

Audrey Amrein-Beardsley, Ph.D.

Professor

Mary Lou Fulton College for Teaching and
Learning Innovation – Arizona State University
H.B. Farmer Building – Office #438A
1050 S Forest Mall, Tempe, AZ 85281
Cell: 602.561.4731
Email: audrey.beardsley@asu.edu

Homepage: [here](#)

Blog: [VAMboozled!](#)

Twitter: [@vamboozled_](#)

Google Scholar Profile: [here](#)

Total citations = 8858; h-index¹ = 36; i10-index² = 75

Academia.edu Profile: [here](#)

ORCID: 0000-0001-6924-3025

Biography

Audrey Amrein-Beardsley received her Ph.D. in 2002 from Arizona State University (ASU) specializing in educational policy and research and evaluation methods. Awarded tenure in 2010, as an ASU Presidential Exemplar, and promoted again in 2016, she is currently a Professor in the [Mary Lou Fulton Teachers College](#) at ASU. Given her scholarly contributions in the areas of educational research and policy, she has been recognized as being one of the [Top Edu-Scholars in the Nation](#), honored for being a university-based academic contributing most to the public discourse and current thought about America's public schools. Her research has also been highlighted in popular press outlets including *National Public Radio* (NPR), *The New York Times*, *USA Today*, the *Washington Post*, *Education Week*, *The Huffington Post*, *The Economist*; other local news outlets (e.g., *The Boston Globe*, the *Houston Chronicle*, the *Arizona Republic*); and television media, including *Public Broadcasting Service* (PBS) shows and the *Home Box Office's* (HBO's) [Last Week Tonight with John Oliver](#).

Dr. Amrein-Beardsley's research interests include educational policies, measurement and measurement-based systems, research methods and, more specifically, educational policies and systems based upon high-stakes tests and value-added models (VAMs), with emphases on the popular and proprietary Education Value-Added Assessment System (EVAAS). She is author of over 120 peer- and editorially-reviewed journal articles and two academic books - one published in 2014 titled "[Rethinking Value-Added Models in Education Critical Perspectives on Tests and Assessment-Based Accountability](#)" and the other published in 2016 titled "[Student Growth Measures in Policy and Practice: Intended and Unintended Consequences of High-Stakes Teacher Evaluations](#)." She has also served as an expert witness on behalf of many educators across states and districts, as per some of the lawsuits pertaining to the (mis)uses of students' large-scale standardized test scores (i.e., in California, Houston, Florida, New Mexico, Pennsylvania, Tennessee, and Texas).

She is also creator of the blog about these topics called [VAMboozled!](#) (that she sunsetted, with 50,000+ followers, after the passage of the Every Student Succeeds Act (ESSA) which removed federal mandates for the use of VAMs across U.S.-based teacher evaluation systems), and creator and host of an online show titled [Inside the Academy of Education](#) during which she interviews and archives the personal and professional histories of the most iconic researchers in the academy of education.

¹ Google Scholar's h-index is the largest number h such that h publications have at least h citations.

² Google Scholar's i10-index is the number of publications with at least 10 citations.

**Professional
Experiences**

Professor

2016-present, ASU, Mary Lou Fulton Teachers College

- School of Public Affairs Faculty Affiliate

Associate Professor

2010-2016, ASU, Mary Lou Fulton Teachers College

- Learning Sciences Institute Faculty Affiliate
- School of Public Affairs Faculty Affiliate

Assistant Professor

2004-2010, ASU, Mary Lou Fulton Teachers College

Research Associate

2002-2004, The Virginia G. Piper Charitable Trust – Scottsdale, AZ

Research Professional

2000-2003, ASU – Tempe, AZ

Research Assistant

1997-2000, ASU – Tempe, AZ

Mathematics Teacher

1997-1998, Cortez High School – Phoenix, AZ

Mathematics Teacher

1994-1997, Maxwell Middle School – Tucson, AZ

**Professional
Degrees
Earned**

Ph.D., Educational Leadership and Policy with an emphasis in Research and Evaluation Methods

1998-2002, ASU – Tempe, AZ

Dissertation: *A time-series analysis of the intended and unintended consequences of high-stakes tests*

Chair: David Berliner; Committee Members: Gene Glass and Mary Lee Smith

Scholar, University of Michigan's Institute for Social Research - Survey Research Program

2000-Summer, University of Michigan – Ann Arbor, MI

M.Ed., Educational Leadership and Policy Studies with an emphasis in Educational Administration and Supervision

1997-1998, ASU – Tempe, AZ

B.A., Education with an emphasis in mathematics and Spanish

1989-1993, University of Arizona – Tucson, AZ

**Scholarly
Books**

Kappler Hewitt, K., & Amrein-Beardsley, A. (Eds.). (2016). *Student growth measures in policy and practice: Intended and unintended consequences of high-stakes teacher evaluations*. Palgrave Macmillan.

Amrein-Beardsley, A. (2014). *Rethinking value-added models in education: Critical perspectives on tests and assessment-based accountability*. Routledge.³

Book Chapters

Nichols, S. L., Amrein-Beardsley, A., & Herrick, I. R. (in press). High-consequence test-based accountability. In G. T. L. Brown & L. R. Harris (Eds.), *Handbook of human and social conditions in assessment* (2nd ed., pp. xxx–xxx). Routledge.

Amrein-Beardsley, A., *Stone, C., *Tremblay, C. M., *Beall, G. L., *Mendhe, S. & *Vecellio, A. (2025). A systematic literature review of the empirical research on three of the most popular, U.S.-based classroom observational systems. In S. P. Kelly (Ed.), *Research handbook on classroom observation* (pp. 39-62) Edward Elgar Publishing.

Mosco, M., & Amrein-Beardsley, A. (2023). Influencing young women to pursue creative information technology careers. In N. T. Nasr, & J. A. Perry (Eds.), *Contemporary perspectives through action research across educational disciplines*. Information Age Publishing.

Amrein-Beardsley, A., Barnett, J. H., & Ganesh, T. (2016). Concerns and essential elements in evaluating teacher preparation programs. In W. Mathis, & T. Trujillo (Eds.), *Learning from the federal market-based reforms: Lessons for ESSA*. Information Age Publishing.

Hansen, C. C., Borden, R., Geiger, T. J., & Amrein-Beardsley, A. (2016). Sun Devils, Bobcats in the Sun, and the Phoenix Suns. In J. Slater, R. Ravid, & R. Reardon (Eds.), *Building and maintaining collaborative communities: Schools, university, and community organizations* (pp. 55-68). Information Age Publishing.

van der Wateren, D., & Amrein-Beardsley, A. (2015). Measuring what doesn't matter: The nonsense and sense of testing. In J. Evers & R. Kneyber (Eds.), *Flip the system: Changing education from the ground up* (pp. 24-38). Routledge.

Peer Reviewed Articles

Sloat, E., & Amrein-Beardsley, A. (in progress). Examining the factor structure underlying the Danielson Framework for Teaching. *Journal TBD*.

*Indicates doctoral students

Ellis, S. E., & Amrein-Beardsley, A. (in progress). Student ambassadors: Creating a venue for middle school students to share their voices to impact their social emotional competencies. *Journal TBD*.

