Boston College Lynch School of Education

Department of Educational Research, Measurement and Evaluation (ERME)

JOB FAIR & ALUMNI PANELS

Wednesday, May 16th, 2012
11:00am — 3:00pm
Corcoran Commons 205A

For More Information, please contact Jillian Gomolka at 617-552-2072 or jillian.gomolka@bc.edu
Current ERME Students and ERME Alumni
(and anyone interested in learning more about career opportunities for ERME graduates)

The ERME Career Workshop & Job Fair will feature:

**Employer Recruitment Tables**
There will be information packets and current job descriptions from ERME-related companies, as well as other company materials for distribution to job seekers.

**ERME Alumni Panels**
ERME alumni are invited to discuss their job search process and experiences in the educational research field. Specifically, alumni will describe their current place of employment, the types of work they do and the kinds of people their company hires. Attendees will learn what opportunities exist among their interests.

**When**
May 16, 2012 from 11:00am – 3:00pm

**Where**
Boston College, Corcoran Commons

ERME graduates are qualified for a wide range of positions in federal, state, and local government agencies; private research companies; nonprofit organizations and foundations; as well as schools, colleges and universities. Many of our students are currently looking for careers as researchers, data analysts, evaluators, faculty, statisticians, psychometricians, and more.

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<td>10:00-12:30</td>
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<td>Craig Hoyle, PhD</td>
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<td>Carolyn Fidelman, PhD</td>
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<td>12:30-13:00</td>
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Department of Educational Research, Measurement and Evaluation

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Alumni Panel 1

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CAMELIA ROSCA, PH.D. 2004
Systems Director, Merrimack Special Education Collaborative
Dr. Rosca is currently the Systems Director at the Merrimack Special Education Collaborative, where she is responsible for integrating personnel and student data systems, human resources management, developing and implementing a teacher evaluation system, and developing with the Executive Director a professional development branch of the organization. Previously, Dr. Rosca was the Senior Associate for the Community Training and Assistance Center. In this role she developed methodology and manuals for integrating student growth into teacher evaluation, mediated negotiations between the US Department of Education and school districts resulting in the implementation of viable policies for

CRAIG HOYLE, PH.D. 2004
Senior Research Associate, Education Development Center (EDC)
Dr. Craig Hoyle specializes in quantitative research methods, instrument development and research design. Currently, Dr. Hoyle provides methodological guidance across projects as well as consultation with both internal and external partners across a range of projects. Current project work includes serving as the methodologist on a project examining the relationship of art envisioning to geometry, and international work converting a paper and pencil reading assessment to an electronic format.

ISMAEL CARRERAS, PH.D. 1998
Vice President of Research, Maguire Associates, Inc.
Dr. Carreras is a nationally recognized expert in market research design and analysis, having spent more than 13 years helping clients with their critical business decisions. He directs the overall Maguire Associates research portfolio, working across the board in leadership, management, client services, and sales. Prior to joining Maguire Associates, Dr. Carreras was a Senior Research Director and Leader at Quintiles Market Intelligence (formerly Eidetics), where he was instrumental in establishing and refining many quantitative methodologies. He was the 2011 co-winner of the American Marketing Association’s David K. Hardin Award for Best Paper in Marketing Research magazine titled, “How informative is your segmentation? A simple new metric shows surprising results.”

NINA ZOCKOFF, M.ED., 2010
Research Assistant, The Rennie Center for Education Research &Policy
At the Rennie Center, Nina supports research projects by assisting in all phases of the design and execution of qualitative and quantitative research. She conducts primary data collection and secondary data collection, and is responsible for writing and producing research reports, policy briefs, and other written materials for a variety of audiences.

SUE HENDERSON, PH.D. 2003
Senior Research Associate, Learning Innovations at WestEd
Dr. Henderson joined Learning Innovations at WestEd’s Research and Evaluation Group in 2004. Her work is focused the area of the evaluation of teacher professional development programs in science education, as well as large-scale survey and assessment development. Dr. Henderson also has produced a series of quasi-experimental studies on the impacted of benchmark assessments on middle school mathematics. She is successful at business development securing funding through the National Science Foundation, NASA, The Institute of Education Sciences through the Regional Education Laboratory, as well as institutions of higher education including The University of New Hampshire, Penn State University, and Elizabeth City State University.

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**Corinna Preuschoff, Ph.D. 2010**
**Researcher, Ascend Learning**

Since February, Dr. Preuschoff has been working as a Product Researcher at Ascend Learning / Research Director at Jones & Bartlett Publishing (Jones & Bartlett Publishing is a subdivision of Ascend Learning in Burlington, MA). Her tasks involve designing and implementing outcome based evaluation studies of digital learning products, including test preparation packets, learning management systems, and adaptive learning systems. She also authors and oversees the development of research proposals and white papers on state of the art education technology, manage the development of technology solutions that facilitate effective product research, and author psychometric guidelines and technical reports. Finally, she trains and supports marketing and product development in developing and implementing product research surveys as well as analyzing the results. Previously, she was a Full-Time Research Associate at the TIMSS & PIRLS International Study Center from 2005 to early 2012.

