ALEXANDER KURZ, PHD, BCBA-D

Mary Lou Fulton College for Teaching and Learning Innovation
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EDUCATION

Ph.D.	**Vanderbilt University, 2011** ***Advisors:*** Dr. Stephen N. Elliott and Dr. Daniel J. Reschly Special Education: High Incidence Interdisciplinary Program in Educational Psychology ***Dissertation:*** *Opportunity to learn the intended curriculum: Measuring key instructional indicators and examining relations to achievement for students with disabilities*	Nashville, TN
M.Ed.	**Vanderbilt University, 2007** ***Advisors:*** Dr. Joseph H. Wehby and Dr. Stephen N. Elliott Special Education: Behavior Disorders Applied Behavior Analysis Certification Program ***Thesis:*** *Alignment of the intended, planned, and enacted curriculum in general and special education and its relation to student achievement*	Nashville, TN
B.S.	**Middle Tennessee State University, 2003** Philosophy	Murfreesboro, TN
B.A.	**Middle Tennessee State University, 2001** Special Education	Murfreesboro, TN
	Pädagogische Hochschule Ludwigsburg Special Education	Ludwigsburg, Germany

PRESENT APPOINTMENTS

2023 - Present	**Senior Fellow** Center on Reinventing Public Education ***Responsibilities:*** Lead national policy research on mathematics access, learning differences, and special education outcomes; serve as Co-PI on center-administered awards; author center research reports and policy briefs subject to external expert review; represent the center in funder, practitioner, and media engagements.	Tempe, AZ
2021 - Present	**Associate Research Professor** *(in rank since 2018)* Mary Lou Fulton College for Teaching and Learning Innovation (Division for Advancing Educator Preparation), Arizona State University ***Responsibilities:*** Direct a program of research on opportunity to learn spanning classroom instrumentation, technology transfer, and state and national policy analysis; serve as PI or Co-PI across awards	Tempe, AZ

and sponsors; lead multi-institution research teams and practitioner partnerships; disseminate findings through scholarly, practitioner, and media channels; mentor doctoral students and early-career researchers; direct two college-based research and mentoring units.

2015 - Present	**Founding Director** Applied Data Analysis & Visualization Internship Program (ADAV), Arizona State University ***Responsibilities:*** Mentor internship students; teach data visualization basics using Tableau; provide field-based opportunities for data analysis and visualization; develop data reports and visualizations.	Tempe, AZ
2013 - Present	**Founding Director** Arizona Practitioner-Researcher Educational Partnership Office (AzPREP), Arizona State University ***Responsibilities:*** Provide research expertise to community stakeholders to solve problems of practice; advise on grant- and research-related matters; connect community inquiries to researchers with relevant expertise; develop data reports and visualizations.	Tempe, AZ

PAST APPOINTMENTS

2018 - 2021	**Associate Research Professor** School of Social and Family Dynamics, Arizona State University	Tempe, AZ
2014 - 2021	**Director for Data and Research** Thriving Together, United Way	Phoenix, AZ
2011 - 2018	**Assistant Research Professor** School of Social and Family Dynamics, Arizona State University	Tempe, AZ
2012 - 2018	**Courtesy Research Associate** Behavioral Research and Teaching Program, University of Oregon	Eugene, OR
2011 - 2013	**Assistant Research Professor** Learning Sciences Institute, Arizona State University	Tempe, AZ
2008 - 2011	**Research Assistant** Center for Assessment and Intervention Research Dr. Stephen N. Elliott, Peabody College of Vanderbilt University	Nashville, TN
2007 - 2010	**Data Scientist** Discovery Education Assessment, LLC	Nashville, TN
2007 - 2008	**Board Certified Behavior Analyst (BCBA)** Scarab Behavioral Health Services, LLC	Nashville, TN

2005 - 2007	**Research Assistant** Vanderbilt Behavior Research Center Dr. Joseph H. Wehby, Peabody College of Vanderbilt University	Nashville, TN
2003 - 2005	**Special Education Teacher** Learning Center, Kearny Educational Complex	San Diego, CA
2001 - 2002	**Special Education Teacher** Blackman High School	Murfreesboro, TN
1995 - 1997	**Paraprofessional** August-Hermann-Werner-Schule Markgröningen	Markgröningen, Germany

AWARDS AND HONORS

2026	**Outstanding Contributions in Research Award** Career Faculty Award for Outstanding Entrepreneurial Research	Arizona State University
2015	**Tableau Fellow** Fellow for Data Visualization to Support Data-Based Decision Making and Continuous Improvement	Tableau Foundation
2015	**Article of the Year** Editorial Board Award for Assessment for Effective Intervention	Council for Exceptional Children
2011	**Bonsal Applied Education Research Award** Award for Research and Development of Educational Technology with Large-Scale Application Potential	Vanderbilt University
2008 - 2011	**Dunn Family Scholar of Educational and Psychological Assessment** Doctoral Student Award for Tuition and Stipend with Measurement Development Focus	Vanderbilt University

CONTINUING EDUCATION

2021	**Social Network Analysis** Course on Social Network Analysis by the Achievement and Assessment Institute	Kansas University
2021	**Education Cost Analysis Training** Course on Cost-Economy, Cost-Efficiency, and Cost-Effectiveness Analyses by the United States Agency for International Development (USAID)	USAID

2019	**Tableau Prep I** Skills and Competencies for Data Preparation to Create Data Flows for Tableau Desktop Analysis	Tableau Global Services
2018	**Results-Based Facilitation (RBF) Training** Skills and Competencies Based on Annie E. Casey Foundation Approach to Group-Based Decision-Making and Implementation	StriveTogether Network
2016	**Tableau Desktop Advanced Training** Skills and Competencies Based on Tableau Desktop provided by the Tableau Foundation as Part of the Tableau Fellowship	Tableau Foundation
2016	**Tableau Desktop Fundamentals Training** Skills and Competencies Based on Tableau Desktop provided by the Tableau Foundation as Part of the Tableau Fellowship	Tableau Foundation
2016	**Results-Based Leadership (RBL) Training** Skills and Competencies Based on Annie E. Casey Foundation Approach to Leadership Development for Social Change	StriveTogether Network
2016	**Lean Green Belt Certification Training** Skills and Competences Based on the Six Sigma DMAIC Problem Solving Approach	Arizona State University
2015	**Equity Competency Training** Skills and Competencies Based on the E3: Education, Excellence & Equity Approach by Just Communities	StriveTogether Network

PEER-REVIEWED PUBLICATIONS ($N = 32$)

[32] Pinkerton, T., Oakes, W. P., **Kurz**, A., Fatmi, A., Chen, Y.-C., Thompson, N. L., & Hovspeian, S. (2025). Editorial: Practices for gender equality: Teachers' sense of efficacy. *Frontiers in Education*, 10. https://doi.org/10.3389/feduc.2025.1723688

[31] **Kurz**, A., Reddy, L. A., Kettler, R. J., Glover, T. A., Velasquez, M. K., & Kirtman, L. (2022). Workstyle attributes and their relations to instructional coaching behaviours. *Professional Development in Education*, *48*(4), 611-623. https://doi.org/10.1080/19415257.2020.1712450

[30] Reddy, L. A., Hua, A. N., Dudek, C. D., Kettler, R. J., Arnold-Berkovits, I., Lekwa, A., Crouse, K., **Kurz**, A., & Hu, J. (2021). The relationship between school administrator and teacher ratings of classroom practices on student achievement in high-poverty schools. *Assessment for Effective Intervention*, *46*(2), 87-98. https://doi.org/10.1177/1534508419862863

[29] **Kurz**, A., Reichenberg, R. E., Elliott, S. N., & Yel, N. (2020). Opportunity-to-learn performance levels and student achievement gains for students with and without disabilities. *Teaching and Teacher Education*, *94*, 1-11. https://doi.org/10.1016/j.tate.2020.103092

[28] Arnold-Berkowits, I., **Kurz**, A., & Reddy, L. A. (2019). Teacher log of students' opportunity to learn and classroom observation: An initial investigation of convergence. *Educational Assessment, Evaluation and Accountability*, *31*, 97-119. https://doi.org/10.1007/S11092-018-9288-2

[27] Elliott, S. N., **Kurz**, A., & Yel, N. (2019). Opportunity to learn what is on the test and performance on the test. *Journal of Special Education*, *53*(2), 76-84. https://doi.org/10.1177/0022466918802465

[26] Glover, T. A., Kettler, R. J., Reddy, L. A., & **Kurz**, A. (2019). Formative assessment approaches to inform teacher practices: Key considerations. *Assessment for Effective Intervention*, *44*(2), 67-68. https://doi.org/10.1177/1534508418811589

[25] Glover, T. A., Reddy, L. A., **Kurz**, A., & Elliott, S. N. (2019). Use of an online platform to facilitate and investigate data-driven instructional coaching. *Assessment for Effective Intervention*, *44*(2), 95-103, https://doi.org/10.1177/1534508418811593