**Indicates a solicited piece

Feirstein, J., & Amrein-Beardsley, A. (in progress). Redefining professionalism pedagogy in physician assistant education: Moving toward intersectional professional identity formation. *Journal TBD*.

Amrein-Beardsley, A., Stone, C., & Beall, G. L. (in progress). A systematic analysis of the Classic Learning Test's (CLT's) peer-reviewed, technical, and other validity-related evidence. *Journal TBD*.

³ This book has been reviewed three times, once in *Teachers College Record* (2016, see [here](#)) and twice in *Education Review* (2014, see [here](#); 2016, see [here](#)).

Amrein-Beardsley, A., Stone, C., Holloway, J., & Lewis, S. (in progress). Validity first: The politics, governance, and consequences of teacher evaluation. *Education Sciences*.

Bhatti-Klug, R., & Amrein-Beardsley, A. (under review, November 2025). Increasing cultural responsiveness among university faculty through culturally intelligent training. *American Journal of Education*.

Hodge, N., & Amrein-Beardsley, A. (under review, November 2025). A peer-driven technology adoption model using communities of practice to influence technology adoption in higher education. *Journal of Educational Technology Systems*.

Amrein-Beardsley, A., *Stone, C., *Moss, C. M., & *Beall, G. L. (under review, November 2025). A systematic review of three major U.S. classroom observation systems used for teacher evaluation purposes. *Studies in Educational Evaluation*.

Peel, M., & Amrein-Beardsley, A. (under review, December 2025). Climate Justice Collaborative Toolkit: A community co-development process for addressing climate and racial justice needs. *Discover Environment*.

Amrein-Beardsley, A., & Geiger, T. (revised and resubmitted, November 2025). Using (unreliable) district-level value-added scores to inform school funding (and potentially other) decisions. *Educational Assessment, Evaluation, and Accountability*.

Kwarase, P. K., Amrein-Beardsley, A., Wambua, P., Duong, B-H., Akumu, K., Olemo, C. D., Okello, G. O., Njuguna, A., Boyce, A. S., Kim, M., Silova, I., & Nielsen, A. (revised and resubmitted, October 2025). Resilient, high-quality, and inclusive e-learning: A participatory and large-scale evaluation of a multinational e-learning initiative. *Educational Technology Research and Development*.

*Herrick, I. R., Amrein-Beardsley, A., & Nichols, S. L. (in press, June 2025). A political spectacle: A policy analysis of states' responses to federal testing waivers during the coronavirus (COVID) pandemic. *AERA Open*.

*Wieland, S., & Amrein-Beardsley, A. (2025). A new transfer advising model to promote increased student transfer success: A mixed-methods, action research study. *The Mentor: Innovative Scholarship on Academic Advising*, 27. <https://doi.org/10.59236/mj2763333>

Cha, D.J., & Amrein-Beardsley, A. (2025). Measuring U.S. music teacher educator burnout: A validation study of the Copenhagen Burnout Inventory. *Korean Journal of Research in Music Education*, 54(3), 207-229. <https://doi.org/10.30775/KMES.54.3.207>

*Wang, Y., Pivovarova, M., & Amrein-Beardsley, A. (2025). Exploring differential effects of teacher incentive programs on student achievement. *Journal of Education, Innovation, and Communication*. <https://doi.org/10.34097/jeicom-7-2-2>

Amrein-Beardsley, A., Azizova, Z., *Gibbs, N. P., Ikegwuonu, C., Kim, J., *La Torre, D. M., Lavery, M. R., Pivovarov, M., & Zheng, Y. (2025). A validation review of the SAT and ACT for college and university admissions decisions. *Education Policy Analysis Archives*, 33.

<https://doi.org/10.14507/epaa.33.8734>

*Mitchell, D. S., & Amrein-Beardsley, A. (2024). Professional development to promote data literacy and equity-mindedness among community college employees. *The Community College Enterprise*, 30(2), 34-79.

Pivovarov, M., Geiger, T., & Amrein-Beardsley, A. (2024). What's in a school grade? Examining how school demographics predict school letter grades. *Practical Assessment, Research, and Evaluation*, 29(12). <https://openpublishing.library.umass.edu/pare/article/id/2039/>

Pivovarov, M., & Amrein-Beardsley, A. (2024). Not all percentiles are equal: Examining non-linear relationships between two, popular teacher evaluation measures. *Educational Assessment, Evaluation and Accountability*. <https://doi.org/10.1007/s11092-024-09433-w>

*Corte, C., & Amrein-Beardsley, A. (2023). Increasing awareness while interrogating racial implicit bias: Findings and implications for creating inclusive educational spaces. *Innovative Higher Education*, 1-19. <https://doi.org/10.1007/s10755-023-09673-6>

Amrein-Beardsley, A., Lavery, M. R., Holloway, J., Pivovarov, M., & Hahs-Vaughn, D. L. (2023). Evaluating the validity evidence surrounding the use of value-added models to evaluate teachers: A systematic review. *Education Policy Analysis Archives*, 31. <https://doi.org/10.14507/epaa.31.8201>

*Gibbs, N. P., Sloat, E. F., Amrein-Beardsley, A., *Cha, D., *Mulerwa, O., & *Beck, M. F. (2023). Establishing class size policies for optimal course outcomes in online undergraduate education programs. *Studies in Higher Education*, 48(2), 1841–1855. <https://doi.org/10.1080/03075079.2023.2216725>

Amrein-Beardsley, A. (2023). A Florida teacher wrongfully terminated? Alleged (mis)uses of value-added model (VAM) data for high-stakes teacher evaluation decisions. *Educational Assessment, Evaluation and Accountability*. <https://doi.org/10.1007/s11092-023-09411-8>

Amrein-Beardsley, A., Collins, C., *Demps, D., *Gong, B., *Ikegwuonu, C., Salinas, S. M., & *Santa-Ramirez, S. (2023). A sequential mixed-methods study of a technology-enabled support system promoting student-to-teacher success. *Teaching Education*. <https://doi.org/10.1080/10476210.2023.2194626>

*Cha, D., & Amrein-Beardsley, A. (2023). A survey research study of music education faculty: Demographics as related to indicators of job satisfaction and stress. *International Journal of Music Education*, 1-13. <https://doi.org/10.1177/025576142311164>

*Sowl, S., Amrein-Beardsey, A., & Collins, C. (2022). Teaching program evaluation: How blending theory and practice enhance student-evaluator competencies in an education policy graduate program. *Evaluation and Program Planning*, 94. <https://doi.org/10.1016/j.evalprogplan.2022.102139>

Amrein-Beardsley, A. (2022). What should the future of educational accountability look like? A response to Brian Gill. *Journal of Policy Analysis and Management (JPAM)*, 41(4), 1240-1242. <https://doi.org/10.1002/pam.22425>

Amrein-Beardsley, A. (2022). Using standardized tests for educational accountability: The bad idea that keeps on giving nothing in return. *Journal of Policy Analysis and Management (JPAM)*, 41(4), 1226-1232. <https://doi.org/10.1002/pam.22426>

