

Stefanie A. Wind

The University of Alabama
College of Education

Department of Educational Studies in Psychology, Research Methodology, and Counseling

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EDUCATION

- Emory University**, PhD in Educational Measurement 2014
Dr. George Engelhard, Jr., Advisor
Dissertation Title: *Evaluating Rater-Mediated Assessments with Rasch Measurement Theory and Mokken Scaling*
- Emory University**, MA in Educational Studies: Quantitative Methodology 2012
Measurement, Assessment, and Evaluation: Major field of study
Dr. George Engelhard, Jr., Advisor
Thesis title: *Evaluating the Quality of Ratings in Writing Assessment: Rater Agreement, Error, and Accuracy*
- University of West Florida**, BA in Elementary Education 2009
Elementary Education (K – 6 Certification), ESOL and Reading specializations, *Summa cum Laude*
- University of West Florida**, BM in Music Performance 2009
Harp Performance, *Summa cum Laude*

ACADEMIC APPOINTMENTS

- The University of Alabama** August 2020 – Present
Associate Professor with Tenure
Educational Measurement and Evaluation
College of Education
Department of Educational Studies in Psychology, Research Methodology, and Counseling
- The University of Alabama** August 2015 – August 2020
Assistant Professor
Educational Measurement and Evaluation
College of Education
Department of Educational Studies in Psychology, Research Methodology, and Counseling

Georgia Institute of Technology

Research Scientist II

College of Sciences

Center for Education Integrating Science, Mathematics, and Computing (CEISMC)

June 2014 – June 2015

Emory University

Postdoctoral Research Fellow

College of Arts and Sciences, Division of Educational Studies

September 2014 – May 2015

Georgia Institute of Technology

Research Associate I

College of Sciences

Center for Education Integrating Science, Mathematics, and Computing (CEISMC)

October 2013 – May 2014

LINES OF RESEARCH

1. Exploration of methodological issues in the field of psychometrics, with emphases on: (a) rating scales; (b) polytomous measurement models; (c) rating quality indicators; (d) Mokken scaling; and (e) Rasch measurement theory.
2. Application of psychometric methods (especially those included in Line 1) to substantive areas related to education.

PEER-REVIEWED JOURNAL PUBLICATIONS(* Indicates student author)

Hornikel, B.*, Saffold, K.*, Mota, J., Esco, M., Fedewa, M., & **Wind, S. A.** (in press). Comparison of acute blood flow responses to varying blood flow restriction pressures in the lower limbs. *International Journal of Exercise Science*.

Wind, S. A., Hua, C.*, & Sebok-Syer, S. S. (in press). Impacts of open-book assessment on the precision of test-taker and item estimates: An exploration in the context of an online medical knowledge assessment. *Journal of Applied Measurement*.

Guo, W. & **Wind, S. A.** (in press). The effects of rating designs on rater classification accuracy and rater measurement precision in large-scale mixed-format assessments. *Applied Psychological Measurement*.

Wind, S. A. & Ge, Y.* (in press). Identifying response styles using person fit analysis and response-styles models. *Measurement: Interdisciplinary Research and Perspectives*.

Erdogan, T., Serim-Yildiz, B., Burnham, J. J., & **Wind, S. A.** (2023). Gender differences in childrens' fears: A meta-analysis study. *British Journal of Guidance & Counselling. Advance Online Publication*: <https://doi.org/10.1080/03069885.2022.2137463>

- Cook, R., Sackett, C., & **Wind, S. A.** (2022). The development of the Client Meaningful Experiences Scale. *Measurement and Evaluation in Counseling and Development*. Advance online publication: <https://doi.org/10.1080/07481756.2022.2148110>
- Wind, S. A.** & Wang, Y. (2022). Using Mokken scaling techniques to explore carelessness in survey research. *Behavior Research Methods*. Advance online publication: <https://doi.org/10.3758/s13428-022-01960-y>
- Wind, S. A.** (2022). Detecting rating scale malfunctioning with the Partial Credit Model and Generalized Partial Credit Model. *Educational and Psychological Measurement*. Advance online publication: <https://doi.org/10.1177/00131644221116292>
- Zhan, P., Man, K., & **Wind, S. A.** (2022). Cognitive diagnosis modeling incorporating response times and fixation counts: providing comprehensive feedback and accurate diagnosis. *Journal of Educational and Behavioral Statistics*. Advance online publication: <https://doi.org/10.3102/10769986221111085>
- Jones E., **Wind, S. A.**, Burcham, J., Dailey, T., & Hart, A. (2022). A case study of a multi-faceted approach to evaluating teacher candidate ratings. *The Teacher Educator*. Advance online publication: <https://doi-org/10.1080/08878730.2022.2104983>
- Wind, S. A.** (2022). Rater connections and the detection of bias in performance assessment. *Measurement: Interdisciplinary Research and Perspectives*, 20(2), 91-106. <https://doi.org/10.1080/15366367.2021.1942672>
- Hua, C.*, Stager, C.*, & **Wind, S. A.** (2021). Using an exploratory quantitative text analysis (EQTA) to synthesize research articles. *Journal of Applied Measurement*, 22(1/2), 114–132.
- Wind, S. A.** (2022). A sequential approach to detecting differential rater functioning in sparse rater-mediated assessment networks. *Language Testing*. Advance online publication: <https://doi.org/10.1177/02655322221092388>
- Yaghoubi Jami, P., & **Wind, S. A.** (2022). Evaluating psychometric properties of the Farsi version of the Interpersonal Reactivity Index. *Research on Social Work Practice*. Advance online publication: <https://doi.org/10.1177/10497315221089322>
- Cook, R., **Wind, S. A.**, & Fye, H. (2022). Development of the Trauma-Informed Practice Scales – Supervision Version (TIPS-SV). *Measurement and Evaluation in Counseling and Development*. Advance online publication: <https://doi.org/10.1080/07481756.2022.2034480>
- Denham, A., Harbour, K., & **Wind, S. A.** (2021). Digital games and the teaching and learning of mathematics: A survey study. *Investigations in Mathematics Learning*. Advance online publication. <https://doi.org/10.1080/19477503.2021.2001292>
- Wind, S. A.** (2021). Using nonparametric item response theory to identify problematic item characteristics that occur in limited ranges of the latent variable with small samples. *Educational*

and Psychological Measurement. Advance online publication. <https://doi.org/10.1177/00131644211045347>

- Schumacker, R. E., **Wind, S. A.**, & Holmes, L. (2021). Resources for identifying measurement instruments for social science research. *Measurement: Interdisciplinary Research and Perspectives, 19*(14), 250-257. <https://doi.org/10.1080/15366367.2021.1950486>
- Wind, S. A.** & Guo, W.* (2021). Beyond agreement: Exploring rater effects in large-scale mixed format assessments. *Educational Assessment, 26*(4), 264-283. <https://doi.org/10.1080/10627197.2021.1962277>
- Guo, W.* & **Wind, S. A.** (2021). Examining the impacts of ignoring rater effects in mixed-format tests. *Journal of Educational Measurement, 58*(3), 364-387. <https://doi.org/10.1111/jedm.12292>
- Wind, S. A.** & Walker, A. A. (2021). A model-data-fit-informed approach to score resolution in performance assessments. *Educational Measurement: Issues and Practice, 40*(3), 52-63. <https://doi.org/10.1111/emip.12427>
- Guo, W.* & **Wind, S. A.** (2021). An iterative parametric bootstrap approach to evaluating rater fit. *Applied Psychological Measurement, 45*(5), 315-330. <https://doi.org/10.1177/01466216211013105>
- Susnara, D.*, Curtner-Smith, M., & **Wind, S. A.** (2021). "I'm not scared anymore:?" Impact of an out-of-school swimming program on children and youth from an underserved community." *Journal of Teaching in Physical Education, 41*(1), 129-139. <https://doi.org/10.1123/jtpe.2020-0185>
- Wind, S. A.**, Jones, E., & Bergin, C. (2021). Principals' severity affects teacher evaluation: Statistical adjustments mitigate effects. *School Effectiveness and School Improvement, 32*(3), 413-429. <https://doi.org/10.1080/09243453.2021.1892773>
- Wind, S. A.**, & Ge, Y.* (2021). Detecting rater biases in sparse rater-mediated assessment networks. *Educational and Psychological Measurement, 81*(5), 996-1022. <https://doi.org/10.1177/0013164420988108>
- May, L. K.*, Curtner-Smith, M. D., & **Wind, S. A.** (2021). Influence of an elementary methods course and early field experience on preservice teachers' value orientations. *Journal of Teaching in Physical Education, 41*(1), 32-40. <https://doi.org/10.1123/jtpe.2020-0114>
- Wind, S. A.**, Cook, R. M., & McKibben, B. (2021). Supervisees' of differing genders and races perceptions of power in clinical supervision. *Counselling Psychology Quarterly, 34*(2), 275-297. <https://doi.org/10.1080/09515070.2020.1731791>
- Wind, S. A.**, Jami, P. Y.* & Mansouri, B.* (2021). Exploring the psychometric properties of the Empathy Quotient for Farsi speakers. *Current Psychology, 40*, 306-320 <https://doi.org/10.1007/s12144-018-9938-z>

