

# CURRICULUM VITA

Date of Preparation: July, 2015

## **Personal Information**

Name: Lisa M. Abrams

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## **Education**

- 2004      Ph.D. Educational, Research, Measurement and Evaluation, Boston College, Chestnut Hill, Massachusetts.
- 1994      M. Ed., Curriculum and Instruction, The George Washington University, Washington, D.C.
- 1990      B.A., Government and International Relations, The University of Virginia, Charlottesville, Virginia.

## **Academic Appointments and Work Experience**

- 2014-present    Interim-Chair, Department of Foundations of Education, School of Education, Virginia Commonwealth University, Richmond, Virginia.
- 2010-present    Associate Professor, Graduate Faculty, School of Education, Virginia Commonwealth University, Richmond, Virginia.
- 2004-2010      Assistant Professor, Graduate Faculty, School of Education, Virginia Commonwealth University, Richmond, Virginia.
- 2003-2004      Research Associate, Center for the Study of Testing, Evaluation and Educational Policy, Lynch School of Education, Boston College, Chestnut Hill, Massachusetts.
- 2002-2005      Adjunct Instructor, Lynch School of Education, Boston College, Chesnut Hill, Massachusetts.

- 2000-2003 Research Assistant, National Board on Educational Testing and Public Policy, Lynch School of Education, Boston College, Chestnut Hill, Massachusetts.
- 1992-1999 Social Studies Teacher, Lake Braddock Secondary School, Fairfax County Public Schools, Burke, Virginia.

### **Fields or Areas of Special Interest within Discipline or Profession**

- Classroom assessment
  - Formative assessment
  - Benchmark/interim testing
- Test-based accountability policies
  - High-stakes testing
  - Implications of test-based accountability for teachers and teaching
  - Implications of test-based accountability for student outcomes
- Measurement and testing
  - Alignment
- Research design and methodology
- Program evaluation theory and design

### **Membership in Professional Organizations**

- 2000-present American Educational Research Association; Classroom Assessment SIG, Division H
- 2004-present American Evaluation Association
- 2005-present Virginia Educational Research Association

### **Special Awards, Fellowships, and Other Honors**

- 2014 Service Award, School of Education, Virginia Commonwealth University, Richmond, VA
- 2012-2013 Grace E. Harris Leadership Institute, Virginia Commonwealth University, Richmond, Virginia.
- 2011 Virginia Educational Research Association Distinguished Paper Award
- 2010 Distinguished Paper Award, American Educational Research Association, Classroom Assessment Special Interest Group
- 2009 Oxford University Harris Manchester Research Institute, Rosemary Holden Kelso Fellowship, Virginia Commonwealth University, Richmond, Virginia.

- 2008 Award of Excellence, School of Education, Virginia Commonwealth University, Richmond, Virginia.
- 2007 Division H Early Career Mentorship Award, American Educational Research Association.
- 2007 Institute for Policy Research, Northwestern University, *Quasi-Experimental Design and Analysis Workshop*, Sponsored by the Spencer Foundation, June 4-8.
- 2003 Donald J. White Teaching Excellence Award, Lynch School of Education, Boston College, Chestnut Hill, Massachusetts.
- 2000-2002 Boisi Fellow in Education and Public Policy, Lynch School of Education, Boston College, Chestnut Hill, Massachusetts.
- 1999-2000 Graduate Assistantship, University Academic Planning Committee Award, Lynch School of Education, Boston College, Chestnut Hill, Massachusetts.

### **School Service/Committees**

- 2013-2014 Chairperson, Promotion and Tenure Committee, School of Education, Virginia Commonwealth University
- 2012- 2014 Coordinator, Research and Evaluation Doctoral Track, School of Education, Virginia Commonwealth University
- 2011-2013 Promotion and Tenure Committee, School of Education, Virginia Commonwealth University
- 2011-2012 Chairperson, Quantitative Methods Search Committee, School of Education, Virginia Commonwealth University
- 2010-2011 Educational Psychology Search Committee, School of Education, Virginia Commonwealth University
- 2009-2010 Educational Psychology Search Committee, School of Education, Virginia Commonwealth University
- 2009 Secretary, Faculty Organization, School of Education, Virginia Commonwealth University
- 2009 Faculty Awards Committee, School of Education, Virginia Commonwealth University
- 2008-present Ph.D. Advisory Committee, School of Education, Virginia Commonwealth University.

