

Education**B.S. Special Education, *magna cum laude*, 1977**

James Madison University

**Present
Position****Senior Associate, edCount, LLC***2011 – present*

Contribute to edCount's organizational objectives through intellectual engagement, technical expertise, and management of staff and company resources. Responsibilities include directing projects, developing innovative assessment designs, managing and supporting the work of junior staff; planning and implementing methods, techniques, and skills to complete projects in a timely and cost-efficient manner; preparing high-quality reports and other outputs; developing corporate knowledge and knowledge of individual program areas and projects.

Projects

Tennessee Alternate Assessment Program Design and Management – Serve as task lead in multiple phases of the Tennessee Assessment Program including development, review, and finalization of claims, assessed content, and test blueprints in multiple content areas. Develop the grade 2 English Language Arts alternate assessment including passage and item development and serves as task lead or provides task support for educator meetings including Data Review and Content Bias Review Meetings. Support assessment development and related activities in other content areas. Contribute as a researcher in the development and facilitation of Student Interaction Studies to collect data on item administration and student engagement and cognitive processing. Contribute to planning and developing technical documentation.

Louisiana's Educational Assessment Program Connect Assessment System for Students with Cognitive Disabilities (LEAP) – Serve as a lead Alternate Assessment designer and developer and English Language Arts (ELA) Content Specialist and support of science and mathematics content to develop, review, and revise test items along a continuum of complexity ensuring accessibility and fairness through the utilization of intentional, multiple types of scaffolds and supports aligned to grade-specific, academic Louisiana Connectors for Students with Significant Cognitive Disabilities. Lead and support the planning, development, and facilitation of assessment-related activities including Content and Bias Review, development and revision of Achievement Level Descriptors, Standards Setting and Standards Validation, and technical documentation for peer review. Developed and designed the LEAP Connect Science assessment. Developed and maintains Assessment Frameworks which detail the test design, test blueprints, and all aspects of the ELA, mathematics, and science LEAP Connect assessments. Developed and maintains an editorial and graphic style guide. Facilitated Louisiana educators in selecting prioritized Louisiana Connectors for the science assessment as well as in reviewing items for content, bias, and sensitivity issues. Developed grade-band assessment guides and grade-specific practice tests in ELA, mathematics, and science to assist Louisiana

educators in understanding the LEAP Connect assessment and to support students' understanding and accessibility of the LEAP Connect assessments.

English Language Arts Curriculum Development for Students with Significant Cognitive Disabilities Louisiana Department of Education – Collaborated with the Louisiana Department of Education (LDOE) to lead development of *Companion Resources for the ELA Guidebooks for Students with Significant Cognitive Disabilities* developed for grades 3 – 8 using an iterative process over an academic year. Developed resources, defined process, and provided feedback to the LDOE and directly to educators to modify the content of thirty (30) *ELA Guidebook Units* that were previously developed by Louisiana teachers in partnership with the LDOE to support ELA instruction for general and special education students with diverse learning needs by providing classroom-ready daily ELA lessons. Addressed and promoted the goal of the LDOE to implement a well-defined teaching and learning strategy for all students to include SWSCDs while maintaining high expectations of that learning (i.e., building their knowledge of the world; reading meaningful texts; expressing their unique ideas through writing and speaking; and solving complex problems).

Nebraska Department of Education Classroom Science Assessment Development – Served as Principled Assessment Design Assessment and Content Specialist to plan and development resources for and facilitation of two (2) week-long professional development workshops develop three-dimensional classroom science tasks aligned to Nebraska's science standards. Trained on the utilization of a principled design approach for creation of design tools, tasks, rubrics, and exemplar responses. Provided task-specific feedback to thirteen (13) pairs of educators to improve the alignment and quality of developed task to prepare the task for a state-level repository.

Studies of General and Alternate Assessment Alignment – Serve as a Senior Lead and Assessment Specialist. Acts as a facilitator, panelist, and developer of technical documentation of alignment studies for general and alternate assessments of English language arts, mathematics, social studies, and science for various entities including NCSC, PARCC, and several state departments of education.