- Wang, Y. & **Wind, S. A.** (2020). Comparing internalization of learning motivation between American and Chinese college students. *Journal of Psychological and Educational Research*, 28(2), 7-30.
- Holmes C. J.*, Fedewa, M. V., Winchester L. J., MacDonald H. V., **Wind, S. A.**, & Esco, M. R. (2020). Validity of smartphone heart rate variability pre- and post-resistance exercise. *Sensors*, 20(20), 5738. <https://doi.org/10.3390/s20205738>
- Holmes, C. J.*, Winchester, L. J., MacDonald, H. V., Fedewa, M. V., **Wind, S. A.**, & Esco, M. R. (2020). Changes in heart rate variability and fatigue measures following moderate load resistance exercise. *Journal of Exercise Physiology Online*, 23(5), 24-36.
- Cook, R. M., Fye, H., & **Wind, S. A.** (2020). An examination of the Counselor Burnout Inventory using item response theory in early-career post-master's counselors. *Measurement and Evaluation in Counseling and Development*, Online First <https://doi.org/10.1080/07481756.2020.1827439>
- Wang, Y. & **Wind, S. A.** (2020). Psychometric evaluation of a new Internalization of Learning Motivation (ILM) Scale. *Current Psychology*, Online First <https://doi.org/10.1007/s12144-020-00909-8>
- Wind, S. A.**, & Schumacker, R. E. (2020). Exploring the impact of missing data on residual-based dimensionality analysis for measurement models. *Educational and Psychological Measurement*, 81(2) 290-318, <https://doi.org/10.1177/0013164420939634>
- Wind, S. A.** (2020). Exploring the impact of rater effects on person fit in rater-mediated assessments. *Educational Measurement: Issues and Practice*, 39(4), 76-94. <https://doi.org/10.1111/emip.12354>
- Ge, Y.* & **Wind, S. A.** (2020). Exploring the psychometric properties of a self-efficacy scale for high school students. *Journal of Applied Measurement*, 21(3), 313-328.
- Porter, M.*, & **Wind, S. A.** (2020). Many-facet dichotomous Rasch model analysis of the Modern Language Aptitude Test. *Journal of Applied Measurement*, 21(3), 260-270.
- Holmes, C. J.*, Sherman, S. R., Hornikel, B.*, Cicone, Z. S.*, **Wind, S. A.**, & Esco, M. R. (2020). Compliance of self-measured HRV using smartphone applications in collegiate athletes. *Journal of High Technology Management Research*, 31(1), 100376.
- Newton, S., Alemdar, M., Koval, J., Gale, J. D., Grossman, S. **Wind, S. A.**, Ryan, M., & Usselman, M. (2019). Assessment approach: Practice-focused middle school science modules. *Journal of Research in STEM Education*, 5(2), 170-188.
- Wind, S. A.** & Walker, A. A. (2020). Exploring the impacts of different score resolution procedures on person fit and estimated achievement in rater-mediated assessments. *Language Assessment Quarterly*, 17(4), 362-385. <https://doi.org/10.1080/15434303.2020.1783668>

- Wind, S. A.** (2020). Monotonicity as a nonparametric approach to evaluating rater fit in performance assessments. *Measurement: Interdisciplinary Research and Perspectives*, 18(3), 124-141. <https://doi.org/10.1080/15366367.2020.1711679>
- Wind, S. A. & Jones, E.** (2019). Not just generalizability: A case for multi-faceted latent trait models in teacher observation systems. *Educational Researcher*, 48(8), 521-533. <https://doi.org/10.3102/0013189X19874084>
- Walker, A. A. & **Wind, S. A.** (2020). Identifying misfitting achievement estimates in performance assessments: An illustration using Rasch and Mokken scale analyses. *International Journal of Testing*, 20(3), 231-251. <https://doi.org/10.1080/15305058.2019.1673758>
- Wind, S. A.** (2020). Applying Mokken scaling techniques to incomplete rating designs for educational performance assessments. *Measurement: Interdisciplinary Research and Perspectives*, 18(1), 23-36. <https://doi.org/10.1080/15366367.2019.1644093>
- Pennington, C. G.*, Curtner-Smith, M. D., & **Wind, S. A.** (2020). Impact of a physical education teacher's age on middle school student's perceptions of effectiveness and learning. *The Physical Educator*, 77(1), 148-167. <https://doi.org/10.18666/TPE-2020-V77-I1-9719>
- Wind, S. A.** (2019). Do raters use rating scale categories consistently across analytic rubric domains in writing assessment? *Assessing Writing*, 43, 1-14. <https://doi.org/10.1016/j.asw.2019.100416>
- Wesolowski, B. C., & **Wind, S. A.** (2019). Pedagogical considerations for examining rater variability in rater-mediated assessments: A three-model framework. *Journal of Educational Measurement*, 56(3), 521-546. <https://doi.org/10.1111/jedm.12224>
- Wind, S. A.**, Jones, E., & Bergin, C. (2019). Exploring patterns of principal judgments in teacher evaluation related to reported gender and years of experience. *Studies in Educational Evaluation*, 61, 150-158. <https://doi.org/10.1016/j.stueduc.2019.03.011>
- Wind, S. A.** (2019). Nonparametric evidence of validity, reliability, and fairness for rater mediated assessments: An illustration using Mokken scale analysis. *Journal of Educational Measurement*, 56(3), 478-504. <https://doi.org/10.1111/jedm.12222>
- Wind, S. A.** (2019). A nonparametric procedure for exploring differences in rating quality across test-taker subgroups in rater-mediated writing assessments. *Language Testing*, 36(4), 595-616. <https://doi.org/10.1177/0265532219838014>
- McEntyre, K.*, Curtner-Smith, M. D., & **Wind, S. A.** (2019). Negotiation patterns of a preservice physical education teacher and his students during sport education. *European Physical Education Review*, 26(1), 198-217. <https://doi.org/10.1177/1356336X19845073>
- Hodges, T., Wright, K. L., **Wind, S. A.**, Matthews, S., Zimmer, W. K.*, McTigue, E. M. Developing and examining validity evidence for the Writing Rubric to Inform Teacher Educators (WRITE) (2019). *Assessing Writing*, 40, 1-13. <https://doi.org/10.1016/j.asw.2019.03.001>

- Wind, S. A. & Guo, W.*** (2019). Exploring the combined effects of rater misfit and differential rater functioning in performance assessments. *Educational and Psychological Measurement*, 79(5), 962-987. <https://doi.org/10.1177/0013164419834613>
- Zhang, S.* & **Wind, S. A.** (2019). Cross-cultural comparisons of school leadership using Rasch measurement. *Journal of Applied Measurement*, 20(2), 1-17.
- Wind, S. A., Alemdar, M., Lingle, J. A., Moore, R., & Asilkalkan, A.*** (2019). Exploring student understanding of the engineering design process using distractor analysis. *International Journal of STEM Education*, 6(4), 1-18. <https://doi.org/10.1186/s40594-018-0156-x>
- Wind, S. A., & Walker, A. A.** (2019). Exploring the correspondence between traditional score resolution methods and person fit indices in rater-mediated writing assessments. *Assessing Writing*, 39, 25-38. <https://doi.org/10.1016/j.asw.2018.12.002>
- Wind, S. A., & Jones, E.** (2019). The effects of incomplete rating designs in combination with rater effects. *Journal of Educational Measurement*, 56(1), 76-100. <https://doi.org/10.1111/jedm.12201>
- Wind, S. A. & Sebok-Syer, S. S.** (2019). Examining differential rater functioning using a between fit approach. *Journal of Educational Measurement*, 56(2), 217-250. <https://doi.org/10.1111/jedm.12198>
- Pennington, C. G.* , Curtner-Smith, M. D., & **Wind, S. A.** (2019). Impact of a physical education teacher's age on elementary school students' perceptions of effectiveness and learning. *Journal of Teaching in Physical Education*, 38(4), 279-285. <https://doi.org/10.1123/jtpe.2018-0260>
- Wind, S. A.** (2018). Digital ITEMS module 03: Nonparametric item response theory. *Educational Measurement: Issues and Practice*, 37(4), 63-64. <http://dx.doi.org/10.1111/emip.12239>
- Pennington, C. G.* , Curtner-Smith, M. D., & **Wind, S. A.** (2018). Influence of a physical education teacher's perceived age on high school pupils' perceptions of effectiveness and learning. *European Physical Education Review*. <https://doi.org/10.1177/1356336X18816342>
- Peabody, M. & **Wind, S. A.** (2019). Exploring the influence of judge proficiency on standard-setting judgments. *Journal of Educational Measurement*, 56(1), 101-120. <https://doi.org/10.1111/jedm.12202>
- Holmes, C. J.* & **Wind, S. A., & Esco, M. R.** (2018). Heart rate variability responses to an undulating resistance training program in free-living conditions: A case study in a collegiate athlete. *Sports*, 6(121), 1-12. <https://doi.org/10.3390/sports6040121>
- Peabody, M., & **Wind, S. A.** (2019). Exploring the stability of differential item functioning across administrations and critical values using the Rasch separate calibration *t*-test method. *Measurement: Interdisciplinary Research and Perspectives*, 17(2), 78-92. <https://doi.org/10.1080/15366367.2018.1533782>

- Gale, J. D., Koval, J., Ryan, M., Usselman, M., & **Wind, S. A.** (2018). Implementing NGSS engineering disciplinary core ideas in middle school science classrooms: Results from the field. *Journal of Pre-College Engineering Education Research*, 9(1), 11-29. <https://doi.org/10.7771/2157-9288.1185>
- Wind, S. A.** (2018). Using Guttman errors to explore rater fit in rater-mediated performance assessments. *Methodological Innovations*, 11(3), 1-17. <https://doi.org/10.1177/2059799118814396>
- Wind, S. A. & Stager, C.*** (2019). The impacts of characteristics of disconnected subsets on group anchoring in incomplete rater-mediated assessment networks. *Psychological Test and Assessment Modeling*, 61(1), 13-36.
- Wind, S. A., Mansouri, B.*, & Jami, P. Y.*** (2019). Examining the psychometric properties of a questionnaire to investigate Iranian EFL learners' preferences for isolated and integrated form-focused grammar instruction. *Journal of Applied Measurement*, 20(1), 45-65.
- Wind, S. A.** (2019). Examining the impacts of rater effects in performance assessments. *Applied Psychological Measurement*, 43(2), 159-171. <https://doi.org/10.1177/0146621618789391>
- Hua, C.*, & **Wind, S. A.** (2019). Exploring the psychometric properties of the mind map scoring rubric. *Behaviormetrika*, 46(1), 73-99. <https://doi.org/10.1007/s41237-018-0062-z>
- Wind, S. A. & Schumacker, R. E.** (2018). Exploring within-rater category ordering: A simulation study using adjacent-categories Mokken scale analysis. *Educational and Psychological Measurement*, 78(5), 887-904. <https://doi.org/10.1177/0013164417724841>
- Jones, E., & **Wind, S. A.** (2018). Using repeated rating occasions to improve measurement precision in incomplete rating designs. *Journal of Applied Measurement*, 19(2), 148-161.
- Alemdar, M., Lingle, J. A., **Wind, S. A.**, & Moore, R. (2017). Developing an engineering design assessment using think-aloud interviews. *International Journal of Engineering Education*, 33(1B), 441-452.
- Wind, S. A., Tsai, C-L., Grajeda, S. B., & Bergin, C.** (2018). Principals' use of rating scale categories in classroom observations for teacher evaluation. *School Effectiveness and School Improvement*, 29(3), 485-510. <https://doi.org/10.1080/09243453.2018.1470989>
- Cook, R., McKibben, B., & **Wind, S. A.** (2018). Supervisee perception of power in clinical supervision: The Power Dynamics in Supervision Scale. *Training and Education in Professional Psychology*, 12(3), 188-195. <https://doi.org/10.1037/tep0000201>
- Wind, S. A. & Jones, E.** (2018). Exploring the influence of range restrictions on connectivity in sparse assessment networks: An illustration and exploration within the context of classroom observations. *Journal of Educational Measurement*, 55(2), 217-242. <https://doi.org/10.1111/jedm.12173>

