impacts on teachers' use of differentiated curriculum*. A Master Class presented at the National Association for Gifted Children, Cincinnati, OH.
- Callahan, C. M., & **Moon, T. R.** (2001, November). *Using performance assessment to ratchet-up the curriculum for gifted students*. A Master Class presented at the National Association for Gifted Children, Cincinnati, OH.
- Moon, T. R.** (2001, May). *Alternative assessment and gifted students: K-12*. Invited Address presented at the Texas Educational Region II Service Center, Corpus Christi, TX.
- Moon, T. R.** (2001, March). *Performance assessment and gifted students*. Paper presented at the National Research Center on the Gifted and Talented Conference, Orlando: FL.
- Moon, T. R.** (2001, March). *Designing sensible evaluations for gifted programs*. Invited Keynote presented at the Ohio Consortium of Gifted Coordinators spring meeting, Columbus, OH.
- Caldwell, M., Callahan, C. M., & **Moon, T. R.** (2001, March). *Evaluation lessons learned*. A Master class presented at the National Association for Gifted Children, Atlanta, GA.

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Callahan, C. M., & **Moon, T. R.**, Font-Rivera, M., & Strickland, C. (2000, November). *Performance assessment: Raising the bar on standards-based instruction*. A Master Class presented at the National Association for Gifted Children, Atlanta, GA.

**Moon, T. R.** (1996, November). *Learning, achievement, and adjustment: Classroom assessment with emphasis on social studies*. Paper presented at the College and University Faculty Assembly at the National Council for Social Studies, Washington, D.C.

**Moon, T. R.** (1996, June). *Practical implications of technical findings from a large-scale writing assessment*. Paper presented at the Council of Chief State School Officers National Conference on Large-Scale Assessment, Phoenix, AZ.

**Moon, T. R.**, Loyd, B. H., Hughes, K. R., & Winter, P. (April, 1996). Scoring and training issues involved in large-scale performance assessments. In R. Hambelton (Chair), *Assessment Issues in Large-Scale Testing Programs*. Invited symposium, National Council of Measurement in Education, New York, NY.

**Moon, T. R.** (1995, April). *Overview of two multivariate techniques: Multivariate analysis of variance and discriminant analysis*. Paper presented at the American Educational Research Association, San Francisco, CA.

**Moon, T. R.**, Tomlinson, C. A., & Callahan, C. M. (1995, March). *Middle school and gifted students: A national study*. National Research Center on the Gifted and Talented, Windsor Locks, CT.

Delcourt, M., Loyd, B. H., Bland, L., McIntire, J., **Moon, T. R.**, & Perie, M. (1993, January). *The learning outcomes study at the University of Virginia*. Paper presented at the Colorado Association or the Gifted and Talented, Denver, CO.

## Teaching

Courses
Mixed Methodology for Educational Research
Assessment in K12 Settings (inservice & preservice levels)
Research Methods and Literature in Educational Psychology
Introduction to Educational Research
Foundations of Educational Research
Educational Statistics I
Doctoral Dissertation Seminar
Tests & Measurement
Survey Research
Assessment in Gifted Education
Advanced Seminar in Research & Evaluation on the Gifted
Advanced Seminar in Identification of the Gifted
Advanced Seminar in Program Evaluation
Advanced Seminar in Assessment

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EdD Capstone Seminar
Internship in College Teaching
Independent Study

## Service

### Professional Association Memberships/Leadership Roles

- American Educational Research Association, 1988-present
  - Classroom Assessment SIG, Chair, Distinguished Paper Award, 2022-
  - Classroom Assessment SIG, Chair, 2020-2021
  - Classroom Assessment SIG, Program Chair, 2019-2020
  - Classroom Assessment SIG, Secretary/Treasurer, 2018-2019
  - Division D: Communication Committee, 2015-2018
  - Research on Evaluation SIG, Program Co-Chair, 2010-2011
  - Research on Giftedness and Talent SIG, Executive Committee, 2004-2006
  - Research on Giftedness and Talent SIG, Program Chair, 2004-2005
- National Council on Measurement in Education, 1991-present
  - Co-Lead, Classroom Assessment Conference Planning Team (2020-2021)
  - National Council on Measurement in Education Training and Professional Development Committee Member, 1995-1998
- National Association for Gifted Children, 1990-present
  - Mid-year and Beyond Scholars, Chair, 2013-2015
  - IES Work Group on National Data, Chair, 2011-2015
  - Awards Selection Committee, Member, 2004-2018
  - Education Committee, Member, 2007-2012
  - Research & Evaluation Policy Committee, Member, 2010
  - Research & Evaluation Division, Chair, 2006-2008
  - Research & Evaluation Division, Chair-Elect, 2005-2006
  - Education Commission, Member/Mentor 1998-2007
  - Academy Task Force, Chair, 1998-2001
  - Research & Evaluation Division, Program Chair, 2001-2002
  - Research & Evaluation Division, Assistant Chair, 2001
- Public Responsibility in Medicine & Research, 2006-present
- California Association for Gifted Children, 2002-2009
- World Council for Gifted Children, 2001-2006
- Virginia Association for the Gifted, 2000-2014
  - Board Member, University Representative, 2009-2014
- Virginia Educational Research Association, 1995-2004
  - Past-President, 2001-2002
  - President, 2000-2001
  - President-Elect, 1999-2000
  - Corresponding Secretary, 1998-1999
- Virginia Commonwealth University, Commonwealth Educational Policy Institute, Virginia State Action for Educational Leadership Project (SAELP), 2001

