James G. Soland, Ph.D.

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PERSONAL DATA

EDUCATION

Ph.D. in Educational Psychology. Stanford Graduate School of Education. 2011-2015.
    Advised by Edward Haertel, Kenji Hakuta, and Susanna Loeb

M.A. in Education Policy Organization and Leadership. Stanford University. 2007-2008.

M.A. in East Asian Studies. Stanford University. 2006-2007.

Visiting Fellow. Oxford University. 2000-2001.

B.A., magna cum laude. Haverford College. 1998-2002.

High school diploma with honors. Phillips Exeter Academy. 1994-1998.

CURRENT APPOINTMENTS & AFFILIATIONS

Assistant Professor of Quantitative Methods, School of Education & Human Development, University of Virginia. 2019-present

Affiliated Research Fellow, Northwest Evaluation Association (NWEA). 2019-present

Affiliated Researcher, The Character Assessment Initiative (Charassein) at the University of Arkansas. 2019-present

Technical Advisory Committee Member, EdInstruments at The Annenberg Institute at Brown. 2019-present

Technical Advisory Committee Member, RAND Social-emotional Learning Measurement Working Group. 2018-present

PROFESSIONAL ASSOCIATION MEMBERSHIPS

American Education Finance and Policy
American Educational Research Association
International Psychometrics Society
National Council on Measurement in Education
National Network of Research Practice Partnerships

Society for Research on Educational Effectiveness

PRIOR POSITIONS & EXPERIENCE

Northwest Evaluation Association (NWEA), Portland, OR
    Senior Research Scientist, 2019
    Research Scientist, 2015-2018
    Roles and Responsibilities: Published on topics including growth modeling, student test effort, and socio-emotional learning. Helped start the Collaborative for Student Growth, an in-house think tank. Represented NWEA at academic conferences, testifying before government committees, and meeting with district partners using NWEA's tests.

Adjunct Faculty, Oregon State University. 2015-2019.
    Roles and Responsibilities: Taught and completely redesigned OSU's year-long quantitative methods sequence, which included three courses: probability and statistics, regression, and structural equation modeling (SEM). Served on student committees and helped write/grade comprehensive exams.

Early Career Research Fellow. Program to Support Policy for English Language Learners. Funded by the Spencer Foundation and developed by Kenji Hakuta, Diane August, Patricia Gandara, Robert Linquanti, and Jennifer O'Day. 2017-2018.
    Roles and Responsibilities: Attended regular meetings with other fellows designed to set a research agenda related to English Learners for the next decade. Testified before Congress on assessment for English Learners in the wake of ESSA's passage.

Emerging Education Policy Scholar (EEPS). Thomas B. Fordham and American Enterprise Institute. 2017.
    Roles and Responsibilities: Attended two policy and advocacy trainings in Washington, DC along with other members of my EEPS cohort.

Summer Associate. The RAND Corporation. 2013.
    Roles and Responsibilities: Led all research related to a grant supporting work to develop best practices for measuring 21st-Century skills in K-12 settings. Was first author on a peer-reviewed RAND publication with Laura Hamilton and Brian Stecher reporting results from the study.

Research Assistant. Center for Education Policy Analysis (Stanford). 2011-2015.
    Roles and Responsibilities: Conducted analyses, authored publications, and met with school district officials as part of a John W. Gardner Center project to identify indicators of college readiness. Served at a Teaching Assistant for a doctoral course on regression analysis in the School of Education.

Senior Policy Analyst. Legislative Analyst's Office (LAO). 2008-2011.
    Roles and Responsibilities: Handled all budget and policy matters related to education testing, accountability, and career-technical education in the State of California. Testified before state subcommittees on education and finance. Conducted site visits to observe programs being funded by the state of California. Helped write legislation to implement the state budget and enact accountability/testing legislation, including as part of the federal Race to the Top competition.

Research Intern. Stanford School Redesign Network (SRN-LEADS). 2007-2008.

Roles and Responsibilities: supported education reform efforts being conducted via a partnership between Stanford University and San Francisco Unified School District. Helped write an IES small learning communities grant that was eventually funded.

Policy Analyst & Communications Director. MA State Senator Baddour. 2004-2006.
Roles and Responsibilities: Served as the main speechwriter and communications liaison for the senator. Handled all policy/legislation related to education and health care, with particular emphasis on school reform efforts and charter schools.

Communications Coordinator. Joslin Diabetes Center. 2002-2004.
Roles and Responsibilities: Wrote press releases and handled media inquiries related to diabetes research being conducted at Joslin.

AREAS OF SPECIALIZATION

My research focuses on latent variable modeling, including item response theory (IRT) and structural equation modeling (SEM). I investigate how related modeling decisions affect common inferences made from test and survey scores, especially implications for equity and fairness. In particular, I have two areas of focus. First, I examine how scoring decisions impact longitudinal uses of scores, including growth modeling and estimating pre/post intervention treatment effects. For example, my research shows that seemingly trivial decisions about how to score item responses from self-report surveys have far-reaching implications for how we understand students' social-emotional/psychological growth and treatment effects from programs designed to improve that growth. Second, I investigate how latent variable models can be used to identify and address sources of bias that commonly affect survey item responses. For instance, much of my work shows how to identify instances of survey or test disengagement at the item level, then correct for that disengagement using latent variable approaches. An overarching goal of my work is to help applied researchers pursuing substantive questions in education and psychology understand the implications of the methodological decisions they make for the basic inferences drawn from their work, especially related to understanding sources of inequity.