*Wakefield, W., Amrein-Beardsley, A., Collins, C., *Parra-Gaete, I., *Glassmeyer, K., *Palandjian, G., *do Lago e Pretti, E., *Roberts, T., & *Terada, T. (2022). Examining an alternative teacher education undergraduate program: Possibilities for teaching and extending what it means to be an educator outside of the classroom. *Journal of Teacher Education and Educators*, 11(2). <https://dergipark.org.tr/tr/pub/jtee/issue/72413>

Amrein-Beardsley, A., *Geiger, T. J., & *Winn, K. (2022). States' performance on NAEP mathematics and reading exams after the implementation of school letter grade accountability policies. *Cogent Education*, 9(1). <https://doi.org/10.1080/2331186X.2022.2063223>

Fischman, G. E., Amrein-Beardsley, A., & McBride-Schreiner, S. (2022). Education research is still the hardest science: A proposal for improving its trustworthiness and usability. *F1000Research*, 11(230). <https://doi.org/10.12688/f1000research.109700.1>

*Gong, B., Collins, C., & Amrein-Beardsley, A. (2022). An international professional development collaboration: Supporting teachers in the Kingdom of Saudi Arabia through an immersion program in the United States. *Gulf Education and Social Policy Review*, 2(2), 115-143. <https://doi.org/10.18502/gespr.v2i1.10045>

Lavery, M. R., Amrein-Beardsley, A., *Geiger, T., & Pivovarova, M. (2020). Value-added model (VAM) scholars on using VAMs for teacher evaluation, after the passage of the Every Student Succeeds Act (ESSA). *Teachers College Record*, 122(8). <https://www.tcrecord.org/content.asp?contentid=23320>

*Geiger, T. J., & Amrein-Beardsley, A. (2020). Student perception surveys for K-12 teacher evaluation in the United States: A survey of surveys. *Cogent Education*, 6(1). <https://doi.org/10.1080/2331186X.2019.1602943>

*Geiger, T. J., Amrein-Beardsley, A., & Holloway, J. (2020). Using test scores to evaluate and hold school teachers accountable in New Mexico. *Educational Assessment, Evaluation and Accountability*, 32(2), 187-235. <https://doi.org/10.1007/s11092-020-09324-w>

Paige, M. A., & Amrein-Beardsley, A. (2020). "Houston, we have a lawsuit:" A cautionary tale for the implementation of value-added models (VAMs) for high-stakes employment decisions. *Educational Researcher*, 49(5). <https://doi.org/10.3102/0013189X20923046>

Amrein-Beardsley, A., & *Geiger, T. J. (2020). Methodological concerns about the Education Value-Added Assessment System (EVAAS): Validity, reliability, and bias. *SAGE Open*, 1-15. <https://doi.org/10.1177/2158244020922224>

*Close, K., Amrein-Beardsley, A., & Collins, C. (2020). Putting teacher evaluation systems on the map: An overview of states' teacher evaluation systems post-Every Student Succeeds Act. *Education Policy Analysis Archives*, 28(1), 1-58. <https://doi.org/10.14507/epaa.28.5252>

Amrein-Beardsley, A., Sloat, E., & Holloway, J. (2020). All value-added models (VAMs) are wrong, but sometimes they may be useful. *AASA Journal of Scholarship and Practice*, 17(1), 31-39.

Amrein-Beardsley, A. (2019). The Education Value-Added Assessment System (EVAAS) on trial: A precedent-setting lawsuit with implications for policy and practice. *eJournal of Education Policy*. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1234497.pdf>

Amrein-Beardsley, A., & *Geiger, T. J. (2019). Potential sources of invalidity when using teacher value-added and principal observational estimates: Artificial inflation, deflation, and conflation. *Educational Assessment, Evaluation and Accountability*, 31(4), 465-493. <https://doi.org/10.1007/s11092-019-09311-w>

Amrein-Beardsley, A., & *Close, K. (2019). Teacher-level value-added models (VAMs) on trial: Empirical and pragmatic issues of concern across five court cases. *Educational Policy*, 35(6), 1-42. <https://doi.org/10.1177/0895904819843593>

Paige, M. A., Amrein-Beardsley, A., & *Close, K. (2019). Tennessee's national impact on teacher evaluation law & policy: An assessment of value-added model litigation [Law Review]. *Tennessee Journal of Law & Policy*, 13(2), 523-574.

Kwon, J. Y., Kulinna, P. H., van der Mars, H., Amrein-Beardsley, A., & Koro-Ljungberg, M. (2019). Comprehensive school physical activity programs preparation in physical education teacher education programs. *Journal of Teaching in Physical Education*, 38(3), 271-276. <https://doi.org/10.1123/jtpe.2018-0110>

Amrein-Beardsley, A., & Collins, C. (2018). Using the Texas Value-Added Assessment System (TxVAAS) to improve teacher effectiveness: Investigating the research-situated "truths" behind TxVAAS claims. *Journal of Educational Research and Practice*, 8(1), 146-178. <https://doi.org/10.5590/JERAP.2018.08.1.12>

Sloat, E., Amrein-Beardsley, A., & Sabo, K. E. (2018). The TAP System for Teacher and Student Advancement: A (questionable) system of teacher accountability and professional support. *AASA Journal of Scholarship and Practice*, 15(3), 4-11.

Sloat, E., Amrein-Beardsley, A., Holloway, J. (2018). Different teacher-level effectiveness estimates, different results: Inter-model concordance across six generalized value-added models (VAMs). *Educational Assessment, Evaluation and Accountability*, 30(4), 367-397. <https://doi.org/10.1007/s11092-018-9283-7>

Paufler, N. A., & Amrein-Beardsley, A. (2018). Classics and contemporaries: The "Top Ten" books recommended by some of the finest in the education academy. *Critical Questions in Education*, 100-116. <https://files.eric.ed.gov/fulltext/EJ1191118.pdf>