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### **Other Service Leadership Roles**

- Virginia Secretary of Education, Chair, Mathematics SOL Work Group, 2013
- Associate Editor, *Gifted Child Quarterly*, 2007-2013
- Editor, Methodological Briefs Column, *Gifted Child Quarterly*, 2007-2013
- Chair, Paper of the Year Award, *Gifted Child Quarterly*, 2007-2013
- National Association for Gifted Children (NAGC, 2008) Position Paper Author, *The Role of Assessments in the Identification of Gifted Students*
- Professional Development Consortium, Virginia School-University Partnership, 1998-2004
- Hanover County Public Schools: Division Profile Development Committee, 1998
- Virginia Assessment Consortium, Virginia School-University Partnership, 1996-1998

### **Other Service**

#### **Reviewer/Editorial Boards for Peer Reviewed Journals**

*Teaching and Teacher Education*, 2017-present

*Journal of School Psychology*, 2005-present

*Learning and Individual Differences*, 2011-present

*Roeper Review*, 2005-present

NASSP *Bulletin* (Editorial Board), 2003-present (Editorial Board, 2006-present)

*Journal for the Education of the Gifted*, 2003-present

*Current Issues in Education*, 2001-present

*Educational Policy and Analysis Archives*, 2005-present

*Educational Measurement: Issues and Practice*, 1997-present

*Research in Middle Level Education*, 1995-present

*Journal of Woman and Minorities in Science and Engineering*, 1995-2001

*Gifted Child Quarterly* (Editorial Board), 1993-2013

*Gifted Child Quarterly*, Associate Editor, 2007-2012

*Journal for Advanced Academics* (Editorial Board), 2011-present

Reviewer/Discussant/Session Chair, American Educational Research Association, Division D, Division H, Classroom Assessment SIG, Data Driven Decision Making SIG, Creativity, Giftedness & Talent SIG, 1992-present

Reviewer/Session Chair, National Council on Measurement in Education, 1991-present

Reviewer/Discussant/Session Chair, National Association for Gifted Children, Research & Evaluation Network, 1994-present

#### **Service-oriented Panels**

Facilitator and Panelist, National Association of Gifted Children, *Teaching to the Standards: Their Role in Gifted Education*, February, 2002, Washington, DC.

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Invited Panelist, Virginia House of Representatives, Education Committee, *Issues Related to the Virginia Standards of Learning Assessment Program*, November 2000, Richmond, VA.

Invited Facilitator, *Program Evaluation*, Virginia Educational Research Association Annual Conference, March 2000, Hampton, VA.

Invited Facilitator, Superintendent of Public Instruction, State of Washington, *1999 State Leadership Gifted Conference*, August, 1999.

Invited Panelist, Virginia Educational Research Association, *The State of Research Across Virginia-Central Virginia*, March 1998, Richmond, VA.

Invited Facilitator, National Association for Gifted Children, *Performance Assessment Professional Academy*, October 23-24, 1997, Baltimore, MD.

Invited Panelist, Virginia Educational Research Association, *Implications of the New Assessment System for Virginia Public Schools*", March, 1997, Richmond, VA.

Invited Panelist, Virginia School-University Partnership, *Student Assessment: The Research, the Alternatives, and the Future*, March 28, 1995, Charlottesville, VA.