Strengthening Claims-based Interpretations and Uses of Local and Large-scale Science and Assessment Scores (SCILLSS) – Serve as a Senior Project Lead and Assessment and Content Specialist. Collaborate with multiple organizations and state partners to develop a coherent assessment system based on a project- and state-specific Theory of Action (ToA). Develop NGSS and state science standards crosswalk, claims, and measurement targets. Utilize Evidence-Centered Design principles and assessment tools to create classroom and large-scale assessments including task models, design patterns, exemplar tasks, rubrics, and exemplar responses. Plan development and facilitation of state-based professional development including multiple-day workshops to train educators to employ principled assessment design to develop three-dimensional science assessments, rubrics, and student exemplars. Completed reviews and documented feedback for educator tasks and conducted Focus Groups to garner feedback about the employed process, tools, and educator feedback regarding the use of principled

assessment design. Provide technical documentation and reports of all aspects of project development., processes, and deliverables.

New York State Assessment Development – Mathematics – Serve as a Senior Project Lead and Assessment and Content Specialist. Train, oversee, and guide educator groups in the development of mathematics items for grades 3 – 5 aligned to the New York State P-12 Common Core Learning Standards. Facilitate on-site stakeholder meetings including development of assessment components and content and bias reviews. Provide feedback and consultation to NYSDE with respect to mathematics development and reconciliation of educator reviews.

Mississippi Assessment Program – Alternate (MAP-A) – Served as a Senior Project Lead and Assessment and Content Specialist to provide guidance and technical assistance to the Mississippi Department of Education. Developed and implemented the Mississippi Academic Assessment Program – Alternate (MAAP-A) including components of a coherent, alternate assessment system, innovative assessment design, claims, measurement targets, test blueprints, item- and passage- development guidelines in English language arts (reading, writing, language) and item development guidelines in mathematics and science for grades 3 – 8 and high school. Facilitated stakeholder meetings including development of assessment components, content and bias reviews, and item development.

California Alternate Assessment – Served as a Senior Project Lead and Alternate Assessment Specialist to develop the California Next Generation Science Standards (NGSS) Core Content Connectors for use with the California NGSS Alternate Assessment Program. Developed the Core Content Connectors, with attention to vertical and horizontal articulation. Addressed fidelity to the California Next Generation Science Standards (NGSS) Performance Expectations defined for kindergarten through high school to provide appropriate levels of challenge and rigor to students with significant cognitive disabilities and to align with the California Assessment Framework. In addition, developed sets of low, middle, and high complexity scenario/investigation-based alternate field test assessment tasks for elementary, middle, and high school for the California Alternate Assessment for Science.

South Dakota Development of Science Core Content Connectors (CCCs) – Served as a Senior Project Lead and Alternate Assessment Specialist. Developed science core content connectors (CCCs) reflecting high expectations for students with the most significant cognitive disabilities and that describe academic targets that pinpoint starting points for instruction, instructional sequence within a grade and across grade bands (K-5, 6-8, & high school), and inform classroom and accountability assessments to promote a fully aligned system of content, instruction and assessment. Prepared materials, trained, and facilitated groups of expert panelists including content experts, assessment experts, special educators, and state leaders, in grade span groups for K-5, 6-8, and 9-12 to analyze the South Dakota Science Standards and finalize the CCCs.

U.S. Virgin Islands Project – Served as a Senior Project Lead and Alternate Assessment and Curriculum and Instruction Specialist for students with the most significant cognitive disabilities. Developed and implemented professional

development opportunities for educators in the form of interactive workshops to result in actionable job-embedded practices, tools, and resources including development of academic lesson plans, role of communication and building students' communicative competence, practice and incorporation of evidence-based instructional approaches and materials, and promotion of access to the general curriculum.

Tennessee Comprehensive Assessment Program – Alternate (TCAP-Alt) – Science and Social Studies – Served as Senior Project Lead and alternate assessment specialist for development of social studies and science alternate assessments for grades 3 – 8 and high school including determination of prioritized assessment content and development of the test design, test blueprints, item development guidelines, item development, and technical documentation. Facilitated face-to-face stakeholder meetings. Developed a series of curricular materials for educators including content modules to support delivery of science and social studies instruction based on grade-level standards using evidence-based strategies to provide appropriate levels of challenge and rigor to students with significant cognitive disabilities. Developed science and social studies assessment modules to inform item developers of the knowledge and skills assessed by the TCAP/Alternate (TCAP/Alt) Assessment for Social Studies to create assessment items that are based on grade-level topics and academic content, allow students with varying degrees of understanding to demonstrate what they know and can do at each grade level, and are accessible to a full range of students with varying characteristics. Developed science and social studies item writer training tools, including training modules and ancillary materials, based on the content of the assessment modules.