- Kwon, J. Y., Kulinna, P. H., van der Mars, H., Koro-Ljungberg, M., Amrein-Beardsley, A., & Norris, J. (2018). Physical education pre-service teachers' perceptions about preparation for Comprehensive School Physical Activity Programs. *Research Quarterly for Exercise and Sport*, 89(2), 221-234. <https://doi.org/10.1080/02701367.2018.1443196>
- Pivovarov, M., & Amrein-Beardsley, A. (2018). Median growth percentiles (MGPs): Assessment of intertemporal stability and correlations with observational scores. *Educational Assessment*, 2, 139-155. <https://doi.org/10.1080/10627197.2018.1449634>
- *Geiger, T. J., & Amrein-Beardsley, A. (2017). Administrators gaming test- and observation-based teacher evaluation methods: To conform to or confront the system. *American Association of School Administrators (AASA) Journal of Scholarship and Practice*, 14(3), 45-53.
- *Geiger, T. J., & Amrein-Beardsley, A. (2017). (Almost) A slam dunk: Assessing the experiences and opinions of participants in a National Basketball Association (NBA)-funded dropout prevention program. *Evaluation and Program Planning*, 64, 7-19. <https://doi.org/10.1016/j.evalprogplan.2017.05.005>
- Sloat, E., Amrein-Beardsley, A., & Sabo, K. E. (2017). Examining the factor structure underlying the TAP System for Teacher and Student Advancement. *AERA Open*, 3(4), 1-18. <https://doi.org/10.1177/2332858417735526>
- Amrein-Beardsley, A., & Holloway, J. (2017). Value-added models for teacher evaluation and accountability: Commonsense assumptions. *Educational Policy*, 1-27. <https://doi.org/10.1177/0895904817719519>
- Amrein-Beardsley, A., Lawton, K., & *Ronan, K. (2017). An elusive policy imperative: Data and methodological challenges when using growth in student achievement to evaluate teacher education programs' "value-added." *Teaching Education*, 28(3), 296-316. <https://doi.org/10.1080/10476210.2017.1296828>
- *Norris, J., van der Mars, H., Kulinna, P., & Amrein-Beardsley, A. (2017). Administrators' perceptions of physical education teacher evaluation. *The Physical Educator*, 74(4), 729-755.
- *Norris, J., van der Mars, H., Kulinna, P., Kwon, J., & Amrein-Beardsley, A. (2017). A document analysis of teacher evaluation systems specific to physical education. *The Physical Educator*, 74(4), 756-786.
- *Norris, J., van der Mars, H., Kulinna, P., Amrein-Beardsley, A., Kwon, J., & Hodges, M. (2017). Physical education teacher perceptions of teacher evaluation. *The Physical Educator*, 74(1), 41-62. <https://doi.org/10.18666/TPE-2017-V74-I1-6882>
- Paufler, N. A., & Amrein-Beardsley, A. (2016). Preparing teachers for educational renewal within current contexts of accountability: Reflecting upon John Goodlad's Twenty Postulates. *Journal of Teacher Education*, 67(4), 251-262. <https://doi.org/10.1177/0022487116660154>

Pivovarov, M., Amrein-Beardsley, A., & Broatch, J. (2016). Value-added models (VAMs): Caveat emptor. *Statistics and Public Policy*, 3(1), 1-10.

<https://doi.org/10.1080/2330443X.2016.1164641>

<http://dx.doi.org/10.1080/2330443X.2016.1164641>

Amrein-Beardsley, A., Polasky, S. A., & *Holloway-Libell, J. (2016). Validating “value-added” in the primary grades: One district’s attempts to increase fairness and inclusivity in its teacher evaluation system. *Educational Assessment, Evaluation and Accountability*, 28(2), 139-159.

<https://doi.org/10.1007/s11092-015-9234-5>

Amrein-Beardsley, A., *Holloway-Libell, J., *Montana Cirell, A., *Hays, A., & *Chapman, K. (2015). “Rational” observational systems of educational accountability and reform. *Practical Assessment, Research and Evaluation (PARE)*, 20(17).

<http://pareonline.net/getvn.asp?v=20&n=17>

*Collins, C., & Amrein-Beardsley, A. (2014). Putting growth and value-added models on the map: A national overview. *Teachers College Record*, 116(1).

<http://www.tcrecord.org/Content.asp?ContentId=17291>

*Paufler, N. A., & Amrein-Beardsley, A. (2014). The random assignment of students into elementary classrooms: Implications for value-added analyses and interpretations. *American Educational Research Journal (AERJ)*, 51(2), 328-362.

<https://doi.org/10.3102/0002831213508299>

Amrein-Beardsley, A., Barnett, J. H., & Ganesh, T. (2013). Seven legitimate apprehensions about evaluating teacher education programs and seven “beyond excuses” imperatives. *Teachers College Record*, 115(12).

<http://www.tcrecord.org/content.asp?contentid=17251>

*Suzuki, A., Amrein-Beardsley, A., & Perry, N. J. (2012). A summer bridge program for under-prepared first-year students: Confidence, community, and re-enrollment. *Journal of the First-Year Experience and Students in Transition*, 24(2), 85-106.

Amrein-Beardsley, A., & Barnett, J. H. (2012). It might just take a partnership. *Issues in Teacher Education*, 21(2), 103-124.

Amrein-Beardsley, A. (2012). Recruiting expert teachers into high-needs schools: Leadership, money, and colleagues. *Education Policy Analysis Archives*, 20(27).

<https://doi.org/10.14507/epaa.v20n27.2012>

Amrein-Beardsley, A., & Haladyna, T. M. (2012). Validating a theory-based survey to evaluate teaching effectiveness in higher education. *Journal on Excellence in College Teaching*, 23(1), 17-42.

Amrein-Beardsley, A., Zambo, D., Moore, D. W., Buss, R. R., Perry, N. J., Painter, S. R., Carlson, D. L., Foulger, T. S., Olson, K., & Puckett, K. S. (2012). Graduates respond to an innovative educational doctorate program. *Journal of Research on Leadership in Education*, 7(1), 98-122.

<https://doi.org/10.1177/1942775112440630>

- Amrein-Beardsley, A., & *Collins, C. (2012). The SAS Education Value-Added Assessment System (SAS® EVAAS®) in the Houston Independent School District (HISD): Intended and unintended consequences. *Education Policy Analysis Archives*, 20(12).
<https://doi.org/10.14507/epaa.v20n12.2012>
- Amrein-Beardsley, A., & Barnett, J. H. (2012). Working with error and uncertainty to increase measurement validity. *Educational Assessment, Evaluation and Accountability*, 1-11.
<https://doi.org/10.1007/s11092-012-9146-6>
- Foulger, T. S., Amrein-Beardsley, A., & Toth, M. (2011). Students' roles in exposing growing pains: Using the "Dean's Concerns" to refine hybrid instruction. *International Journal of Teaching and Learning in Higher Education*, 23(2).
- Amrein-Beardsley, A., & Osborn Popp, S. (2011). Peer observations among faculty in a college of education: Investigating the summative and formative uses of the Reformed Teaching Observation Protocol (RTOP). *Educational Assessment, Evaluation and Accountability*, 24(1), 5-24.
<https://doi.org/10.1007/s11092-011-9135-1>
- Amrein-Beardsley, A., & Barnett, J. H. (2010). The sinking state of public colleges of education: Lessons learned without lifeboats. *Action in Teacher Education*, 32(4).
<https://doi.org/10.1080/01626620.2010.549700>
- Toth, M., Amrein-Beardsley, A., & Foulger, T. S. (2010). Changing delivery methods, changing practices: Exploring instructional practices in face-to-face and hybrid courses. *Journal of Online Learning and Teaching*, 6(3), 617-633. <http://jolt.merlot.org/>
- Amrein-Beardsley, A., Berliner, D. C., & *Rideau, S. (2010). Cheating in the first, second, and third degree: Educators' responses to high-stakes testing. *Education Policy Analysis Archives*, 18(14).
<https://doi.org/10.14507/epaa.v18n14.2010>
- Carter, H., Amrein-Beardsley, A., & Hansen, C. (2009). So NOT amazing! Teach for America corps members' evaluation of their teacher preparation program. *Teachers College Record*, 113(5).
<http://www.tcrecord.org/Content.asp?ContentId=15832>
- Amrein-Beardsley, A., & Haladyna, T. (2009). Tinkering with the traditional to assess and promote quality instruction: Learning from a new and unimproved instructional evaluation instrument. *Journal of College Teaching and Learning*, 6(4), 51-64.
- Haladyna, T., & Amrein-Beardsley, A. (2009). Validation of a research-based student survey of instruction. *Educational Assessment, Evaluation and Accountability*, 21(3), 255-276.
- Amrein-Beardsley, A. (2009). The unintended, pernicious consequences of staying the course. *International Journal of Education Policy and Leadership*, 4(6).
<http://journals.sfu.ca/ijepl/index.php/ijepl/article/view/199/69>
- Amrein-Beardsley, A. (2009). Controlling schools using high-stakes tests: Moral imperatives inspired by Rachel Carson. *Teachers College Record*.
<http://www.tcrecord.org/Content.asp?ContentId=15804>