- 2008 Advisory Group for External Funding and Conduct of Research, School of Education, Virginia Commonwealth University.
- 2007-2008 Ed.D. Task Force, School of Education, Virginia Commonwealth University.
- 2005-2008 Research and Professional Development Committee, Co-Chair, 2006-2007, School of Education, Virginia Commonwealth University.
- 2006-present Planning and Policy Council, Metropolitan Educational Research Consortium, School of Education, Virginia Commonwealth University.
- 2006-2007 Educational Psychology Doctoral Program Committee, School of Education, Virginia Commonwealth University.
- 2005-2007 Ph.D. Admissions Committee, School of Education, Virginia Commonwealth University.
- 2005-2006 Social Foundations Search Committee, Department of Foundations of Education, School of Education, Virginia Commonwealth University.
- 2004-2006 NCATE Assessment Sub-Committee, School of Education, Virginia Commonwealth University.
- 2004-2005 Secondary Program Group, School of Education, Virginia Commonwealth University.
- 2000-2004 Educational Policy Committee, Lynch School of Education, Boston College, Chestnut Hill, Massachusetts.

### **University Service/Committees**

- 2009- 2014 VCU IRB Leadership Enhancement Committee (ILEC), Virginia Commonwealth University.
- 2009-2104 Chairperson Panel B, Institutional Review Board, Virginia Commonwealth University.
- 2006-present Panel Member, Institutional Review Board, Virginia Commonwealth University.
- 2008-2009 School of Education Senator, Faculty Senate, Virginia Commonwealth University
- 2008 Proposal Reviewer, Small Grants Program, Center for Teacher Excellence, Virginia Commonwealth University.

- 2007 Discussion Leader, University College, Summer Reading Program, Virginia Commonwealth University.
- 2007-2014 Advisory Board Member, Center for Teaching Excellence, Virginia Commonwealth University.
- 2005-2010 Advisory Board Member, Center for the Advancement of Research Methods and Analysis Scholar's Program, Virginia Commonwealth University.

### **State Committees**

- 2011-2012 President, Virginia Educational Research Association, Executive Committee
- 2010- 2011 President-elect, Virginia Educational Research Association, Executive Committee
- 2008-2010 Secretary, Virginia Educational Research Association, Executive Committee

### **National Committees**

- 2014-2015 Chair, American Educational Research Association, Classroom Assessment SIG
- 2013- 2014 Program Chair, American Educational Research Association, Classroom Assessment SIG
- 2012-2013 Secretary/Treasurer, American Educational Research Association, Classroom Assessment SIG
- 2009-2010 Co-Chair, American Educational Research Association Classroom Assessment SIG, 2009 Distinguished Paper Award Committee

### **Other Professional Experience**

- 2014 Reviewer, NSF Advanced Informal STEM Learning (AISL) Review Panel
- 2011-2014 Reviewer, NIH Science Education Partnership Award (SEPA) Special Emphasis Panel Review Committee
- 2011-2013 Statistical Consultant, *Journal of Behavior Disorders*
- 2009-present Panel reviewer, American Educational Research Association, Classroom Assessment SIG
- 2009 Institute of Education Sciences, National Center for Special Education Research: *National Longitudinal Transition Study 2 (NLTS2) Training*, July 14-16.
- 2007-present Ad hoc Reviewer, *Educational Evaluation and Policy Analysis*

- 2007 Institute for Policy Research, Northwestern University, *Quasi-Experimental Design and Analysis Workshop*, Sponsored by the Spencer Foundation, June 4-8.
- 2006-present Ad hoc Reviewer, *Educational Measurement: Issues and Practice*
- 2006 Institute of Education Sciences, National Center for Education Statistics  
Technical Training: *Using ELS: 2002 and NELS: 88 for Research and Policy Discussion*, July 19-21.
- 2005 Ad hoc Reviewer, *Educational Policy Analysis Archives*
- 2004 Ad hoc Reviewer, *Journal of Education Policy*
- 1999-present Proposal reviewer, American Educational Research Association, Classroom Assessment SIG, Special Education Research SIG, Division H

### **Refereed Papers Published**

Abrams, L. M., McMillan, J. H., & Wetzel, A. P. (2015). Implementing benchmark testing for formative purposes: Teacher voices about what works. *Educational Assessment Evaluation and Accountability*, DOI: 10.1007/s11092-015-9214-9.

McKeown, T.R., Kirk, S.V., Abrams, L.M., & Slattum, P.W. (2015). Engaging students from diverse backgrounds using inquiry-based science curriculum. *Journal of Virginia Science Education* 10(1), 26-34.