SCHOLARSHIP – PEER REVIEWED PUBLICATIONS
(Organized by Topic)

* Indicates a co-author who was a graduate student or post-doctoral fellow at the time the research was initiated.

MEASUREMENT FOR UNDERSTANDING ACADEMIC/SOCIO-EMOTIONAL GROWTH

1. Kuhfeld, M., & **Soland, J.** (2022). Avoiding bias from sum scores in growth estimates: An examination of IRT-based approaches to scoring longitudinal survey responses. *Psychological Methods, 27*(2), 234–260. *Impact Factor: 11.302*
2. **Soland, J.,** Rimm-Kaufman, S., Kuhfeld, M., & *Ventura-Abbas, N. (In Press). Empirical benchmarks for changes in social and emotional skills over time. *Child Development. Impact Factor: 5.899.*
3. Kuhfeld, M., Soland, J., & Lewis, K. (In Press). Test Score Patterns Across Three COVID-19-impacted School Years. *Educational Researcher.*
4. Kuhfeld, M., Soland, J., Lewis, K., & Ruzek, E. (In Press). The COVID-19 school year: Learning and recovery across 2020-21. *AERA Open.*

5. **Soland, J.**, Kuhfeld, M., & *Register, B. (In Press). A Comparison of Methodologies for Scaling Longitudinal Social-emotional Survey Responses. *Educational Assessment.*

6. **Soland, J.** & Kuhfeld, M. (In Press). Identifying students who are off-track academically at the start of secondary school: The role of social-emotional learning trajectories. *British Journal of Educational Psychology. Impact Factor: 3.241.*

7. Johnson, A., Kuhfeld, M., & **Soland, J** (2021). The Forgotten 20%: Achievement and Growth in Rural Schools Across the Nation. *AERA Open*, 7.

8. Kuhfeld, M., **Soland, J**., Johnson, A., Ruzek, E., & *Liu, J. (2020). Projecting the potential impact of COVID-19 school closures on academic achievement. *Educational Researcher, 49*(8), 549-565. *Impact Factor: 4.854.*

9. **Soland, J**., & Thum, Y.M. (In Press). Estimating and Comparing Growth Using Longitudinal Interim Achievement Data with Seasonal Trends. *Journal of Research on Educational Effectiveness. Impact Factor: 2.501.*

10. **Soland, J**. & Kuhfeld, M. (In Press). A multi-rater latent growth curve model. *Multivariate Behavioral Research. Impact Factor: 5.439.*

11. **Soland, J**., Domingue, B., & *Lang, D. (2020). Using machine learning to advance early warning systems: Promise and pitfalls. *Teachers College Record, 122(14), 1-30. Impact Factor: 1.440.*

12. Kuhfeld, M., **Soland, J**., Pitts, C., & Burchinal, M. (2020). Trends in children's academic skills at school entry: 2010 to 2017. *Educational Researcher, 49*(6), 403-414. *Impact Factor: 4.854.*

13. **Soland, J.** (2019). Modeling academic achievement and self-efficacy as joint developmental processes: Evidence for education. *Journal of Applied Developmental Psychology, 65*(1). *Impact Factor: 2.412.*

14. **Soland, J**., Kuhfeld, M., Wolk, E., & Bi, S. (2019). Examining the state-trait composition of social-emotional learning constructs: Implications for practice, policy, and evaluation. *Journal of Research on Educational Effectiveness, 12*(3), 550-577. *Impact Factor: 2.501.*

15. **Soland, J**. (2017). Combining academic, noncognitive, and college knowledge measures to identify students not on track for college: Building a data-driven framework. *Research and Practice in Assessment*, *12*(1), 5-19.

16. **Soland, J**., Hamilton, L., & Stecher, B. (2014). Assessing 21st-Century skills: A guide for educators. *The RAND Corporation and ASIA Society*.

17. **Soland, J**. (2013). Predicting high school graduation and college enrollment: Comparing early warning indicator data and teacher intuition. *Journal of Education for Students Placed at Risk (JESPAR)*, *18*(3-4), 233-262. *Impact Factor: 1.118.*

MEASUREMENT & EVALUATION

18. **Soland, J.**, Johnson, A., & *Talbert, E. (In Press). Regression discontinuity designs in a latent variable framework. *Psychological Methods. Impact Factor: 11.302.*

19. **Soland, J.**, & Kuhfeld, M. (In Press). How Scoring Decisions Can Affect Results from Common Study Designs: Through the IRT Looking Glass. *Psychological Methods.*

20. Lee, M., & **Soland, J**. (In Press). *Does reclassification change how English learners feel about school and themselves? Evidence from a regression discontinuity design*. Manuscript revised and resubmitted at *Education Evaluation and Policy Analysis.*

21. **Soland, J.,** McGinty, A., Gray, A., Solari, E., *Herring, W., & *Xu, R. (In Press). Early literacy, equity, and test score comparability during the pandemic. *Educational Assessment.*

22. **Soland, J.** & Kuhfeld, M. (In Press). Examining the performance of the trifactor model for multiple raters. *Applied Psychological Measurement. Impact Factor: 2.101.*