[24] Reddy, L. A., Glover, T. A., **Kurz**, A., & Elliott, S. N. (2019). Assessing the effectiveness and interactions of instructional coaches: Initial psychometric evidence for the Instructional Coaching Assessments-Teacher Forms. *Assessment for Effective Intervention*, *44*(2), 104-119. https://doi.org/10.1177/1534508418771739

[23] Kettler, R. J., Reddy, L. A., Glover, T. A., & **Kurz**, A. (2019). Bridging-the-gap: Classroom Strategies Assessment System-Observer Form. *Assessment for Effective Intervention*, *44*(2), 120-122. https://doi.org/10.1177/1534508417747391

[22] Dudek, C. M., Kettler, R. J., Reddy, L. A., & **Kurz**, A. (2018). Use of multiple assessments for measuring teacher practice: An initial investigation for educational practice. *International Journal of Humanities and Social Science*, *8*(10), 6-23. http://dx.doi.org/10.30845/ijhss.v8n10p2

[21] Kettler, R. J., Arnold-Berkovits, I., Reddy, L. A., **Kurz**, A., Dudek, C. M., Hua, A. N., & Lekwa, A. (2018). Multi-method teacher evaluation for high poverty schools: Observations and self-ratings of instructional and behavioral management. *Studies in Educational Evaluation*, *59*, 224-234. https://doi.org/10.1016/j.stueduc.2018.08.004

[20] Reddy, L. A., Dudek, C. M., Peters, S., Alperin, A., Kettler, R. J., & **Kurz**, A. (2018). Teachers' and school administrators' attitudes and beliefs of teacher evaluation: A preliminary investigation of high poverty school districts. *Educational Assessment, Evaluation and Accountability*, *30*, 47-70. https://doi.org/10.1007/S11092-017-9263-3

[19] **Kurz**, A., Reddy, L. A., & Glover, T. A. (2017). A multidisciplinary framework of instructional coaching. *Theory Into Practice, 56,* 66-77. https://doi.org/10.1080/00405841.2016.1260404

[18] Elliott, S. N., **Kurz**, A., Tindal, J., & Yel, N. (2017). Influence of opportunity to learn indices and education status on students' mathematics achievement growth. *Remedial and Special Education*, *38*(3), 145-158. https://doi.org/10.1177/0741932516663000

[17] Glover, T. A., Reddy, L. A., Kettler, R. J., **Kurz**, A., & Lekwa, A. (2016) Improving high-stakes decisions via formative assessment, professional development, and comprehensive educator evaluation: The School System Improvement Project. *Teachers College Record, 118*(14), 1-26.

[16] Yarbro, J., McKnight, K., Elliott, S. N., **Kurz**, A., **&** Wardlow, L. (2016). Digital instructional strategies and their role in classroom learning. *Journal of Research on Technology in Education, 48*(4), 274-289. https://doi.org/10.1080/15391523.2016.1212632

[15] Reddy, L. A., Dudek, C. M., Kettler, R. J., **Kurz**, A., & Peters, S. (2016). Measuring educators' attitudes and beliefs about evaluation: Initial evidence for the Teacher Evaluation Experience Scale. *Educational Assessment*, *21*(2), 120-134. http://dx.doi.org/10.1080/10627197.2016.1167592

[14] **Kurz**, A., Elliott, S. N., & Roach, A. T. (2015). Addressing the missing instructional data problem: Using a teacher log to document Tier 1 instruction. *Remedial and Special Education*, *36*(6), 361-373. https://doi.org/10.1177/0741932514567365

[13] Roach, A. T., **Kurz**, A., & Elliott, S. N. (2015). Facilitating opportunity to learn for students with disabilities with instructional feedback data. *Preventing School Failure*, *59*(3), 168-178. https://doi.org/10.1080/1045988X.2014.901288

[12] Reddy, L. A., Kettler, R. J., & **Kurz**, A. (2015). School-wide educator evaluation for improving school capacity and student achievement in high-poverty schools: Year 1 of the school system improvement project. *Journal of Educational and Psychological Consultation*, *25*(2), 90-108. https://doi.org/10.1080/10474412.2014.929961

[11] Elliott, S. N., Roach, A. T., & **Kurz**, A. (2014). Evaluating and advancing the effective teaching of special educators with a dynamic instructional practices portfolio. *Assessment for Effective Intervention*, *39*(2), 83-98. https://doi.org/10.1177/1534508413511491

[10] **Kurz**, A., Elliott, S. N., Lemons, C. J., Zigmond, N., Kloo, A. & Kettler, R. J. (2014). Assessing opportunity-to-learn for students with and without disabilities. *Assessment for Effective Intervention, 40*(1), 24-39. https://doi.org/10.1177/1534508414522685

[9] **Kurz**, A., Elliott, S. N., Kettler, R. J., & Yel, N. (2014). Assessing students' opportunity to learn the intended curriculum using an online teacher log: Initial validity evidence. *Educational Assessment*, *19*(3), 159-184. http://dx.doi.org/10.1080/10627197.2014.934606

[8] Kettler, R. J., Elliott, S. N., **Kurz**, A., Zigmond, N., Lemons, C. J., Kloo, A., … Mosiman, M. (2013). Predicting end-of-year achievement test performance: A comparison of assessment methods. *Assessment for Effective Intervention*, *39*(3), 156-169. https://doi.org/10.1177/1534508413475644

[7] **Kurz**, A., Talapatra, D., & Roach, A. T. (2012). Meeting the curricular challenges of inclusive assessment: The role of alignment, opportunity to learn, and student engagement. *International Journal of Disability, Development and Education, 59*(1), 37-52. https://doi.org/10.1080/1034912X.2012.654946

[6] Kettler, R. J., Rodriguez, M. C., Bolt, D. M., Elliott, S. N., Beddow, P. A., & **Kurz**, A. (2011). Modified multiple-choice items for alternate assessments: Reliability, difficulty, and differential boost. *Applied Measurement in Education*, *24*(3), 210-234. https://doi.org/10.1080/08957347.2011.580620

[5] **Kurz**, A., Elliott, S. N., Wehby, J. H., & Smithson, J. L. (2010). Alignment of the intended, planned, and enacted curriculum in general and special education and its relation to student achievement. *Journal of Special Education*, *44*(3), 131-145. https://doi.org/10.1177/0022466909341196

[4] Roach, A. T., Beddow, P. A., **Kurz**, A., Kettler, R. J., & Elliott, S. N. (2010). Incorporating student input in developing alternate assessments based on modified academic achievement standards. *Exceptional Children*, *77*(1), 61-80. https://doi.org/10.1177/001440291007700103

[3] Elliott, S. N., Kettler, R. J., Beddow, P. A., **Kurz**, A., Compton, E., McGrath, D., . . . Roach, A. T. (2010). Effects of using modified items to test students with persistent academic difficulties. *Exceptional Children*, *76*(4), 475-495. https://doi.org/10.1177/001440291007600406

[2] Roach, A. T., Chilungu, E. N., LaSalle, T. P., Talapatra, D., Vignieri, M. J., & **Kurz**, A. (2009). Opportunities and options for facilitating and evaluating access to the general curriculum for students with disabilities. *Peabody Journal of Education*, *84*(4), 511-528. https://doi.org/10.1080/01619560903240954

[1] Roach, A. T., Niebling, B. C., & **Kurz**, A. (2008). Evaluating the alignment among curriculum, instruction, and assessments: Implications and applications for research and practice. *Psychology in the Schools*, *45*(2), 158-176. https://doi.org/10.1002/pits.20282

BOOK CHAPTERS (*N*= 17)

[17] **Kurz**, A. (2018). Confronting the known unknown: How the concept of opportunity to learn can advance tier 1 instruction. In S. N. Elliott, R. J. Kettler, P. A., Beddow, & A. Kurz (Eds.), *Handbook of Accessible Instruction and Testing Practices* (pp. 135-156). New York: Springer.

[16] Elliott, S. N., Kettler, R. J., Beddow, P. A., & **Kurz**, A. (2018). Accessible progress and perspectives. In S. N. Elliott, R. J. Kettler, P. A., Beddow, & A. Kurz (Eds.), *Handbook of Accessible Instruction and Testing Practices* (pp. 263-267). New York: Springer.

[15] Kettler, R. J., Elliott, S. N., Beddow, P. A., & **Kurz**, A. (2018). Accessible instruction and testing today. In S. N. Elliott, R. J. Kettler, P. A., Beddow, & A. Kurz (Eds.), *Handbook of Accessible Instruction and Testing Practices* (pp. 1-16). New York: Springer.

