

ALEXANDER KURZ, PH.D., BCBA-D

Mary Lou Fulton Teachers College

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EDUCATION

Ph.D.	Vanderbilt University, 2011 <i>Advisors:</i> Dr. Stephen N. Elliott and Dr. Daniel J. Reschly Special Education: High Incidence Interdisciplinary Program in Educational Psychology <i>Dissertation:</i> <i>Opportunity to learn the intended curriculum: Measuring key instructional indicators and examining relations to achievement for students with disabilities</i>	Nashville, TN
M.Ed.	Vanderbilt University, 2007 <i>Advisors:</i> Dr. Joseph H. Wehby and Dr. Stephen N. Elliott Special Education: Behavior Disorders Applied Behavior Analysis Certification Program <i>Thesis:</i> <i>Alignment of the intended, planned, and enacted curriculum in general and special education and its relation to student achievement</i>	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

PERSONAL BACKGROUND

Birthplace:	Germany
Citizenship:	U.S. Citizen
Race/Ethnicity:	White Latino American (German/Chilean)
Languages:	German (fluent), English (fluent), Spanish (beginner), French (beginner)

CURRENT RESEARCH

Areas:	Researcher-Practitioner Partnerships (RPPs), Instructional Coaching, Educational Technology, Opportunity to Learn (OTL), Accessibility, Sexual Violence/ Abuse, Program Evaluation, Data Visualization
Subjects:	Individuals with Disabilities, Special and General Education Teachers, Other Practitioners and Cross-sector Partners

PRESENT APPOINTMENTS

2021 – Present	Director (Data and Research) Local Impact and Social Embeddedness Partnership, Valley of the Sun United Way <i>Responsibilities:</i> Co-create and empirically evaluate community-based solutions for a local cross-sector collaborative; execute evaluation designs; analyze and present findings to community stakeholders; develop data reports and visualizations; direct graduate intern; manage public data center.	Phoenix, AZ
2018 - Present	Associate Research Professor Mary Lou Fulton Teachers College, Arizona State University <i>Responsibilities:</i> Secure and manage multiple, externally funded grants as principal investigator / project director or co-principal investigator; manage budgets and sub-contracts; lead teams comprised of researchers and practitioners; complete project objectives and deliverables; disseminate and present findings.	Tempe, AZ
2013 - Present	Director (Educational Partnerships) Arizona Practitioner-Researcher Educational Partnership Office (AzPREP), Arizona State University <i>Responsibilities:</i> Provide research expertise to community stakeholders to solve problems of practice; advise on grant- and research-related matters; connect inquires to researchers with relevant expertise; manage internship program for <i>Applied Data Analysis & Visualization</i> housed under the AzPREP Office.	Tempe, AZ

PAST APPOINTMENTS

2014 - 2021	Director for Data and Research Thriving Together, Valley of the Sun United Way	Phoenix, AZ
2013 - 2018	Assistant Research Professor T. Denny Sanford 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	Educational Assistant Staatliche Heimsonderschule für Körperbehinderte	Markgröningen, Germany

AWARDS AND HONORS

2015	Tableau® Fellow Selected as Tableau Data Fellow for Data Visualization to Support Data-Based Decision Making and Continuous Improvement	Tableau Foundation
2015	Article of the Year Editorial Board of <i>Assessment for Effective Intervention</i> selection for Council for Exceptional Children (CEC) Division CEDS	Council for Exceptional Children
2011	Bonsal Applied Education Research Award Award for Research and Development of Educational Technology with Large-Scale Application K-12	Vanderbilt University
2008 - 2011	Dunn Family Scholar of Educational and Psychological Assessment	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

2019	Tableau Prep I Skills and Competencies for Conceptual Data Preparation to Create Useful Tableau Prep 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 ($n = 31$)