23. **Soland, J**. (2021). Implications of using rank orderings in accountability systems for understanding how schools affect achievement gaps. *Teachers College Record 123*(12). *Impact Factor: 1.440.*

24. **Soland, J**. (In Press). Evidence that selecting an appropriate IRT-based approach to scoring surveys can help avoid biased treatment effect estimates. *Educational and Psychological Measurement. Impact Factor: 2.821.*

25. **Soland, J.** (In Press). Is measurement noninvariance a threat to inferences drawn from randomized control trials? Evidence from empirical and simulation studies. *Applied Psychological Measurement. Impact Factor: 2.101.*

26. Kuhfeld, M., & **Soland, J**. (2020). Using assessment metadata to quantify the impact of test disengagement on estimates of educational effectiveness. *Journal of Research on Educational Effectiveness, 13*(1), 147-175. *Impact Factor: 2.501.*

27. Matta, T., & **Soland, J**. (2019).   Predicting time-to-reclassification for English learners under compensatory decision rules: A joint modeling approach. *Journal of Educational and Behavioral Statistics*, *44*(1), 78-102. *Impact Factor: 3.288.*

28. **Soland, J**. (2017). Is teacher value added a matter of scale? The practical consequences of treating an ordinal scale as interval for estimation of teacher effects. *Applied Measurement in Education*, *30*(1), 52-70. *Impact Factor: 1.580.*

29. Loeb, S., **Soland, J**., & Fox, L. (2014). Is a good teacher a good teacher for all? Comparing value-added of teachers with their English learners and non-English learners. *Education Evaluation and Policy Analysis, 36(4),* 457-475. *Impact Factor: 3.347.*

IDENTIFYING & ADRESSING TEST/SURVEY DISENGAGEMENT

30. Rios, J., & **Soland, J.** (In Press). An investigation of item, examinee, and country correlates of rapid guessing on PISA. *The International Journal of Testing.*

31. Domingue, B., Kanopka, K.*, Stenhaug, B.*, Sulik, M., Brinkhuis, M., Circi, R., Faul, J., Obradovic, J., Piech, C., Porter, T., Soland, J., Weeks, J., Wise, S., Yeatman, J. (In Press). The speed accuracy tradeoff? Not so fast. *Journal of Educational and Behavioral Statistics*.

32. Domingue, B., *Kanopka, C., *Stenhaug, B., **Soland, J**., Kuhfeld, M., Wise, S., & Piech, C. (In Press). Variation in respondent speed and its implications: Evidence from an adaptive testing scenario. *Journal of Educational Measurement. Impact Factor: 1.531.*

33. Rios, J., & **Soland, J.** (In Press). Investigating the impact of noneffortful responses on individual-level scores: Can the effort-moderated IRT model serve as a solution? *Applied Psychological Measurement. Impact Factor: 2.101.*

34. **Soland, J.,** Kuhfeld, M., & Rios, J. (2021). Comparing different response time threshold setting methods to detect low effort on a large-scale assessment. *Large-scale Assessments in Education, 9*(1), 1-21. *Impact Factor: 1.601.*

35. Wise, S. L., **Soland, J**., & Dupray, L. M. (2021). The impact of technology-enhanced items on test-taker disengagement. *Journal of Applied Testing Technology, 22*(1), 28-36.

36. Rios, J. A., & **Soland, J**. (2021). Parameter estimation accuracy of the Effort-Moderated Item Response Theory Model under multiple assumption violations. *Educational and Psychological Measurement, 81*(3), 569-594. *Impact Factor: 2.821.*

37. **Soland, J**., & Kuhfeld, M. (2020). Do response styles affect estimates of growth on social-emotional constructs? Evidence from four years of longitudinal survey scores. *Multivariate Behavioral Research,* 1-21. *Impact Factor: 5.439.*

38. Kuhfeld, M., & **Soland, J**. (2020). The learning curve: Revisiting the assumption of linear growth during the school year. *Journal of Research on Educational Effectiveness, 14*(1), 143-171. *Impact Factor: 2.501.*

39. Wise, S., **Soland, J**., & Bo, Y. (2020). The (non) impact of differential test taker engagement on aggregated scores. *International Journal of Testing 20*(1), 57-77. *Impact Factor: 2.56.*