### **Faculty Service**

- UVA Institutional Review Board for the Social and Behavioral Sciences, Chair, 2006-present
- UVA Human Research Protection Program Risk and Assessment Committee, 2020-present
- UVA IRB-SBS Post Award Monitoring Committee, 2020-present
- UVA Promotion & Tenure Committee, 2022-present
- UVA Provost Ad Hoc Committee on High-Quality Teaching
- UVA Harrison Undergraduate Research Awards Committee, Center for Undergraduate Excellence, 2008-present
- UVA Double Hoo Research Awards Committee, Center for Undergraduate Excellence, 2008-present
  
- UVA Darden-Curry Partnership for Leaders in Education, Engagement Committee, Curry Representative, 2014-2022
- UVA, Curry School of Education, Faculty Council (Elected), 2015-2017
- University of Virginia Vice Provost for Academic Affairs, Program Review Committee, Curry School Representative, 2013-2015
- UVA Institutional Assessment and Studies, Assessment Advisory Committee, Curry Representative, 2005-2018
- University of Virginia Institutional Review Board for the Social and Behavioral Sciences, Member, 2005-2006

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### School Level Service

- Promotion & Tenure Committee, 2018-2021
- Internal Review Committee, Promotion & Tenure, 2017-2022
- Gansneder Dissertation Award Committee, 2009-2018
- Curry Dissertation Committee, Chair, 2008-2009
- Curry Faculty Council, Elected Member, 2006-2007, 2015-2017
- Curry Curriculum Review and Program Committee, Member, 2013-2015
- Technology Advisory Group, Faculty Council Representative, 2006-2007

### Community Level Service

- Goochland County Public Schools, Looking at the Research regarding the Achievement Gap: A Root Cause Analysis, 2013-2015
- Virginia Secretary of Education, Revisiting the SOLs Task Force, 2013
- Hancock Financial Group, an Ameriprise Financial Services, Inc., Advisory Client Board, 2013-2015

### ***Consultations to Non-UVa Organizations***

2023	Manning School District, Manning, SC. <b>Assessment Consultant.</b>
2023	St. Anne's School on Annapolis, Annapolis, MD. <b>Assessment Consultant.</b>
2022	Delaware Friends School, Lancaster, PA. <i>Assessment Consultant.</i>
2020	Tandem Profesores, Chilean Ministry of Education. <b>Assessment Consultant.</b>
2018-present	PRINCIPALS ACADEMY, Singapore Ministry of Education. <b>Assessment Consultant.</b>
2018	VIRGINIA EPSICPOAL SCHOOL, Lynchburg, VA. <b>Assessment Consultant.</b>
2013 – 2018	BEAUFORT SCHOOL DISTRICT, Beaufort, SC. <b>Assessment Consultant.</b>
2013 – 2015	COMMUNITY UNIT SCHOOL DISTRICT 220 (Barrington, IL). <b>Evaluation Consultant.</b>
2012-2013	FLIP LEARNING. (Holland, MI). <b>Co-PI/Evaluation Consultant.</b>
2012-2013	AGA KHAN FOUNDATION (Mumbai, Kenya). <b>Evaluation Consultant.</b>
2012	COMMUNITY CONSOLIDATED SCHOOL DISTRICT 181 (Burr Ridge, IL). <b>Evaluation Consultant.</b>
2004-2014	THOMAS JEFFERSON HIGH SCHOOL FOR SCIENCE AND TECHNOLOGY (Fairfax County Public Schools, VA). <b>Measurement Consultant.</b>
2005–2009	THOMAS JEFFERSON HIGH SCHOOL FOR SCIENCE AND TECHNOLOGY (Fairfax County Public Schools, VA). <b>Selection Advisory Committee Member.</b>
2009	CARILION INSTIUTIONAL REVIEW BOARD, JEFFERSON COLLEGE OF HEALTH SCIENCES (Roanoke, VA). <b>IRB-SBS Consultant.</b>
	EASTERN VIRGINIA MEDICAL SCHOOL (Norfolk, VA). <b>IRB-SBS Consultant.</b>
2006-2009	NASHUA SCHOOL DISTRICT, Nashua, NH. <b>Evaluation Consultant.</b>
2008–2009	REGIONAL GOVERNOR'S BOARD, Henrico, VA. <b>Evaluation Consultant.</b>
2004-2008	UNIVERSITY OF SOUTHERN CALIFORNIA. <b>Evaluation Consultant.</b>
2003-2008	VIRGINIA DEPARTMENT OF EDUCATION. <b>Director, State Evaluation of Reading First Initiative.</b>
2007	CHESTERFIELD COUNTY PUBLIC SCHOOLS (Chesterfield, VA). <b>Measurement Consultant.</b>
2006-2007	SUFFOLK (VA) SCHOOL DIVISION. <b>Evaluation Consultant.</b>
2005–2006	THE MARKETING STORE. <b>Measurement Consultant.</b>

