

**Education****Ph.D. Educational Psychology, 2007**

University of Kentucky

**Developmental Disabilities Certificate, 2003**

University of Kentucky

**M.S. Education, 2000**

University of Kentucky

**B.A. Art and Psychology, *summa cum laude*, 1999**

Georgetown College

**Present  
Position****Executive Vice President, edCount, LLC***2009 – present*

Provide substantive and managerial leadership on large-scale contracts and tasks. Design and manage research activities. Pursue and procure contract and grant funding. Manage staff, budgets, and timelines to ensure that clients receive high-quality deliverables by specified delivery dates.

**Projects**

**Strengthening Claims-based Interpretations and Uses of Local and Large-scale Science Assessment Scores (SCILLSS)** – Serve as the Project Director for a three-year, multi-state project using a principled design approach to establish a foundation from which a broad range of valid enhanced science assessments can be built, evaluated, and shared across states, local education agencies, schools, and classrooms. Provide oversight to all project phases, including leadership for the management team, collaborating with four organizational partners, three state departments of education, and a team of experts.

**South Dakota Development of Science Core Content Connectors (CCCs)** – Serve as Project Director for this project. Oversee the development of science CCCs utilizing evidence-based practices, research, and theory regarding how students with the most significant cognitive disabilities acquire academic skills and knowledge. Lead collaboration with South Dakota instructional leaders, facilitate Educator Committee meetings, and direct the application of the CCC development model enacted by NCSC (see below).

**Tennessee Comprehensive Assessment Program – Alternate (TCAP-Alt) – Science and Social Studies** – Serve as Project Director for this project. Provide oversight of all related development and documentation activities for the TN alternate assessment in Science and Social Studies, including but not limited to: content standard prioritization for assessment, item development, item review for content, bias, and sensitivity, test design for the field test and alternate assessment in Spring of 2017 and beyond to 2020, and technical documentation for the alternate assessment in both content areas. Served as Project Director for the development of TCAP-Alt blueprints, passages, and items for Math and ELA.

**Georgia Milestones Assessment System Alignment Evaluation** – Serve as Project Director for a thorough alignment evaluation of the components of the Georgia Milestones Assessment System. Convene panels of Georgia educators

and outside experts and facilitate their review of components of the assessment system.

**Mississippi Assessment Program – Alternate** – Serve as Project Director including oversight of item development and all virtual and in-person training with Mississippi educators.

**National Center and State Collaborative (NCSC) General Supervision Enhancement Grant** – Served as Process Evaluator to document and analyze project implementation and operations, provide coordination of project management activities, and oversee the external project evaluation. The collaborative consisted of five partner organizations, 18 states, and the six Pacific Rim entities.

**Evaluating the Validity of English Language Proficiency Assessments (EVEA)** – Served as Project Director, providing oversight and coordination of project management meetings, leadership for development of project instruments, management of grants and contracts, and oversight of administration and partnerships throughout project duration.

**National Alternate Assessment Center (NAAC) General Supervision Enhancement Grant** – Served as Project Director for edCount’s role as validity evaluation partner to the District of Columbia, including research coordination and design, reporting, and client management with D.C. Office of the State Superintendent of Education (OSSE).

**Hawaii Validity Study** – Served as Deputy Project Director for edCount’s validity work in Hawaii for the development of a new portfolio-based alternate assessment.

**U.S. Virgin Islands Project** – Served as Project Manager for technical assistance and alternate assessment reporting for U.S. Virgin Islands Department of Education, including: supervision of production and design of alternate assessment reporting; project direction for Title I Peer Review assistance and submission; and design and final review of technical and interpretive guides to accompany reporting to various stakeholders.