- Kurz, A., Reichenberg, R. E., Elliott, S. N., & Yel, N. (2020). Opportunity-to-learn performance levels and achievement gains for students with and without disabilities. *Teaching and Teacher Education*, 94, 103092-103111. <https://doi.org/10.1016/j.tate.2020.103092>
- Kurz, A., Reddy, L. A., Kettler, R. J., Glover, T. A., Velasquez, M. K., & Kirtman, L. (2020). Work styles attributes and their relations to instructional coaching behaviors. *Journal of Professional Development in Education*. Advance online publication. <https://doi.org/10.1080/19415257.2020.1712450>
- Reddy, L. A., Hua, A. N., Dudek, C. D., Kettler, R. J., Arnold-Berkovits, I., Lekwa, A., Crouse, K., Kurz, A., & Hu, J. (2019). The relationship between school administrator and teacher ratings of classroom practices on student achievement in high-poverty schools. *Assessment for Effective Intervention*. Advance online publication. <https://doi.org/10.1177/1534508419862863>
- Arnold-Berkowitz, 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>

- 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>
- 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>
- 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>
- 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>
- 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>
- 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>
- 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>
- 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>
- 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>
- 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>
- 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.
- Yarbro, J., McKnight, K., Elliott, S. E., **Kurz**, A., & Wardlow, L. (2016). Digital instructional strategies and their role in classroom learning. *Journal of Research on Technology in Education*, 8(4), 274-289. <https://doi.org/10.1080/15391523.2016.1212632>

- 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>
- 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>
- 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>
- 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>
- 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>
- 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>
- 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>
- 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>
- 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>
- 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>
- 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>
- 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>

- 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>
- 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>
- 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)

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

- 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.
- Elliott, S. N., Rodriguez, 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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 ($n = 2$)

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.

RESEARCH REPORTS ($n = 4$)

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

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.

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.

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.

IN PREPARATION

Kurz, A., Oakes, W. P., Dolan, K., & Bienenstock, E. (2022). Social networking across institutions of higher education in Morocco. *Innovations in Education and Teaching International*.

Kurz, A., Reddy, L. A., Velasquez, M. K., & Kettler, R. J. (2022). Instructional Coaching for Behavior Management: Relations Between Workstyle Attributes, Coaching Behaviors, and Interaction Styles. *Teaching and Teacher Education*.

Kurz, A., Reichenberg, R., & Yel, N. (2022). Setting opportunity-to-learn standards for effective teaching. *Educational Evaluation and Policy Analysis*.

MEASUREMENT INSTRUMENTS ($n = 10$)

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

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

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

- Glover, T. A., Reddy, L. A., Elliott, S. N., & **Kurz**, A. (2017). iCoach Case Facilitator [Software application]. Newark, NJ. Rutgers University.
- Elliott, S. N., Reddy, L. A., Glover, T. A., & **Kurz**, A., (2017). iCoach Performance Monitoring Rubrics [Online and paper forms]. Newark, NJ. Rutgers University.
- Reddy, L. A., **Kurz**, A., Glover, T. A., & Elliott, S. N. (2017). iCoach Ratings Scale [Online and paper forms]. Newark, NJ. Rutgers University.
- Reddy, L. A., Glover, T. A., **Kurz**, A., & Elliott, S. N. (2017). iCoach Interaction Style Scale [Online and paper forms]. Newark, NJ. Rutgers University.
- Glover, T. A., Reddy, L. A., Elliott, S. N., & **Kurz**, A. (2017). iCoach Observation Record [Online and paper forms]. Newark, NJ. Rutgers University.
- 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.
- Kurz**, A. & Elliott, S. N. (2012). MyiLOGS: My instructional learning opportunities guidance system (Version 2) [Software and training videos]. Tempe, AZ: Arizona State University.