Amrein-Beardsley, A. (2009). Twilight in the valley of the sun: Evaluating the educational impact of arts and culture programs in Arizona's public schools post-NCLB. *Arts Education Policy Review*, 110(3), 9-17. <https://doi.org/10.3200/AEPR.110.3.9-17>

Toth, M., Foulger, T. S., & Amrein-Beardsley, A. (2008). Post-implementation insights about a hybrid degree program. *TechTrends*, 52(3), 76-80.

Amrein-Beardsley, A. (2008). Methodological concerns about the Education Value-Added Assessment System (EVAAS). *Educational Researcher*, 37(2), 65-75.
<https://doi.org/10.3102/0013189X08316420>

Amrein-Beardsley, A., Foulger, T. S., & Toth, M. (2007). Examining the development of a hybrid degree program: Using student and instructor data to inform decision-making. *Journal of Research on Technology in Education*, 3(4), 331-357.

Amrein-Beardsley, A. (2006). Teacher research informing policy: An analysis of research on highly qualified teaching and NCLB. *Essays in Education*, 17.
<http://www.usca.edu/essays/vol172006/Beardsley%20rev.pdf>

*Vandevoort, L. G., Amrein-Beardsley, A. & Berliner, D. C. (2004). National Board Certified Teachers and their students' achievement. *Education Policy Analysis Archives*, 12(46).
<https://doi.org/10.14507/epaa.v12n46.2004>

Amrein-Beardsley, A. & Berliner, D.C. (2003). Re-analysis of NAEP math and reading scores in states with and without high-stakes tests: Response to Rosenshine. *Education Policy Analysis Archives*, 11(25). <https://doi.org/10.14507/epaa.v11n25.2003>**

Amrein, A. L., & Berliner, D. C. (2002). High-stakes testing, uncertainty, and student learning. *Education Policy Analysis Archives*, 10(18). <https://doi.org/10.14507/epaa.v10n18.2002>

Amrein, A. L., & Peña, R. A. (2000). Asymmetry in dual language practice: Assessing imbalance in a program promoting equality. *Education Policy Analysis Archives*, 8(8).
<https://doi.org/10.14507/epaa.v8n8.2000>

Peña, R. A., & Amrein, A. L. (1999). Effective classroom management starts with an ethic of caring: A primer for school leaders. *The International Electronic Journal for Leadership in Learning*, 3(24). <http://www.acs.ucalgary.ca/~iejll/volume3/pena.html>

Peña, R. A., & Amrein, A. L. (1999). Classroom management and caring. *Teaching Education*, 10(2), 169-179.

**Editorially
Reviewed
Articles**

*Beall, G. L., Amrein-Beardsley, A., *Stone, C., & *Gross, C. M. (in press). A ten-minute shopping guide to classroom observational systems: buyers beAware! *The School Administrator*.

Fischman, G. E., & Amrein-Beardsley, A. (2026). Strengthening education research publications through open, principled, and pragmatic experimentation: *AERA Open* editors' vision statement 2025–2027. *AERA Open*. <https://journals.sagepub.com/doi/10.1177/23328584251410164>

*Indicates
doctoral students

- **Indicates a solicited piece* *Gross, C. M., Amrein-Beardsley, A., *Stone, C., & *Beall, G. L. (2025). Strengthening instructional cultures while surviving observation island. *Phi Delta Kappan*, 107(3-4), 58–62. <https://doi.org/10.1177/00317217251405529>
- Azizova, Z. T., Amrein-Beardsley, A., & Kim, J. (2025). The hidden bias in college admissions tests: How standardized exams can favor privilege over potential. *The Conversation*.⁴ . <https://doi.org/10.64628/AALh96x67kif>
- Amrein-Beardsley, A., & Geiger, T. J. (2022). The breakfast of champions: Student surveys to sustain and cultivate teachers. *Phi Delta Kappan*, 103(8), 49-53. <https://kappanonline.org/student-surveys-amrein-beardsley-geiger/>
- Amrein-Beardsley, A. (2020). Policies and practices of promise in teacher evaluation: The introduction to the special issue. *Education Policy Analysis Archives*, 28. <https://epaa.asu.edu/ojs/article/view/5443>
- *Winn, K., *Geiger, T. J., & Amrein-Beardsley. (2020). School letter grades and achievement: Have graded state accountability systems improved student learning? *American School Board Journal*. <https://www.nsba.org/ASBJ/2020/February/Grades-Achievement>
- *Close, K., Amrein-Beardsley, A., & Collins, C. (2019). Mapping America’s teacher evaluation plans post ESSA. *Phi Delta Kappan*. <https://www.kappanonline.org/mapping-teacher-evaluation-plans-essa-close-amrein-beardsley-collins/>
- *Close, K., & Amrein-Beardsley, A. (2018). Learning from what doesn’t work in teacher evaluation. *Phi Delta Kappan*, 100(1), 15-19. <http://www.kappanonline.org/learning-from-what-doesnt-work-in-teacher-evaluation/>
- Amrein-Beardsley, A., & *Geiger, T. J. (2017). All sizzle and no steak: Value-added model doesn’t add value in Houston. *Phi Delta Kappan*, 99(2), 53-59. <https://doi.org/10.1177/0031721717734191>
- *Geiger, T. J., & Amrein-Beardsley, A. (2017). The artificial conflation of teacher-level “multiple measures.” *Teachers College Record*. <http://www.tcrecord.org/Content.asp?ContentID=22120>
- Amrein-Beardsley, A., Pivovarova, M., & *Geiger, T. J. (2016). Value-added models: What the experts say. *Phi Delta Kappan*, 98(2), 35-40. <https://doi.org/10.1177/0031721716671904>
- Amrein-Beardsley, A., Collins, C., Holloway-Libell, J., & Paufler, N. A. (2016). Everything is bigger (and badder) in Texas: Houston’s teacher value-added system. *Teachers College Record*. <http://www.tcrecord.org/Content.asp?ContentId=18983>
- *Holloway-Libell, J., & Amrein-Beardsley, A. (2015). “Truths” devoid of empirical proof: Underlying assumptions surrounding value-added models (VAMs) in teacher evaluation. *Teachers College Record*. <http://www.tcrecord.org/content.asp?contentid=18008> **

⁴ Published June of 2025, this piece currently has 174,585 downloads.

