
James G. Soland, Ph.D.

UVA – P.O. Box 400879
Charlottesville, VA 22904
E-mail. jgs8e@virginia.edu
Site: <https://curry.virginia.edu/jim-soland>

CURRENT POSITIONS

Assistant Professor of Quantitative Methods, Curry School of Education, University of Virginia

Affiliated Research Fellow, Northwest Evaluation Association (NWEA)

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

PEER-REVIEWED PUBLICATIONS

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.

Kuhfeld, M., & Soland, J. (In Press). Using assessment metadata to quantify the impact of test disengagement on estimates of educational effectiveness. *Journal of Research on Educational Effectiveness*.

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.

Matta, T., & Soland, J. (2018). 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.

Soland, J. (In Press). Can the amount of time students spend on test items help illuminate social-emotional learning needs? Initial evidence from an international achievement test. *Educational Measurement: Issues and Practice*.

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*.

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).

Soland, J. (2018). The achievement gap or the engagement gap? Investigating the sensitivity of gaps estimates to test motivation. *Applied Measurement in Education*.

- 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.
- 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.
- Soland, J., Jensen, N., & Keys, T. (2019). Are academic and test engagement related? Implications for policy, practice, and measurement. *Educational Assessment*.
- Soland, J., & Kuhfeld, M. (In Press). Is social-emotional learning stable across school years? Implications for practice, policy, and evaluation. *Journal of Research on Educational Effectiveness*.
- Soland, J., & Kuhfeld, M. (In Press). Do students rapidly guess repeatedly over time? A longitudinal analysis of student test disengagement, background, and attitudes. *Educational Assessment*.
- Soland, J. (2019). Modeling academic achievement and self-efficacy as joint developmental processes: Evidence for education. *Journal of Applied Developmental Psychology*.
- Soland, J., Hamilton, L., & Stecher, B. (2014). Assessing 21st-Century skills: A guide for educators. *The RAND Corporation and ASIA Society*.
- 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.
- 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.
- 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*.
- Wise, S., Soland, J., & Bo, Y. (In Press). The (Non) Impact of Differential Test Taker Engagement on Aggregated Scores. *International Journal of Testing*.

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. Washington, DC: National Academy of Education.
- Soland, J., & Domingue, B. (Forthcoming). Using machine learning to support early warning systems: Promise and pitfalls. In L. Wentworth & J. Nagoka (Eds.), Early warning systems in education. New York, NY: Teachers College, Columbia University.

POLICY REPORTS

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

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

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

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

Soland, J., and 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.

GRANTS & AWARDS

Using shared random effects models to predict time to reclassification for English learners. Co-principal Investigator. The Institute for Education Sciences Early Career Methodology (submitted). \$100,272. 2020 – 2022.

Using the CORE district school culture and climate survey to understand how different populations experience school learning environments: A validity study. The Institute for Education Sciences (submitted). \$1,400,000. 2021 – 2023.

Developing a measure of effectiveness for research practice partnerships. Co-principal Investigator. WT Grant Foundation. \$999,498. 2019-2022.

Developing a teacher observation protocol for English language proficiency. Co-principal Investigator. WestEd and California Department of Education. \$438,000. 2018-2021.

Social-emotional learning assessment design challenge. Principal Investigator. CASEL, Harvard University, The RAND Corporation, and, Transforming Ed. \$5,000. 2017.

Comparing early warning system predictions to teacher professional judgment when identifying off-track students. Principal Investigator. American Educational Research Association (AERA) Dissertation Grant. \$30,000. 2013-2015.

Predoctoral training fellowship. Institute of Education Sciences. \$120,000. 2011-2015.

Graduate scholar fellowship. Jack Kent Cooke Foundation. \$100,000. 2006-2008.

Supporting San Francisco Unified's small learning communities. U.S. Department of Education Small Learning Community Grant. \$540,000. 2007-2008.

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. 1998-02.

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

POLICY AND RESEARCH EXPERIENCE

Senior Research Scientist. Northwest Evaluation Association (NWEA). 2018.

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.

Emerging Education Policy Scholar (EEPS). Thomas B. Fordham and American Enterprise Institute. 2017.

Research Scientist. NWEA. 2015-2018.

Summer Associate. The RAND Corporation. 2013.

Research Assistant. Center for Education Policy Analysis (Stanford). 2011-2015.

Senior Policy Analyst. Legislative Analyst's Office (LAO). 2008-2011.

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

Policy Analyst & Communications Director. MA State Senator Baddour. 2004-2006.

Communications Coordinator. Joslin Diabetes Center. 2002-2004.

TEACHING

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.

Instructor of Record. Quantitative Methods 3. Oregon State University. Spring 2019.

Instructor of Record. Quantitative Methods 2. Oregon State University. Winter 2019.

Instructor of Record. Quantitative Methods 1. Oregon State University. Fall 2018.

Instructor of Record. Quantitative Methods 3. Oregon State University. Spring 2018.

Instructor of Record. Quantitative Methods 2. Oregon State University. Winter 2018.

Instructor of Record. Quantitative Methods 1. Oregon State University. Fall 2017.

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

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

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

Review Editor. *Frontiers in Education*. 2019-current.

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.

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.

UNIVERSITY SERVICE

Curry School Search Committee for a Professor of Kinesiology. 2019-2020.

Lead Psychometrician. Phonological Awareness Literacy Screening. 2019-

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

SELECTED MEDIA MENTIONS

“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.