[14] **Kurz**, A., Elliott, S. N., & Schulte, A. (2015). Opportunity to learn for all students: Enhancing access to what should be taught and will be tested. *Smarter Balanced Assessment Consortium Spotlight Series for Teachers Supporting Students with Disabilities*. Los Angeles, CA: University of California Press.

[13] Elliott, S. N., **Kurz**, A., & Schulte, A. (2015). Maximizing access to instruction and testing for students with disabilities: What we know and can do to improve achievement. *Smarter Balanced Assessment Consortium Spotlight Series for Teachers Supporting Students with Disabilities*. Los Angeles, CA: University of California Press.

[12] Schulte, A., Elliott, S. N., **Kurz**, A. (2015). Understanding and accelerating achievement growth for students with disabilities. *Smarter Balanced Assessment Consortium Spotlight Series for Teachers Supporting Students with Disabilities*. Los Angeles, CA: University of California Press.

[11] Niebling, B. C., & **Kurz**, A. (2014). Best practices in curriculum alignment. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Systems-level services (pp. 57-70)*. Washington DC, National Association of School Psychologists.

[10] Elliott, S. N., & **Kurz**, A. (2013). MyiLOGS: Technology for optimizing teachers' instructional progress management. In R. K. Atkinson (Ed.), *Learning environments: Technologies, challenges, and impact assessment* (pp. 1-20). Hauppauge, New York: Nova Science Publishers.

[9] Elliott, S. N., Kettler, R. J., Zigmond, N., & **Kurz**, A. (2013). Modified alternate assessment participation screening consortium: Lessons learned. In M. L. Thurlow, S. S. Lazarus, & S. Bechard (Eds.), *Lessons learned in federally funded projects that can improve the instruction and assessment of low performing students with disabilities* (pp. 87-124). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

[8] Elliott, S. N., Rodriquez, M. C., Roach, A. T., Beddow, P. A., Kettler, R. J., & **Kurz**, A. (2013). Consortium for modified alternate assessment development and implementation: Lessons learned. In M. L. Thurlow, S. S. Lazarus, & S. Bechard (Eds.), *Lessons learned in federally funded projects that can improve the instruction and assessment of low performing students with disabilities* (pp. 167-204). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

[7] Elliott, S. N., **Kurz**, A., Neergaard, L. (2012). Large-scale assessment for educational accountability. In K. R. Harris, S. Graham, & T. Urdan (Eds.), *APA Educational Psychology Handbook (*Vol. 3, pp. 111-138). Washington, DC: American Psychological Association.

[6] Elliott, S. N., Kettler, R. J., Beddow, P. A., & **Kurz**, A. (2011). Accessible tests of student achievement: Access and innovations for excellence. In S. N. Elliott, R. J. Kettler, P. A. Beddow, & A. Kurz (Eds.), *Handbook of accessible achievement tests for all students: Bridging the gaps between research, practice, and policy* (pp. 319-328). New York: Springer.

[5] **Kurz**, A. (2011). Access to what should be taught and will be tested: Students' opportunity to learn the intended curriculum. In S. N. Elliott, R. J. Kettler, P. A. Beddow, & A. Kurz (Eds.), *Handbook of accessible achievement tests for all students: Bridging the gaps between research, practice, and policy* (pp. 99-129). New York: Springer.

[4] Beddow, P. A., **Kurz**, A., & Frey, J. R. (2011). Accessibility theory: Guiding the science and practice of test item design with the test-taker in mind. In S. N. Elliott, R. J. Kettler, P. A. Beddow, & A. Kurz (Eds.), *Handbook of accessible achievement tests for all students: Bridging the gaps between research, practice, and policy* (pp. 163-182). New York: Springer.

[3] Elliott, S. N., Beddow, P. A., **Kurz**, A., & Kettler, R. J. (2011). Creating access to instruction and tests of achievement: Challenges and solutions. In S. N. Elliott, R. J. Kettler, P. A. Beddow, & A. Kurz (Eds.), *Handbook of accessible achievement tests for all students: Bridging the gaps between research, practice, and policy* (pp. 1-16). New York: Springer.

[2] **Kurz**, A., & Elliott, S. N. (2011). Overcoming barriers to access for students with disabilities: Testing accommodations and beyond. In M. Russell & M. Kavanaugh (Eds.), *Assessing students in the margins: Challenges, strategies, and techniques* (pp. 31-58). Charlotte, NC: Information Age Publishing.

[1] Elliott, S. N., Kettler, R. J., Beddow, P. A., & **Kurz**, A. (2010). Research and strategies for adapting formative assessments for students with special needs. In H. L. Andrade & G. J. Cizek (Eds.), *Handbook of formative assessment* (pp. 159-180). New York: Taylor & Francis.

BOOKS AND EDITED VOLUMES ($N = 2$)

Elliott, S. N., Kettler, R. J., Beddow, P. A., & **Kurz**, A. (Eds.). (2018). *Handbook of accessible instruction and testing practices*. New York: Springer.

Elliott, S. N., Kettler, R. J., Beddow, P. A., & **Kurz**, A. (Eds.). (2011). *Handbook of accessible achievement tests for all students: Bridging the gaps between research, practice, and policy*. New York: Springer.

PEER-REVIEWED RESEARCH REPORTS AND POLICY BRIEFS ($N = 6$)

[6] Jochim, A., & **Kurz**, A. (2026). *Special education is designed as a bridge. Where does it lead?* Center on Reinventing Public Education. EMBARGOED UNTIL PUBLIC RELEASE

[5] **Kurz**, A., & Campbell, S. (2026). *The missing piece in math reform: Identifying and supporting students with dyscalculia.* Center on Reinventing Public Education. https://crpe.org/wp-content/uploads/Issue-Brief_Dyscalculia_2026.pdf

[4] **Kurz**, A., & Campbell, S. (2026). *Navigating the Math Wars: A practical guide to the divides and debates influencing math instruction*. Center on Reinventing Public Education. https://crpe.org/wp-content/uploads/Navigating-the-Math-Wars-2026.pdf

[3] Jochim, A., & **Kurz**, A. (2025). *Outmatched: Special education can't solve problems rooted in the education delivery system*. Center on Reinventing Public Education. https://crpe.org/wp-content/uploads/Outmatched-Unlocking-Potential-10-25.pdf

[2] **Kurz**, A., & Campbell, S. (2025). *Issue Brief: Access to qualified mathematics teachers for all students*. Center on Reinventing Public Education. https://crpe.org/wp-content/uploads/Issue-Brief_Access-to-Issue-Brief_Access-to-Qualified-Math-Teachers_v2-Final.pdf

[1] **Kurz**, A., Campbell, S., De Araujo, Z., Jackson, C., Koellner, K., & Berry, R. Q. (2025). *Access to qualified mathematics teachers for all students*. Center on Reinventing Public Education. https://crpe.org/wp-content/uploads/Technical-Report_Access-to-Qualified-Math-Teachers_v2-FINAL.pdf

TECHNICAL AND PROJECT REPORTS ($N = 12$)

[12] **Kurz**, A. (2026). *Multi-tiered systems of support: Technical guidance for educational practitioners* [Technical assistance document]. Council for Exceptional Children webinar series. Arizona State University, Mary Lou Fulton College for Teaching and Learning Innovation.

[11] **Kurz**, A. (2024). *Higher Education Partnership – Morocco (HEP-M): Final project report (September 30, 2019 to September 29, 2024).* Mary Lou Fulton College for Teaching and Learning Innovation.

[10] **Kurz**, A. (2024). *Higher Education Partnership – Morocco (HEP-M): Final technology addendum report (June 20, 2022 - September 29, 2024).* Mary Lou Fulton College for Teaching and Learning Innovation.

[9] **Kurz**, A., Oakes, W. P., & Dou, R. (2023). *HEP-M report: Social network analysis (rounds 1 & 2)*. Mary Lou Fulton College for Teaching and Learning Innovation.

[8] **Kurz**, A., Oakes, W. P., & Dou, R. (2023). *HEP-M report: Social network analysis (round 1)*. Mary Lou Fulton College for Teaching and Learning Innovation.

[7] **Kurz**, A., & Boydsten, M. L. (2022). State of homelessness: Initial research and perspectives. Valley of the Sun United Way.

[6] Bienenstock, E. J., Dolan, K., & **Kurz**, A. (2021). *HEP-M report: Social network analysis pilot*. Mary Lou Fulton College for Teaching and Learning Innovation.

[5] Oakes, W. P., & **Kurz**, A. (2021). *HEP-M report: Education research*. Mary Lou Fulton College for Teaching and Learning Innovation.

[4] **Kurz**, A., Velasquez, M. K., Mullins, J., & Nicely, J. (2021). *Summary report: Triangulation of current research findings*. Arizona Developmental Disabilities Planning Council.

[3] Velasquez, M. K., **Kurz**, A., Mullins, J., & Nicely, J. (2021). *Lived experience: Families and caregivers of individuals with intellectual and developmental disabilities*. Arizona Developmental Disabilities Planning Council.