Sutherland, K.S., McLeod, B.D., Conroy, M.A., Abrams, L.M., & Smith, M.M. (2014). Preliminary psychometric properties of the BEST in CLASS adherence and competence scale. *Journal of Emotional and Behavioral Disorders*, 22(4), 249-259.

Hoover, N. & Abrams, L. (2013). Teachers' instructional use of summative student assessment data. *Applied Measurement in Education*, 26(3), 219-231.

Sutherland, K., Conroy, M., Vo, A., Abrams, L., & Ogston, P. (2013). An initial evaluation of the Teacher-Child Interaction Direct Observation System: Measuring teacher-child interaction behaviors in classroom settings. *Assessment for Effective Intervention*. DOI: 10.1177/1534508412463814

Robnolt, V. Rhodes, J., Richardson, J. & Abrams, L. (2012). An examination of study skills used in paper-based and computer-based text formats by international students. *Reading in Virginia*, 34, 29-39.

Muse, M. & Abrams, L. (2011). An investigation of school leadership priorities. *The Delta Kappa Gamma Bulletin*.

Sutherland, K., Conroy, M., Abrams, L. & Vo, A. (2010). Improving interactions between teachers and young children with problem behavior: A strengths-based approach. *Exceptionality* 18, 70-81.

McMillan, J., Cohen, J., Abrams, L., Cauley, K., Pannozzo, G. & Hearn, J. (2010). Understanding secondary teachers' formative assessment practices and their relationship to student motivation. *ERIC Digest*.

Simon, D., Abrams, L., Warren, B. & McDonnough, J. (2009). Enhancing retention in urban schools: Cross-age mentoring of at-risk minority middle school students. *Teacher Educators' Journal* 16, 16-27.

Russell, M. & Abrams, L. (2004). Instructional uses of computers for writing: The effect of state testing programs, *Teachers College Record* 106(6), 1332-1357.

Abrams, L. & Madaus, G. (2003). The lessons of high-stakes testing. *Education Leadership*, 61 (3), 31-35.

Abrams, L., Pedulla, J. & Madaus, G. (2003). Views from the classroom: Teachers' opinions of statewide testing programs. *Theory Into Practice* 42(1), 18-29.

Airasian, P. & Abrams, L., (2000). The theory and practice of portfolio and performance assessment. *Journal of Teacher Education* 51(5), 398-402.

### **Non-refereed Papers Published**

Abrams, L., Varier, D., & McMillan, J. (2012). *Formative assessment practices with benchmark testing: Phase 2*. Richmond, Virginia: Metropolitan Educational Research Consortium, Virginia Commonwealth University.

Abrams, L., Wetzel, A., & McMillan, J. (2010). *Formative assessment practices with benchmark testing: Phase I*. Richmond, Virginia: Metropolitan Educational Research Consortium, Virginia Commonwealth University.

Simon, D., Abrams, L., McDonnough, J., McLeod, A., & Warren, B. (2008). Cross-age mentoring and achievement of at-risk minority middle school students. *Metropolitan Universities: An International Forum* 19(4), pp.75-80.

Cauley, K., Abrams, L., Pannozzo, G., McMillan, J. & Hearn, J. (2008). *The relationship between classroom assessment practices and student motivation and engagement*. Richmond, VA: Metropolitan Educational Research Consortium, Virginia Commonwealth University.

Cauley, K., Pannozzo, G., Abrams, L., & McMillan, J. (2006). *The relationship between classroom assessment practices and student motivation and engagement: A literature review*. Richmond, VA: Metropolitan Educational Research Consortium, Virginia Commonwealth University.

Abrams, L. (2004). Teachers' views on high-stakes testing: Implications for the classroom. In A. Molnar (Ed.) *Reform Florida: A series of policy briefs*. Tempe, AZ: Education Policy Students Laboratory, Arizona State University. Available online: [http://www.asu.edu/educ/eps/EPRU/epru\\_2004\\_Research\\_Writing.htm](http://www.asu.edu/educ/eps/EPRU/epru_2004_Research_Writing.htm).

### **Manuscripts Under Review**

Varier, D., Dumke, E., Conklin, S., Abrams, L., Barnes, J. & Hoover, N. *Use of one-to-one mobile technologies in the classroom: Teacher and student experiences in a pilot initiative*

### **Manuscripts In Preparation**

Abrams, L. Wetzel, A., & Varier, D. *The development of an empirically-based conceptual framework for formative interim assessment data use*

### **Book Chapters**

Abrams, L.M. & McMillan, J.H., Ethical issues, principles and practices. In McMillan, J. H. (forthcoming). *Educational Research Fundamentals for the Consumer (7<sup>th</sup> ed)*. New York: Pearson.