40. **Soland, J**., & Kundilos, L. (2020). English language learners, self-efficacy, and the achievement gap: Understanding the relationship between academic and social-emotional growth. *Journal of Education for Students Placed at Risk, 26*(1), 20-44. *Impact Factor: 1.118.*
41. **Soland, J.** (2019). Can item response times provide insight into students' motivation and self-efficacy in math? An initial application of test metadata to understand students' social–emotional needs. *Educational Measurement: Issues and Practice, 38*(3), 86-96*. Impact Factor: 1.702.*
42. **Soland, J**., Jensen, N., & Keys, T. (2019). Are academic and test engagement related? Implications for policy, practice, and measurement. *Educational Assessment, 24*(4), 327-342. *Impact Factor: 1.091.*
43. **Soland, J**., & Kuhfeld, M. (2019). Do students rapidly guess repeatedly over time? A longitudinal analysis of student test disengagement, background, and attitudes. *Educational Assessment, 24*(4), 327-342. *Impact Factor: 1.091*
44. **Soland, J**., Wise, S., & Gao, L. (2019). Using rapid responding to detect careless survey answers: Applying lessons from achievement tests. *Applied Measurement in Education*, *32*(2), 151-165. *Impact Factor: 1.580.*
45. **Soland, J.,** Zamarro, G., Cheng, A., & Hitt, C. (2019). Identifying naturally-occurring direct assessments of social-emotional competencies: The promise and limitations of assessment metadata. *Educational Researcher, 48*(7), 466-478. *Impact Factor: 4.854.*
46. Wise, S., Kuhfeld, M., & **Soland, J**. (2019). The Effects of effort monitoring with proctor notification on test-taking engagement, test performance, and validity. *Applied Measurement in Education 32*(2), 183-192. *Impact Factor: 1.580.*
47. Jensen, N., Rice, A., & **Soland, J**. (2018). the influence of rapidly guessed item responses on teacher value-added estimates: Implications for policy and practice. *Education Evaluation and Policy Analysis*, *40*(2), 267-284. *Impact Factor: 3.347.*
48. **Soland, J**. (2018). Are achievement gap estimates biased by differential student test effort? Putting an important policy metric to the test. *Teachers College Record*, *120*(12), 1-26. *Impact Factor: 1.440.*
49. **Soland, J**. (2018). The achievement gap or the engagement gap? Investigating the sensitivity of gaps estimates to test motivation. *Applied Measurement in Education 31*(4), 312-323. *Impact Factor: 1.580.*

OTHER PUBLICATIONS

BOOK CHAPTERS

Bond, M., & Soland, J. Test score comparability for English learners (Forthcoming). In E. Haertel, A. Berman, & J. Pellegrino (Eds.), Test score comparability in U.S. education. National Academy of Education.

POLICY REPORTS

West, M. R., Lake, R, Betts, J., Cohodes, S., Gill, B., Ho, A.D., Loeb, S., McRae, B., Schwartz, H., **Soland**, J., & Walker, M. (2021). *How Much Have Students Missed Academically Because of the Pandemic? A Review of the Evidence to Date*. Harvard University Center for Education Policy Research (CEPR).

Ehlers, R., & **Soland**, J. *How Small Is Too Small? An Analysis of School District Consolidation*. Sacramento: Legislative Analyst's Office, 2011. Print.

Kuhn, J., & **Soland**, J. *2010-11 Budget Analysis Series: Proposition 98 Education Programs*. Sacramento: Legislative Analyst's Office, 2010. Print.

Kuhn, J., & **Soland**, J. *2009-10 Budget Analysis Series: Proposition 98 Education Programs*. Sacramento: Legislative Analyst's Office, 2009. Print.

Mileva-Kless, L., **Soland**, J., Santiago, M., & Friedlander, J. (2013). Analyzing Evidence of College Readiness: A Tri-Level Empirical and Conceptual Framework. *John W. Gardner Center for Children and Families*.

Soland, J., & Steenhausen, P. *A Blueprint for Adult Education in California*. Sacramento: Legislative Analyst's Office, 2012. Print.

Soland, J. (2014). Is Moneyball the Next Big Thing in Education? Why Early Warning Systems Should be Approached Thoughtfully, and With Caution. *Phi Delta Kappan*.

Soland, J. (2012). Review of *High Stakes Reform: The Politics of Educational Accountability,* Kathryn A. McDermott. *Education Review*, *15*. Retrieved from http://www.edrev.info/reviews/rev1159.pdf

Soland, J. *Year–Two Survey: Update on School District Finance in California*. Sacramento: Legislative Analyst's Office, 2011. Print.

Soland, J. *Education Mandates: Overhauling a Broken System*. Sacramento: Legislative Analyst's Office, 2008. Print.

SCHOLARSHIP - GRANTS

FUNDED

National Science Foundation: Understanding How Approaches to Calibrating and Scoring Survey Item Responses Affect Results from Growth Mixture Models (2023-26) (~$420,000).
Role: Principal Investigator
Objective: Understand how much scoring decisions, including accounting for response style bias, affects recovery of true parameters from growth mixture models.

Institute of Education Sciences. U.S. Department of Education ($784,000). Rimm-Kaufman, S. E., Palacios, N. & Pianta, R. (September 2021-August 2025). University of Virginia Education Science Training Program in English Language Learning (EL-VEST).
Role**:** Affiliated faculty involving co-mentoring of post-doctoral fellows.
Objective: Train postdocs with expertise in English Language Learner instruction/policy, as well as methodological skills to rigorously address related issues.

Virginia Department of Education. PALS English K-3 Expansion (2021-24) ($4,500,000).
Role: Co-principal Investigator
Objective: Redevelop the early literacy screener given to all students in the Commonwealth at the beginning of Kindergarten. Scores are used to allot funding for early reading interventions and examine progress towards reading proficiency. Project involves developing a vertical scale for the assessment.

Virginia Department of Education. PALS Spanish K-3 Development (2021-24) ($3,500,000).
Role: Co-principal Investigator

Objective: Develop a Spanish version of the early literacy screener given to all students in the Commonwealth at the beginning of Kindergarten. Project involves developing a vertical scale for the assessment.

Virginia Department of Education. PALS ECLLA/PreK Expansion (2021-24) ($1,800,000).
Role: Co-investigator
Objective: Develop an assessment of early literacy skills for Pre-K students and incorporate it into the vertical scale for PALS K-3.