[2] **Kurz**, A., Velasquez, M. K., Mullins, J., & Nicely, J. (2021). *State of the providers: Day treatment and residential providers for individuals with intellectual and developmental disabilities*. Arizona Developmental Disabilities Planning Council.

[1] **Kurz**, A., Velasquez, M. K., Mullins, J., & Nicely, J. (2021). *State of the research: Sexual violence/abuse against individuals with intellectual and developmental disabilities*. Arizona Developmental Disabilities Planning Council.

UNDER REVIEW

Kurz, A., Glover, T. A., Perry, A. H., Mazzariello, G., & Reddy, L. A. (2026). Implementation and outcomes of the data-driven instructional coaching model for early reading: A case study. *Journal of Educational and Psychological Consultation*.

Glover, T. A., Mazzariello, G., Perry, A. H., Reddy, L. A., **Kurz**, A., & Smith, C. (2026). District-level implementation of a data-driven instructional coaching approach to advance multi-tiered early reading intervention: A model demonstration case study. *Journal of Educational and Psychological Consultation*.

IN PREPARATION

Kurz, A., Oakes, W. P., & Dou, R. (2026). Professional development and changes in social networking across institutions of higher education in Morocco. *Innovations in Education and Teaching International*.

Kurz, A., Oakes, W. P., Velasquez, M. K., Mullins, J., & Nicely, J. (2026). A rapid review of sexual violence/abuse against individuals with intellectual and developmental disabilities. *Education and Training in Autism and Developmental Disabilities.*

Kurz, A., Oakes, W. P., Dou, R., Dolan, K., & Bienenstock, E. J. (2026). Social networking across institutions of higher education in Morocco. *Innovations in Education and Teaching International*.

Kurz, A., Valles, K., & Velasquez, M. K. (2026). Instructional Coaching for Behavior Management: Relations Between Workstyle Attributes, Coaching Behaviors, and Interaction Styles. *Teaching and Teacher Education.*

Kurz, A., Reichenberg, R., & Yel, N. (2026). Setting opportunity-to-learn standards for effective teaching. *Educational Evaluation and Policy Analysis*.

MEASUREMENT INSTRUMENTS ($N = 10$)

[10] Reddy, L. A., Glover, T. A., & **Kurz**, A. (2019). ReadyCoach [Software application]. Newark, NJ. Rutgers University.

[9] **Kurz**, A., & Elliott, S. N. (2017). Classpath [Software application]. Tempe, AZ: Arizona State University

[8] **Kurz**, A. (2016). OSCCES: Outdoor STEM-Centered Camp Experiences Scale. Tempe, AZ: Arizona State University

[7] Glover, T. A., Reddy, L. A., Elliott, S. N., & **Kurz**, A. (2017). iCoach Case Facilitator [Software application]. Newark, NJ. Rutgers University.

[6] Elliott, S. N., Reddy, L. A., Glover, T. A., & **Kurz**, A., (2017). iCoach Performance Monitoring Rubrics [Online and paper forms]. Newark, NJ. Rutgers University.

[5] Reddy, L. A., **Kurz**, A., Glover, T. A., & Elliott, S. N. (2017). iCoach Ratings Scale [Online and paper forms]. Newark, NJ. Rutgers University.

[4] Reddy, L. A., Glover, T. A., **Kurz**, A., & Elliott, S. N. (2017). iCoach Interaction Styles Scale [Online and paper forms]. Newark, NJ. Rutgers University.

[3] Glover, T. A., Reddy, L. A., Elliott, S. N., & **Kurz**, A. (2017). iCoach Observation Record [Online and paper forms]. Newark, NJ. Rutgers University.

[2] Reddy, L. A., Dudek, C. M., Kettler, R. J., **Kurz**, A., & Peters, S. (2016). Teacher Evaluation Experience Scale [Paper form]. New Brunswick, NJ: Rutgers University.

[1] **Kurz**, A. & Elliott, S. N. (2012). MyiLOGS: My instructional learning opportunities guidance system (Version 2) [Software and training videos]. Tempe, AZ: Arizona State University.

PUBLIC DATA SETS AND VISUALIZATIONS ($N = 4$)

[4] **Kurz**, A., & Jochim, A. (2025). Disability identification data for children aged 6-21 based on the implementation of the Individuals with Disabilities Education Act from 1976 to 2023. (Special Education Data Center; Version V1) [Data set]. Center on Reinventing Public Education. https://public.tableau.com/app/profile/alexander.kurz/viz/UNLOCKINGPOTENTIALSpecialEducationDataCenter/Landing

[3] **Kurz**, A. (2025). Data supplement: Access to qualified math teachers [Data visualization]. Center on Reinventing Public Education. https://public.tableau.com/views/DataSupplement_AccesstoQualifiedMathTeachers/Landing?:language=en-US&:sid=&:redirect=auth&:display_count=n&:origin=viz_share_link

[2] **Kurz**, A., Campbell, S. (2025). State review: Teacher workforce data [Data visualization]. Center on Reinventing Public Education. https://public.tableau.com/views/DataSupplement_TeacherWorkforceSchoolReportCards/Review_Dash?:language=en-US&:sid=&:redirect=auth&:display_count=n&:origin=viz_share_link

[1] **Kurz**, A. (2021). Disability Data Hub: Data on Arizonians with disabilities [Data visualization]. Arizona Developmental Disabilities Planning Council. https://public.tableau.com/views/ADDPC_DisabilityDataHub_2019v17/LandingPage2?:language=en-US&:sid=&:redirect=auth&:toolbar=n&:display_count=n&:origin=viz_share_link

PUBLIC SCHOLARSHIP AND MEDIA ($N = 12$)

INVITED COMMENTARY ($n = 3$)

[3] Jochim, A., & **Kurz**, A. (2026, May 21). Fixing what's really wrong with education research [Commentary]. *The Grade*. https://alexanderrusso.substack.com/p/fixing-whats-really-wrong-with-education

[2] Jochim, A., & **Kurz**, A. (2026, February). Special education identification: What we learned from the Unlocking Potential Data Sprint [Commentary]. Center on Reinventing Public Education. https://crpe.org/special-education-identification-what-we-learned-from-the-unlocking-potential-data-sprint/

[1] Jochim, A., & **Kurz**, A. (2025, October 31). Special education is broken. Our new database can help spark way to fix it [Op-ed]. *The 74*. https://www.the74million.org/article/special-education-is-broken-our-new-database-can-help-spark-way-to-fix-it/

MEDIA FEATURES AND COVERAGE ($n = 9$)

[9] Schwartz, S. (2026, August 3). The "science of reading" movement is evolving. Is math next? *Education Week*. https://www.edweek.org/teaching-learning/the-science-of-reading-movement-is-evolving-is-math-next/2026/08

[8] Kemp, H. (2026, June 25). How districts can navigate the "math wars." *California School Boards Association Blog*. https://blog.csba.org/math-wars/

[7] Korbey, H. (2026, May 13). In math, worksheets rule. *The Bell Ringer*. https://hollykorbey.substack.com/p/in-math-worksheets-rule

[6] Jacobs, J. (2026, May 1). Math wars are hell: Can we figure out what helps students learn? *joannejacobs.com*. https://www.joannejacobs.com/post/math-wars-are-hell-can-we-figure-out-what-helps-students-learn

[5] Arundel, K. (2026, April 28). Inside the new math wars: Navigating division over teaching approaches. *K-12 Dive*. https://www.k12dive.com/news/understanding-the-science-of-math-debate-math-wars/818584/

[4] Napolitano, J. (2026, April 28). New report looks to move beyond "winners" and "losers" in the math wars. *The 74*. https://www.the74million.org/article/new-report-looks-to-move-beyond-winners-and-losers-in-the-math-wars/

[3] Meltzer, E. (2025, October 28). Students with disabilities have unique rights under federal law. What if they weren't alone? *Chalkbeat*. https://www.chalkbeat.org/2025/10/28/all-students-deserve-a-federal-guarantee-of-an-adequate-education/

[2] Arundel, K. (2025, October 28). A potential "fix" for special education? *K-12 Dive*. https://www.k12dive.com/news/special-education-reform-IDEA-CRPE-learning-disabilities-autism/804021/

[1] Napolitano, J. (2025, September 16). Study: Students' math decline dovetails with math wars, teacher pipeline issues. *The 74*. https://www.the74million.org/article/study-students-math-decline-dovetails-with-math-wars-teacher-pipeline-issues/

REFEREED PRESENTATIONS (*N* = 55)

[55] **Kurz**, A. (2026, May 26). *Understanding the math wars: What the research says, and why it matters* [Webinar]. Live Webinar Panel for the Center on Reinventing Public Education. Tempe, AZ, United States.