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- 2003-2005 JACK KENT COOKE FOUNDATION. **Evaluation Consultant.**
- 2003-2005 WILLIAMSVILLE (NY) SCHOOL DISTRICT. **Evaluation Consultant.**
- 2003 METROPOLITAN SCHOOL DISTRICT OF LAWRENCE TOWNSHIP. (Indianapolis, IN).  
**Evaluation Consultant.**
- 2002-2003 BRANDYWINE (DE) PUBLIC SCHOOLS. **Evaluation Consultant.** 2001-2004 ALBEMARLE COUNTY (VA) SCHOOL DIVISION. **Evaluation Consultant.**
- 2001-2002 MONTGOMERY COUNTY (MD) PUBLIC SCHOOLS. **Evaluation Consultant.**
- 2001 SIMON MARKETING, INC. Chicago, IL. **Measurement Consultant.**
- 2000 COUNCIL OF CHIEF STATE SCHOOL OFFICERS, Washington, D.C.
- 1999 McDONALD’S – CANADA. **Measurement Consultant.**
  
- 1999-2000 SIMON MARKETING, INC. Chicago, IL. **Measurement Consultant for Disney.**
- 1999–2001 CALIFORNIA ASSOCIATION FOR THE GIFTED, Los Angeles, CA. **Evaluation Consultant.**
- 1996-2001 U.S. DEPARTMENT OF EDUCATION, Washington, D.C. **Evaluation Consultant.** Jacob K. Javits Gifted and Talented Student Educational Act.
- 1997-1999 VIRGINIA DEPARTMENT OF EDUCATION, Richmond, VA. **Technical Measurement and Assessment Consultant.**
- 1995-1996 VIRGINIA DEPARTMENT OF EDUCATION, Richmond, VA. **Technical Measurement and Assessment Consultant.**
- 1995-1996 NATIONAL BOARD OF PROFESSIONAL TEACHING STANDARDS. **Measurement Consultant.**

***K-12 Professional Development Sessions (Abbreviated List)***

TOPIC	LOCATION
Differentiated Classroom Assessment   Data Use	Panama City, Panama
Classroom Assessment	Manning, SC (Manning Public Schools)
Differentiated Classroom Assessment	Lancaster, PA (Delaware Valley Friends School)
Differentiated Classroom Assessment	Santiago, Chile
Assessment in Support of Differentiation	Annapolis, MD (St. Annes School)
Classroom Assessment	Singapore (Ministry of Education)
Performance Assessment and Rubrics	Culpeper, VA (Culpeper School Division)
Assessment in K-12 Classrooms	Virginia Beach, VA (Regent University)
Grading in a Differentiated Classroom	St. Louis, MO
Measuring Student Growth	St. Louis, MO
Assessment Mapping	Beaufort (SC) County Public Schools
Grading Student Achievement	Beaufort (SC) County Public Schools
Assessment in a Differentiated Context	Beaufort (SC) County Public Schools
Performance Assessment in the Common Core Era	Chicago, IL
Assessment in a Differentiated Context (Secondary)	Waco (TX) School District
Current Research in the Identification of Gifted Students	Northern Virginia Council for Gifted & Talented Educators
Webinar on Assessment	National Association for Gifted Children
Assessment K-12 (Pre-assessment; Grading)	Sarasota (FL) School District
Assessment K-12 (Pre-assessment; Authentic Assessment,	Hempfield (PA) School District