*Paufler, N. A., & Amrein-Beardsley, A. (2015). In memoriam: Elliot Eisner From *Inside the Academy*. *Studies in Art Education: A Journal of Issues and Research*, 56(2), 183-186.

Pivovarov, M., Broatch, J., & Amrein-Beardsley, A. (2014). Chetty et al. on the American Statistical Association's recent position statement on value-added models (VAMs): Five points of contention. *Teachers College Record*. <http://www.tcrecord.org/content.asp?contentid=17633>

*Paufler, N. A., & Amrein-Beardsley, A. (2014). In memoriam: Teachers College's Maxine Greene from Inside the Academy. *Teachers College Record*.
<http://www.tcrecord.org/PrintContent.asp?ContentID=17555>

*Paufler, N. A., *Holloway-Libell, J., & Amrein-Beardsley, A. (2014). Bridging research, policy, and practice: Voices from *Inside the Academy*. *Teachers College Record*.
<http://www.tcrecord.org/Content.asp?ContentId=17527>

Darling-Hammond, L., Amrein-Beardsley, A., Haertel, E., & Rothstein, J. (2013). Evaluating teacher evaluation. *Colleagues*, 10(2), 8, 1-8.
http://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1208&context=colleagues**

Amrein-Beardsley, A., *Collins, C., Polasky, S. A., & *Sloat, E. (2013). Value-added model (VAM) research for educational policy: Framing the issue. *Education Policy Analysis Archives*.
<https://doi.org/10.14507/epaa.v21n4.2013>

Amrein-Beardsley, A. (2012). Value-added measures in education: The best of the alternatives is simply not good enough. *Teachers College Record*.
<http://www.tcrecord.org/content.asp?contentid=16648>

*Holloway-Libell, J., Amrein-Beardsley, A., & *Collins, C. (2012). All hat and no cattle: The value-added approach to educational reform. *Educational Leadership*, 70(3), 65-68.

Darling-Hammond, L., Amrein-Beardsley, A., Haertel, E., & Rothstein, J. (2012). Evaluating teacher evaluation. *Phi Delta Kappan*, 93(6), 8-15.
http://www.kappanmagazine.org/content/93/6/8.full.pdf+html**

Barnett, J. H., & Amrein-Beardsley, A. (2011). Actions over credentials: Moving from highly qualified to measurably effective. *Teachers College Record*.
<http://www.tcrecord.org/Content.asp?ContentID=16517>

Barnett, J. H., & Amrein-Beardsley, A. (2011). Evaluating teacher education programs in the accountability era. *Teachers College Record*. <http://www.tcrecord.org/content.asp?contentid=16290>

Amrein-Beardsley, A. (2009). Buyers be-aware: What you don't know can hurt you. *Educational Leadership*, 67(3), 38-42.**

Amrein-Beardsley, A. (2009). "This is Jeopardy." *The Education Digest*, 74(5), 14-18.**

Amrein-Beardsley, A. (2008). "This is Jeopardy:" A veritable potpourri of answers to the assaults on America's public schools. *The School Administrator*, 6(65), 24-26.

Amrein-Beardsley, A. (2007). Recruiting expert teachers into hard-to-staff schools. *The Education Digest* 73(4), 40-44.**

Amrein-Beardsley, A. (2007). Recruiting expert teachers into hard-to-staff schools: Recovering student achievement one-step at a time. *Phi Delta Kappan*, 89(1).
http://www.pdkintl.org/kappan/k_v89/k0709amr.htm#author

Amrein, A. L., & Berliner, D. C. (2003). The effects of high-stakes testing on student motivation and learning. *Educational Leadership*, 60(5), 32-38.**

Amrein-Beardsley, A., & Berliner, D.C. (2003). Does accountability work? *Education Next*.
<http://educationnext.org/amreinandberliner/>**

Amrein, A. L., & Berliner, D. C. (2003). The testing divide: New research on the intended and unintended impact of high-stakes testing. *Peer Review*, 5(2), 31-32.**

Refereed Encyclopedia Entries

Haladyna, T., & Amrein-Beardsley, A. (2012). Testing, state versus national. *Encyclopedia of Diversity in Education*. SAGE Publications.

Amrein-Beardsley, A., & Haladyna, T. (2010). National and state achievement testing programs. *Encyclopedia of Diversity in Education*. SAGE Publications.

Amrein-Beardsley, A. (2006). High-stakes tests. *Encyclopedia of Measurement and Statistics*. Salkind, Neil J. (Ed.). SAGE Publications.**

Book Reviews

Amrein-Beardsley, A. (2025). [Review of the book *Measuring to improve: Practical measurement to support continuous improvement in education*, by P. G. LeMahieu, P. Cobb, & A. S. Bryk]. *Education Review*. <https://edrev.asu.edu/index.php/ER/article/view/4401>

Amrein-Beardsley, A. (2020). [Review of the book *Enhancing teacher education, development, and evaluation: Lessons learned from educational reform*, by A. Kelly]. *Education Review*, 27.
<https://doi.org/10.14507/er.v27.2913>

Amrein-Beardsley, A. (2018). [Review of the book *The testing charade: Pretending to make schools better*, by D. Koretz]. *Education Review*, 25. <https://doi.org/10.14507/er.v25.2384>

*Collins, C., & Amrein-Beardsley, A. (2012). Reply to Harris. *Education Review*, 15.
<http://edrev.info/reviews/rev1144.pdf>

*Collins, C., & Amrein-Beardsley, A. (2011). [Review of the book *Value-added measures in education: What every educator needs to know*, by D. N. Harris]. *Education Review*, 14.
<http://www.edrev.info/reviews/rev1126.pdf>

Amrein-Beardsley, A. (2008). [Review of the book *Stop high-stakes testing: An appeal to America's conscience*]. *Teachers College Record*. <http://www.tcrecord.org/content.asp?contentid=15246>**

Amrein, A. L. (2000). [Review of the book *School choice in the real world: Lessons from Arizona charter schools*]. *Education Review*. <https://edrev.asu.edu/index.php/ER/article/view/3937/1467>**

Amrein, A. L. (2000). Dissecting the family-school connection. [Review of the book *Family-school links: How do they affect educational outcomes?*]. *Current Issues in Middle Level Education*, 7(2), 113-115.*

**Edited
Journal
Issues**

Amrein-Beardsley, A. (Ed.). (2020). Special issue on policies and practices of promise in teacher evaluation. *Education Policy Analysis Archives*, 28. <https://epaa.asu.edu/ojs/article/view/5443>

Amrein-Beardsley, A., *Collins, C., Polasky, S. A., & *Sloat, E. (Eds.). (2013). Special issue on value-added models: What America's policy-makers need to know. *Education Policy Analysis Archives*. <http://epaa.asu.edu/ojs/article/view/1311>

Peña, R. A., & Amrein, A. L. (Eds.). (2000). Special issue on parent involvement in the middle schools. *Current Issues in Middle Level Education*, 7(2).