William T. Grant Foundation: Measuring the Effectiveness of Research-Practice Partnerships in Education (2019-22) ($988,000).
Role: Co-principal Investigator
Objective: Develop survey-based measures of RPP effectiveness for use in progress monitoring, continuous improvement, and evaluation studies

The Institute for Education Sciences: Teacher Working Conditions and Equitable Student Outcomes (2020-23).
Role: Co-Investigator
Objective: Use mixture models to identify different latent classes of schools based on their working conditions for teachers, and understand what determines the class to which a given school belongs.

California Department of Education: Developing a Teacher Observation Protocol for English Language Proficiency. (2018-21) ($438,000)
Role: Co-principal Investigator
Objective: Develop a protocol for teachers to use when assessing an English learner student's academic language proficiency for use in reclassification decisions.

Social-emotional learning assessment design challenge: Using student achievement test metadata to quantify their motivation and self-management (2018) ($5,000)
Role: Principal Investigator.
Objective: Develop new measures of SEL outcomes that do not rely on self-report surveys and are more engaging for students.

American Educational Research Association (AERA): Comparing Early Warning System Predictions to Teacher Professional Judgment When Identifying Off-Track Students. (2013-15) ($30,000)
Role: Principal Investigator.
Objective: Funded my dissertation work on how teacher judgments can better be used to identify students who are not on track to finish high school and attend college.

Institute of Education Sciences: Predoctoral training fellowship. (2011-15) ($120,000).
Role: Predoctoral fellow.
Objective: Received IES funding to pay for the entirety of my doctoral training in quantitative methods.

Jack Kent Cooke Foundation: Graduate scholar fellowship. (2006-08) ($100,000)
Role: Graduate Fellow
Objective: Received foundation funding that fully supported my MA in education policy.

U.S. Department of Education: Supporting San Francisco Unified's small learning communities. (2007-08) ($540,000)
Role: Co-investigator.
Objective: Support the development of small learning communities with focus on STEM in SFUSD.

NOT FUNDED

Spencer Foundation/National Academic of Education: Examining the Effect of Poor Measurement on Study Replication Failures (2021-22).
Role: National Semifinalist, Postdoctoral Fellowship
Objective: Study how decisions about measurement and ad-hoc approaches to survey development affects the replication crisis in education and psychology.

The Institute for Education Sciences: Using the CORE district school culture and climate survey to understand how different populations experience school learning environments: A validity study (2021 – 23) ($1,400,000)
Role: Co-principal Investigator
Objective: to understand whether culture/climate surveys administered to more than 1.5 million students in California annually are valid for their intended uses, including estimating gaps in perceptions of school culture/climate by race, English learner status, and socioeconomic status.

The Institute for Education Sciences: Early Career Award: Estimating Time to Reclassification for English Learners Using a Shared Random Effects Model (2019 – 21) ($1,100,000)
Role: Principal Investigator
Objective: Examining whether shared random effects models can improve prediction of time to reclassification for English learners.

National Science Foundation: How School Diet Influences Upper Elementary Students' Engagement in Mathematics Learning? (2021-23) (~$1,100,000)
Role: Co-principal Investigator
Objective: Understand how diet/nutrition affect K-12 students' engagement in mathematics class.

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SCHOLARSHIP - PRESENTATIONS SINCE 2019

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* Indicates a co-presenter who was a graduate student or post-doctoral fellow at the time the research was initiated.

2022   ACCEPTED CONFERENCE PRESENTATIONS

1. **Soland, J.** (2022). *Psychometric Considerations in the Measurement of Social-emotional Learning.* National Council on Measurement in Education (NCME). San Diego, CA.

2. **Soland, J.** (2022). *Interpreting COVID-19 Test Scores: Mode Effects and Missing Data.* National Council on Measurement in Education (NCME). San Diego, CA.

3. Rios, J., & **Soland, J.** (2022). *To What Degree Does Rapid Guessing Distort Test Performance?* National Council on Measurement in Education (NCME). San Diego, CA.

4. **Soland, J**. (2022). *Interrupted Schooling: Understanding How Students and Schools Are Faring during the COVID-19 Pandemic.* Panel at Association for Public Policy Analysis & Management. Austin, TX.

5. Lee, M.*, & **Soland, J.** (2022). *Supporting SEL-Related Policy Decisions: The Long-Term Impacts and What Educators Need to be Successful.* Panel at Association for Public Policy Analysis & Management. Austin, TX.

2021 ACCEPTED CONFERENCE PRESENTATIONS

6. **Soland, J.** (2021). *Sample Size Versus Appropriate Measurement: Which Does More to Reduce Type 2 Errors in Randomized Control Trials Using Survey Scales?* Society for Research in Educational Effectiveness (SREE). Washington, D.C.

7. **Soland, J.** (2021). *Empirical Benchmarks for Student Growth in Social-emotional Outcomes.* Society for Research in Educational Effectiveness (SREE). Washington, D.C.

8. **Soland, J.** (2021). *Recent Research on Detecting Disengaged Test Taking.* National Council on Measurement in Education. Virtual.

9. **Soland, J**., & Lee, M.* (2021). *Differences in student attitudes by English Language Learner reclassification status.* American Educational Research Association. Virtual.