Abrams, L. & McMillan, J. (2012). The instructional influence of interim assessments: Voices from the field. In R.W. Lissitz, *Informing the practice of teaching using formative and interim assessment: A systems approach*. Charlotte, NC: Information Age Publishing.

Abrams, L. (2010). Action research. In J.H. McMillan, & S. Schumaker, *Research in education: Evidenced-based inquiry*. 7<sup>th</sup> Ed. Boston, MA: Pearson.

Simon, D.J., Abrams, L.M., McDonnough, J.T., McLeod, A.M., & Warren, B.J. (2007). Cross-age mentoring and achievement of at-risk minority middle school students. In K. Howey, M. Brukhardt, & B. Warren (Eds.) *Putting a stop to dropouts*. University of Cincinnati: Coalition of Urban Serving Universities, 2008, pp. 55-59.

Abrams, L. (2007). Implications of high-stakes testing for the use of formative classroom assessment. In J. H. McMillan (Ed.). *Formative classroom assessment*. New York: Teachers College Press.

Haney, W., Abrams, L., Madaus, G. & Wheelock, A., Miao, J., & Gruia, I. (2005). The education pipeline, 1970-2000: Trends in attrition, retention, and graduation rates. In M. Fine and M. Weis (Eds.) *Beyond silenced voices* 2<sup>nd</sup> Ed. New York: Suny Press.

Abrams, L. & Haney, W. (2004). Accountability and the grade 9 to 10 transition: The impact on attrition and retention rates. In G. Orfield (Ed.). *Dropouts in America: Confronting the graduation rate crisis*. Cambridge, MA: Havard Publishing Group.



Airasian, P. & Abrams, L. (2002). Classroom student evaluation. In D. Nevo and D. Stufflebeam (Eds.), *International handbook of educational evaluation*. Kluwer Academic Press.

Airasian, P. & Abrams, L., (2002). What role will assessment play in school in the future? In R. Lissitz and W. Schafer (Eds.), *Assessment in educational reform: Both means and ends*. Boston, MA: Allyn and Bacon.

Clarke, M., Abrams, L. & Madaus, G. (2001). The effects and implications of high-stakes achievement tests for adolescents. In T. Urdan and F. Pajares (Eds.), *An overview of adolescence and education*, 199-227. Adolescence and Education series, Volume 1. Greenwich, CT: Information Age Publishing.

### **Book Reviews**

Abrams, L. (2011). [Review of the book *High-Stakes Testing and the Decline of Teaching and Learning: The Real Crisis in Education*.] *Journal of Educational Research* 104(6), 455.

Abrams, L. (2010). [Review of the book *Researching with Children & Young People: Research Design, Methods and Analysis*.] *Journal of Educational Research* 103(4), 291-294.

Abrams, L. (2009). [Review of the book *Educational Research: Quantitative, Qualitative and Mixed Approaches (3<sup>rd</sup> ed.)*.] *Journal of Educational Research* 102(3), 237-238.

### **Technical Reports**

Abrams, L., Varier, D., Senechal, J., & Ashliman, C. (2014). *Alignment analysis of the 2013 Virginia standards of learning tests, the Virginia grade level alternative assessments, and the 2010 standards of learning in Science*. Richmond, VA: Virginia Commonwealth University.

Senechal, J., Varier, D., Abrams, L. & Ashliman, C. (2014). *Alignment analysis of the 2013 Virginia standards of learning tests, the Virginia modified achievement standards tests, the Virginia grade level alternative assessments and the 2010 standards of learning in Reading*. Richmond, VA: Virginia Commonwealth University.

Abrams, L., Dawson, H. & Varier, D. (2012). *Alignment analysis of the 2012 Virginia standards of learning tests, the Virginia modified achievement standards tests, and the standards of learning in Mathematics*. Richmond, VA: Virginia Commonwealth University.

Abrams, L. & Owen, C. (2009). *Alignment analysis of the 2008 Virginia standards of learning tests, the Virginia grade level alternative assessments, and the standards of learning in Science*. Richmond, VA: Virginia Commonwealth University.