## **Professional Experience**

**Research Coordinator, National Alternate Assessment Center Validity General Supervision Enhancement Grant, Lexington, Kentucky**

*2007 – 2009*

**Evaluator, National Center for Educational Outcomes General Supervision Enhancement Grant, Lexington, Kentucky**

*2007 – 2009*

**Director of Alternate Assessment Research, Project Coordinator, National Alternate Assessment Center (NAAC), Lexington Kentucky**

*2005 – 2009*

**Research and Evaluation Specialist for Inclusive Large-Scale Standards and Assessment (ILSSA) Grant, Interdisciplinary Human Development Institute, Center for Excellence in Developmental Disabilities**

*2004 – 2005*

**Research and Evaluation Assistant for Inclusive Large-Scale Standards and Assessment (ILSSA) Grant, Interdisciplinary Human Development Institute, Center for Excellence in Developmental Disabilities, Lexington, Kentucky**  
2002 – 2004

**Evaluation Assistant, Mid-South Regional Resource Center (MSRRC), Lexington, Kentucky**  
May 2002 – September 2002

**Evaluation Assistant for Virginia General Supervision Enhancement Grant (VA GSEG), Mid-South Regional Resource Center (MSRRC), Lexington, Kentucky**  
May 2002 – September 2002

**Research Assistant for Including Students with Deaf-blindness in Large-Scale Assessment Grant, Interdisciplinary Human Development Institute, Center for Excellence in Developmental Disabilities, Lexington, Kentucky**  
2001 – 2002

**Professional  
Affiliations &  
Organizations**

American Educational Research Association (AERA) – Member (2003 – Present)

Division H AERA – Student Affiliate (August 2003 – August 2008)

National Council on Measurement in Education (NCME) – Member (2014-Present)

TASH – Student Affiliate (November 2003 – November 2008)

Breakthroughs in Inclusive Education Awards Committee for TASH – Committee Chair (March 2008 – 2010)

Council for Exceptional Children Assessment and Accountability Conference – Proposal Reviewer (July 2007 to present)

National Association of School Psychologists' Speakers Bureau – Member (August 2006 to present)

**Publications  
&  
Presentations**

**Peer Reviewed:**

Kleinert, H., Towles-Reeves, E., Quenemoen, R., Thurlow, M., Fluegge, L., Weseman, L., & Kerbel, A. (2015). Where Students with the most Significant Cognitive Disabilities Are Taught: Implications for General Curriculum Access. *Exceptional Children, 81*(3), 312-328.

Kearns, J., Towles-Reeves, E., Kleinert, H., Kleinert, J., & Thomas, M. (2011). Characteristics of and Implications for Students Participating in Alternate Assessments Based on Alternate Academic Achievement Standards. *Journal of Special Education, 45*(1), 3-14.

Musson, J., Thomas, M., Towles-Reeves, E., & Kearns, J. (2010). An analysis of state alternate assessment participation guidelines. *Journal of Special Education, 44*(2), 67-78.

Kleinert, H., Browder, D., Towles-Reeves, E. (2009). Models of cognition for students with significant cognitive disabilities: Implications for assessment. *Review of Educational Research, 79*(1), 301-326.

- Towles-Reeves, E., Kearns, J., Kleinert, H., & Kleinert, J. (2009). An analysis of the learning characteristics of students taking alternate assessments based on alternate achievement standards. *Journal of Special Education, 42*(4), 241-254.
- Towles-Reeves, E., Kleinert, H., & Muhomba, M. (2009). Alternate assessment: Have we learned anything new? *Exceptional Children, 72*(2), 233-252.
- Towles-Reeves, E., Kleinert, H., & Anderman, L. (2008). Alternate assessments based on alternate achievement standards: Principals' perceptions. *Research and Practice for Persons with Severe Disabilities, 33*(3), 122-133.
- Towles-Reeves, E., Garrett, B., Burdette, P., & Burdge, M. (2006). What are the consequences? Validation of large-scale alternate assessment systems and their influence on instruction. *Assessment for Effective Intervention, 31*(3), 45-57.
- Towles-Reeves, E., Kampfer-Bohach, S., Garrett, B., Kearns, J.F., & Grisham-Brown, J. (2006). Are we leaving our children behind? State deaf-blind coordinators' perceptions of large-scale assessments. *Journal of Disability Policy Studies, 17*(1), 40-47.
- Towles-Reeves, E., & Kleinert, H. (2006). The impact of one state's alternate assessment upon instruction and IEP development. *Rural Special Education Quarterly, 25*(3), 31-39.
- Garrett B., Towles, E., Kleinert, H., & Kearns, J.F. (2003). Portfolios in large-scale alternate assessment systems: Frameworks for reliability. *Assessment for Effective Intervention, 28*(2), 17-28.
- Kleinert, H., Garrett, B., Towles, E., Garrett, M., Nowak-Drabik, K., Waddell, C., & Kearns, J. (2002). Alternate assessment scores and life outcomes for students with significant disabilities: Are they related? *Assessment for Effective Intervention, 28*(1), 19-30.