- Wind, S. A., Ooi, P. S., & Engelhard, G. (2019).** Exploring decision consistency and decision accuracy across rating designs in rater-mediated music performance assessments. *Musicae Scientiae*, 23(4), 465-485. <https://doi.org/10.1177/1029864918761184>
- Wind, S. A., & Jones, E. (2018).** The stabilizing influences of linking set size and model-data fit in sparse rater-mediated assessment networks. *Educational and Psychological Measurement*, 78(4), 679-707. <https://doi.org/10.1177/0013164417703733>
- Wind, S. A., & Patil, Y. J.* (2018).** Exploring incomplete rating designs with Mokken scale analysis. *Educational and Psychological Measurement*, 78(2), 319-342. <https://doi.org/10.1177/0013164416675393>
- Wang, J., Engelhard, G., Jr., & **Wind, S. A. (2018).** A tale of two models: Psychometric and cognitive perspectives on rater-mediated assessments using accuracy ratings. *Psychological Test and Assessment Modeling*, 60(1), 33-52.
- Wind, S. A. & Wesolowski, B. C. (2018).** Evaluating differential rater accuracy over time in solo music performance assessment. *Bulletin of the Council of Research in Music Education*, 215, 33-55. <https://doi.org/10.5406/bulcouresmusedu.215.0033>
- Knisely, K. A., & **Wind, S. A. (2017).** Developing a survey to explore sense of belongingness related to language learning using Rasch measurement theory. *Pensamiento Educativo: Journal of Latin-American Educational Research, (Special Issue on Applied Educational Measurement)*, 54(2), 1-20.
- Wind, S. A., & Engelhard, G., Jr. (2017).** Exploring rater errors and systematic biases using adjacent-categories Mokken models. *Psychological Test and Assessment Modeling*, 59(4), 493-515.
- Wind, S. A., Stager, C*., & Patil, Y. J.* (2017).** Exploring the relationship between textual characteristics and rating quality in rater-mediated writing assessments: An illustration with L1 and L2 writing assessments. *Assessing Writing*, 34, 1-15. <https://doi.org/10.1016/j.asw.2017.08.003>
- Wind, S. A., Wolfe, E. W., Engelhard, G., Jr., Foltz, P., & Rosenstein, M. (2017).** The influence of rater effects in training sets on the psychometric quality of automated scoring for writing assessments. *International Journal of Testing*, 18(1), 27-49. <https://doi.org/10.1080/15305058.2017.1361426>
- Wesolowski, B. C., & **Wind, S. A. (2017).** Investigating rater accuracy in the context of secondary-level solo instrumental music performance. *Musicae Scientiae*, 23(2), 157-176. <https://doi.org/10.1177/1029864917713805>
- Wind, S. A., & Schumacker, R. E. (2017).** Detecting measurement disturbances in rater-mediated assessments. *Educational Measurement: Issues and Practice*, 36(4), 44-51. <https://doi.org/10.1111/emip.12164>

- Bergin, C., **Wind, S. A.**, Grajeda, S., & Tsai, C.-L. (2017). Teacher evaluation: Are principals' classroom observations accurate at the conclusion of training? *Studies in Educational Evaluation*, 55, 19–26. <https://doi.org/10.1016/j.stueduc.2017.05.002>
- Wind, S. A.** (2017). An instructional module on Mokken Scale Analysis. *Educational Measurement: Issues and Practice*, 36(2), 50–66. <https://doi.org/10.1111/emip.12153>
- Patterson, B. F., **Wind, S. A.**, & Engelhard, G., Jr. (2017). Incorporating criterion ratings into model-based rater monitoring procedures using latent-class signal detection theory. *Applied Psychological Measurement*, 41(6), 472-491. <https://doi.org/10.1177/0146621617698452>
- Wind, S. A.** & Peterson, M. E.* (2017). A systematic review of methods for evaluating rating quality in language assessment. *Language Testing*, 35(2), 161-192. <https://doi.org/10.1177/0265532216686999>
- Wind, S. A.**, Alemdar, M., Gale, J. D., Lingle, J. A., & Moore, R. (2017). Developing an engineering design process assessment using mixed methods: An illustration with Rasch measurement theory and cognitive interviews. *Journal of Applied Measurement*, 18(2), 100-121.
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- Gale, J. D., Koval, J., **Wind, S. A.**, Ryan, M., & Usselman, M. (2017). Exploring student understanding of force and motion using a simulation-based performance assessment. *Journal of Research in STEM Education*, 12(1), 39-58.
- Wind, S. A.** (2017). Adjacent-categories Mokken models for rater-mediated assessments. *Educational and Psychological Measurement*, 77(2), 330-350. <https://doi.org/10.1177/0013164416643826>
- Gale, J. D., **Wind, S. A.**, Koval, J., Dagosta, J., Ryan, M., & Usselman, M. (2016). Simulation-based performance assessment: An innovative approach to exploring understanding of physical science concepts. *International Journal of Science Education*, 38(14), 2284-2302. <https://doi.org/10.1080/09500693.2016.1236298>
- Wind, S. A.** (2016). Examining the psychometric quality of multiple-choice assessment items using Mokken scale analysis. *Journal of Applied Measurement*, 17(2), 142–165.
- Wind, S. A.**, Engelhard, G., & Wesolowski, B. (2016). Exploring the effects of rater linking designs and rater fit on achievement estimates within the context of music performance assessments. *Educational Assessment*, 21(4), 278–299. <https://doi.org/10.1080/10627197.2016.1236676>
- Wesolowski, B., **Wind, S. A.**, & Engelhard, G., Jr. (2016). Examining rater precision in music performance assessment: An analysis of rating scale structure using the multifaceted Rasch partial credit model. *Music Perception*, 33(5), 662-678. <https://doi.org/10.1525/mp.2016.33.5.662>

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- Wind, S. A.** (2015). Evaluating the quality of analytic ratings with Mokken scaling. *Psychological Test and Assessment Modeling*, 57(3), 423-444.
- Wind, S. A., & Gale, J. D.** (2015). Diagnostic opportunities using Rasch measurement in the context of a misconceptions-based physical science assessment. *Science Education*, 99, 721-741. <https://doi.org/10.1002/sce.21172>
- Wesolowski, B., **Wind, S. A., & Engelhard, G. Jr.** (2015). Rater fairness in music performance assessment: Evaluating model-data fit and differential rater functioning. *Musicae Scientiae*, 19(2), 147-170. <https://doi.org/10.1177/1029864915589014>
- Knisely, K. A., & **Wind, S. A.** (2015). Exploring gendered language attitudes using Rasch measurement theory. *Journal of Applied Measurement*, 16(1), 95-112.
- Engelhard, G., Jr., Kobrin, J. L., & **Wind, S. A.** (2014). Exploring differential subgroup functioning on SAT writing items: What happens when English is not a test-taker's best language? *International Journal of Testing*, 14, 339-359. <https://doi.org/10.1080/15305058.2014.931281>
- Wind, S. A.** (2014). Guidelines for rating scales based on Rasch measurement theory and Mokken scaling. *Journal of Applied Measurement*, 15(2), 100-133.
- Wind, S. A. & Engelhard G., Jr.** (2013). How invariant and accurate are domain ratings in writing assessment? *Assessing Writing*, 18(4), 278-299. <https://doi.org/10.1016/j.asw.2013.09.002>
- Engelhard, G., Jr., & **Wind, S. A.** (2013). Educational testing and schooling: Unanticipated consequences of purposive social action. *Measurement: Interdisciplinary Research and Perspectives*, 11, 30-35. <https://doi.org/10.1080/15366367.2013.784156>
- Kaliski, P., **Wind, S. A., Engelhard, G., Jr., Morgan, D., Reshetar, R., & Plake, B.** (2013). Using the many-faceted Rasch model to evaluate standard setting judgments: An illustration with the Advanced Placement Environmental Science exam. *Educational and Psychological Measurement*, 73(2), 1-26. <https://doi.org/10.1177/0013164412468448>
- Wind, S. A. & Engelhard, G., Jr.** (2012). Evaluating the quality of ratings in writing assessment: Rater agreement, error, and accuracy. *Journal of Applied Measurement*. 13(4), 1-15.