PRESENTATIONS AND SYMPOSIA ($n = 32$)

- Lindsey, L., Velasquez, M., **Kurz**, A., & Hoffman, B. (2017, October). *Students at the center: Engaging youth voice in collective impact*. Presentation at the annual meeting of the StriveTogether Cradle to Career Network, Phoenix, AZ.
- Breecher, C., **Kurz**, A., Lindsey, L., & Velasquez, M. (2017, October). *360 communication: Up, out, down and all around*. Presentation at the annual meeting of the StriveTogether Cradle to Career Network, Phoenix, AZ.
- Elliott, S. N., **Kurz**, A., Yel, N., & Tindal, G. (2017, April). *Mathematics content aligned or not and test performances of students with disabilities*. Paper presented at the annual meeting of the National Council on Measurement in Education, San Antonio, TX
- Kurz**, A. (February, 2017). *Educational redemption and instructional coaching*. Paper presented at the annual Pacific Research Coast Conference, San Diego, CA.
- Kothari, P., **Kurz**, A., Perrault, P. G., & Sheldahl, J. (2016, October). *Equitable data-driven decisions: Creating strong community learning partnerships*. Paper presented at the annual meeting for the Grantmakers for Education, Denver, CO.
- Yarbro, J., McKnight, K., Elliott, S. E., & **Kurz**, A. (2016, June). *Digital instructional strategies and their role in classroom instruction*. Paper presented at the annual meeting of the International Society for Technology in Education, Denver, CO.

- Kurz, A.** (February, 2016). *Measuring Opportunity to learn through a teacher log*. Paper presented at the annual Pacific Research Coast Conference, San Diego, CA.
- Elliott, S. N., **Kurz, A.**, Tindal, G., Stevens, J. & Yel, N. (2015, April). *Predicting end-of-year mathematics achievement of students with and without disabilities: The role of opportunity to learn and CBM measures*. Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago, IL.
- Kettler, R. J., Reddy, L. A., & **Kurz, A.** (2015, April). *Multi-method teacher evaluation: Integrating scores from multiple observational tools*. Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago, IL.
- Peters, S., **Kurz, A.**, Reddy, L. A., Dudek, C. M. & Kettler, R. J. (2015, April). *Teachers' and administrators' experiences with teacher evaluation: A preliminary investigation of high-poverty school districts*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Reichenberg, R., Kurz, A., & Yel, N. (2015, April). *Setting opportunity-to-learn standards for effective teaching*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- 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*. Presentation at the annual meeting of the Teacher Educators for Children with Behavior Disorders, Tempe, AZ.
- Elliott, S. N., **Kurz, A.**, Tindal, G., Stevens, J. & Yel, N. (2014, April). *Predicting end of year mathematical achievement with opportunity to learn and CBM measures: Year 1 report*. Paper presented at the annual meeting of the National Council on Measurement in Education, Philadelphia, PA.
- Kettler, R. J., Reddy, L. A., & **Kurz, A.** (2014, April). *The SSI Project: Modernizing educator evaluation and professional development*. Paper presented at the annual meeting of the Council for Exceptional Children, Philadelphia, PA.
- 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*. Presentation at the annual meeting of the Australian Association of Special Education, Adelaide, AU.
- Elliott, S. N., & **Kurz, A.** (2012, June). *Opportunity-to-learn as a moderating variable in achievement growth*. Paper presented at the annual CCSSO National Conference on Student Assessment, Minneapolis, MN.
- 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*. Presentation at the Educational Testing Service Research and Policy Forum, Princeton, NJ.
- Elliott, S. N., & **Kurz, A.** (2012, April). *Measurement of opportunity-to-learn and its contribution to achievement gains of students with disabilities*. Paper presented at the annual meeting of the National Council on Measurement in Education, Vancouver, Canada.