[54] **Kurz**, A., & Samuell, B. (2026, February 10). *Turn tier 2 into a difference maker: Five high-impact MTSS supports you can use tomorrow* [Webinar]. Live Webinar Series for the Council for Exceptional Children. Arlington, VA, United States.

[53] **Kurz**, A. (2025, September 15). *The math wars: A guide to the divides and debates influencing math instruction* [Invited presentation]. Gates Foundation. Washington, D.C., United States.

[52] **Kurz**, A., Velasquez, M. K., Erwin, C., & Ball, A. (2025, April 17). *Evaluation strategies for pathways programs*. [Conference session]. Annual Convening of the Pathways to Prosperity National Institute. Philadelphia, PA, United States.

[51] **Kurz**, A. (2025, January 28). *Driving effective interventions: Practical insights for multi-tiered system of supports (MTSS) and special education professionals*. [Invited presentation]. PIVOT Center at the University of Utah. Salt Lake City, UT, United States.

[50] **Kurz**, A. (2024, June 27). *An introduction to continuous improvement methods*. [Conference session]. USAID Close-out Convening. Rabat, Morocco.

[49] **Kurz**, A. (2024, May 15). *Center on reinventing public education: Access to qualified mathematics teachers for all students*. [Conference session]. Annual Math Outcomes Convening for the Cradle to Career Network. Austin, TX, United States.

[48] **Kurz**, A. (2024, April 18). *Quality indicators for qualitative research in special education*. [Conference session]. National Convening on Capacity Development in Pedagogical Research. Marrakech, Morocco.

[47] **Kurz**, A. (2024, April 18). *Quality indicators for group experimental and quasi-experimental research in special education*. [Conference session]. National Convening on Capacity Development in Pedagogical Research. Marrakech, Morocco.

[46] **Kurz**, A. (2024, April 17). *Ethics in authorship*. [Conference session]. National Convening on Capacity Development in Pedagogical Research. Marrakech, Morocco.

[45] Oakes, W. P., Pinkerton, T., **Kurz**, A., Thompson, N. L., Hovsepian, S., & Fatmi, A. (2024, March 4). *Primary teacher preparation: Higher education partnership - Morocco*. [Poster presentation]. 68th Annual Conference of the Comparative and International Education Society. Miami, FL, United States.

[44] **Kurz**, A., Oakes, W. P., Pinkerton, T., & Thompson, N. (2024, March 13). *Strengthening faculty social networks for advocacy in teacher preparation*. [Conference session]. 68th Annual Conference of the Comparative and International Education Society. Miami, FL, United States.

[43] **Kurz**, A. (2024, March 4). *The science of coaching*. [Conference session]. Annual Data-Informed Growth Collaborative. Austin, TX, United States.

[42] Buerk, S., & **Kurz**, A. (2024, January 30). *The right systems are in place, but are they effective? Data-driven decisions and the science of coaching.* [Conference session]. TASA Midwinter Conference. Austin, TX, United States.

[41] **Kurz**, A., Oakes, W. P., Pinkerton, T., & Thompson, N. L. (2023, October 24). *Growing the social networks of Moroccan teacher preparation actors for increased collaboration*. [Conference session]. Ireland International Conference on Education. Dún Laoghaire, Ireland.

[40] **Kurz**, A., Reddy, L. A., Glover, T. A., & Mazzariello, G. (2023, July 24). *Use of a Coaching Technology Platform for Supporting Student Behavior*. [Conference session]. OSEP Leadership and Project Director Conference. Washington, DC, United States.

[39] Mazzariello, G., Glover, T. A., Reddy, L. A., & **Kurz**, A. (2023, July 24). *Using Technology to Guide Coaching in Data-Driven Reading Intervention*. [Conference session]. OSEP Leadership and Project Director Conference. Washington, DC, United States.

[38] **Kurz**, A., Oakes, W. P., & Pinkerton, T. (2022, June 27-28). *Understanding the social network of Moroccan teacher education faculty* [Conference session]. DISES International Leadership Summit on Inclusive Education. Breckenridge, CO, United States.

[37] Pinkerton, T., Donner, J., Oakes, W. P., & **Kurz**, A. (2022, June 27-28). *Engaging Moroccan higher education faculty in universal design for learning* [Conference session]. DISES International Leadership Summit on Inclusive Education. Breckenridge, CO, United States.

[36] Yuan, C., **Kurz**, A., & Oakes, W. P. (2022, May 18-20). *Single-case design research: An introduction* [Conference session]. Annual Conference on Research and Practice in Primary Education. Ben Guerir, Morocco.

[35] Kettler, R. J., Hua, A., Reddy, L. A., Dudek, C. M., Arnold-Berkovits, I., Breeden, N., Lekwa, A., & **Kurz**, A. (2020, August). *Improved measurement for evaluation using the Framework for Teaching* [Poster presentation]. Annual Meeting of the American Psychological Association. Washington, DC, United States.

[34] Reddy, L. A., Glover, T. A., **Kurz**, A., & Elliott, S. N. (2018, July 18). *Construct validity of the Instructional Coaching Rating System- Coach, Supervisor, and Teacher Forms* [Paper presentation]. International Testing Commission, Montreal, Canada.

[33] Reddy, L. A., Glover, T. A., **Kurz**, A., & Elliott, S. N. (2018, July 18). *Predictive validity of the classroom observational assessment* [Paper presentation]. International Testing Commission, Montreal, Canada.

[32] Lindsey, L., Velasquez, M., **Kurz**, A., & Hoffman, B. (2017, October 3-5). *Students at the center: Engaging youth voice in collective impact* [Conference session]. Cradle to Career Network Annual Convening, Phoenix, AZ, United States.

[31] Breecher, C., **Kurz**, A., Lindsey, L., & Velasquez, M. (2017, October 3-5). *360 communication for collective impact: Up, out, down and all around* [Conference session]. Cradle to Career Network Annual Convening, Phoenix, AZ, United States.

[30] Elliott, S. N., **Kurz**, A., Yel, N., & Tindal, G. (2017, April 27-May 1). *Mathematics content aligned or not and test performances of students with disabilities* [Paper presentation]. National Council on Measurement in Education Annual Convening, San Antonio, TX, United States.

[29] **Kurz**, A. (2017, February 2-4). *Educational redemption and instructional coaching* [Conference session]. Pacific Coast Research Conference, San Diego, CA, United States.

[28] Kothari, P., **Kurz**, A., Perrault, P. G., & Sheldahl, J. (2016, October). *Equitable data-driven decisions: Creating strong community learning partnerships* [Paper presentation]. Grantmakers for Education Annual Convening, Denver, CO, United States.

[27] Yarbro, J., McKnight, K., Elliott, S. N., & **Kurz**, A. (2016, June). *Digital instructional strategies and their role in classroom instruction* [Paper presentation]. International Society for Technology in Education Annual Convening, Denver, CO, United States.

[26] **Kurz**, A. (2016, February 4-6). *Measuring Opportunity to learn through a teacher log* [Paper presentation]. Pacific Coast Research Conference, San Diego, CA, United States.

[25] Elliott, S. N., **Kurz**, A., Tindal, G., Stevens, J. & Yel, N. (2015, April 16-20). *Predicting end-of-year mathematics achievement of students with and without disabilities: The role of opportunity to learn and CBM measures* [Paper presentation]. National Council on Measurement in Education Annual Convening, Chicago, IL, United States.

[24] Kettler, R. J., Reddy, L. A., & **Kurz**, A. (2015, April 16-20). *Multi-method teacher evaluation: Integrating scores from multiple observational tools* [Paper presentation]. National Council on Measurement in Education Annual Convening, Chicago, IL, United States.

[23] Peters, S., **Kurz**, A., Reddy, L. A., Dudek, C. M. & Kettler, R. J. (2015, April 16-20). *Teachers' and administrators' experiences with teacher evaluation: A preliminary investigation of high-poverty school districts* [Paper presentation]. American Educational Research Association Annual Convening, Chicago, IL, United States.

[22] Reichenberg, R., **Kurz**, A., & Yel, N. (2015, April 16-20). *Setting opportunity-to-learn standards for effective teaching* [Paper presentation]. American Educational Research Association Annual Convening, Chicago, IL, United States.

[21] Thiessen, P., Austin, F., Doran, J., McCoy, K. M., **Kurz**, A., & Mathur, S. (2014, October). *The effect of the setting for delivery of intervention for misbehavior on task performance: Impact on disorderly individual with ASD and peers* [Paper presentation]. Teacher Educators for Children with Behavior Disorders Annual Conference, Tempe, AZ, United States.

[20] Elliott, S. N., **Kurz**, A., Tindal, G., Stevens, J. & Yel, N. (2014, April 3-7). *Predicting end of year mathematical achievement with opportunity to learn and CBM measures: Year 1 report* [Paper presentation]. National Council on Measurement in Education Annual Convening, Philadelphia, PA, United States.