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**Damian Betebenner, Ph.D.**
**Senior Associate, National Center For the Improvement of Educational Assessment (NCIEA)**

Since joining the NCIEA in 2007, Dr. Betebenner’s work has centered exclusively on the research and development of student growth models for state accountability systems including implementation, integration and reporting/communication of growth analyses. He is the analytic architect of the student growth percentile (SGP) methodology developed in collaboration with the Colorado Department of Education as the Colorado Growth Model. Dr. Betebenner and Colorado Department of Education Associate Commissioner of Education Richard Wenning received the 2010 National Council on Measurement in Education’s award for Outstanding Dissemination of Educational Measurement Concepts to the Public for their work on the Colorado Growth Model. Prior to joining the NCIEA, Dr. Betebenner was an assistant professor in ERME at Boston College.

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**Jessica Brown, Ph.D. 2012**
**Assessment Specialist, Rhode Island Department of Education**

At the Rhode Island Department of Education, Dr. Brown manages and supports some of the new Race to the Top initiatives for the state, including the Interim Assessments project and the use of student learning objectives (SLOs) and median student growth percentiles (SGPs) for educator evaluation. Specifically, she assists in the development of test specifications and blueprints for interim assessments used at the state, district, and classroom levels. Her contributions to educator evaluation around the use of SLOs and SGPs include writing guidance on their use, creating business rules for their inclusion in an evaluation, and calculating student level and aggregated growth percentiles. She is also involved in the validation of the educator evaluation model.

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**Lisa Famularo, Ph.D. 2007**
**Director of the Nimble Innovation Lab, Measured Progress**

Dr. Famularo joined Nimble in March 2012. As the new Director, she is responsible for setting a new strategic direction for the Lab, championing new innovation efforts, and overseeing research and development activities. Prior to joining Nimble, Dr. Famularo was the Vice President of Research and Evaluation at the Rennie Center for Education Research & Policy – a nonprofit, nonpartisan think-tank in Cambridge, MA. In this role, Dr. Famularo was responsible for shaping the Center’s research agenda; overseeing all research, policy analysis and program evaluations; and making frequent public presentations of the Center’s research.

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**Carolyn Fidelman, Ph.D.**
**Research Scientist, ECICS Division of NCES**

Dr. Carolyn Grim Fidelman, a Research Scientist in the Early Childhood, International and Crosscutting Studies (ECICS) Division of NCES (U.S. Department of Education, Washington DC), provides technical advice internally on the studies in the areas of cognitive assessments, multilingual data collection issues, and statistical approaches to data analysis. Her expertise in the areas of applied linguistics, measurement and statistical research methods, and psychometric analyses are applied in studies such as the Early Childhood Longitudinal Study ECLS-K and the National Household Education Study (NHES). Also teaches survey research and measurement courses at the University of Maryland, College Park.

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1. Abt Associates
2. The Achievement Network
3. ACT
4. American Institute of Research (AIR)
5. BELL (Building Educated Leaders for Life)
7. The Boston Science Partnership
8. Brad Rose Consulting, Inc.
9. Burros Institute for Assessment Consultation and Outreach (BIACO)
10. Center for Applied Linguistics (CAL)
11. Center for Latino Achievement and Success in Education (CLASE)
12. Center for the Psychology of Abilities, Competencies, and Expertise (PACE)
13. Children's Research Triangle (CRT)
14. CIRCLE (The Center for Information and Research on Civic Learning and Engagement)
15. Citizen Schools
16. City Year, Inc.
17. College Board
18. The Community Training and Assistance Center (CTAC)
19. Commonwealth Corporation
20. The Education Alliance
21. Education Development Center, Inc. (EDC)
22. Educational Research Institute (ERI)
23. Educational Research Institute
24. Education Resource Strategies
25. Educational Policy Institute
26. Educational Testing Service (ETS)
27. Eduventures
28. Expediionary Learning Schools (ELS)
29. Data Recognition Group (DRC)
30. FACETInnovations
31. Florida Center for Reading Research
32. GEARS, Inc.
33. Hay Group Inc.
34. The Higher Education Research Institute (HERI)
35. Human Resources Research Organization (HumRRO)
36. Human Services Research Institute
37. Institute of Education Sciences (IES)
38. Inflexxion, Inc.
39. JA Worldwide
40. Kingsbury Center at NWEA
41. Learning Innovations at WestEd
42. The Learning Sciences Lab
43. Maguire Associates, Inc.
44. Management Insight Technologies, Inc.
45. Massachusetts Department of Elementary and Secondary Education
46. Mass Insight Education
47. Mathematica Policy Research
48. MDRC
49. Measured Progress
50. National Center for the Improvement of Educational Assessment, Inc. (NCIEA)
51. Northwest Evaluation Association (NWEA)
52. The Organization for Economic Cooperation and Development (OECD)
53. Pearson
54. The Policy and Research Group
55. Princeton Survey Research Associates International (PSRAI)
56. Provalis Research Corp.
57. Psychological Assessment Resources, Inc. (PAR)
58. Public Consulting Group’s Center for Resource Management (PCG-CRM)
59. Quintiles Consulting
60. RAND
61. The Regional Educational Laboratory (REL) Northeast & Islands (at EDC)
62. The Rennie Center for Education Research and Policy
63. Renaissance Learning
64. Rethinking Schools
65. Search Institute
66. SimBiotic Software
67. Solution Tree
68. Strategies for Children, Inc.
69. Teaching and Learning Laboratory, MIT
70. TERI
71. UMass Donahue Institute
72. Xavier Associates
73. Wadsworth Cengage Learning
74. Wonderlic
75. The World Bank
76. Center for Effective Philanthropy
77. Ascend Learning
78. The SEED Foundation
79. Massachusetts General Hospital
80. Children’s Hospital Boston
81. Reasoning Mind
82. Ministry of Education, Singapore
83. Merrimack Special Education Collaborative
84. Massachusetts Bay Community College
85. US Department of Education
86. Forrester Research
87. Rhode Island Department of Education