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Grading)	
Differentiated Authentic Assessment	Cortez (CO) School District
State of the Field of Gifted Education	Nashua (NH) School District
Assessment for Gifted Learners	JEFFCO School District (Lakewood, CO)
Evaluating Gifted Programs	Jefferson County School District (Louisville, KY)
Assessment in the Middle School Classroom	Penfield (NY) School District
Assessment and Grading in a Differentiated Middle School Classroom	Penfield (NY) School District
Evaluating the Effectiveness of Services for Gifted Children	Little Rock (AR) School District
Developing Middle School Math Assessments for Identifying Gifted Learners	Penfield (NY) School District
Grading Best Practices	Williamsville (NY) School District
Identification Systems for Gifted Learners	Virginia Beach (VA) School Division
Identification of Gifted Learners	Houston (TX) Regional School Districts
Assessment in a Differentiated Classroom	Penfield (NY) Regional School Districts
Overview of Differentiated Instruction: A Research Perspective (Parent Meeting)	Penfield (NY) School District
Instruments for Identification	Portland (ME) State Meeting
Identification of Gifted Students	Portland (ME) State Meeting
Assessment in a Differentiated Classroom	Buffalo (NY) Regional School Districts
Identification of Gifted Students	Richmond, VA (Region I School Divisions)
Assessment in a High School Classroom	Albemarle (VA) County School Division
Assessment in a Differentiated Classroom	Rome, Italy
Developing a Defensible Identification Process	Spotsylvania, VA (Region III School Divisions)
Conducting Meaningful Assessment	Charlottesville (VA) School Division
Differentiated Instruction and Assessment	Atlanta, GA: Southern Regional Education Board
Assessment for High School Learners	Houston (TX) Regional School Districts
Assessment and Instruction for Gifted Students	Charlotte (NC) School District
Alternative Assessment in Gifted Education	Corpus Christi (TX), ESC Regions 1, 2, 3, 4
Test School Interpretation for Gifted Identification	Manassas (VA), Northern VA Gifted Council
Interpreting Test Manuals for Instruments Used in Gifted Identification	Amherst (VA), Region 4 Coordinators
Getting Excited About Standardized Test Data	Charlottesville (VA) School Division
Standardized Test Data: Improving Your School's Vision	Charlottesville (VA) School Division
Using Data for School Improvement	Charlottesville (VA) School Division
Taking a Look at Assessment	Charlottesville (VA), Region 4 School Divisions
Assessment in Gifted Education	Charlotte (NC) School District
Interpreting Standardized Test Scores	Charlottesville (VA) School Division
Assessing the Standards of Learning, K-12	Waynesboro (VA), Region 4 School Divisions

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**Professional Development Presentations at UVA Institute on Academic Diversity (1997-2020)**

TOPIC
Developing High Quality Rubrics
Linking Classroom Assessment and Differentiated Instruction*
Evaluating an Differentiation Initiative*
Linking Classroom Assessment to Student Outcomes*
Grading in a Differentiated Classroom*
Assessment in a Differentiated Classroom*
Pre-assessment*
16 years of Research on Differentiated Instruction
Data-driven Differentiation*
10 years of Research on Differentiated Instruction
Developing Performance Assessment to Support Differentiated Instruction
Alignment of Standards with Differentiation

\*: These sessions are done regularly for IAD

**Honors and Awards**

2020 National Association for Gifted Children, Best Primary Age Curriculum (Co-authors: Pennington, L.\* , Patrick, J.\* , Brown, A.\* , Mahoney, K.\*\* , Carr, C., Moon, T., Brighton, C.)

2019 Curry School of Education, Faculty Council, Recognition of Service and Governance Award

2019 Curry School of Education, Faculty Council, Recognition of Student Mentoring Award

2019 National Association for Gifted Children, Best Primary Age Curriculum (Co-authors: Pennington, L.\* , Patrick, J.\* , Brown, A.\* , Mahoney, K.\*\* , Carr, C., Moon, T., Brighton, C.)

2018 National Association for Gifted Children, Best Primary Age Curriculum (Co-authors: Hobson, V., Moran, M., Mahoney, K., Carr, C., Moon, T., Brighton, C., Smith, K.)

2018 National Association for Gifted Children, Best Primary Age Curriculum (Co-authors: Hobson, V\*., Moran, M.\* , Mahoney, K.\*\* , Carr, C.\* , Moon, T., Brighton, C.,)

2013 National Association for Gifted Children, Best Primary Age Curriculum (Co-authors: Brighton, C., Trinter, C.\*\* , Moon, T.)

2012 Association for Educational Communications and Technology, Design and Development Division, Outstanding Practice Award. (Award for Project Parallax Curriculum, Dack, H.\* , Trinter, C.\*\* , Brighton, C., & Moon, T.)

2011 National Association for Gifted Children, Best Primary Age Curriculum (2 awards for 2 separate Project Parallax curricular units; co-authors: Trinter, C\*\*., Brighton, C., & Moon, T.)

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2010 National Association for Gifted Children, Best Primary Age Curriculum (2 awards for 2 separate Project Parallax curricular units; co-authors: Trinter, C.\*\* , Brighton, C., & Moon, T.)

2003 Early Scholar Award, National Association for Gifted Children

1999 Paper of the Year, *Gifted Child Quarterly*, National Association for Gifted Children (co-authors: Moon, T., Tomlinson, C., & Callahan, C.)

Virginia Educational Research Association, Award for Meritorious Research, 1996, 1997.

Outstanding Dissertation Award, Department of Educational Studies, University of Virginia, May 1996.

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