[19] Kettler, R. J., Reddy, L. A., & **Kurz**, A. (2014, April 3-7). *The SSI Project: Modernizing educator evaluation and professional development* [Paper presentation]. Council for Exceptional Children Annual Conference, Philadelphia, PA, United States.

[18] Elliott, S. N., **Kurz**, A., & Davies, M. (2013, October). *Research on opportunity to learn: A key access and validity issue when testing students with disabilities* [Paper presentation]. Australian Association of Special Education Annual Convening, Adelaide, Australia.

[17] Elliott, S. N., & **Kurz**, A. (2012, June). *Opportunity-to-learn as a moderating variable in achievement growth* [Paper presentation]. CCSSO National Conference on Student Assessment, Minneapolis, MN, United States.

[16] **Kurz,** A. (2012, May). *Using teacher logs to measure opportunity-to-learn in the context of special education: Conceptual and methodological challenges and empirical findings* [Paper presentation]. Educational Testing Service Research and Policy Forum, Princeton, NJ, United States.

[15] Elliott, S. N., & **Kurz**, A. (2012, April). *Measurement of opportunity-to-learn and its contribution to achievement gains of students with disabilities* [Paper presentation]. National Council on Measurement in Education, Vancouver, Canada.

[14] Elliott, S. N., & **Kurz**, A. (2012, April). *Measurement of opportunity-to-learn and its contribution to achievement gains of students with disabilities* [Paper presentation]. U.S. Department of Education Leveraging Resources Conference, Bethesda, MD, United States.

[13] Kettler, R. J., Elliott, S. N., **Kurz**, A., & Lemons, C. (2012, February). *Measuring what teachers teach and students learn: An integrated model* [Paper presentation]. National Association of School Psychologists Annual Conference, Philadelphia, PA, United States.

[12] **Kurz**, A. (2012, February). Access to the general curriculum: A differentiated opportunity structure for students with disabilities. In N. Zigmond (Chair), *Assessment, opportunity-to-learn, and teacher perceptions: Putting the pieces together for students in special education* [Symposium]. Pacific Coast Research Conference, San Diego, CA, United States.

[11] **Kurz**, A. (2011, June). *Instructional progress management: An introduction* [Conference session]. Arizona Department of Education Leading Change Annual Conference, Tucson, AZ, United States.

[10] Elliott, S. N., & **Kurz**, A. (2011, April). *Learning analytics: Measuring indicators that matter* [Conference session]. Arizona State University Education Innovation Summit, Scottsdale, AZ, United States.

[9] Elliott, S. N., & **Kurz**, A. (2011, February). *Measuring students' access to the intended and assessed curriculum: Constructs, tactics, and tools* [Paper presentation]. National Association of School Psychologists Annual Conference, San Francisco, CA, United States.

[8] Kettler, R. J., **Kurz**, A., Beddow, P. A., & Elliott, S. N. (2011, February). *Online identification of students with learning problems or instructional needs* [Poster presentation]. National Association of School Psychologists Annual Conference, San Francisco, CA, United States.

[7] **Kurz**, A., & Elliott, S. N. (2010, September). MyiLOGS: A measure of students' opportunity to learn the intended curriculum. In B. Jupp (Chair), *Evaluating and rewarding educator effectiveness: Innovations and lessons from the field* [Symposium]. National Center for Performance Incentives National Conference, Nashville, TN, United States.

[6] Elliott, S. N., & **Kurz**, A. (2010, July). *Measuring student access to the intended and assessed curriculum: Constructs, tactics, and tools* [Conference session]. Office of Special Education Programs Project Directors Annual Conference, Washington, DC, United States.

[5] **Kurz**, A. (2010, July). Access to what should be taught and will be tested: Students' opportunity to learn the intended curriculum. In C. J. Lemons (Chair), *Reading instruction and assessment for children in special education* [Symposium]. Society for the Scientific Study of Reading Annual Convening, Berlin, Germany.

[4] Beddow, P. A., **Kurz**, A., Kettler, R. J., Elliott, S. N., Mosiman, M., & Williams, L. (2010, April). *Strategies to increase student access to assessment and aligned instruction* [Paper presentation]. Council for Exceptional Children Annual Conference, Nashville, TN, United States.

[3] Elliott, S. N., **Kurz**, A., Beddow, P. A., & Frey, J. (2009, February). *Cognitive load theory: Instruction-based research with applications for designing tests* [Paper presentation]. National Association of School Psychologists Annual Conference, Boston, MA, United States.

[2] Roach, A. T., Niebling, B. C., **Kurz**, A., & Wixson, C. S. (2007, August). *Aligning curriculum, instruction, and assessments: New tools for psychologists* [Paper presentation]. American Psychological Association Annual Conference, San Francisco, CA, United States.

[1] **Kurz**, A., & Fink, J. (2004, December). *Mapping the IEP: Facilitating student involvement in the IEP process through visual media* [Conference session]. California League of Middle Schools Annual Convening, Monterey, CA, United States.

RESEARCH GRANTS AND OTHER EXTERNAL FUNDING[i] (*total* = $56,411,096)

2024 – Present **Unlocking Potential: An Evidence-Building Agenda for Students with Learning Differences[i]**
Oak Foundation - $1,200,000
PI: Lake, R. | **Co-PI:** Kurz, A.

2023 - 2026 **Math Research and Evidence Hub[i]**
Gates Foundation - $1,499,456
PI: Lake, R. | **Co-PI:** Kurz, A.

2023 - 2025 **Virtual Exchange: Future Educators for Inclusion (FEFI)**
U.S. Department of State - $299,469
PI: Kurz, A. | **Co-PIs:** Oakes, W. P., Pinkerton, T., & Thompson, N.

2020 - 2025 **Data-Driven Instructional Coaching Model to Guide Teachers' Support of Students with Early Reading Difficulties (DDICM)**
Office of Special Education Programs, U.S. Department of Education - $1,599,977
PI: Glover, T. A. | **Co-PIs:** Reddy, L. A., & Kurz, A.

2021 - 2024 **Higher Education Partnership Morocco (HEP-M)[i]**
United States Agency for International Development - $5,582,671
PI: Thompson, N. | **Co-PIs:** Kurz, A., & Oakes, W. P.

2017 - 2023 **Technology-Supported Behavioral Support Coaching: Project Select-Support-Succeed (ReadyCoach)**
Office of Special Education Programs, U.S. Department of Education - $2,498,442
PI: Kurz, A. | **Co-PIs:** Glover, T. A., Reddy, L. A., & Elliott, S. N.

2020 -2023 **Arizona K-8 Consortium: Building CS and CT Capacity in Rural K-8 Education**
National Science Foundation - $299,620
PI: Kurz, A. | **Co-PIs:** Judson, E., & Barnard, W.

2021 - 2023 **Local Impact and Social Embeddedness Partnership Grant (AzPREP)[i]**
United Way - $195,000
PI: Kurz, A.

2014 - 2021 **A Collective Impact Initiative: Thriving Together (AzPREP)[i]**
United Way - $558,170
PI: Kurz, A.

2013 - 2018 **Integrated Technology Tools for Optimizing Instruction and Assessment Results for Students with Disabilities (I2PM)**
Office of Special Education Programs, U.S. Department of Education - $2,499,789
PI: Elliott, S. N. | **Co-PIs:** Kurz, A., & Tindal, G.

2012 - 2017 **The School System Improvement (SSI) Project**
U.S. Department of Education - $39,703,502
PI: Reddy, L. A. | **Co-PIs:** Kettler, R. J., & Kurz, A.

2013 - 2015 **What Works for Title I: Understanding the Contributors and Barriers to School Improvement (WWT1)**
Institute of Education Sciences, U.S. Department of Education - $400,000
PI: Kurz, A. | **Co-PI:** Giovannone, C. L

2011 - 2012 **Opportunity to Learn the Arizona Alternate State Standards for Students with Significant Cognitive Disabilities (ADE 1% OTL)**
Arizona Department of Education - $75,000
PI: Kurz, A. | **Co-PI:** Williams, L.

INTERNAL FUNDING (*total internal* = $60,300)

2013 - 2015 **Sanford School Seed Grant (S3G)**
T. Denny Sanford School of Social and Family Dynamics - $10,300
PI: Kurz, A.

2011 - 2013 **Enhancing the Large-scale Application of MyiLOGS: Educational Technology for Instructional Progress Management (EdTech-IPM)**
Arizona State University Venture Catalyst - $50,000
PI: Elliott, S. N. | **Co-PI:** Kurz, A.