Abrams, L. & McMillan, J. (2007). *Alignment analysis of the 2006 Virginia standards of learning tests, the Virginia grade level alternative assessments, and the standards of learning*. Richmond, VA: Virginia Commonwealth University.

McMillan, J. & Abrams, L. (2005). *The Virginia class of 2004: Graduation rates, trends, and remedial initiatives*. Richmond, VA: Commonwealth Educational Policy Institute in association with the Metropolitan Educational Research Consortium, Virginia Commonwealth University.

Abrams, L. & Russell, M. (2004). *Principals' beliefs about access, use, support, and obstacles to technology use in schools*. Boston, MA: Technology and Assessment Study Collaborative, Boston College.

Pedulla, J., Abrams, L., Madaus, G., Russell, M., Ramos, M., & Miao, J. (2003). *Perceived effects of state-mandated testing programs: Findings from a national survey of teachers*. Chestnut Hill, MA: National Board on Educational Testing and Public Policy, Boston College.

Clarke, M., Shore, A., Rhoades, K., Abrams, L., Miao, J. & Li, J. (2003). *Perceived effects of state-mandated testing programs on teaching and learning: Findings from interviews with educators in low-, medium-, and high-stakes states*. Chestnut Hill, MA: National Board on Educational Testing and Public Policy, Boston College.

### **Instructional Manuals**

Abrams, L. & Mohn, R. (2008). *Understanding research student activities for McMillan Educational research: Fundamentals for the consumer* (5<sup>th</sup> ed.). Boston, MA: Allyn and Bacon.

Abrams, L. & Mohn, R. (2007). *Understanding research student activities for Slavin educational research in an age of accountability*. Boston, MA: Allyn and Bacon.

### **Invited Presentations**

Abrams, L. (2014, June). *Assessment for learning: Evidenced-based formative assessment practices to inform instruction and enhance student outcomes*. Presented at the annual Summer Institute for Innovative/Transformative School Leadership & Teaching, College of Education, Virginia State University, Petersburg, VA.

Abrams, L. & Slattum, P. (2014, May). *Connecting Inquiry, Health and Wellness: Supporting Student Learning through Applied Research Experiences*. Presented at the annual National Institutes of Health Science Education conference, Washington, DC.

Abrams, L. (2004, March). *High-stakes testing and accountability: Implications for attrition, retention and graduation rates*. Presented at the Midwest Conference on the Dropout Crisis: Assessing the Problem & Confronting the Challenge sponsored by the Harvard Civil Rights Project, Chicago, IL.

Abrams, L. (2004, March). *Student progress through the education pipeline: The grade 9 to 10 transition*. Presented at the Midwest Conference on the Dropout Crisis: Assessing the Problem & Confronting the Challenge sponsored by the Harvard Civil Rights Project, Chicago, IL.

### **Professional Refereed Presentations (National/International)**

Abrams, L., Varier, D., Aschliman, C., Senechal, J. (2015, May). Application of a validity framework for evaluating alignment studies of standard and non-standard alternative forms of state assessments. Paper presented at the American Educational Research Association annual conference, Chicago, IL.

Abrams, L.M., McKeown, T.R. Aschliman, C.C., Conklin, S.B. & Slattum, P.W. (2015, March). *Impact of a professional development program on effective science instruction of research content and skills*. Paper presented at the American Educational Research Association annual conference, Chicago, IL.

Abrams, L., Varier, D., Aschliman, C. & Senechal, J. (2014, May). Examining the alignment of large scale assessments with learning objectives: The application and adaptation of the Webb model to standard and alternative forms of assessments. *International Association of Educational Assessment annual conference*, Singapore.

Abrams, L. Wetzel, A., & Varier, D. (2014, April) *The development of an empirically-based conceptual framework for formative interim assessment data use*. Paper presented at the American Educational Research Association annual conference, Philadelphia, Pennsylvania.

Varier, D., Dumke, E., Conklin, S., Abrams, L., Barnes, J. & Hoover, N. (2014, April) *Use of one-to-one mobile technologies in the classroom: Teacher and student experiences in a pilot initiative*. Paper presented at the American Educational Research Association annual conference, Philadelphia, Pennsylvania.

Varier, D., Abrams, L. & Velez, A. (2013, October). *An evaluation of a university's international student orientation program*. Poster presentation at the 27<sup>th</sup> annual conference of the American Evaluation Association, Washington, DC.

Abrams, L., Varier, D. & McMillan, J. (2013, April). *Teachers' use of benchmark assessment data to inform instruction and promote learning*. Paper presented at the American Educational Research Association annual conference, San Francisco, California.