10. **Soland, J.,** & Penuel, W. (2021). *Understanding and Supporting Collaborative Research: Frameworks and Measures to Support Learning for Research and Practice.* American Educational Research Association. Virtual.

11. Rimm-Kaufman, S., Sandilos, L., & **Soland, J**. (2021). *Strength-Based Approaches to Cultivate Social and Emotional Skills and Ethical Character in Middle School Students.* Society for Research on Child Development (SRCD). Virtual.

12. Penuel, W., Farrell, C., & **Soland, J**. (2021). *Assessing the Effectiveness of Research-Practice Partnerships: An Evidence-Centered Design Approach.* American Educational Research Association. Virtual.

2020 ACCEPTED CONFERENCE PRESENTATIONS

1. **Soland, J**., Kuhfeld, M., & Llamas, S. (2020). *Measuring the development of social-emotional learning skills: Findings from a district-research partnership*. CASEL Social and Emotional Learning Exchange, Chicago, IL.

2. **Soland, J**., & Thum, Y.M. (2020). *Effect sizes for quantifying student and school growth in achievement: In search of practical significance*. Society for Research on Educational Effectiveness Spring 2020 Conference. Arlington, VA.

3. Kuhfeld, M. & **Soland, J.** (2020). *Measuring social-emotional learning outcomes when teachers and parents disagree about students: Implications for measurement and long-term outcomes*. In J. Soland (Organizer), *Understanding the social-emotional learning needs of English Learners: Implications and measurement challenges*. Society for Research on Educational Effectiveness Spring 2020 Conference. Arlington, VA.

4. **Soland, J.** (2020). *Response styles and students' self-reported SEL skills*. In Pier, L. (Chair). *Causes and consequences of student self-reported SEL: Lessons from the CORE districts.* Panel at the American Educational Research Association Annual Meeting. San

Francisco, CA.

5. Kuhfeld, M., & **Soland, J.** (2020). Measuring growth in students' social-emotional learning: A comparison of multiple scoring approaches. In Kuhfeld, M. (Chair). *Psychometric considerations in the measurement of social-emotional learning and school climate.* Panel at the National Council on Measurement in Education Annual Meeting. San Francisco, CA.

6. **Soland, J**. (2020). Accounting for students' socially desirable responding in the measurement of social-emotional skills. In Kuhfeld, M. (Chair). *Psychometric considerations in the measurement of social-emotional learning and school climate.* Panel at the National Council on Measurement in Education Annual Meeting. San Francisco, CA.

7. **Soland, J.** & Kuhfeld, M. (2020).
    Do students rapidly guess repeatedly over time? A longitudinal analysis. In Wise, S. (Chair*), New research findings on understanding and managing test-taking disengagement.* Panel at the National Council on Measurement in Education Annual Meeting. San Francisco, CA.

2019 CONFERENCE PRESENTATIONS

1. Kuhfeld, M., & **Soland, J**. (2019). *Does inequality grow during the summer? An analysis of racial/ethnic differences in summer loss in kindergarten through eighth grade.* In *Summer Learning, Some Are Not: New Insights for an Old Question.* Panel at Association for Public Policy Analysis & Management. Denver, CO.

2. Kuhfeld, M., **Soland, J**., & Pitts, C. (*2019). Trends in children's academic achievement at school entry: 2010 to 2017. In Opening the Black Box: Racial and Socio-Economic Disparities in the Untested Early Grades*. Panel at Association for Public Policy Analysis & Management. Denver, CO.

3. **Soland, J.** (2019). *Measuring social-emotional learning over time: Implications for education and evaluation*. Society for Research on Educational Effectiveness. Washington, D.C.

4. Kuhfeld, M. & **Soland, J**. (2019) *Is social-emotional learning (SEL) a state or a trait? Examining the stability of SEL across three years.* Society for Research on Educational Effectiveness. Washington, D.C.

5. **Soland, J**. (2019). *Do math self-efficacy and achievement develop in tandem? Evidence and implications.* Society for Research on Educational Effectiveness. Washington, D.C.

6. **Soland, J**. (2019) *Comparing estimates of school contributions to student growth under different assumptions: Implications for federal accountability*. Association for Education Finance and Policy. Kansas City, KS.

7. **Soland, J.** (2019). *Measuring math achievement and self-efficacy as joint developmental processes: A window into the male-female gap in math*? American Educational Research Association. Toronto, Canada.

8. **Soland, J.,** Kuhfeld, M., & Thum, Y.M. (2019). *Innovative approaches in estimating seasonal achievement: Implications for methods, policy, and practice*. American Educational Research

Association. Toronto, Canada.

9. **Soland, J**. (2019). *Estimating school contributions to growth in the presence of seasonality*. American Educational Research Association. Toronto, Canada.

10. Thum, Y.M., Kuhfeld, M., & **Soland, J.,** (2019). *Scales and norms for achievement and growth: Approaches and applications*. National Council on Measurement in Education. Toronto, Canada.

11. **Soland, J.** & Thum, Y.M. (2019). *Empirical benchmarks from growth norms: School ICCs for gender gaps and summer loss*. National Council on Measurement in Education. Toronto, Canada.

12. Wise, S., **Soland, J**., & Dupray, L. (2019). *The impact of technology-enhanced items on test-taker engagement.* National Council on Measurement in Education. Toronto, Canada.