Education for the Deaf Act (EDA) Implementation Technical Assistance – the Laurent Clerc National Deaf Education Center – Served as Senior Project Lead for technical assistance to meet obligations under the Education of the Deaf Act of 2008 (EDA) including the design, implementation and reporting of validity studies. Developed and reviewed technical and interpretive guides and assessment reporting to various stakeholders. Supported the development and implementation of sustainable professional development activities to implement high quality systems of standards, assessments, and accountability for deaf and hard-of-hearing students.

National Center and State Collaborative (NCSC) General Supervision Enhancement Grant – Served as Alternate Assessment Specialist and Senior Curriculum Lead working with organizational partners including SRI International, University of North Carolina, Charlotte, University of Kentucky, and the National Center for the Improvement of Educational Assessment, Inc. to support the implementation and coordination of validity evaluation including technical documentation of project activities including standard setting performance level descriptors and student report descriptors. Led and supported other workgroup projects related to development of the core content connectors in English Language Arts and mathematics, assessment, curriculum and instruction and professional development activities. Served as a liaison to coordinate communications and implementation of the project's alternate

assessment system and related activities with the five partner organizations, 18 states, and the six Pacific Rim entities, and testing vendors.

Puerto Rico Standards and Assessment Implementation Technical Assistance – Served as Senior Project Lead to provide technical assistance for implementation of the general and alternate assessment systems. Developed assessment training processes including assessment training modules and hands-on components for test administrators of the alternate assessment. Supported development of accommodations procedures and resources for instruction and assessment. Developed protocols for the implementation of accommodations studies and reviewed technical reports.

Professional Experience

Supervisor in the Standards and Assessment Division, Wyoming Department of Education
2007 – 2011

Supervised Education Consultants and Program Manager in compliance with State Personnel Rules, agency policies, and procedures. Developed and monitored contracts related to programs. Supervised personnel for administration of the English Learners Assessment System, including standards, assessment, and professional development.

Director of Alternate Assessment, Wyoming Department of Education
2006 – 2011

Managed and oversaw the development, implementation, and improvement of the Wyoming Alternate Assessment System including standards, instruction, and assessment. Directed the statewide alternate assessment for students with the most significant cognitive disabilities (AA-AAAS), including training, scoring, and reporting and overseeing the technical adequacy of the alternate assessment. Prepared and submitted evidence and sufficient documentation to meet the requirements of NCLB Standards and Assessment Peer Review. Developed and facilitated regional, national, and online training for administration of assessments and to promote access to the general curriculum and best practices for teaching of the grade-level linked academic standards. Coordinated and supported committees for standards, item and data reviews, test component development, alignment studies, and standard setting. Provided technical assistance to districts through the creation and supervision of a network of trained Qualified Wyoming Trainers to support and mentor teachers and test administrators of the alternate assessment. Planned and coordinated training provided by national researchers and liaised with Wyoming educators to promote understanding of the alternate assessment. Supported and guided the implementation of a former Statewide assessment of English Learners and the State's membership in the Word-Class Instructional Design and Assessment Consortium. Directed the selection, administration, and evaluation of Wyoming accommodations for instruction and assessment for students with IEPs, 504 Plans, and English Learners. Served as co-investigator in federally-funded Enhanced Assessment Grants and General Supervision Enhancement Grants. Developed State contracts and action plans to address the goals and identified

needs of programs implemented by the Standards and Assessment Division. Developed Requests for Proposals related to statewide assessment systems.

Literacy Education Consultant, Wyoming Department of Education
2005 – 2006

Trained school and district personnel in the essential components of literacy instruction, assessment, monitoring of student progress, and the implementation of core reading programs.

Literacy Consultant for certified elementary teachers in Adams 12 School District, Colorado
Spring 2004

Literacy Coordinator for Special Education teachers district-wide, Albany County School District #1
2003 – 2005

Supported implementation of the Balanced Literacy Framework, administration of DIBELS, development of literacy teams, development of academic interventions, and response to data working with special, general and Title 1 teachers. Specific activities included:

Five-Day Training to Albany County School District # 1 certified personnel on effective literacy practice in 2003 – 2004, 2004 – 2005

Training for Albany County School District # 1 certified Special Education teachers, 2002-2003, 2004-2005

Albany County School District #1 In-Service Presentation on Inclusion: Using the Balanced Literacy Framework, Fall 2002 and Reading Comprehension, Fall 2003

Special Education Teacher, Beitel Elementary School
1994 – 2005

Responsibilities included development and implementation of IEPs to support students in grades K – 6 in both resource and inclusive settings. Served on multiple building level committees including Building Intervention Team, School Improvement, Positive Behavioral Support systems, and assessment. Chairperson for School Improvement Team; Chairperson for Language Arts In-Depth Study and Special Education In-Depth Study; served on committees for district assessments, ELA standards, and writing scoring trainings

Special Education Teacher, Boyton Middle School, Ithaca, New York
1983 – 1986

Special Education teacher in a resource setting instructing learning disabled students in all academic areas and providing support to regular education teachers to achieve inclusion. Made recommendations for academic performance enhancement. Behavioral interventions were planned, implemented and monitored. Organized, implemented, and documented

meetings under IDEA for students with disabilities. Served as Department Head and Chairperson for the Committee on the Handicapped.