BOOKS

(* Indicates student author)

- Engelhard, G., & **Wind, S. A.** (Under Contract). *Invariant Measurement with Extended Rasch Models*. Springer.
- Wind, S. A.** (2023). *Evaluating rating scale functioning for survey research*. Quantitative Applications in the Social Sciences Series. Sage.
- Wind, S. A.** & Hua, C.* (2022). *Rasch Measurement Theory analysis in R: Illustrations and practical guidance for researchers and practitioners*. Chapman & Hall/CRC The R Series.
- Engelhard, G., Jr. & **Wind, S. A.** (2018). *Invariant measurement with raters and rating scales: Rasch models for rater-mediated assessments*. Taylor and Francis.
- Smith, R. M. & **Wind, S. A.** (2018). *Rasch measurement models: Interpreting WINSTEPS and FACETS output* (2nd Edition). JAM Press.

BOOK CHAPTERS

- Wind, S. A.** (2022). Nonparametric methods. In Daniel F. McCaffrey (Ed.). *International Encyclopedia of Education, 4th Edition*. Elsevier. <https://doi.org/10.1016/B978-0-12-818630-5.10012-0>
- Engelhard, G. Jr., & **Wind, S. A.** (2021). A history of Rasch measurement theory. In B. Clauser & M. Bunch (Eds.) *The History of Educational Measurement: Key Advances in Theory, Policy, and Practice* (pp. 343-360). New York, NY: Routledge.
- Wind, S. A.** (2018). Lexiles. In B. Fey (Ed.) *The SAGE Encyclopedia of Educational Research, Measurement and Evaluation* (p. 973). Los Angeles, CA: Sage.
- Wesolowski, B. W. & **Wind, S. A.** (2019). Validity, reliability, and fairness. In T. Brophy (Ed.) *The Oxford Handbook of Assessment Policy & Practice in Music Education* (pp. 437-460). New York, NY: Oxford University Press.

PEER-REVIEWED RESEARCH NOTES

(* Indicates student author)

- Wind, S. A.** (2021). Review of Applying the Rasch Model: Fundamental Measurement in the Human Sciences, Fourth Edition, *Rasch Measurement Transactions*, 34(3), 1841-1845.
- Wind, S. A.**, Hua, C.*, Porter, M.*, Stager, C.*, & Zhang, S.* (2017). An updated version of Ben Wright's method and meaning of measurement infographic. *Rasch Measurement Transactions*, 30(3), 1595-1597.

- Wind, S. A., & Engelhard, G., Jr. (2014).** Model-data fit and adjustments for rater effects. *Rasch Measurement Transactions*, 28(3), 1483-1484.
- Wind, S. A., & Engelhard, G., Jr. (2012).** Mapping differential item functioning (DIF maps). *Rasch Measurement Transactions*, 26(1), 1356-1357.
- Wind, S. A., & Engelhard, G., Jr. (2011).** Rater-mediated domain response functions. *Rasch Measurement Transactions*, 25(2), 1321-1322.

PEER-REVIEWED TECHNICAL REPORTS

- Wind, S. A. (2017).** *Examining student achievement outcomes based on multiple-choice assessments for AMP-IT-UP.* (CEISMC-TR-1706a). Atlanta, GA: Georgia Institute of Technology.
- Wind, S. A. (2016).** *Examining student achievement outcomes related to Engineering Design: Results from Fall 2015.* (CEISMC-TR-1607a). Atlanta, GA: Georgia Institute of Technology.
- Wind, S. A. (2016).** *Examining student achievement outcomes related to Engineering Design: Results from Spring 2016.* (CEISMC-TR-1607b). Atlanta, GA: Georgia Institute of Technology.
- Wind, S. A. (2016).** *Examining student achievement outcomes related to AMP-IT-UP Supplementary Modules: Results from the academic year 2015-2016.* (CEISMC-TR-1607c). Atlanta, GA: Georgia Institute of Technology.
- Wind, S. A. (2016).** *Examining student achievement outcomes related to AMP-IT-UP Supplementary Modules: Results from Spring 2016.* (CEISMC-TR-1607d). Atlanta, GA: Georgia Institute of Technology.
- Wind, S. A. (2014).** *Examining student achievement outcomes in disciplinary science content, science practices, and engineering concepts using pre- and post-assessments for the slider curriculum: Results from the academic year 2013-2014.* (CEISMC-TR-1406). Atlanta, GA: Georgia Institute of Technology.
- Wind, S. A. (2014).** *Exploring item subsets in SLIDER multiple-choice assessments: Results from the academic year 2013-2014 (CEISMC-TR-1408).* Atlanta, GA: Georgia Institute of Technology.
- Song, T., **Wind, S. A., & Wolfe, E. W. (2013).** *Rater performance index adverse impact study for the performance scoring center.* (Pearson Technical Report). Iowa City, IA: Pearson.
- Engelhard, G., Jr. & **Wind, S. A. (2013).** *Rating quality studies using Rasch Measurement Theory.* (College Board Research and Development Report No. 2013-3). New York, NY: College Board.
- Engelhard, G., Jr., **Wind, S. A.,** Kobrin, J., & Chajewski, M. (2013). *Differential item and person functioning in large-scale writing assessments within the context of the SAT reasoning test.* (College Board Research and Development Report No. 2013-6). New York, NY: College Board.

MANUSCRIPTS UNDER REVIEW IN PEER-REVIEWED JOURNALS

(* Indicates student author)

- Fye, H., Cook, R., & **Wind, S. A.**, Development of the Trauma-Informed Practice Scales – School Counseling Programs Version (TIPS-SCP).
- Cox, A.*, Jaiswal, J., Witte, T., **Wind, S. A.**, & Halktis, P. (Under review). Medical mistrust among Black, Latinx, White and Other sexual minority men.
- Nabizadehchianeh, G.*, Kazemitabar, M., Walker, D. I., & **Wind, S. A.** (under review). Psychometric properties of the short version of temperament evaluation of Memphis, Pisa, Paris, and San Diego—Autoquestionnaire (TEMPS-A): Persian version.
- Madison, M. J., **Wind, S. A.**, Haab, S.*, & Maas, L. (Under second review: Revise-and-resubmit). A One-parameter diagnostic model with operational applications.
- Jones, E., **Wind, S. A.**, Tsai, C -L., & Ge, Y.* (Under second review: Revise and resubmit). Person-fit statistics may complement traditional careless response indices.
- Wind, S. A.**, Jones, E., & Grajeda, S. (Under second review: Revise-and-resubmit). Does sparseness matter? Comparing Generalizability Theory and Many-Facet Rasch Measurement in sparse rating designs.
- Wind, S. A.** (Under second review: Revise and resubmit). Examining differential rater step functioning in performance assessments with complete and incomplete rating designs.
- Brantley, C.*, Knol, L. L., Douglas, J. W., Hernandez-Rief, M., Lawrence, J. C., & **Wind, S. A.** (Under review). Feeding stressors and resources used by caregivers of children with down syndrome: A qualitative analysis.
- Wind, S. A.**, Mansouri, B., Yaghoubi Jami, P., & Hamner, K. (Under review). Exploring the psychometric properties of the Learning Organization Profile among school administrators.
- May, K. E.*, Winters-Derevjanik, Z.*, **Wind, S. A.**, & Guyotte, K. (Under review). Development and validation of the STEM-IC survey through a mixed methods approach.
- Sun, J., Leithwood, K., Li, L., Hua, C., & **Wind, S. A.** (Under review). Examining the psychometric properties of the Chinese version of the successful school leadership survey.
- Cohen, D. R., Lund, E. M., Yaghoubi J. P., Mansouri, B., Rogers-Farris, S., **Wind, S. A.**, & Hamner, K. M. (Under review). Attitudes about suicide and help-seeking among LGBTQA+ high school youth.

PUBLISHED CONFERENCE PROCEEDINGS

Wesolowski, B. C., **Wind, S. A.**, & Engelhard, Jr., G. (2016). Rater analyses in music performance assessment: Application of the Many Facet Rasch Model. In T.S. Brophy, J. Marlatt, & G. K. Ritcher (Eds.), *Connecting practice, measurement, and evaluation: Selected papers from the 5th International Symposium on Assessment in Music Education*, (pp. 335-356). Chicago, IL: GIA.

PAPERS PRESENTED AT PEER-REVIEWED CONFERENCES

(* Indicates student author)

Ge., Y.* & **Wind, S. A.** (Upcoming: April 2023). Sensitivity of Person-Style PCM (PS-PCM) and PCMRS to response styles within subgroups. Paper accepted for presentation at the annual meeting of the American Educational Research Association.

Wind, S. A., & Ge, Y.* (Upcoming: April 2023). Detecting Rater Bias in Mixed-Format Assessments. Paper accepted for presentation at the annual meeting of the American Educational Research Association.

Wind, S. A. & Wang, Y. (Upcoming: April 2023). Exploring careless responding in survey research with Mokken scaling: An iterative approach. Paper accepted for presentation at the annual meeting of the National Council on Measurement in Education.

Wang, Y. & **Wind, S. A.** (Upcoming: April 2023). A systematic review of self-determination-theory-based interventions in the education context. Paper accepted for presentation at the annual meeting of the American Educational Research Association.

Shi, Q.*, **Wind, S. A.**, & Lakin, J. (Upcoming: April 2023). Exploring the Influence of Item Characteristics in a Spatial Reasoning Task. Proposal submitted to the annual meeting of the American Educational Research Association.

Lee, J., & **Wind, S. A.** (July 2022). Targeting toward inferential goals in Bayesian nonparametric Rasch models. Paper presented at the International Meeting of the Psychometric Society, Bologna, Italy.