13. **Soland, J.** & Kuhfeld, M. (2019). *Using assessment metadata to quantify the impact of test disengagement on estimates of educational effectiveness*. National Council on Measurement in Education. Toronto, Canada.

14. **Soland, J**., Kuhfeld, M., & Llamas, S. (2019). *Measuring the development of social-emotional learning skills: Findings from a district-research partnership*. CASEL Social and Emotional Learning Exchange, Chicago, IL.

15. Kuhfeld, M., **Soland, J**., & Pitts, C.* (November 2019). *Trends in children's academic achievement at school entry: 2010 to 2017*. Association for Public Policy Analysis & Management. Denver, CO.

TEACHING & MENTORING

Note. All courses are at the graduate level, and enrollments can be found in the table in the corresponding narrative.

UNIVERSITY OF VIRGINIA

2021-2022

Instructor of Record. Structural Equation Modeling (EDLF 8361). University of Virginia. Spring 2022.

Instructor of Record. Survey Methods and Design (EDLF 7430). University of Virginia.   Fall 2021.

2020-2021

Instructor of Record. Structural Equation Modeling (EDLF 8361). University of Virginia. Spring 2021.

Instructor of Record. Quantitative Methods 1 (EDLF 5530). University of Virginia. Spring 2021.

Instructor of Record. Survey Methods and Design (EDLF 7430). University of Virginia.   Fall 2020.

Instructor of Record. Quantitative Methods 1 (EDLF 5530). University of Virginia.   Fall 2020.

2019-2020

Instructor of Record. Structural Equation Modeling (EDLF 8361). University of Virginia. Spring 2020.

Instructor of Record. Quantitative Methods 1 (EDLF 5530). University of Virginia. Spring 2020.

Instructor of Record. Quantitative Methods 1 (EDLF 5530). University of Virginia.   Fall 2019.

Graduate Students (Current) – Primary Advisor/Dissertation Mentor
Talbert, E., Research, Statistics, and Evaluation PhD Program, UVA
Xu, R., Research, Statistics, and Evaluation PhD Program, UVA
Tavares, S., Research, Statistics, and Evaluation MA Program, UVA
Zhang, A., Research, Statistics, and Evaluation MA Program, UVA

Graduate Students (Past) – Primary Advisor/Dissertation Mentor
Stone, E., Research, Statistics, and Evaluation MA Program, UVA (graduated 2020)
Lofton, C., Research, Statistics, and Evaluation MA Program, UVA (graduated 2020)
Pan, C., Research, Statistics, and Evaluation MA Program, UVA (graduated 2020)

Graduate Students (Current) – Other Dissertation Committee Membership
Blaine, C., Curriculum and Instruction PhD Program, UVA
Edwards, K., Research, Statistics, and Evaluation PhD Program, UVA
Elmore, J., Curriculum and Instruction PhD Program, UVA
Herring, A., Education Policy Studies PhD Program, UVA
Kupperman, N., Kinesiology PhD Program, UVA
Mehrtens, C., Kinesiology PhD Program, UVA
Menezes, M., Clinical Psychology Program, UVA
Pigg, M., Kinesiology PhD Program, UVA
Thompson, X., Kinesiology PhD Program, UVA

Graduate Students (Past) – Dissertation/Guidance Committee Member
Krishnamachari, A., Research, Statistics, and Evaluation PhD Program, UVA (graduated 2020)
Kush, J., Research, Statistics, and Evaluation PhD Program, UVA (graduated 2020)

Education Policy Works Associate Program
Montserrate, Dominique. Baton School MPP Program, UVA

OREGON STATE UNIVERSITY

2018-2019

Instructor of Record. Quantitative Methods 3: Graduate Course in SEM. Oregon State University. Spring 2019.

Instructor of Record. Quantitative Methods 2: Graduate Course in Regression Analysis. Oregon State University. Winter 2019.

Instructor of Record. Quantitative Methods 1: Graduate Course in Probability and Statistics. Oregon State University. Fall 2018.

2017-2018

Instructor of Record. Quantitative Methods 3: Graduate Course in SEM. Oregon State University. Spring 2018.

Instructor of Record. Quantitative Methods 2: Graduate Course in Regression Analysis. Oregon State University. Winter 2018.

Instructor of Record. Quantitative Methods 1: Graduate Course in Probability and Statistics. Oregon State University. Fall 2017.

STANFORD UNIVERSITY

Teaching Assistant. Regression Analysis.   Stanford University. Winter 2013.

Teaching Assistant. Regression Analysis.   Stanford University. Winter 2014.

K-12 TEACHING

Adjunct Teacher. After school program, KIPP San Francisco Bay Academy. School year 2007-2008.

Instructor, Model United Nations. Johns Hopkins Center for Talented Youth (CTY). Summer 2006.

PROFESSIONAL SERVICE

EDITORIAL POSITIONS

Editorial Board Member. *Educational Assessment*. 2021-current.

Editorial Board Member. *Educational Researcher*. 2022-current.

Review Editor. Quantitative Psychology and Measurement. *Frontiers in Psychology*. 2019-current.

Review Editor. Assessment, Testing, and Applied Measurement. *Frontiers in Education*. 2019-current.

SELECTED EXTERNAL SERVICE AND OUTREACH

Member, NCME Standards and Test Use Committee. 2021-present

Member, Consensus Panel on COVID's Impact on Achievement in the U.S. 2021.