Special education teacher, Dewitt Middle School, Ithaca, New York

August 1982 – December 1982

Special education teacher in a resource setting serving children with learning disabilities in all academic areas in accordance with developed IEP goals and continuous assessment of progress on goals.

Special Education teacher, Laramie Junior High School, Laramie, Wyoming

1980 – 1982

Special Education teacher in both self-contained and resource settings for all exceptionalities. IEPs were developed and implemented for all academic areas as well as social/emotional development. Regular contact with regular education teachers was conducted and documented to monitor progress of mainstreamed students.

Special Education Teacher, Johnson Junior High School, Cheyenne, Wyoming

1979 – 1980

Special Education teacher working in a self-contained classroom to promote academic learning and emotional growth for emotionally disturbed students. A team-teaching approach was utilized to achieve prescribed goals for academic growth, behavior modification, and mainstreaming.

Special Education Teacher, People Places, Inc., Pygmalion School, Staunton, Virginia

1977 – 1979

Special Education teacher working in collaboration with a behavior technician in a special school setting servicing emotionally-disturbed and learning-disabled students through the development of educational and behavioral intervention plans.

**Professional
Affiliations &
Organizations**

National Council on Measurement in Education (NCME)

American Educational Research Association (AERA)

Council for Exceptional Children (CEC)

State Collaborative on Assessment and Student Standards: Assessing Special Education Students- Fall 2005 – 2011

Served as a Co-Chairperson for AdvancED – February 2010 & February 2011

Certifications

Office for Human Research Protections (OHRP) Internal Review Board (IRB)
Human Research Curriculum Certification Spring 2018

Office for Human Research Protections (OHRP) Internal Review Board (IRB)
Human Research Curriculum Certification Spring 2015

AdvancED Quality Assurance Review Team Training, Spring 2010

Baldrige National Quality Performance Excellence Systems Training (2009, 2010)

Organizational Assessment Training, July 2009

Visual Strategies, Keys to Improving Communication, Behavior & Social Skills, Autism Spectrum Disorders and Visual needs, September, 2008

Facilitative Leadership Training, June 2007

Reading First Program Specific Training, 2004 – 2005

DIBELS Mentor and Assessment Training, October 2004

Second Chance at Literacy Learning Certification, 2003 – 2004

Foundation for Comprehensive Early Literacy Learning; Extended Literacy Learning Coordinator, 2002 – 2003

Publications & Presentations

Rutstein, D., Turner, C., True, R., & King, S. (2020, June). Advancing Multidimensional Science Assessment Design for Large-scale and Classroom Use. National Conference on Student Assessment (CCSSO), Denver, Colorado (NOTE presentation was accepted, however not presented due to the cancellation of the conference because of Covid-19)

Forte, E., True, R., Rutstein, D., Turner, C. (2020, August). Advancing Multidimensional Science Assessment Design for Large-scale and Classroom Use. National Council on Measurement in Education (NCME), Virtual Presentation.

Summers, L., Clayton, J., Herrera, B., & Turner, C. (2017, December). Supporting Access to Science and Social Studies Using Content Modules. The Association for Persons with Severe Handicaps (TASH), New Orleans, Louisiana

Deters, L., Nebelsick-Gullett, L., Turner, C., Herrera, B., & Towles, E. (2016, April). Evaluating the Degree of Coherence Between Instructional Targets and Measurement Models. National Council on Measurement in Education, Washington, D.C.

Herrera, B., Turner, C., Nebelsick-Gullett, L., & Scott, L. (2016, April). Consideration of the Learner, the Teacher, and Item Performance. National Council on Measurement in Education, Washington, D.C.

Turner, C. & Herrera, B. (2016, April). Writing Instruction: What We Know and Still Need to Know. Council for Exceptional Children, St. Louis, MO.

Herrera, A., Turner, C., Quenemoen, R., & Thurlow, M. (2015, November). NCSC's age- and grade-appropriate assessment of student learning. NCSC Brief, Number 6.