#### **Book Chapters:**

- Towles-Reeves, E. (2008). Alternate assessment: Leaving no child behind amidst standards based reform. In R. Mitchell & R. Johnson (Eds.), *Testing Deaf Students in an Age of Accountability*. Washington, D.C.: Gallaudet University Press.
- Kearns, J., Towles-Reeves, E., Kleinert, H., & Kleinert, J. (2009). Who are the children who take alternate achievement standards assessments? In B. Schafer & B. Lissitz (Eds.), *Alternate Assessments based on Alternate Achievement Standards: Policy, Practice, and Potential*. Baltimore, MD: Brookes Publishing.

Kleinert, H., & Towles-Reeves, E. (2010). What we have learned from alternate assessment research and what we still need to know. In J. Kearns & H. Kleinert (Eds.), *Meaningful Outcomes for Students with Significant Cognitive Disabilities: Alternate Assessments on Alternate Achievement Standards*. Brookes Publishing.

#### **Research Reports:**

Towles-Reeves, E., Lewis, P., Wickham, D., Thomas, M., Flynn, S., & Jackson, L. (2008). *CATS online learner characteristics inventory report for the Kentucky department of education*. Lexington, Kentucky: University of Kentucky, Georgia Enhanced Assessment Grant.

Towles-Reeves, E. & Kearns, J. (2007). *Alternate assessment impact survey for principals report*. Lexington, Kentucky: University of Kentucky, National Alternate Assessment Center.

Kearns, J., Towles-Reeves, E., Kleinert, H., & Kleinert, J. (2006). *Learner characteristics inventory report*. Lexington, Kentucky: University of Kentucky, National Alternate Assessment Center.

Towles-Reeves, E., & Kearns, J. (2006). *Alternate assessment impact survey report*. Lexington, Kentucky: University of Kentucky, National Alternate Assessment Center.

#### **Instrument Development:**

Towles-Reeves, E., Lewis, P., & Wickham, D. (2008). *Learner Characteristics Inventory for Electronic Access to the General Education Curriculum*. Lexington, Kentucky: University of Kentucky, Georgia Enhanced Assessment Grant.

Towles-Reeves, E. (2007). *Alternate assessment impact survey for principals*. Lexington, Kentucky: University of Kentucky, National Alternate Assessment Center.

Kearns, J., Kleinert, H., Kleinert, J., & Towles-Reeves, E. (2006). *Learner characteristics inventory*. Lexington, Kentucky: University of Kentucky, National Alternate Assessment Center.

Kearns, J., & Towles-Reeves, E. (2006). *Alternate assessment impact survey*. Lexington, Kentucky: University of Kentucky, National Alternate Assessment Center.

#### **National Conference Presentations:**

Forte, E., Nebelsick-Gullett, L., & Deters, L. (April, 2017). Development and Implementation of Comprehensive Alignment Evaluation Framework. In L. Towles (Chair), *Development and Implementation of Comprehensive Alignment Evaluation Framework*. Coordinated Session conducted at the annual meeting of the National Council on Measurement in Education, San Antonio, TX.