**Noteworthy
Technical &
Legal Reports**

Amrein-Beardsley, A. (2023). *Affidavit submitted in Martinez v. Overton*, D-202-DM-2013-000175 (Second Judicial District Court, Bernalillo County, NM). Unpublished court document.

*Family law case about child custody and visitation, with affidavit about the child's test scores.

*Indicates
doctoral students

Sloat, E., & Amrein-Beardsley, A. (2023). *Preliminary review of the selected psychometric properties associated with the Next Education Workforce TEAM Elements Evaluation Instrument (Phase 3 pilot)*. U.S. Department of Education.

Amrein-Beardsley, A. (2022). *Pathways to success: Exploring the long-term outcomes of alumni from Summit Public Schools (Summit Public Schools, September 2021)*. National Education Policy Center (NEPC). <https://nepc.colorado.edu/thinktank/summit>

Amrein-Beardsley, A., Azizova, Z., *Gibbs, N. P., Ikegwuonu, E., Kim, J., *La Torre, D. M., Lavery, M. R., Pivovarov, M., & Zheng, Y. (2021). Expert report. *Smith et al. (Plaintiffs) v. Regents of the University of California, Janet Napolitano (Defendants)*. No. RG19046222. Superior Court of the State of California. Alameda County.

Amrein-Beardsley, A. (2021). Expert report. *Miami-Dade County School Board v. Rodolfo Leal*. 17-1827TTS. State of Florida Division of Administrative Hearings, 2017.

Amrein-Beardsley, A. (2020). Expert report. *William Penn School District, et al. v. Pennsylvania Department of Education, et al.* Civil Action No. 587 MD 2014. Commonwealth Court of Pennsylvania.

Gong, B., Collins, C., & Amrein-Beardsley, A. (2020). An evaluation of the "Building Leadership for Change Through School Immersion Program."

*Close, K., Amrein-Beardsley, A., & Collins, C. (2018). *State-level assessments and teacher evaluation systems after the passage of the Every Student Succeeds Act: Some steps in the right direction*. Nation Education Policy Center (NEPC). <http://nepc.colorado.edu/publication/state-assessment>

Amrein-Beardsley, A., & *Geiger, T. J. (2018). *Legal affidavit*. American Federation of Teachers – New Mexico and the Albuquerque Federation of Teachers (Plaintiffs) v. New Mexico Public Education Department (Defendant). State of New Mexico, County of Bernanillo, First Judicial District Court.

Amrein-Beardsley, A. (2016). *Legal affidavit – Response to Expert Witnesses Thomas Kane and John Friedman*. Houston Federation of Teachers (Plaintiff) v. Houston Independent School District (Defendant). United States District Court, Southern District of Texas, Houston Division.

Amrein-Beardsley, A. (2015). *Legal affidavit*. Houston Federation of Teachers (Plaintiff) v. Houston Independent School District (Defendant). United States District Court, Southern District of Texas, Houston Division.

Amrein-Beardsley, A. (2015). *Legal affidavit*. Lisa Trout (Plaintiff) v. Knox County Board of Education (Defendant). United States District Court, Eastern District of Tennessee, Knoxville Division.

Amrein-Beardsley, A. (2015). *Legal affidavit*. American Federation of Teachers – New Mexico and the Albuquerque Federation of Teachers (Plaintiffs) v. New Mexico Public Education Department (Defendant). State of New Mexico, County of Bernanillo, First Judicial District Court.

Amrein-Beardsley, A. (2015). *Legal affidavit*. Sheri G. Lederman (Plaintiff) v. John B. King, Jr. Commissioner, New York State Education Department, Candace H. Shyer, Assistant Commissioner, Office of State Assessment of the New York State Education Department (Defendants). Supreme Court of the State of New York, County of Albany.

Darling-Hammond, L., Amrein-Beardsley, A., Haertel, E., & Rothstein, J. (2011). *Getting teacher evaluation right: A background paper for policymakers*. National Academy of Education and American Educational Research Association.
http://www.aera.net/Portals/38/docs/News_Media/AERABriefings/Hill%20Brief%20-%20Teacher%20Eval%202011/GettingTeacherEvaluationRightBackgroundPaper%281%29.pdf

Amrein, A. L., & Berliner, D. C. (2002). *The impact of high-stakes tests on student academic performance*. Great Lakes Center and the Educational Policy Research Unit.

Amrein, A. L., & Berliner, D. C. (2002). *An analysis of some unintended and negative consequences of high-stakes testing*. Great Lakes Center and the Educational Policy Research Unit.

Inside the Academy of Education

Inside the Academy of Education is an asynchronous, online, interview-based show that provides distinguished educational researchers, scholars, and practitioners an opportunity to share their passion for education and honors the personal and professional achievements of exemplary scholars, most of whom are members of the National Academy of Education. *Inside the Academy of Education* currently has approximately 2,000 hits per month with viewers from all over the globe. Interviewees include (Note that this show has been paused since the COVID outbreak):

- Amrein-Beardsley, A. (2019). *Inside the Academy* video interviews with Dr. Eva Baker [Video files]. <https://education.asu.edu/inside-the-academy-of-education/honorees/eva-baker>

- Amrein-Beardsley, A. (2019). *Inside the Academy* video interviews with Dr. Pedro Noguera. [Video files]. <https://education.asu.edu/inside-the-academy-of-education/honorees/pedro-noguera>
- Amrein-Beardsley, A. (2018). *Inside the Academy* video interviews with Dr. Courtney Cazden [Video files]. <https://education.asu.edu/inside-the-academy-of-education/honorees/courtney-cazden>
- Amrein-Beardsley, A. (2018). *Inside the Academy* video interviews with Dr. Patricia Graham [Video files]. <https://education.asu.edu/inside-the-academy-of-education/honorees/patricia-albjerg-graham>
- Amrein-Beardsley, A. (2016). *Inside the Academy* video interviews with Dr. Lauren Resnick [Video files]. <https://education.asu.edu/inside-the-academy-of-education/honorees/lauren-resnick>
- Amrein-Beardsley, A. (2016). *Inside the Academy* video interviews with Dr. Richard Anderson [Video files]. <https://education.asu.edu/inside-the-academy-of-education/honorees/richard-anderson>
- Amrein-Beardsley, A. (2015). *Inside the Academy* video interviews with Dr. Sonia Nieto [Video files]. <https://education.asu.edu/inside-the-academy-of-education/honorees/sonia-nieto>
- Amrein-Beardsley, A. (2014). *Inside the Academy* video interviews with Dr. Catherine Snow [Video files]. <https://education.asu.edu/inside-the-academy-of-education/honorees/catherine-snow>
- Amrein-Beardsley, A. (2014). *Inside the Academy* video interviews with Dr. James Banks [Video files]. <https://education.asu.edu/inside-the-academy-of-education/honorees/james-banks>
- Amrein-Beardsley, A. (2014). *Inside the Academy* video interviews with Dr. Michael Scriven [Video files]. <https://education.asu.edu/inside-the-academy-of-education/honorees/michael-scriven>
- Amrein-Beardsley, A. (2013). *Inside the Academy* video interviews with Dr. Howard Gardner [Video files]. <https://education.asu.edu/inside-the-academy-of-education/honorees/howard-gardner>
- Amrein-Beardsley, A. (2013). *Inside the Academy* video interviews with Dr. Marilyn Cochran-Smith [Video files]. <https://education.asu.edu/inside-the-academy-of-education/honorees/marilyn-cochran-smith>
- Amrein-Beardsley, A. (2012). *Inside the Academy* video interviews with Dr. Susan Moore Johnson [Video files]. <https://education.asu.edu/inside-the-academy-of-education/honorees/susan-moore-johnson>
- Amrein-Beardsley, A. (2012). *Inside the Academy* video interviews with Dr. Elliot Eisner [Video files]. <https://education.asu.edu/inside-the-academy-of-education/honorees/elliott-eisner>
- Amrein-Beardsley, A. (2012). *Inside the Academy* video interviews with Dr. James Popham [Video files]. <https://education.asu.edu/inside-the-academy-of-education/honorees/w-james-jim-popham>
- Amrein-Beardsley, A. (2012). *Inside the Academy* video interviews with Dr. John Goodlad [Video files]. <https://education.asu.edu/inside-the-academy-of-education/honorees/john-goodlad>
- Amrein-Beardsley, A. (2011). *Inside the Academy* video interviews with Dr. Henry Levin [Video files]. <https://education.asu.edu/inside-the-academy-of-education/honorees/henry-hank-levin>