Abrams, L. (2013, April). *The efficacy of BEST in CLASS: Preliminary child and teacher outcomes*. Symposium presentation at the American Educational Research Association annual conference, San Francisco, California.

Abrams, L., Sutherland, K., Conroy, M., & Vo, A. (2012, April). *The Efficacy of an Early Childhood Classroom Intervention in reducing problem behaviors*. Paper presented at the American Educational Research Association annual conference, Vancouver, British Columbia.

McMillan, J. & Abrams, L. (2011, October). *Learning from Interim Assessments: District Implementation to Classroom Practice*. Paper presented at the MARCES annual conference, University of Maryland, College Park, MD.

McMillan, J. & Abrams, L. (2011, September). *Making the Most of Benchmark Testing: Voices from the Field*. Presentation at the National Evaluation Institute annual conference, Oxford, MS.

Grimes, T. & Abrams, L. (2011, April). *Middle School Teachers' Assessment and Grading Practices and the Relationship to Student Achievement*. Paper presented at the American Educational Research Association annual conference, New Orleans, LA.

Hoover, N. & Abrams, L. (2011, April). *Teachers' Instructional Use of Student Assessment Data*. Paper presented at the American Educational Research Association annual conference, New Orleans, LA.

Conroy, M., Sutherland, K., Abrams, L., & Vo, A. (2010, July). *BEST in CLASS: Measurement and Outcomes of Treatment Implementation*. Poster presented at the Institute of Education Sciences annual conference, Washington, DC.

Abrams, L., Wetzel, A. & McMillan, J. (2010, April). *Teachers' formative use of benchmark testing data*. Paper presented at the American Educational Research Association annual conference, Denver, CO.

Sutherland, K., Conroy, M. & Abrams, L. (2009, June). *BEST in CLASS: A preventative classroom based intervention model*. Poster presented at the Institute of Education Sciences annual conference, Washington, DC.

Abrams, L. & Dozier, T. (2009, April). *The impact of a full-release mentoring model on the practice and retention of beginning teachers*. Paper presented at the American Educational Research Association annual conference, San Diego, CA.

Abrams, L. & Hearn, J. (2009, April). *Formative benchmark testing: Evidence of impact on teachers and students*. Paper presented at the American Educational Research Association annual conference, San Diego, CA.

Abrams, L. & Gerber, P. (2008, March). *A comparative analysis of students with disabilities standard and nonstandard diploma earning patterns in Virginia*. Paper presented at the American Educational Research Association annual conference, New York, NY.

Abrams, L. & Cohen, J. (2008, March). *A taxonomy of elementary and secondary teachers' classroom assessment and grading practices*. Paper presented at the American Educational Research Association annual conference, New York, NY.

McMillan, J. Cohen, J., Abrams, L., Cauley, K., Pannozzo, G. & Hearn, J. (2008, March). *Understanding secondary teachers' formative assessment practices and their relationships to student motivation*. Paper presented at the American Educational Research Association annual conference, New York, NY.

Abrams, L. & Gerber, P. (2007, April). *The 2003-2005 diploma earning patterns of students with disabilities: Implications of Virginia's high-stakes testing policy*. Paper presented at the American Educational Research Association annual conference, Chicago, IL.

McMillan, J., Abrams, L., Cauley, K., Pannozzo, P. & Coleman, M. (2007, April). *Classroom assessment and grading practices as related to student motivation*. Symposium presented at the American Educational Research Association annual conference, Chicago, IL.

Abrams, L. (2005, April). *The effects of state-mandated testing programs on the teaching and learning of students with disabilities as perceived by special educators*. Paper presented at the American Educational Research Association annual conference, Montreal, Canada.

Abrams, L. (2005, April). *The impact of high-stakes testing on teachers' use of formative assessment*. Paper presented at the American Educational Research Association annual conference, Montreal, Canada.

Abrams, L. (2004, April). *Accountability for all: The perceived impact of state mandated testing programs on special education*. Paper presented at the American Educational Research Association annual conference, San Diego, CA.

Abrams, L., Miao, J. & Li, J. (2004, April) *Accountability and the teaching profession: Educators' views on the impact of statewide testing programs*. Paper presented at the American Educational Research Association annual conference, San Diego, CA.

Abrams, L., Clarke, M., Miao, J. & Rhoades, K. (2003, April). *Educators weigh in: Perceived effects of state mandated testing programs on teaching and learning*. Presented at the annual conference of the American Educational Research Association, Chicago, IL.