Davidson, A., Hagge, S., Herrera, B., Turner, C., Egan, K., Flowers, C., Quenemoen, R., & Thurlow, M. (2015, April). Incorporating accessibility and complexity concepts into test specification and anchor set selection for alternate assessments of alternate achievement standards. American Educational Research Association, Chicago, IL.

- Flowers, C., Herrera, B., Turner, C., Towles-Reeves, L., Davidson, A., Hagge, S., Thurlow, M., & Quenemoen, R. (2015, April). Developing a large-scale assessment using evidence-centered design: Did it work? National Council on Measurement in Education, Chicago, IL.
- Hagge, S., Davidson, A., Herrera, B., Turner, C., & Thurlow, M. (2015, April). Item construct maintenance when varying levels of support and complexity. National Council on Measurement in Education, Chicago, IL.
- Turner, C. (2015, April). Items in action: Implementing items in the classroom. (Symposium: Writing for students with significant cognitive disabilities: It's more than just writing their names). American Educational Research Association, Chicago, IL.
- Turner, C. (2014, June). *While this may be true, the stepping stones to transition are not enough*. Presentation at the annual meeting of the Council of Chief State School Officers, New Orleans, LA.
- Wakeman, S., Turner, C., Herrera, B., & Lee, A. (2013, April). *Graduated understandings for instruction of students with significant disabilities: Movement toward common core state standards*. Presentation at the annual meeting of the Council for Exceptional Children, San Antonio, TX.
- Turner, C. (2005 – present). Wyoming School Improvement Conferences, spring and fall presentations.
- Kettler, R. J., et al. (including C. Turner), (2011). *Enhancing the Accessibility of High School Science Tests: A Multi-State Experiment on AA-MAS Validity*. In press.
- Turner, C. (May, 2010). *The Role of Instruction in Alignment Related to Alternate Assessment AAAS*. American Educational Research Association Annual Meeting, SIG-Inclusion & Accommodation in Large-Scale Assessment Roundtable Session.
- Turner, C. (May, 2010). *Correlates of Student Performance on an Alternate Assessment Based on Alternate Achievement Standards (AA-AAS)*. American Educational Research Association Annual Meeting.
- Karvonen, M., Flowers, C., Turner, C.D., & Herrera, B. (April, 2010). *Correlates of Student Performance on an Alternate Assessment Based on Alternate Achievement Standards: The Role of Learner Characteristics and the Instructional Program*. American Educational Research Association Annual Meeting, Denver, CO. Preprint, available at respository@aera.net.
- Turner, C. & Herrera, B. (2005 – 2010). *Technical Manuals for the Proficiency Assessments for Wyoming Students – Alternate*. Contributions on behalf of Wyoming Department of Education, Harcourt Assessment, Inc. and Questar Assessment, Inc. Internal Reports.
- Turner, C. & Herrera, B. (2005 – 2010). *Technical Manuals for the Proficiency Assessments for Wyoming Students*. Contributions on behalf of

Wyoming Department of Education, Harcourt Assessment, Inc. and Questar Assessment, Inc. Internal Reports.

Turner, C. (July, 2009). *PAWS Standard Accommodations: The Essential Role of Para-Educators in the Standard Administration of Accommodations to Wyoming Students*. Wyoming Para-Educators Consortium.

Turner, C. (July, 2009). *PAWS Standard Accommodations: Selection, Documentation, Administration, Monitoring, and Evaluating*. Wyoming Special Education Leadership Symposium.

Turner, C., & Herrera, B. (2009, June). State Academic Learning Links with Self-Evaluation for Alternate Assessment. Wyoming Contribution to SALLSA Newsletter, pp. 7-8.

Turner, C. (June, 2009). *Hitting a Moving Target: A Discussion of Ten Alignment Studies for AA-AAS*. CCSSO National Conference on Student Assessment.

Karvonen, M., et al. (including C. Turner) (April, 2009). *Curriculum Alignment and Student Performance on an Alternative Assessment Based on Alternate Achievement Standards*. American Educational Research Association Annual Meeting, San Diego, CA. Preprint available at respository@aera.net.

Turner, C. (July, 2008). *The Re-Designed PAWS-ALT: Ensuring a Valid and Reliable Assessment*. Wyoming Special Education Leadership Symposium.

Turner, C. (May, 2004). *Unit Planning*. The Annual West Coast Literacy Conference, Anaheim, CA.

Turner, C. (May, 2003). *Planning a Thematic Unit Using the ExLL Elements*. The Annual West Coast Literacy Conference, Anaheim, CA.