- Elliott, S. N., & **Kurz**, A. (2012, April). *Measurement of opportunity-to-learn and its contribution to achievement gains of students with disabilities*. Presentation at the U.S. Department of Education Leveraging Resources Conference, Bethesda, MD.
- Kettler, R. J., Elliott, S. N., **Kurz**, A., & Lemons, C. (2012, February). *Measuring what teachers teach and students learn: An integrated model*. Presentation at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.
- 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 conducted at the annual Pacific Coast Research Conference, San Diego, CA.
- Kurz**, A. (2011, June). *Instructional progress management: An introduction*. Presentation at the annual Arizona Department of Education Leading Change Conference, Tucson, AZ.
- Elliott, S. N., & **Kurz**, A. (2011, April). *Learning analytics: Measuring indicators that matter*. Presentation at the annual Arizona State University Education Innovation Summit, Scottsdale, AZ.
- Elliott, S. N., & **Kurz**, A. (2011, February). *Measuring students' access to the intended and assessed curriculum: Constructs, tactics, and tools*. Presentation at the annual meeting of the National Association of School Psychologists, San Francisco, CA.
- Kettler, R. J., **Kurz**, A., Beddow, P. A., & Elliott, S. N. (2011, February). *Online identification of students with learning problems or instructional needs*. Poster presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.
- 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 conducted at the national meeting of the National Center for Performance Incentives, Nashville, TN.
- Elliott, S. N., & **Kurz**, A. (2010, July). *Measuring student access to the intended and assessed curriculum: Constructs, tactics, and tools*. Presentation at the annual meeting of the Office of Special Education Programs Project Directors, Washington, DC.
- 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 conducted at the annual meeting of the Society for the Scientific Study of Reading, Berlin, Germany.
- 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*. Presentation at the annual meeting of the Council for Exceptional Children, Nashville, TN.
- Elliott, S. N., **Kurz**, A., Beddow, P. A., & Frey, J. (2009, February). *Cognitive load theory: Instruction-based research with applications for designing tests*. Presentation at the annual meeting of the National Association of School Psychologists, Boston, MA.

Roach, A. T., Niebling, B. C., **Kurz**, A., & Wixson, C. S. (2007, August). *Aligning curriculum, instruction, and assessments: New tools for psychologist*. Presentation at the annual meeting of the American Psychological Association, San Francisco, CA.

Kurz, A., & Fink, J. (2004, December). *Mapping the IEP: Facilitating student involvement in the IEP process through visual media*. Presentation at the annual meeting of the California League of Middle Schools, Monterey, CA.

RESEARCH GRANTS AND OTHER EXTERNAL FUNDING (total external = \$53,328,408)

2021 – **Local Impact and Social Embeddedness Partnership Grant**
Present *United Way* - \$65,000
Principal Investigator: **Kurz**, A.

2021 – **Higher Education Partnership Morocco (HEP-M)**
Present *United States Agency for International Development* - \$5,582,671
Principal & Co-Principal Investigators: Thompson, N., Oakes, W., & **Kurz**, A.

2020 – **Arizona K-8 Consortium: Building CS and CT Capacity in Rural K-8 Education**
Present *National Science Foundation* - \$299,620
Principal & Co-Principal Investigators: **Kurz**, A., Judson, E., & Barnard, W.

2020 – **Data-Driven Instructional Coaching Model to Guide Teachers' Support of Students with Early Reading Difficulties (DDICM)**
Present *U.S. Department of Education* - \$1,599,977
Principal & Co-Principal Investigators: Glover, T. A., Reddy., L. A., **Kurz**, A.

2017 – **Technology-Supported Behavioral Support Coaching: Project Select-Support-Succeed (ReadyCoach)**
Present *U.S. Department of Education* - \$2,498,436
Principal & Co-Principal Investigators: **Kurz**, A., Glover, T. A., Reddy., L. A., & Elliott, S. N.

2014 - 2021 **A Collective Impact Initiative: Thriving Together**
United Way - \$554,221
Principal Investigator: **Kurz**, A.

2013 - 2018 **Integrated Technology Tools for Optimizing Instruction and Assessment Results for Students with Disabilities (I2PM)**
U.S. Department of Education - \$2,499,988
Principal & Co-Principal Investigators: Elliott, S. N., **Kurz**, A., Tindal, G.