Deters, L., Nebelsick-Gullett, L., Turner, C., Herrera, B., & Towles, E. (2016). *Evaluating the Degree of Coherence between Instructional Targets and*

- Measurement Models*. Paper presented at the annual meeting of the National Council on Measurement in Education, Washington, DC.
- Nebelsick-Gullett, L., Deters, L., Herrera, B., Towles, E., & Turner, C. (2016). *The Alignment of Achievement Level Descriptors to Student Performance*. Paper presented at the annual meeting of the National Council on Measurement in Education, Washington, DC.
- Nebelsick-Gullett, L., Towles-Reeves, E., Perkins, A., Deters, L. (2015). *Evaluating the Quality and Impact of Items, Products, and Procedures: NCSC Writing Alternate Assessment based on Alternate Achievement Standards*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Ahumada, A., Towles-Reeves, Flowers, C., & Hagge, S. (2014). *Measuring the Common Core State Standards for Students with Significant Cognitive Disabilities*. Paper presented at the annual meeting of the National Council on Student Assessment, New Orleans, LA.
- Herrera, B., Nebelsick-Gullett, Nixon, L., Ahumada, A., & Towles-Reeves, E. (2014). *Using Performance Standards in Next Generation Alternate Assessments: Connecting Instruction and Assessment*. Paper presented at the annual meeting of the National Council on Student Assessment, New Orleans, LA.
- Kearns J., Thurlow M., Towles-Reeves, E. (2009). *Who are the Students in Alternate and Modified Achievement Standards Assessments?* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Kearns, J., Thurlow, M., & Towles-Reeves, E. (2008). *Who are the students in alternate and modified achievement standards assessments?* Presentation at the Office of Special Education Programs (OSEP) Project Directors Meeting, Washington, D.C.
- Davies, S., Towles-Reeves, E., & Plake, B. (2008). *Standard setting approaches for alternate assessment: Building on our experiences and research*. Presentation at the Annual National Student Assessment Conference, Orlando, FL.
- Towles-Reeves, E., Kearns, J., & Stuck, J. (2008). *Understanding the learning characteristics of students taking alternate assessments*. Presentation at the Annual Council for Exceptional Children's (CEC) Conference. Boston, MA.
- Kleinert, J., Towles-Reeves, E., Kearns, J., & Kleinert, H. (2007, November). *Communication characteristics of students in alternate assessments based on alternate achievement standards*. Paper presentation at the annual conference of the American Speech-Language-Hearing Association (ASHA).
- Towles-Reeves, E., Kearns, J., Rogers, P., & Kennedy, S. (2007, June). *What do we really know about students taking alternate assessments based on*

*alternate achievement standards*. Presentation at the Council for Chief State School Officers Annual Large-Scale Assessment Conference (CCSSO), Nashville, TN.

Towles-Reeves, E., Kearns, J., Kleinert, H., & Kleinert, J. (2007, April). *Learner characteristics inventory: Describing the students taking alternate assessments judged against alternate achievement standards*. Paper presented at the annual conference of the American Educational Research Association (AERA). Chicago, IL.

Towles-Reeves, E., & Wickham, D. (2006, November). *Crackerbarrel: How to appropriately teach students with significant cognitive disabilities in an age of accountability*. Presentation at the TASH Annual Conference, Baltimore, MD.

Towles-Reeves, E., & Wickham, D. (2006, November). *NCLB and IDEA focus on grade-level curriculum and the role of alternate assessments*. Presentation at the TASH Annual Conference, Baltimore, MD.

Burdge, M., & Towles-Reeves, E. (2006, April). *Teacher perceptions of one state's alternate assessment*. Poster presentation at the Council for Exceptional Children's (CEC) Annual Meeting. Salt Lake City, UT.

Warlick, K., Towles-Reeves, E., Tindal, G., & Browder, D. (2005, July). *Issues in alternate assessments on alternate achievement standards*. Presentation at the Office of Special Education Programs (OSEP) Project Directors' Conference. Washington, D.C.

Towles-Reeves, E. (2005, July). *Alternate assessments in 2010: What will we know, understand, and be able to do*. Poster presentation at the Office of Special Education Programs (OSEP) Project Directors' Conference. Washington, D.C.

Towles-Reeves, E., & Burdge, M. (2005, April). *A multi-state examination of the consequential validity of alternate assessments*. Paper presented at the American Educational Research Association (AERA) Annual Conference. Montreal, Canada.

Towles-Reeves, E., & Kampfer-Bohach, S. (2004, March). *Alternate assessment 101: What school psychologists should know*. National Association of School Psychologists (NASP) Annual Conference. Dallas, TX.