Abrams, L., Clarke, M., Pedulla, J., Shore, A., Ramos, M. & Rhoades, K. (2002, April). *Accountability and the classroom: A multi-state analysis of the effects of state-mandated testing programs on teaching and learning*. Presented at the annual conference of the American Educational Research Association, New Orleans, LA.

### **Professional Refereed Presentations (State/Local)**

Abrams, L. & McMillan, J. (2011, September). *Teachers' Views on Benchmark Testing*. Presentation at the Virginia Educational Research Association annual conference, Charlottesville, VA.

Abrams, L., Wetzel, A., McMillan, J. (2010, October). *Teachers' voices about the effectiveness of benchmark testing*. Presentation at the annual National Evaluation Institute, Williamsburg, VA.

Abrams, L., Allen, A., & Markowitz, M. (2008, September). *Conducting school-based research and working with the IRB: Considerations for principal investigators*. Paper presented at the Virginia Educational Research Association annual conference, Charlottesville, VA.

Abrams, L. (2007, September). *Understanding the relationship between grading and assessment and student perceptions of motivation and engagement*. Paper presented at the Virginia Educational Research Association annual conference, Charlottesville, VA.

### **Professional Non-Refereed Presentations (National/International)**

Abrams, L., Arwood, T. & Robertson, A. (2008, December). *Back to school: Lessons in reviewing, placement and monitoring of school-based research*. Presentation at the Public Responsibility in Medicine and Research annual conference, Orlando, FL.

Abrams, L. & Stokes, W. (2007, December). *Hot topics in Department of Education research: Assent, permissions, and regulations when doing research in schools*. Presentation at the Public Responsibility in Medicine and Research annual conference, Boston, MA.

Abrams, L. & South, J. (2006, April). *The fallibility of school quality data*. Paper presented at the Ver 1.0 conference, Santa Fe, New Mexico.

### **Professional Non-Refereed Presentations (State/Local)**

Abrams, L. (2008, September). *Informed consent: Challenges in school-based research*. Presentation at the VCU OHRP Research Community Forum: Informed Consent and More: Improving Human Research Protections conference, Richmond, VA.

Abrams, L. (2008, February). *Quasi-experimental designs*. Presented at the Center for the Advancement of Research Methods and Analysis session on Research Methods and Program Evaluation. Virginia Commonwealth University, Richmond, VA.

Abrams, L., Allen, A. & Markowitz, M. (2008, February). *Research in the schools: Working with the IRB*. Virginia Commonwealth University, Richmond, VA.

Markowitz, M. & Abrams, L. (2007, October). *Protecting human subjects in social-behavioral-educational research: Working with the IRB*. Virginia Commonwealth University, Richmond, VA.

Abrams, L. (2007, June). *Using e-portfolios to improve assessment and enhance student motivation and engagement*. Presented at the 2007 Chesterfield County Public Schools Curriculum Academy: The Many Faces of Assessment, Richmond, VA.

Abrams, L. (2007, March). *Evaluation component of grant applications: Considerations for quality and utility*. Research and Professional Development Committee Proposal Writing Workshop, School of Education, Virginia Commonwealth University, Richmond, VA.

Abrams, L. (2006, March). *Gates and barriers to K-12 progress in Virginia: Key grade-level transitions and implications for counseling practice*. Presented at the Virginia State Counselors Association annual conference, Richmond, VA.

Abrams, L. (2005, November). *Accountability and high school success: Graduation rate and diploma trends in Virginia*. Paper presented at the Virginia Association of Test Directors annual conference, Richmond, Virginia.

Abrams, L. (2005, April). *An overview of program evaluation: Approaches to design and methodological issues*. Presented at the Center for the Advancement of Research Methods and Analysis session on Research Methods and Program Evaluation. Virginia Commonwealth University, Richmond, VA.

Abrams, L. (2005, March). *Conversations about accountability: Special educators views on the impact of state testing programs*. Presented at the Conference on Closing the Achievement Gap with At-Risk Populations sponsored by Metropolitan Educational Research Consortium, Richmond, VA.

Haney, W., Abrams, L., Gruia, I., Madaus, G. & Wheelock, A. (2003, May). *The grade 9 valve in the education pipeline*. Paper presented at the Conference on School to Prison Pipeline, Harvard University, Cambridge, MA.

Haney, W. & Abrams, L. (2002, November). *Progress through the education pipeline*. Presented at the National Coalition for the Advocates of Students annual conference, Washington, DC.