Panelist: National Academy of Education Panel on the Impact of COVID on National Testing. 2021.

Technical Advisory Committee Member, EdInstruments at The Annenberg Institute at Brown. 2021.

Technical Advisory Committee Member. RAND Corporation Technical Advisory Committee on Repository of Social Emotional Learning Measures. 2017-current.

Adviser. Educational Testing Service (ETS) and the Salzburg Global Seminar (SGS) on Social-emotional Learning. 2017-2018.

Ad Hoc Journal Peer Reviewer: *American Education Research Association Open, American Education Research Journal*, *Educational Assessment*, *Education Evaluation and Policy Analysis*, *Education Finance and Policy, Educational Measurement: Issues and Practice*, *Educational Researcher*, *Journal of Educational and Behavioral Statistics, Journal of Research on Educational Effectiveness, Multivariate Behavioral Research*.

Conference Peer Reviewer: Society for Research on Educational Effectiveness, American Education Finance and Policy.

SELECTED UNIVERSITY SERVICE AND GOVERNANCE

Presenter, SEHD Foundation Board Meeting. Presentation title: *The Impact of COVID-19 on Student Achievement: Findings and Methodological Challenges from Two Studies*. January 2022.

Member, Faculty Workgroup on Teaching, School of Education & Human Development (SEHD). 2021.

SEHD Search Committee for a tenure track professor in Youth and Social Innovation. 2021-22.

Lead Psychometrician, Phonological Awareness Literacy Screening (PALS). 2019-present

Reviewer, Graduate Admissions, Research Statistics and Evaluation Program. 2019-present

SEHD Search Committee for a Professor of Kinesiology. 2019-2020.

<center>**AWARDS & RECOGNITION**</center>

AWARDS

Early Career Award, Society for Research in Educational Effectiveness (SREE). Recognized as one of the most promising early career scholars in the country by SREE, which is dedicated to advancing research relevant methods and practices, from early childhood through post-secondary education. Particular emphasis is placed on methods for evaluating the effectiveness of educational interventions and programs.

First Place, Most downloaded SEHD article. Article was a profile of me and my research on how COVID-19 has impacted student learning. (2021).

National semi-finalist, National Academy of Education/Spencer Foundation Postdoctoral Fellowship. (2020).

First Place Winner, Social-emotional learning assessment design challenge: Using student achievement test metadata to quantify their motivation and self-management (2018) ($5,000)

Recipient, American Educational Research Association (AERA) Dissertation Grant. Comparing Early Warning System Predictions to Teacher Professional Judgment When Identifying Off-Track Students. (2013-15) ($30,000)

Recipient, Institute of Education Sciences Predoctoral Training Fellowship. (2011-15) ($120,000).

Recipient, Jack Kent Cooke Foundation Graduate Scholar Fellowship. (2006-08) ($100,000)

SELECTED MEDIA MENTIONS AND BLOG POSTS

"Measuring COVID Learning Loss." UVA Today. 2021.

"The New Normal: Projecting The Impact Of COVID-19 On Education." National Public Radio. 2021.

"How is COVID 19 Affecting Student Learning?" Brookings Institute. 2020.

"Do we really have a covid-19 'lost generation'? One educator's message: 'Stop panicking. Get a grip!'." Washington Post. 2020.

"How One District Got Its Students Back Into Classrooms." New York Times. 2020.

"Many parents want it; few can afford it. Amid school uncertainty, private tutoring ramps up." NBC News. 2020.

"How to Reopen America's Schools." New York Times Opinion. 2020.

"Study shows declines in new kindergartners' math skills." Education Dive. 2020.

"Research Shows Students Falling Months Behind During Virus Disruptions." New York Times. 2020.

"The impact of COVID-19 on student achievement and what it may mean for educators." Brookings Institute. 2020.

"50 Million Kids Can't Attend School. What Happens to Them?" New York Times Opinion. 2020.

"Homeschooling during the coronavirus will set back a generation of children." Washington Post. 2020.

"Oregon students face profound learning losses from school closures, especially in math, new research shows." The Oregonian. 2020.

"2019 NAEP Results Show There's Something Wrong Going On. 3 Theories About What Might Be Happening in Our Schools, and Beyond." The 74 Million. 2019.

"Can Test Metadata Help Schools Measure Social-Emotional Learning?" The Consortium for Policy Research in Education (CPRE) at the University of Pennsylvania. 2019.

"Does Social and Emotional Learning Belong in the Classroom?" Forbes. 2019.

"Attending to Issues of Equity in Evaluating Research-Practice Partnership Outcomes." NNERP Extra. 2019.

"Student Social and Emotional Learning Explored at Global Gathering." Diverse Issues in Higher Education. 2018.

"Student Test Engagement and Its Impact on Achievement Gap Estimates." Brookings Institute. 2017.

"Design Challenge Winner: Using Test Metadata to Measure SEL." Collaborative for Academic, Social, and Emotional Learning (CASEL). 2017.

"New Tool Alerts Teachers When Students Give Up on Tests." Education Week. 2017.

"For English-Learners, an Effective Teacher in Any Language Is What Matters." Education Week. 2014.

"Economy Puts Squeeze on Education Promises." National Public Radio. 2010.