OTHER RESEARCH GRANT AFFILIATIONS

2011 - 2017 **National Center on Assessment and Accountability for Special Education (NCAASE)**
Institute of Education Sciences
Principal & Co-Principal Investigators: Tindal, G., Stevens, J., Schulte, A., & Elliott, S. N.
Role: Investigator

2009 - 2012 **Modified Alternate Assessment Participation Screening (MAAPS)**
U.S. Department of Education
Principal & Co-Principal Investigators: Elliott, S. N., Kettler, R. J., & Zigmond, N.
Role: Investigator

2008 - 2011 **Consortium for Modified Alternate Assessment Development and Implementation (CMAADI)**
U.S. Department of Education
Principal & Co-Principal Investigators: Elliott, S. N., Rodriguez, M. C., Roach, A. T., & Kettler, R. J.
Role: Graduate Research Assistant

2008 - 2010 **Operationalizing Alternate Assessment for Sciences Inquiry Skills (OAASIS)**
U.S. Department of Education
Principal Investigator: Foster, C. J.
Role: Graduate Research Assistant

2008 - 2009 **Consortium for Alternate Assessment Validity and Experimental Studies (CAAVES)**
U.S. Department of Education
Principal & Co-Principal Investigators: Elliott, S. N., & Compton, E.
Role: Graduate Research Assistant

COURSE DESIGN AND PREPARATION

2025 - 2026 **Reasoning with Data: Critical Thinking and Quantitative Insight [TEL 350]**
Designed and developed this new three-credit undergraduate course, approved for the ASU Quantitative Reasoning General Studies designation. Builds student capacity in argument analysis, data literacy and statistical reasoning, hypothesis formation and quantitative modeling, and ethical data communication, using Tableau and spreadsheet tools. Mary Lou Fulton College for Teaching and Learning Innovation, Arizona State University

TEACHING AND SUPERVISION

Fall, 2024 **Proposal Writing [DCI 707]**
Graduate course on proposal writing for organizational, state, federal, philanthropic, and dissertation funding. Mary Lou Fulton College for Teaching and Learning Innovation, Arizona State University

Fall, 2022 **Proposal Writing [DCI 707]**
Graduate course on proposal writing for organizational, state, federal, philanthropic, and dissertation funding. Mary Lou Fulton College for Teaching and Learning Innovation, Arizona State University

Spring, 2022 **Dissertation Committee Member**
Title: *Assessing Core Skills: A Study of Teacher Attitudes, Self-Efficacy, and Collaboration*
Dr. Lauren MacArthur Harris (Chair), Dr. Matthew Balossi, (Member), Dr. Alexander Kurz (Member), **Paul Phillips** (Dissertator), Mary Lou Fulton College for Teaching and Learning Innovation, Arizona State University

Spring, 2021 **Dissertation Committee Member**
Title: *Perceptions of Collective Impact: A Place-based Approach*
Dr. Nicholas Clement (Chair), Dr. Karyn Blair (Member), Dr. Sue Kater (Member), Dr. Alexander Kurz (Member), **Melissa L. Boydston** (Dissertator), Graduate College of Education, Northern Arizona University

Fall, 2019 **Dissertation Committee Member**
Title: *Identifying Barriers to Field Based Environmental Education in K-8 Public Elementary Schools in Arizona*
Dr. Kathleen Andereck (Chair), Dr. Wendy Hultsman (Member), Dr. Brian Winsor (Member), Dr. Alexander Kurz (Member), **Virginia Coco** (Dissertator), School of Community Resources and Development, Arizona State University

Fall, 2017 **Dissertation Committee Member** [Student Discontinued]
Comprehensive Exam
Dr. Sabina Low (Chair), Dr. Stephen Elliott (Member), Dr. Kevin Grimm (Member), Dr. Marilyn Thompson (Member), Dr. Alexander Kurz (Member), **Danielle Desfosses** (Student), School of Social and Family Dynamics, Arizona State University

Fall, 2012 **Guest Lecture**
Title: *Formative Assessment of Classroom Instruction Using MyiLOGS*
Dr. Stephen N. Elliott, Mary Lou Fulton College for Teaching and Learning Innovation, Arizona State University

Spring, 2012 **Dissertation Committee Member**
Title: *Empowering the First-Year Teacher*
Dr. Kathleen Puckett (Chair), Dr. Sarup Mathur (Member), Dr. Alexander Kurz (Member), **Pamela Roggeman** (Dissertator), Mary Lou Fulton College for Teaching and Learning Innovation, Arizona State University

Fall, 2009 **Teaching Assistant**
Course*: Assessment of Academic Achievement for Accountability*
Dr. Stephen N. Elliott, Peabody College of Education, Vanderbilt University

Fall, 2009 **Guest Lecture**
Title: *Measuring Opportunity-to-Learn*
Dr. Stephen N. Elliott, Peabody College of Education, Vanderbilt University

Fall, 2009 **Guest Lecture**
Title: *Alignment of Curriculum, Instruction, and Assessment*
Dr. Stephen N. Elliott, Peabody College of Education, Vanderbilt University

Fall, 2009 **Guest Lecture**
Title: *Consequences of Large-Scale Assessment*
Dr. Stephen N. Elliott, Peabody College of Education, Vanderbilt University

Spring, 2009 **Teaching Supervisor**
Responsibilities: *Supervision and Evaluation of Student Teachers*
Dr. Kimberly J. Paulsen, Peabody College of Education, Vanderbilt University

WORKSHOPS AND TRAINING SESSIONS (n = 26)

[26] **Kurz**, A. (2022, December). *Applying theories of change and logic models for program evaluation*. Professional development workshop for non-profit organizations with grant support by United Way, Phoenix, AZ.

[25] **Kurz**, A. (2022, November). *Introduction to theories of change and logic models*. Professional development workshop for non-profit organizations with grant support by United Way, Phoenix, AZ.

[24] **Kurz**, A. (2013, February). *Gathering instructional data: Feedback on classroom observations, the MyiLOGS report, and the MyiLOGS OTL summary scores*. Professional development workshop for participants in the NCAASE Multiple Measures study, Eugene, OR.

[23] **Kurz**, A. (2013, January). *Gathering instructional data: Feedback on classroom observations, the MyiLOGS report, and the MyiLOGS OTL summary scores*. Professional development workshop for participants in the NCAASE Multiple Measures study, Tempe, AZ.

[22] **Kurz**, A. (2012, October). *Observing classroom instruction using the MyiLOGS observation protocol*. Professional development workshop for classroom observers in the NCAASE Multiple Measures study, Tempe, AZ.

[21] **Kurz**, A. (2012, September). *Observing classroom instruction using the MyiLOGS observation protocol*. Professional development workshop for classroom observers in the NCAASE Multiple Measures study, Eugene, OR.

[20] **Kurz**, A. (2012, September). *Tracking instruction of the Common Core State Standards*. Professional development workshop for participants of the Rodel Foundation MAC-Ro program, Phoenix, AZ.

[19] **Kurz**, A. (2012, September). *Understanding opportunity-to-learn and academic growth for students with and without disabilities*. Professional development workshop for participants in the NCAASE Multiple Measures study, Eugene, OR.

[18] **Kurz**, A. (2012, August). *Observing classroom instruction using the MyiLOGS observation protocol*. Professional development workshop for in the NCAASE Multiple Measures study, Tempe, AZ.

[17] **Kurz**, A., & Elliott, S. N. (2012, August). *Understanding opportunity-to-learn and academic growth for students with and without disabilities*. Professional development workshop for participants in the NCAASE Multiple Measures study, Tempe, AZ.

[16] **Kurz**, A., & Elliott, S. N. (2012, July). *Understanding opportunity-to-learn and academic growth for students with and without disabilities*. Professional development workshop for participants in the NCAASE Multiple Measures study, Tempe, AZ.

[15] **Kurz**, A. (2012, January). *Enhancing coverage of the Arizona alternate standards: How to use MyiLOGS reliably and with fidelity*. Professional development training for participants in the AZ Department of Education 1% OTL study, Tempe, AZ.

[14] **Kurz**, A., & Elliott, S. N. (2011, May). *Summative review of the MyiLOGS report and the MyiLOGS instructional growth plan*. Professional development workshop for participants in the AZ Department of Education 1% OTL study, Tempe, AZ.

[13] **Kurz**, A., & Elliott, S. N. (2011, March). *Using the MyiLOGS report to develop instructional improvement goals via the MyiLOGS instructional growth plan*. Professional development workshop for participants in the AZ Department of Education 1% OTL study, Tempe, AZ.

[12] **Kurz**, A. (2011, December). *Enhancing coverage of the Arizona alternate standards: How to use MyiLOGS reliably and with fidelity*. Professional development training for participants in the AZ Department of Education 1% OTL study, Tempe, AZ.

[11] **Kurz**, A. (2011, January). *MyiLOGS classroom observation training*. Observer reliability training for university personnel in the MAAPS field test, Pittsburgh, PA.

[10] **Kurz**, A. (2011, January). *MyiLOGS classroom observation training*. Observer reliability training for state personnel in the MAAPS field test, Columbia, SC.