Abrams, L. (2002, April). *Perspectives of the practitioner: Results of a national teacher survey: Using rasch modeling to compare the effects of state-mandated testing programs*. Presented at the New England Educational Research Organization annual conference, Northampton, MA.

### **External Grants and Contracts**

*META researchers and practitioners in partnership to enhance data use practice that improves student learning*. Institute of Education Sciences, U. S. Department of Education. (July, 2015-June, 2017)

Role: Co-Principal Investigator  
Total Award: \$399,000

*Richmond Teacher Residency Program 2.0*. Funded by the US Department of Education. (2014-2019)

Role: Evaluator  
Total Award: \$5,200,000

*2013 Alignment Studies of the Science and Reading Virginia Standards of Learning, Standards of Learning Tests, the Virginia Modified Achievement Standards Test, and the Virginia Grade Level Alternative Assessments.* Funded by the Virginia Department of Education (2013).

Role: Principal Investigator

Total Award: \$95,625

*2012 Alignment Study of the Virginia Standards of Learning Tests, the Virginia Modified Achievement Standards Tests and the Standards of Learning in Mathematics.* Funded by the Virginia Department of Education (2012).

Role: Principal Investigator

Total Award: \$47,350

*Efficacy of the BEST in CLASS Intervention for Young Children at High Risk for Emotional and Behavioral Disorders.* Funded by Institute of Educational Sciences, U.S. Department of Education (2011 – 2015)

Role: Co-Investigator (2011-2013)

Total Award: \$4,000,000

*Enhancing the Understanding of Clinical Research for Students and Their Families.* Funded by the National Institutes of Health, NCRR Science Education Partnership Award (2010-2015)

Role: Principal Investigator

Total Award: \$1,250,000

*Promoting Social, Emotional, and Behavioral Competence in Young High-Risk Children: A Preventative Classroom-based Early Intervention Model.* Funded by Institute of Educational Sciences, U.S. Department of Education (2008 – 2011)

Role: Co-Investigator

Total Award: \$1,500,000 (26.6% IDC)

*Richmond Teacher Residency Program.* Funded by the US Department of Education. (2010-2015)

Role: Evaluator

Total Award: \$5,200,000

*Research for eLASTIC: Electronic Learning and Assessment Tool for Interdisciplinary Connections among Visual Arts, Reading, and Writing.* Funded by the QATAR National Research Fund. (2009 - 2012)

Role: Co-Investigator

Total Award: \$1,018,050

*2009 Clinical Faculty Program,* Funded by the Virginia Department of Education (2009-2010).

Role: Evaluator

Total Award: \$44,284



*2008 Alignment Study of the Science Virginia Standards of Learning, Standards of Learning Tests and the Virginia Grade Level Alternative Assessment.* Funded by the Virginia Department of Education (2008 –2009).

Role: Principal Investigator

Total Award: \$40,000

*2006 Alignment Study of the English and Mathematics Virginia Standards of Learning, Standards of Learning Tests and the Virginia Grade Level Alternative Assessment.* Funded by the Virginia Department of Education (2006 –2007).

Role: Principal Investigator

Total Award: \$61,200

*VCU Clinical Faculty Plus (CF+),* Funded by the Virginia Department of Education, June 2008-May 2009.

Role: Evaluator

Total Award: \$45,731

*BECOME: Build and Establish Capacity for Offering Mentoring Excellence.* Funded by the State Council on Higher Education in Virginia. (2007- 2008).

Role: Evaluator

Total Award: \$108,806

*The META Teacher Development and Retention Project, US Department of Education Teacher Quality Enhancement-Partnership (TQE-P) Grant,* Funded by the US Department of Education (2005-2010).

Role: Evaluator

Total Award: \$5,900,000

Abrams, L. & Thoma, C. (2008, not funded). *Evidence-Based Model for Transition Services: A Secondary Analysis of the NLTS2.* U.S. Department of Education, Institute for Education Sciences, Secondary and Transition Services, July 1, 2009 – June 30, 2011. Amount \$650,000.

Role: Principal Investigator

### **Internal Grants and Contracts**

Abrams, L. & Thoma, C. (2007). *Transition Planning and Outcomes for Students with Intellectual and Learning Disabilities: A secondary analysis of the NLST-2,* School of Education, Virginia Commonwealth University, Research Initiation Award, July 1, 2007-June 31, 2008.

Amount funded: \$5,000. Role: Co-Author/Co-Principal Investigator