Jones, E., **Wind, S. A.**, Tsai, C -L., & Ge, Y.* (April 2022). Person-fit statistics may complement traditional careless response indices. Paper presented at the annual meeting of the National Council on Measurement in Education, San Diego, California

Guo, W., & **Wind, S. A.** (April 2022). Exploring rater classification accuracy and rater measurement precision in sparse mixed-format assessments. Paper presented at the annual meeting of the National Council on Measurement in Education, San Diego, California

- Stager, C.*, Hua, C.*, & **Wind, S. A.** (April 2022). An Exploratory Quantitative Text Analysis (EQTA) Approach for synthesizing research articles. Paper presented at the annual meeting of the American Educational Research Association, San Diego, California.
- Hoi, C. K., & **Wind, S. A.** (April 2022). Behavioral regulation among STEM Teachers: An investigation of changes in teacher efficacy over teaching experience and its mediating effect on intrinsic motivation and teacher efficacy. Paper presented at the annual meeting of the American Educational Research Association, San Diego, California.
- Wind, S. A., & **Ge, Y.*** (April 2022). Identifying response styles using person fit analysis and response-styles models. Paper presented at the annual meeting of the American Educational Research Association, San Diego, California.
- Wind, S. A. (April 2022). Rater connections and the detection of bias in performance assessment. Paper accepted presented at the annual meeting of the American Educational Research Association, San Diego, California.
- Sun, J.-P., Hua, C., Leithwood, K., Li, L., & **Wind, S. A.** (2021, October). *Examining the psychometric properties of a Chinese version of the successful school leadership survey using the Many-Facet Rasch model*. Paper presented at the annual meeting of the University Council of Educational Administration [Virtual].
- Guo, W.* & **Wind, S. A.** (2021, June). Examining the impacts of ignoring rater effects in mixed-format tests. Paper presented at the annual meeting of the National Council on Measurement in Education. [Virtual].
- Hua, C.* & **Wind, S. A.** (2021, June). How open-book assessment impacts precision of person and item estimates. Paper presented at the annual meeting of the National Council on Measurement in Education. [Virtual].
- Wind, S. A.** & Walker, A. A. (2021, June). A model-data-fit-informed approach to score resolution in rater-mediated assessments. Paper presented at the annual meeting of the National Council on Measurement in Education. [Virtual].
- Wind, S. A.** (2021, April). Validity evidence for rater-mediated performance assessments. Paper presented at the annual meeting of the American Educational Research Association. [Virtual].
- Wind, S. A.**, & Schumacker, R. (2021, April). Exploring the impact of missing data on residual-based dimensionality analysis for measurement models. Paper presented at the annual meeting of the American Educational Research Association. [Virtual].
- Wind, S. A.**, Jones, E., & Grajeda, Sara B. (2021, April). Does sparseness matter? Comparing Generalizability Theory and Many-Facet Rasch Measurement in sparse rating designs. Paper presented at the annual meeting of the American Educational Research Association. [Virtual].

- Wind, S. A. & Ge, Y.*** (2021, April). Detecting rater biases in sparse rater-mediated assessment networks. Paper presented at the annual meeting of the American Educational Research Association. [Virtual].
- Jones, E., **Wind, S. A.**, Hart, A., Burcham, J., & Dailey, T. (2021, April). Are teacher candidate ratings reliable? What Many-Facet Rasch Measurement says about preservice teacher supervisor ratings. Paper presented at the annual meeting of the American Educational Research Association. [Virtual].
- Wind, S. A.**, & Walker, A. A. (2020, April). A model-data-fit-informed approach to score resolution in rater-mediated assessments. Paper accepted for presentation at the bi-annual meeting of the International Objective Measurement Workshop, San Francisco, California. *Note: This presentation was cancelled due to the COVID-19 pandemic.*
- Guo, W.* & **Wind, S. A.** (2020, April). Using an iterative parametric bootstrap method to evaluate rater fit. Paper presented at the bi-annual meeting of the International Objective Measurement Workshop. [Virtual].
- Ge, Y.* & **Wind, S. A.** (2020, April). Exploring the psychometric properties of a self-efficacy scale for high school students. Paper accepted for presentation at the bi-annual meeting of the International Objective Measurement Workshop, San Francisco, California. *Note: This presentation was cancelled due to the COVID-19 pandemic.*
- Wind, S. A.** (2020, April). Intermediate Winsteps Techniques: Rasch Analyses for the Social and Behavioral Sciences. Professional Development Course accepted for presentation at the annual meeting of the American Educational Research Association, San Francisco, California. *Note: This workshop was cancelled due to the COVID-19 pandemic.*
- Wind, S. A.**, & Schumacker, R. (2020, April). Exploring the impact of missing data on principal component analysis of residuals. Paper accepted for presentation at the annual meeting of the American Educational Research Association, San Francisco, California. *Note: This presentation was cancelled due to the COVID-19 pandemic.*
- Wind, S. A.** (2020, April). Monotonicity as a nonparametric approach to evaluating rater fit in performance assessments. Paper accepted for presentation as a poster at the annual meeting of the American Educational Research Association, San Francisco, California. *Note: This presentation was cancelled due to the COVID-19 pandemic.*
- Wind, S. A.** (2020, April). Applying Mokken scaling techniques to incomplete rating designs for educational performance assessments. Paper accepted for presentation at the annual meeting of the American Educational Research Association, San Francisco, California. *Note: This presentation was cancelled due to the COVID-19 pandemic.*
- Hodges, T. S., Wright, K. L., **Wind, S. A.**, Matthews, S. D., Zimmer, W. K., McTigue, E. M. (2020, April). Developing validity evidence for the Writing Rubric to Inform Teacher Educators. Paper accepted for presentation at the annual meeting of the American Educational Research

Association, San Francisco, California. *Note: This presentation was cancelled due to the COVID-19 pandemic.*

Denham, A. R., Harbour, K. E., & **Wind, S. A.** (2020, April). Piloting the Digital Game Usage in the Mathematics Classroom Survey. Paper accepted for presentation at the annual meeting of the American Educational Research Association, San Francisco, California. *Note: This presentation was cancelled due to the COVID-19 pandemic.*

Guo, W.* & **Wind, S. A.** (2020, April). An iterative parametric bootstrap approach to evaluate rater fit. Paper accepted for presentation at the annual meeting of the National Council on Measurement in Education, San Francisco, California. *Note: This presentation was cancelled due to the COVID-19 pandemic.*

Cook, R. M., McKibben, B., & **Wind, S. A.** (2020, January). Examining power dynamics in supervision: The Power Dynamics in Supervision Scale. Poster presented at the Annual MidWinter Meeting of the Council of University Directors of Clinical Psychology (online poster session).

Schumacker, R. E., & **Wind, S. A.** (2019, April). Evaluating ordinal survey rating scales: A comparison of methods. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Ontario, Canada.

Wind, S. A., Jones, E., & Bergin, C. (2019, April). The practical impact of differences in rater severity in classroom observations for teacher evaluation. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Ontario, Canada.

Wind, S. A., Walker, A. A., Hua, C.*, & Asilkalkan, A.* (2019, April). Exploring the impact of score resolution on person fit and decision consistency in rater-mediated assessments. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Ontario, Canada.

Guo, W.* & **Wind, S. A.** (2019, April). Exploring the combined effects of rater misfit and differential rater functioning in performance assessments. Paper presented at the annual meeting of the National Council on Measurement in Education, Toronto, Ontario, Canada.

Wind, S. A. (2018, July). Using Mokken scaling techniques to evaluate educational assessments. Paper presented at the European Association of Methodology Conference in Jena, Germany.

Wind, S. A. (2018, April). Considering the implications of cumulative and adjacent-categories models for raters: An illustration using Mokken Scale Analysis. Paper presented at the meeting of the National Council on Measurement in Education, New York, New York.

Wind, S. A., Jones, E., Bergin, C. & Jensen, K. (2018, April). The effects of principal and teacher characteristics on evaluation of teaching effectiveness. Paper presented at the meeting of the American Educational Research Association, New York, New York.

- Jones, E., & **Wind, S. A.** (2018, April). Using repeated rating occasions to improve measurement precision in incomplete rating designs. Paper presented at the meeting of the National Council on Measurement in Education, New York, New York.
- Wind, S. A.** (2018, April). Examining the practical consequences of rater effects in performance assessments. Paper presented at the meeting of the American Educational Research Association, New York, New York.
- Zhang, S.*, **Wind, S. A.**, & Porter, M.*. (2018, April). Cross-cultural comparisons of school leadership using Rasch measurement. Paper presented at the meeting of the American Educational Research Association, New York, New York.
- Wind, S. A.**, Alemdar, M., Lingle, J. A., Newton, S., Gale, J., Moore, R., & Asilkalkan, A.* (2018, April). Exploring student understanding of the engineering design process using distractor analysis. Paper presented at the meeting of the American Educational Research Association, New York, New York.
- Wind, S. A.** & Walker, A. A. (2018, April). Exploring the correspondence between traditional score resolution methods and person fit indices in rater-mediated writing assessments. Paper presented at the meeting of the International Objective Measurement Workshop, New York, New York.
- Wind, S. A.** (2018, April). Using Guttman errors to explore rater fit in rater-mediated performance assessments. Paper presented at the meeting of the International Objective Measurement Workshop (Plenary Session), New York, NY.
- Hua, C.* & **Wind, S. A.** (2018, April). Exploring the psychometric properties of the Mind Map Scoring Rubric. Paper presented at the meeting of the International Objective Measurement Workshop, New York, New York.
- Cook, R., McKibben, W. B., & **Wind, S. A.** (2017, September). Examining power dynamics in supervision: The psychometric properties of the PDSS. Association for Assessment and Research in Counseling Conference, Phoenix, AZ.
- Hua, C.* Stager, C.*, & **Wind, S. A.** (2017, September). Synthesis of articles in the Journal of Applied Measurement: 2000-2016. Paper presented at the meeting of the International Outcomes Measurement Conference, Chicago, Illinois.
- Wind, S. A.** & Sebok-Syer, S. (2017, May). Infit, outfit, and between fit statistics for raters: The difference is in the details. Paper presented at the annual meeting of the Canadian Society for the Study of Education, Toronto, Ontario, Canada.
- Wind, S. A.**, Engelhard, G., Jr., & Ooi, P. S. (2017, April). Exploring decision consistency across rating designs in rater-mediated assessments. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, Texas.