[9] **Kurz**, A. (2010, December). *MyiLOGS classroom observation training*. Observer reliability training for state personnel in the MAAPS field test, Phoenix, AZ.

[8] **Kurz**, A., Kettler, R. J., & Beddow, P. A. (2010, December). *Enhancing coverage of the intended curriculum: How to use MyiLOGS reliably and with fidelity*. Professional development training for participants in the CMAADI OTL study, Indianapolis, IN.

[7] **Kurz**, A., Kettler, R. J., & Beddow, P. A. (2010, November). *Enhancing coverage of the intended curriculum: How to use MyiLOGS reliably and with fidelity.* Professional development training for participants in the MAAPS field test, Columbia, SC.

[6] **Kurz**, A., & Elliott, S. N (2010, October). *Enhancing coverage of the intended curriculum: How to use MyiLOGS reliably and with fidelity.* Professional development training for participants in the MAAPS and CMAADI field test, Phoenix, AZ.

[5] **Kurz**, A., Elliott, S. N., & Beddow, P. A. (2010, September). *Enhancing coverage of the intended curriculum: How to use MyiLOGS reliably and with fidelity.* Professional development training for participants in the MAAPS and CMAADI field test, Laveen, AZ.

[4] **Kurz**, A. (2010, June). *Pilot study workshop for MAAPS: Measuring Opportunity-to-Learn (OTL) using MyiLOGS*. Teacher training for the MAAPS pilot study, Lake City, SC.

[3] **Kurz**, A., & Elliott, S. N. (2010, April). *Pilot study workshop for MAAPS: Opportunity to learn, screening tests, and rating scales*. Teacher training for the MAAPS pilot study, Phoenix, AZ.

[2] **Kurz**, A., & Shrago, J. S. (2010, March). *Pilot study workshop for MAAPS: Opportunity to learn, screening tests, and rating scales*. Teacher training for the MAAPS pilot study, Uniontown, PA.

[1] **Kurz**, A. (2006, October). *Surveys of the enacted curriculum alignment workshop*. Teacher training for the Surveys of the Enacted Curriculum research study, Nashville, TN.

MENTORING

2026 – Present	**Tasha Telles** *Directed Research for Faculty in School of Applied Sciences and Arts (Theory of Change; Measurement; Research Design; Program Evaluation)*
2026 – Present	**Kara Childress** *Directed Research for Faculty in School of Applied Sciences and Arts (Theory of Change; Measurement; Research Design; Program Evaluation)*
2022-2024	**Fiona Francis** *Directed Research (Applied Data Analysis & Visualization Intern)*
2021 - 2022	**Elizabeth Leone** *Directed Research*
2021 - 2022	**Koran Munafo** *Directed Research*
2021 - 2022	**Paul Phillips** *Directed Research; Dissertation Committee Member*
2020 - 2021	**Melissa Boydston** *Directed Research; Dissertation Committee Member*
2016 - 2020	**Annabella Gallagher** *Directed Research (Applied Data Analysis & Visualization Intern)*
2017 - 2019	**Danielle Desfosses** *Directed Research; Dissertation Committee Member [Student Discontinued]*
2017 - 2019	**Patricia Cruz** *Directed Research*
2016 - 2019	**Virginia Coco** *Directed Research; Dissertation Committee Member*
2015 - 2016	**Khaerannisa Cortes** *Directed Research (Applied Data Analysis & Visualization Intern)*
2014 - 2015	**Chara Price** *Directed Research (Applied Data Analysis & Visualization Intern)*
2013 - 2015	**Ray Reichenberg** *Directed Research*
2013 - 2016	**Nedim Yel** *Directed Research*

2011 - 2012	**Pamela Roggeman** *Directed Research; Dissertation Committee Member*

SERVICE

2021 – Present	**Continuous Improvement (CI) Topical Action Group (TAG)** Lead for CI TAG to direct college-wide continuous improvement efforts for the Mary Lou Fulton College for Teaching and Learning Innovation. Bi-weekly meetings with faculty representatives from other TAGs
2015 – Present	**Founding Director, ADAV Internship Program** Applied Data Analysis & Visualization, Internship Program, Arizona State University Relevant Expertise: Advanced Tableau Training, Continuous Improvement Methods
2013 – Present	**Founding Director, AzPREP Office** Arizona Practitioner-Researcher Educational Partnership Office, Arizona State University Relevant Expertise: Program Evaluation, Continuous Improvement Research
June, 2026	**Guest Reviewer** *Journal of Research in Special Educational Needs* Relevant Expertise: Alignment, Students with Disabilities; Quantitative Methods
July, 2025	**Guest Reviewer** *Remedial and Special Education* Relevant Expertise: Quantitative Methods, Students with Disabilities
2022 - 2023	**Institute of Education Sciences (IES) Special Education Review Panel** Reviewer for applications submitted to the National Center for Special Education Research (NCSER)
2021 - 2023	**Conference Organizing Committee** Member of the organizing committee for the annual conference on Research and Practice in Primary Education, Ben Guerir, Morocco
2021 - 2023	**Proposal Reviewer** Member of the proposal review committee for the annual conference on Research and Practice in Primary Education, Ben Guerir, Morocco
October, 2022	**Guest Reviewer** *Remedial and Special Education* Relevant Expertise: Instructional Coaching, Students with Disabilities
September, 2020	**Guest Reviewer** *Remedial and Special Education* Relevant Expertise: Instructional Coaching, Students with Disabilities

October, 2018	**Guest Reviewer** *Educational Researcher* Relevant Expertise: Instructional Time, Inclusion, Students with Disabilities
2017 -2018	**Guest Editor** *Assessment for Effective Intervention* Special Issue: *Informing School Practices and Teacher Evaluation via Formative Assessments*
2014 - 2016	**Non-Tenure Track (NTT) Committee** Committee member to conduct NTT faculty activities for the School for Social and Family Dynamics. Bi-weekly meetings with NTT faculty members.
March, 2015	**Guest Reviewer** *Journal of Special Education Leadership* Relevant Expertise: Special Education, Teacher Evaluation, Effective Teaching
September, 2013	**Guest Reviewer** *Assessment for Effective Intervention* Relevant Expertise: Special Education, Teacher Evaluation, Opportunity-to-learn
March, 2010	**Guest Reviewer** *National Assessment Governing Board* Relevant Expertise: Achievement Level Descriptors for NAEP
March, 2010	**Guest Reviewer** *Educational Measurement: Issues and Practice* Relevant Expertise: Opportunity-to-learn
September, 2009	**Guest Reviewer** *Review of Educational Research* Relevant Expertise: Testing Accommodations
2009 - 2011	**Graduate Student Mentor** Mentor for Incoming Doctoral Student
2007 - 2011	**Behavior Analyst (BCBA)** Family Consultant for the Hope Gardens Community Association Relevant Expertise: Applied Behavior Analysis

PROFESSIONAL AFFILIATIONS

2008 – Present	**American Educational Research Association (AERA)** Division D - Measurement and Research Methodology Division H - Research, Evaluation, and Assessment in Schools
2008 – Present	**Council for Exceptional Children (CEC)**

LICENSURES AND CERTIFICATIONS

Active:

Board Certified Behavior Analyst – Doctoral (1-07-3583)	United States

Inactive:

Special Education (K-12, Mild/Moderate)	State of California
Special Education (K-12, Modified)	State of Tennessee

SUMMARY OF SCHOLARLY ACTIVITY AT CURRENT INSTITUTION (ASU 2011-2026)

Scholarship	
Peer-reviewed journal articles	27 (7 first author)
Book chapters	16 (4 first, 2 single)
Edited volumes	2
Peer-reviewed research reports and policy briefs	6 (4 first author)
Technical and project reports	12 (9 first author)
Total published works	**63**
Measurement instruments and software	10
Public data sets and visualizations	4
Invited commentary	3 (co-authored)
Media features and coverage	9
Citations, all years (Google Scholar, August 8, 2026)	2,317
h-index / i10-index	25 / 38
Funding, Dissemination, and Mentoring	
Externally funded projects as PI or Co-PI	13 (7 as PI)
Total project value	$56,411,096
Distinct external sponsors	8
Refereed presentations	48 (10 intl.)
Workshops and training sessions	17
Doctoral and faculty mentees	16
Dissertation committees	4

[i] ***Note.*** Award amounts reflect total project value. Figures drawn from ASU Knowledge Enterprise sponsored project records may differ in title and grouping from the project names used here. The Thriving Together initiative comprises three sequential awards (AWD00028372, AWD00034642, AWD00035485), and the Local Impact and Social Embeddedness Partnership comprises two (AWD00036742, AWD00037978). The Higher Education Partnership Morocco award was administered through the ASU Foundation and therefore does not appear in ASU Knowledge Enterprise sponsored project records. Awards administered by the Center on Reinventing Public Education (Gates Foundation, Oak Foundation) are likewise outside ASU records.