2012 - 2017 **The School System Improvement (SSI) Project**
U.S. Department of Education - \$39,703,502
Principal & Co-Principal Investigators: Reddy, L. A., 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 - \$399,993
 Principal & Co-Principal Investigators: **Kurz, A.**, 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
 Principal & Co-Principal Investigators: **Kurz, A.**, & Williams, L.
- 2011 - 2013 **Enhancing the Large-scale Application of MyiLOGS: Educational Technology for Instructional Progress Management (EdTech-IPM)**
Arizona State University Venture Catalyst - \$50,000
 Principal & Co-Principal Investigators: Elliott, S. N., & **Kurz, A.**

INTERNAL FUNDING (*total internal = \$10,300*)

- 2013 - 2015 **Sanford School Seed Grant (S3G)**
T. Denny Sanford School of Social and Family Dynamics - \$10,300
 Principal Investigator: **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., & Zigmund, 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

UNIVERSITY TEACHING AND SUPERVISION

2020 -
Present **Dissertation Committee Member**
Title: *TBD*
TBD (Chair), TBD (Member), TBD (Member), Dr. Alexander Kurz (Member), **Paul Phillips** (Dissertator), Mary Lou Fulton Teachers College, Arizona State University

2020 -
Present **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**
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 Teachers College, 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 Teachers College, 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

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

- 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.
- 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.
- 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.
- Kurz, A. (2011, 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.
- 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.
- Kurz, A. (2011, January).** *MyiLOGS classroom observation training.* Observer reliability training for university personnel in the MAAPS field test, Pittsburgh, PA.
- Kurz, A. (2011, January).** *MyiLOGS classroom observation training.* Observer reliability training for state personnel in the MAAPS field test, Columbia, SC.
- Kurz, A. (2010, December).** *MyiLOGS classroom observation training.* Observer reliability training for state personnel in the MAAPS field test, Phoenix, AZ.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

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.

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

2021- Present	Elizabeth Leone <i>Directed Research</i>
2021- Present	Koran Munafo <i>Directed Research</i>
2021- Present	Paul Phillips <i>Directed Research; Dissertation Committee Member</i>
2020 - 2021	Melissa Boydston <i>Directed Research; Dissertation Committee Member</i>
2016 - 2020	Annabella Gallagher <i>Directed Research (Applied Data Analysis & Visualization Intern)</i>
2017 - 2019	Danielle Desfosses <i>Directed Research; Dissertation Committee Member</i>
2017 - 2019	Patricia Cruz <i>Directed Research; Dissertation Committee Member</i>
2016 - 2019	Virginia Coco <i>Directed Research; Dissertation Committee Member</i> Title: <i>Identifying Barriers to Field Based Environmental Education in K-8 Public Elementary Schools in Arizona</i>
2015 - 2016	Khaerannisa Cortes <i>Directed Research (Applied Data Analysis & Visualization Intern)</i>
2014 - 2015	Chara Price <i>Directed Research (Applied Data Analysis & Visualization Intern)</i>
2013 - 2015	Ray Reichenberg <i>Directed Research</i>
2013 - 2016	Nedim Yel <i>Directed Research; Dissertation Committee Member</i> Title: <i>TBA</i>

2011 - 2012 **Pamela Roggeman**
Dissertation Committee Member
Title: *Empowering the First-Year Teacher*
Dr. Kathleen Puckett (Chair), Dr. Sarup Mathur (Member), Dr. Alexander Kurz (Member),
Mary Lou Fulton Teachers College, Arizona State University

SERVICE

2012 – Present **Director, AzPREP Office**
Arizona Practitioner-Researcher Educational Partnership Office, Arizona State University
Relevant Expertise: Program Evaluation, Continuous Improvement Research

2015 – Present **Director, Internship Program**
Applied Data Analysis & Visualization, Internship Program, Arizona State University
Relevant Expertise: Advanced Tableau Training, Continuous Improvement Methods

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*

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

LICENSURES AND CERTIFICATIONS

Board Certified Behavior Analyst – Doctoral (1-07-3583)	United States
Special Education (K-12, Mild/Moderate)	State of California
Special Education (K-12, Modified)	State of Tennessee