- Wind, S. A.,** Tsai, C-L., Chapman, S. B., & Bergin, C. (2017, April). Principals' use of rating scale categories in teacher evaluation. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, Texas.
- Wind, S. A.,** & Stager, C. G.* (2017, April). Exploring the relationship between essay features and rating quality for L1 and L2 writers. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, Texas.
- Walker, A. A. & **Wind, S. A.** (2017, April). Detecting and interpreting misfitting achievement estimates in performance assessments: an illustration using Rasch and Mokken scale analyses. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, Texas.
- Wind, S. A.** & Schumacker, R. E. (2017, April). Exploring within-rater category ordering: A simulation study using adjacent-categories Mokken scale analysis. Paper presented at the annual meeting of the National Council on Measurement in Education, San Antonio, Texas.
- Wind, S. A.,** & Patil, Y. J.* (2016, July). Exploring incomplete rating designs with Mokken scale analysis. Paper presented at the annual meeting of the International Test Commission, Vancouver, Canada.
- Wind, S. A.,** Engelhard, G., Jr., & Raczynski, K. (2016, April). Exploring the relationship between essay features and rating quality. Paper presented at the annual meeting of the International Objective Measurement Workshop, Washington, DC.
- Wind, S. A.** & Engelhard, G., Jr. (2016, April). Exploring rater errors and systematic biases in language assessment using Mokken scale analysis. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Peabody, M. & **Wind, S. A.** (2016, April). Exploring the influence of judge proficiency on standard-setting judgments for medical examinations. Paper presented at the annual meeting of the National Council on Measurement in Education, Washington, DC.
- Gale, J. G., Koval, J. & **Wind, S. A.** (2016, April). Exploring student understanding of force and motion using a simulation-based performance assessment. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Bergin, C., **Wind, S. A.,** Chapman, S. B., & Tsai, C-L. (2016, April). Teacher evaluation: Are principals' classroom observations accurate? Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Lingle, J. A., Alemdar, M., **Wind, S. A.,** Moore, R. & Usselman, M. (2016, April). The development and validation of an engineering assessment. Paper presented at the annual meeting of the National Association on Research for Science Teaching, Baltimore, MD.

- Peterson, M. E.*, & **Wind, S. A.** (2016, March). Rating the ratings: Methods for evaluating rating quality in language assessment. Poster presented at the Educational Research in Psychology, Research Methodology, and Counseling Symposium at the University of Alabama, Tuscaloosa, AL.
- Wind, S. A.** (2015, April). Examining the psychometric quality of multiple-choice assessment items with Mokken scale analysis. Paper presented at the meeting of the International Outcomes Measurement Conference, Chicago, IL.
- Wind, S. A.** (2015, April). Evaluating the quality of analytic ratings with Mokken scaling. Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago, IL.
- Wind, S. A.**, Wesolowski, B., & Engelhard, G., Jr. (2015, April). Exploring the effects of rater linking designs and rater fit on achievement estimates within the context of music performance assessments. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Wind, S. A.**, Alemdar, M., Gale, J. D., Lingle, J., & Moore, R. (2015, April). Developing an engineering design process assessment using mixed methods: An illustration with Rasch measurement theory and cognitive interviews. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Wesolowski, B., **Wind, S. A.**, & Engelhard, G. Jr. (2015, February). Assessing jazz big band performances with the Many-Facet Rasch Model. Paper presented at the International Symposium on Assessment in Music Education conference, Williamsburg, VA.
- Cheong, Y. F., **Wind, S. A.**, Engelhard, G., Jr., & Kaliski, P. (2014, August). A comparison of the Rasch and the hierarchical cross-classified modeling approach to standard setting ratings within the context of the AP World History Examination. Paper presented at the annual meeting of the Pacific Rim Objective Measurement Society, Guangzhou, People's Republic of China.
- Wind, S. A.**, Wolfe, E. W., Engelhard, G., Jr., Foltz, P., & Rosenstein, M. (2014, July). Influence of rater effects on the training of automated scoring engines. Paper presented at the annual meeting of the International Test Commission (ITC), San Sebastian, Spain.
- Wind, S. A.** (2014, April). Diagnosing rating scale effectiveness with Rasch models and Mokken scaling. Paper presented at the biannual meeting of the International Objective Measurement Workshop, Philadelphia, PA. (**Received Graduate Student Award**).
- Wind, S. A.** & Gale, J. D. (2014, April). Diagnostic opportunities with distractor-driven multiple-choice items in the context of a physical science assessment. Paper presented at the biannual meeting of the International Objective Measurement Workshop, Philadelphia, PA.

- Wind, S. A.** & Engelhard, G., Jr. (2014, April). Monitoring rating quality in writing assessment using Mokken scale analysis. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Cheong, Y. F., **Wind, S. A.**, Engelhard, G., Jr., & Kaliski, P. (2013, October). An examination of the hierarchical cross-classified modeling approach to standard setting ratings within the context of the AP World History examination. Paper presented at the annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.
- Hendrickson, A., **Wind, S. A.**, Morgan, D., & Kaliski, P. (2013, October). Using multivariate generalizability theory to assess consistency of standard setting ratings. Paper presented at the annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.
- Wind, S. A.**, Kaliski, P., Morgan, D., & Engelhard, G., Jr. (2013, October). An illustration of the many-facet Rasch model for evaluating modified-Angoff standard-setting judgments within the context of the AP World History examination. Paper presented at the annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.
- Wind, S. A.**, & Engelhard, G., Jr. (2013, July). Examining rating quality in writing assessment using Mokken scale analysis and Rasch measurement theory. Paper presented at the meeting of the European Association of Psychological Assessment, San Sebastian, Spain.
- Wind, S. A.**, & Engelhard, G., Jr. (2013, April). How invariant and accurate are domain ratings in writing assessment? Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Wind, S. A.**, & Engelhard, G., Jr. (2012, November). The influences of panelist and item characteristics on standard-setting judgments within the context of the Advanced Placement world language examinations. Paper presented at the conference to honor Ronald K. Hambleton ("The Ronference"), Amherst, MA. **(Received Graduate Student Award)**.
- Engelhard, G., Jr. & **Wind, S. A.** (2012, July). Evaluating rater-mediated assessments. Paper presented at the meeting of the International Test Commission, Amsterdam.
- Tan, S., Chew, M. L., **Wind, S. A.**, & Engelhard, G., Jr. (2012, August). Evaluating the quality of ratings in writing assessment: Indices from Rasch measurement theory. Paper presented at the Pacific Rim Objective Measurement Seminar, Shanghai.
- Wind, S. A.**, & Engelhard, G., Jr. (2012, April). Examining gender differences in writing assessment using rating quality indices. Paper presented at the annual meeting of the International Objective Measurement Workshop, Vancouver.
- Engelhard, G., Jr., **Wind, S. A.**, Kobrin, J., & Chajewski, M. (2012, April). Differential item and person functioning in large-scale writing assessments within the context of the SAT reasoning test. Paper presented at the annual meeting of the American Educational Research Association, Vancouver.

- Engelhard, G. & **Wind, S. A.** (2012, April). Rating quality studies using Rasch measurement theory. Paper presented at the annual meeting of the American Educational Research Association, Vancouver.
- Hendrickson, A., **Wind, S. A.**, & Engelhard, G., Jr., (2012, April). Comparative analyses of generalizability theory and the many-facet Rasch model. Paper presented at the annual meeting of the American Educational Research Association, Vancouver.
- Kaliski, P. K., **Wind, S. A.**, Engelhard, G., Jr., Morgan, D. L., Reshetar, R. A., & Plake, B. L. (2012, April). Using the many-facet Rasch model to evaluate standard-setting judgments: Setting performance standards for Advanced Placement examinations. Paper presented at the annual meeting of the American Educational Research Association, Vancouver.
- Cheong, Y. F., Engelhard, G., Jr., & **Wind, S. A.**, (2012, April). Hierarchical generalized linear models for rater-mediated assessments. Paper presented at the annual meeting of the American Educational Research Association, Vancouver.
- Wind, S. A.**, & Engelhard, G., Jr. (2011, October). Examining the congruence among rating quality indices in writing assessment: Rater agreement, error, and accuracy. Paper presented at the annual meeting of the Georgia Educational Research Association, Savannah, GA.
- Wind, S. A.**, & Engelhard, G., Jr. (2011, July). Evaluating the quality of ratings in writing assessment: Agreement, errors, and accuracy. Paper presented at the Pacific Rim Objective Measurement Seminar, Singapore. **(Received Graduate Student Research Award).**

INVITED PRESENTATIONS

- Cook, R. M., McKibben, W. B., & **Wind, S. A.** (2020, January). Examining power dynamics in supervision: The Power Dynamics in Supervision Scale. Invited presented at the Annual MidWinter Meeting of the Council of University Directors of Clinical Psychology in Austin, TX
- Wind, S. A.** (2017, April). Exploring rating scale category formulations across polytomous Rasch and Mokken models. Invited presentation at the business meeting of the Rasch Measurement Special Interest Group at the annual meeting of the American Educational Research Association in San Antonio, Texas.
- Wind, S. A.** (2015, October). Evaluating rater-mediated assessments using Mokken scaling. Invited presentation at the monthly quantitative psychology department brownbag session at the Georgia Institute of Technology, Atlanta, Georgia.