Job Opportunities and/or employer materials available at Career Fair (bolded)
Representative / ERME Alumni attending Career Fair (underlined)

For More Information, please contact Jillian Gomolka at 617-552-2072 or jillian.gomolka@bc.edu
About

The Educational Research, Measurement and Evaluation (ERME) program at the Lynch School combines the study of research design, statistical methods, and testing and assessment with a research focus on major contemporary education policy issues.

The M.Ed. and Ph.D. programs are designed to prepare students for research and academic careers in education, social sciences, and human services. ERME has been training students to examine educational programs, design quantitative research studies, develop assessment instruments, and analyze educational data to help inform policy-making for over 40 years.

Degrees

- Master of Education (M.Ed.) - The master’s degree curriculum includes coursework in research design, statistics, classroom assessment, large scale data collection, program evaluation, and education policy. A minimum of 30 credits and satisfactory performance on a comprehensive examination are required for the M.Ed. degree.
- Doctoral Program (Ph.D.) - The doctoral curriculum emphasizes research methodology and data analysis and includes advanced coursework in research design, statistical methods, and testing and assessment as well as seminars in statistical and measurement topics. ERME students have the opportunity to tailor coursework to their particular interests and background. The doctoral degree requires a minimum of 54 credits beyond the M.Ed. and satisfactory completion of comprehensive exams and a dissertation.

Faculty

Dr. Henry Braun
- Evaluation of the "Essential for Some, Good for All" initiative
- Linking performance on the NAEP mathematics assessment to instructional practices
- Comparison of the impact of signature programs at BC on student outcomes

Dr. Zhushan Mandy Li
- Study measurement models and estimation methods with the application to survey data, educational measurement data, and quality of life research data

Dr. Larry Ludlow
- Lag-3 and Lag-6 autocorrelations in course evaluations
- Measuring Responsive Curriculum Practices
- Cross cultural comparisons of Learning to Teach for Social Justice
- Computer Adaptive Testing in physical rehabilitation

Dr. Ina Mullis
- TIMSS--International assessments of mathematics and science at 4th and 8th grades and international assessments of advanced mathematics and physics at 12th grade
- PIRLS--International assessment of reading at 4th grade

Dr. Laura O'Dwyer
- eLearning for Educators
- Evolution Readiness: A Modeling Approach, with the Concord Consortium
- IT and College Pathways through application of Technology to explore Urban Ecological Challenges, in collaboration with Teacher Education and Counseling Psychology faculty

Dr. Joseph Pedulla
- eLearning for Educators
- Teacher Development and Teacher Retention: Unraveling Complex Issues, with Dr. Larry Ludlow and Teacher Education faculty

Dr. Lauren Saenz
- Democratic theories of education, policy, and evaluation, evaluation research as a public good, race-conscious education policies, and mixed methods educational research
Acknowledgements

Dr. Ludlow and I would like to thank you for attending the 2012 ERME Career fair & Alumni Panel. We hope that not only did you gain valuable advice from our alumni and employers, but also have the opportunity to connect with other ERME attendees—whether it be classmates from another cohort, former faculty members, graduates and soon-to-be students.

And of course, we would like to express our appreciation to those that assisted in this event one way or another. Thank you to Suzie Scordino for her wonderful graphic design contributions and Tracy McMahon for her templates and organized event planning notes!

Lastly, a special thank you to the panel members and alumni for contributing with job opportunities and your willingness to connect with ERME folks looking for career advice. It’s the camaraderie that makes ERME so special!

Sincerely,

Dr. Larry Ludlow & Jillian Gomolka
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