FUNDED GRANTS

- US Division of Health and Human Services**, 1,600,000.00 09/30/2022 – 08/31/2026
Grant title: Everyday Quality (EDQ): Building a Practical Toolkit for Continuous Quality Improvement in Family Child Care
Position: Co-Principal Investigator
- Institute of Education Sciences**, \$1,646,583.00 7/21/2021 – 7/20/2025
Grant title: Validity of the Cognitive Abilities Test (CogAT) Spatial Test to Guide STEM Instruction and Evaluate of Spatial Interventions
Position: Co-Principal Investigator
- Spencer Foundation**, Small Grant 202000164, \$49, 351 2019 - 2023
Grant title: *Examining Rater Effects in Large-Scale Performance Assessments with Complex Sampling Designs*
Position: Principal Investigator
- Subcontract with National Science Foundation**, MSP Division, NSF 1238089, \$19,979 2016 – 2018
Grant title: *Advanced Manufacturing and Prototyping Integrated to Unlock Potential (AMP-IT-UP)*
Position: Research support
- National Science Foundation**, MSP Division, NSF 1238089, \$7.9M 2013 – 2015
Grant title: *Advanced Manufacturing and Prototyping Integrated to Unlock Potential (AMP-IT-UP)*
Position: Research support
- National Science Foundation**, DR-K-12 division, NSF 0918618, \$3.5M 2013 – 2015
Grant title: *Science Learning: Integrating Design, Engineering, and Robotics (SLIDER)*
Position: Research support
- Pearson**, Human and Automated Scoring, \$10,000 August – December 2014
Grant title: *Exploring the effectiveness of rater training for teachers.*
Position: Data analysis and support
- Pearson**, Human and Automated Scoring, \$10,000 August – December 2013
Grant title: *Examining the influences of rater characteristics on automated scoring engines.*
Position: Primary Investigator
- College Board**, Office of Research and Development, \$5,000 January – June 2012
Grant title: *Rating quality studies using Rasch measurement theory*
Position: Graduate Research Assistant
- College Board**, Office of Research and Development, \$5,000 January – June 2012

Grant title: *Differential item and person functioning in large-scale writing assessments within the context of the SAT Reasoning Test*
Position: Graduate Research Assistant

ACADEMIC AWARDS AND HONORS

Recognition of Excellence in Academic Advising <i>Office for Academic Affairs and Academic Advisors Association</i> University of Alabama, Tuscaloosa, AL	July 2019
Alicia Cascallar Award for an Outstanding Paper by an Early Career Scholar <i>National Council on Measurement in Education</i> Presented at the 2018 meeting in New York, NY	April 2018
Exemplary Paper Award <i>Classroom Observation Special Interest Group, AERA</i> Presented at the 2017 meeting in San Antonio, TX	April 2017
Georg William Rasch Early Career Publication Award <i>Rasch Measurement Theory Special Interest Group, AERA</i> Presented at the 2015 meeting in Chicago, IL	April 2015
Graduate Student Research Award <i>International Objective Measurement Workshop, Philadelphia, PA</i>	April 2014
Graduate Student Award <i>Teach Your Children Well: A Conference to Honor Ronald K. Hambleton, Amherst MA</i>	November 2012
Division of Educational Studies Full Fellowship Emory University, Atlanta, GA	2012 – 2014
Laney Graduate School Tuition Grant Emory University, Atlanta, GA	2010 – 2014
Graduate Student Research Award <i>Pacific Rim Objective Measurement Symposium, Singapore</i>	July 2011
William S. Pickens Endowment for Education Scholarship University of West Florida, Pensacola, FL	2007 – 2009
Alpha Delta Kappa Education Scholarship University of West Florida, Pensacola, FL	2007 – 2009

Florida Bright Futures Academic Scholars Scholarship 2006 – 2009
University of West Florida, Pensacola, FL

Presidential Scholarship 2006 – 2009
University of West Florida, Pensacola, FL

EDUCATIONAL TESTING INDUSTRY APPOINTMENTS

Pearson Summer – Fall 2013
Psychometric Intern
Human and Automated Scoring

Data Recognition Corporation Summer 2013
Psychometric Intern
Psychometric Services

College Board Summer 2012
Psychometric Intern
Office of Research and Development

College Board 2011 – 2014
Graduate Research Assistant
Office of Research and Development

TEACHING EXPERIENCE

The University of Alabama 2015 – present

- **Spring 2023:**
 - Survey Research (Graduate course)
 - Introduction to Psychometrics (Graduate course)
- **Spring 2022:**
 - Survey Research (Graduate course)
- **Fall 2021:**
 - Quantitative Research Methods (Graduate course)
 - Introduction to Psychometrics (Graduate course)
- **Summer 2021:**
 - Quantitative Research Methods (Graduate course)
- **Spring 2021:**
 - Survey Research (Graduate course)
- **Fall 2020:**
 - Quantitative Methods II (Graduate course)
 - Rasch measurement theory (Graduate course)
- **Spring 2020:**

- Introduction to Psychometrics (Graduate course)
- Survey Research (Graduate course)
- **Fall 2019:**
 - Quantitative Research Methods (Graduate course)
 - Quantitative Methods II (Graduate course)
- **Spring 2019:**
 - Quantitative Methods II (Graduate course)
 - Introduction to Psychometrics (Graduate course)
- **Fall 2018:**
 - Quantitative Research Methods (Graduate course)
 - Quantitative Methods II (Graduate course)
- **Spring 2018:**
 - Quantitative Methods II (Graduate course)
 - Introduction to Psychometrics (Graduate course)
- **Fall 2017:**
 - Quantitative Research Methods (Graduate course)
 - Quantitative Methods II (Graduate course)
- **Spring 2017:**
 - Quantitative Methods II (Graduate course)
 - Introduction to Psychometrics (Graduate course)
- **Fall 2016:**
 - Introduction to Rasch Measurement Theory (Graduate course)
- **Spring 2016:**
 - Quantitative Methods II (Graduate course)
 - Introduction to Psychometrics (Graduate course)
- **Fall 2015:**
 - Quantitative Methods II (Graduate course)

Emory University, Atlanta, GA

2011 – 2015

- **Spring 2015:** Instructor, Educational Measurement (Undergraduate course)
- **Fall 2013:** Teaching Assistant and Lab Instructor, Introductory Statistics (Undergraduate course)
- **Fall 2012:** Instructor, Educational Measurement (Undergraduate course)
- **Summer 2011:** Co-instructor, Educational Measurement (M.A. in Teaching course)
- **Fall 2011:** Teaching Assistant, Educational Measurement (Undergraduate course)

Green Forest Academic Tutoring, Atlanta, GA

2010 – 2011

Teacher: Remedial English Language Arts and Mathematics, 6th grade

Edge Elementary School, Niceville, FL

2010

Teacher: Remedial Writing and Mathematics, 4th grade

Edge Elementary School, Niceville, FL

2009

Student Teacher, 4th grade

WORKSHOP TEACHING EXPERIENCE

- International Objective Measurement Workshop**, New York, NY April 2018
Workshop instructor, *Intermediate Winsteps Techniques*. Post-conference software workshop at the bi-annual meeting of the International Objective Measurement Workshop.
- Georgia Institute of Technology**, Atlanta, GA February 2014
Workshop instructor, *Introduction to measurement: Rasch measurement theory and applications*. Center for Education Integrating Science, Mathematics, and Computing (CEISMC) professional development seminar series.
- Data Recognition Corporation**, Maple Grove, MN October 2013
Graduate Teaching Assistant, *Introduction to Rasch measurement: Theory and applications*, Journal of Applied Measurement (JAM) Press Workshop.
- College Board**, New York, NY September 2011
Graduate Teaching Assistant, *Invariant rater-mediated measurement: Using the Facets computer program to evaluate the quality of rater-mediated assessments with Many-Facet Rasch Models*. Office of Research and Development Workshop.
- Pacific Rim Objective Measurement Seminar**, Singapore July 2011
Graduate Teaching Assistant, *Using Rasch models to evaluate the quality of performance assessments*. Pre-conference workshop at the Pacific Rim Objective Measurement Seminar, Singapore.

SERVICE TO PROFESSIONAL COMMUNITY

Administrative Roles

Department Roles

Scheduling Coordinator, Educational Studies in Research Methodology, School Psychology, and Counseling Fall 2020 – Present

Program Roles

Coordinator, Graduate Certificate in Quantitative Research, Educational Research Program, Fall 2019 – Present

Coordinator, Graduate Certificate in Measurement and Psychometrics, Educational Research Program, Fall 2021 – Present

Co-Coordinator, Research Assistance Center, Educational Research Program, Fall 2020 – Present

Committee Memberships

College Committees

Member, Workgroup on Intersectionality in Quantitative Research, College of Education, Fall 2019-Present

Member, Research and Faculty Development Committee for the College of Education, Fall 2019-Present

Department Committees

Member, Tenure and Promotion Committee, August 2020 - Present

Member, Southeastern Universities Graduate Research Symposium (SUGRS) Planning Committee, Spring 2020 - Present

Member, Educational Studies Graduate Research Symposium Planning Committee, Spring 2019

Chair, Jim McClean Dissertation Award Committee, Spring 2019 – Present

Member, Jim McClean Dissertation Award Committee, 2016

Program Committees

Member, Statement of Purpose Subcommittee, Spring 2021

Chair, Educational Research Search Committee for Tenure-Track Faculty Position in Quantitative Research, Spring 2021

Co-Chair, Educational Research Faculty Search Committee for Clinical Faculty Position in Quantitative Research, Spring 2021

Member, Educational Research Faculty Search Committee for Tenure-Track Faculty Position in Qualitative Research, Fall 2020 – Spring 2021

Member, Educational Research Search Committee for Senior Faculty in Quantitative Research, Summer 2019-Fall 2019

Member, Educational Research Search Committee for Junior Faculty in Quantitative Research, Summer 2019-Fall 2019

Member, Educational Research Post-Doctoral Research Fellowship Search Committee, Summer 2019- Fall 2019

Member, Educational Research Senior Faculty Search Committee, 2017-2018

Member, Educational Research Junior Faculty Search Committee, 2016-2017

Member, Educational Research Measurement Curriculum Planning Committee, Fall 2015 – Present

Voluntary External Service

National

Member, *NCME Task Force on Foundational Competencies in Educational Measurement*, Fall 2021 – present

Guest Co-Editor, *Journal of Educational Measurement*, Special Issue on Rater-Mediated Assessments, 2019

Program Chair, AERA Classroom Observation Special Interest Group, 2018-2019

Session Chair, AERA Classroom Observation Special Interest Group, 2019

Coordinated Session Discussant, National Council on Measurement in Education, 2019

Co-Editor, *Rasch Measurement Transactions* (newsletter of the Rasch Measurement Theory Special Interest Group of AERA), 2018 – present
Module Developer, National Council on Measurement in Education, 2018
Editorial Board Member, *Language Testing*, January 2023-present
Editorial Board Member, *International Journal of Testing*, 2021-present
Editorial Board Member, *Journal of Educational Measurement*, 2016-2019; 2022-present
Editorial Board Member, *Measurement: Interdisciplinary Issues and Practice*, 2017-present
Ad-hoc reviewer for national peer-reviewed journals:

- *Applied Psychological Measurement*
- *Educational and Psychological Measurement*
- *Educational Measurement: Issues and Practice*
- *Journal of Geoscience Education*
- *Measurement: Interdisciplinary Issues and Practice*
- *Musicae Scientiae*
- *Statistics Education Research Journal*
- *School Psychology Quarterly*

International

Workshop Instructor, American Educational Research Association Conference, 2020
Note: Cancelled due to COVID-19
Member, International Objective Measurement Workshop Conference Planning Committee, 2015-2016; 2017-2018; 2019-2020
Reviewer, International Objective Measurement Workshop Conference, Fall 2020
Reviewer, International Objective Measurement Workshop Conference, Fall 2019
Coordinator, Mentorship Program for International Objective Measurement Workshop Conference, 2017-2018; 2020
Workshop Instructor, International Objective Measurement Workshop Conference, 2018
External Dissertation Reviewer, University of Adelaide, Australia, 2017
Podcast presenter, *Language Testing Bytes* podcast series for *Language Testing* journal, 2018
Ad-hoc reviewer for international peer-reviewed journals:

- *Assessing Writing*
- *Applied Psychological Measurement*
- *Educational Assessment*
- *Educational and Psychological Measurement*
- *Educational Measurement: Issues and Practice*
- *Frontiers in Psychology, Language Sciences Section*
- *Journal of Applied Measurement*
- *Journal of Educational Measurement*
- *Journal of Educational and Behavioral Statistics*
- *Language Assessment Quarterly*
- *Language Testing*
- *Sociological Methodology*
- *Studies in Educational Evaluation*
- *South African Linguistics*

Other Voluntary University Service

Mentor for Junior Faculty Members, College of Education Mentoring Program, Fall 2021 – present

** Mentor for the following faculty members:

- i. *Dr. Wenjing Guo*
- ii. *Dr. JoonHo Lee*
- iii. *Dr. Kaiwen Man*
- iv. *Dr. Yurou Wang*

Presenter for Educational Psychology Seminar Series, Educational Psychology Program, Fall 2021

Methodology Seminar Series Co-Presenter, Educational Studies Department, Spring 2020

Co-Coordinator of “CV Speed Date” session, ESPRMC Graduate Research Symposium, Spring 2019 – Present

Fireside Chat Presentation, Professional Seminar in Educational Research, Fall 2020

Fireside Chat Presentation, Professional Seminar in Educational Research, Fall 2019

Developed proposal for new Measurement Research Certificate, Educational Research Department, 2019 – 2021 (formally approved in 2022)

Discussant at ESPRMC Graduate Research Symposium, Spring 2019

Mentor for “CV Speed Date” session, ESPRMC Graduate Research Symposium, Spring 2017, Spring 2018, Spring 2019, Spring 2020, Spring 2021

Brownbag Presenter, Educational Neuroscience Graduate Student Brownbag Series, Fall 2018

GRADUATE STUDENT ADVISING

Current Graduate Students whom I serve as Major Advisor:

1. Cheng Hua (Fall 2017 – present)
 - *Research interests:* Instructional technology and assessment
2. Abdullah Asilalkan (Fall 2017 – present)
 - *Research interests:* Differential item functioning, applications of data mining to psychometrics
3. Diana Winchester (Fall 2021 – present)
4. Mirai Nagasawa (Fall 2021 – present)
5. Yuan Ge (Completed; Fall 2019 – Fall 2022)
 - *Research interests:* Assessment design and interpretation of psychometric results; response styles in survey research
6. Wenjing Guo (Completed; Spring 2018 – Summer 2021)
 - *Research interests:* rater-mediated assessments; model-data fit
7. Egemen Gun (Completed; Fall 2019 – Summer 2020)

- *Research interests:* Growth modeling applications for survey research

LEADERSHIP ROLES ON STUDENT RESEARCH COMMITTEES

Dissertation Committees (completed)

Student Name	Department	College	My Role	Semester Completed
1. Yogendra Patil	Electrical Engineering	Engineering	Committee Member (Methodologist)	Spring 2017
2. Sijia Zhang	Educational Leadership	Education	Committee Member (Methodologist)	Spring 2018
3. Colin Pennington	Kinesiology	Education	Committee Member (Methodologist)	Spring 2018
4. Marilyn Stephens	Curriculum and Instruction	Education	Committee Member (Methodologist)	Fall 2018
5. Mitchell Porter	Educational Research	Education	Committee Member (Methodologist)	Spring 2019
6. Amy Davis	Curriculum and Instruction	Education	Committee Member (Methodologist)	Spring 2019
7. Christopher Walters	Curriculum and Instruction	Education	Committee Member (Methodologist)	Spring 2020
8. Clifton Holmes	Kinesiology	Education	Committee Member (Methodologist)	Spring 2020
9. Leah May	Kinesiology	Education	Committee Member (Methodologist)	Spring 2020
10. Daniela Susnara	Kinesiology	Education	Committee Member (Methodologist)	Summer 2020
11. Parvenah Yaghoubi Jami	Educational Psychology	Education	Committee Member (Methodologist)	Summer 2020
12. Egemen Gun	Educational Research	Education	Chair	Summer 2020
13. Jose Carlo DePano	Communication	Communication and Information Sciences	Committee Member (Methodologist)	Spring 2021
14. Ashley Partridge	School Psychology	Education	Committee Member (Methodologist)	Spring 2021
15. Wenjing Guo	Educational Research	Education	Chair	Summer 2021
16. Kent Schaefer	School Psychology	Education	Co-Chair	Summer 2021
17. Bjoern Hornikel	Kinesiology	Education	Committee Member (Methodologist)	Summer 2021
18. Brian Rivera	Educational Neuroscience	Education	Committee Member (Methodologist)	Fall 2021
19. Amanda Cox	Department of Health Science	Human Environmental Sciences	Co-Chair	Fall 2021
20. Carol McGinnis	Elementary Education (EdD)	Education	Committee Member (Methodologist)	Spring 2022

21. Anna Keefe	Mathematics	Arts and Sciences	Committee Member (Methodologist)	Spring 2022
22. Lynetta Ruffin	Educational Leadership	Education	Committee Member (Methodologist)	Spring 2022
23. Kaitlyn May	Educational Neuroscience	Education	Committee Member (Methodologist)	Spring 2022
24. Yuan Ge	Educational Research	Education	Chair	Fall 2022

Dissertation Committees (in progress)

Student Name	Department	College	My Role	Semester Completed
1. Courtney Potts	Counseling	Education	Committee Member (Methodologist)	In Progress
2. Colin Barnes	Kinesiology	Education	Committee Member (Methodologist)	In Progress
3. Catanya Stager	Educational Psychology	Education	Committee Member (Methodologist)	In Progress
4. Battogtokh Zagdsuren	Kinesiology	Education	Committee Member (Methodologist)	In Progress
5. Nahide Gungordu	Educational Psychology	Education	Committee Member (Methodologist)	In Progress
6. Matthew West	Curriculum and Instruction	Education	Committee Member (Methodologist)	In Progress
7. Andrew Bontemps	Clinical Psychology	Arts and Sciences	Committee Member (Methodologist)	In Progress
8. Kelsey Guy	Educational Research	Education	Committee Member (Methodologist)	In Progress
9. Kimberly Linetsky	Educational Psychology	Education	Committee Member (Methodologist)	In Progress
10. Cailee Nelson	Educational Psychology	Education	Committee Member (Methodologist)	In Progress
11. Sylvia Hollins	Counseling	Education	Committee Member (Methodologist)	In Progress
12. Mackinsey Shahan	Human Nutrition	Human Environmental Science	Committee Member (Methodologist)	In Progress
13. Caroline Brantley	Human Nutrition	Human Environmental Science	Committee Member (Methodologist)	In Progress
14. Eric Bryant	Educational Leadership	Education	Committee Member (Methodologist)	In Progress
15. Cheng Hua	Educational Research	Education	Chair	In Progress
16. Qi Si	Curriculum and Instruction	Education	Committee Member (Methodologist)	In Progress
17. Katie Taylor	Mathematics Education	Mathematics	Committee Member (Methodologist)	In Progress

Masters Thesis Committees (completed)

Student Name	Department	College	My Role	Semester Completed
1. Alev Guven	Educational Psychology	Education	Committee Member (Methodologist)	Fall 2018
2. Annie Mulholland	Kinesiology	Education	Committee Member (Methodologist)	Spring 2020
3. Filiz Akyuz	Educational Leadership	Education	Committee Member (Methodologist)	Spring 2021
4. Leah Hanle	Educational Psychology	Education	Committee Member (Methodologist)	Fall 2021
5. Keith Saffold	Kinesiology	Education	Committee Member (Methodologist)	Summer 2021

Masters Thesis Committees (in progress)

Student Name	Department	College	My Role	Semester Completed
1. Nicholas Barefoot	Kinesiology	Education	Committee Member (Methodologist)	In Progress
2. Shiqing Xu	Educational Psychology	Education	Committee Member (Methodologist)	In Progress

Program of Study Committees

Student Name	Department	College	My Role	Semester Completed
1. Marilyn Stephens	Curriculum and Instruction	Education	Committee Member	Fall 2018
2. Olivia Robinson	Special Education	Education	Committee Member	May 2019
3. Kent Shafer	School Psychology	Education	Committee Member	Summer 2021
4. Qi Si	Curriculum and Instruction	Education	Committee Member	In Progress

PROFESSIONAL ORGANIZATION MEMBERSHIPS

American Educational Research Association

Division D; Classroom Observation Special Interest Group; Rasch Measurement Theory Special Interest Group; Science Teaching and Learning Special Interest Group

American Harp Society**International Test Commission****National Council on Measurement in Education**