- Amrein-Beardsley, A. (2011). *Inside the Academy* video interviews with Dr. Jerome Bruner [Video files]. <https://education.asu.edu/inside-the-academy-of-education/honorees/jerome-jerry-bruner>
- Amrein-Beardsley, A. (2011). *Inside the Academy* video interviews with Dr. Diane Ravitch [Video files]. <https://education.asu.edu/inside-the-academy-of-education/honorees/diane-ravitch>
- Amrein-Beardsley, A. (2011). *Inside the Academy* video interviews with Dr. Lee Shulman [Video files]. <https://education.asu.edu/inside-the-academy-of-education/honorees/lee-shulman>
- Amrein-Beardsley, A. (2011). *Inside the Academy* video interviews with Dr. Linda Darling-Hammond [Video files]. <https://education.asu.edu/inside-the-academy-of-education/honorees/linda-darling-hammond>
- Amrein-Beardsley, A. (2011). *Inside the Academy* video interviews with Dr. Gene Glass [Video files]. <https://education.asu.edu/inside-the-academy-of-education/honorees/gene-glass>
- Amrein-Beardsley, A. (2010). *Inside the Academy* video interviews with Dr. Edmund Gordon [Video files]. <https://education.asu.edu/inside-the-academy-of-education/honorees/edmund-gordon>
- Amrein-Beardsley, A. (2010). *Inside the Academy* video interviews with Dr. Maxine Greene [Video files]. <https://education.asu.edu/inside-the-academy-of-education/honorees/maxine-greene>
- Amrein-Beardsley, A. (2010). *Inside the Academy* video interviews with Dr. Nel Noddings [Video files]. <https://education.asu.edu/inside-the-academy-of-education/honorees/nel-noddings>
- Amrein-Beardsley, A. (2010). *Inside the Academy* video interviews with Dr. Carl Bereiter [Video files]. <https://education.asu.edu/inside-the-academy-of-education/honorees/carl-bereiter>
- Amrein-Beardsley, A. (2009). *Inside the Academy* video interviews with Dr. David Berliner [Video files]. <https://education.asu.edu/inside-the-academy-of-education/honorees/david-berliner>

**VAMboozled!
A Blog about
Teacher Eval**

[VAMboozled!](#) is a blog about teacher evaluation, teacher accountability, value-added models (VAMs), and the VAM-based issues related to teacher evaluation and accountability, their related federal and state policies, and their intended and unintended consequences across the nation. Live on the Internet since November of 2013, the blog now has over 50,000 subscribers, and blog posts have been (in some cases frequently) highlighted in Diane Ravitch's Blog, Valerie Strauss's *The Washington Post – Answer Sheet*, the *Huffington Post* blog, the *Education Opportunity Network* blog, the National Educational Policy Center (NEPC) *Best of the Ed Blog* features, etc.

**Test-Related
Hearings &
Lawsuits**

2025 (Case settled)
Tomas Martinez v. Kathryn Overton, Case No. D-202-DM-2013-000175, Second Judicial District Court, Bernalillo County, New Mexico.⁵

⁵ This case focused on whether the father was providing an adequate education for the child in his care. I provided testimony evaluating the child's academic performance and indicators of educational progress over time. The court determined the father's custodial environment was suitable, and he was awarded sole custody.

2020 (Case won/settled)

William Penn School District, et al. v. Pennsylvania Department of Education, et al. Civil Action No. 587 MD 2014. Commonwealth Court of Pennsylvania.

2020 (Case won/settled)

Miami-Dade County School Board v. Rodolfo Leal. 17-1827TTS. State of Florida Division of Administrative Hearings, 2017.

2019 (Case won/settled)

Smith et al. (Plaintiffs) v. Regents of the University of California, Janet Napolitano (Defendants). RG19046222. Superior Court of the State of California. Alameda County, 2020.

2019 (Preliminary injunction granted, then case won by default/change in state governor)

State of New Mexico Ex Rel., The Honorable Mimi Stewart, The Honorable Sheryl Williams Stapleton, The Honorable Howie C. Morales, The Honorable Linda M. Lopez, The Honorable William P. Soules, American Federation of Teachers – New Mexico, Albuquerque Federation of Teachers, Jolene Begay, Dana Allen, Naomi Daniel, Ron Lavondoski, Tracey Brumlik, Crystal Herrera, and Allison Hawks (Plaintiffs) v. New Mexico Public Education Department and Secretary-Designee Hanna Skandera in her official capacity (Defendants); State of New Mexico, County of Bernalillo, First Judicial District Court.

2017 (Case won/settled)

Houston Federation of Teachers, Local 2415, Daniel Santos, Paloma Garner, Ivan Castillo, Andy Dewey, Joyce Helfman, Myla Van Duyn, and Araceli Ramos (Plaintiffs) v. Houston Independent School District (Defendant); United States District Court, Southern District of Texas, Houston Division.

2017 (Case won)

Texas State Teachers Association (TSTA) v. Texas Education Agency (TEA), Mike Morath in his Official Capacity as Commissioner of Education for the State of Texas; District Court of Travis County, 345th Judicial District.

2016 (Case won)

Sheri G. Lederman (Plaintiff) v. John B. King, Jr. Commissioner, New York State Education Department, Candace H. Szyer, Assistant Commissioner, Office Of State Assessment of the New York State Education Department (Defendants); Supreme Court of the State of New York, County of Albany.

2016 (Case dismissed)

Lisa Trout (Plaintiff) v. Knox County Board of Education (Defendant) and Mark Taylor (Plaintiff) v. William Edward “Bill” Haslam, Kevin S. Huffman, and the Knox County Board of Education (Defendants); United States District Court, Eastern District of Tennessee, Knoxville Division.

2011 (One case won; three cases dismissed)

Houston Independent School District (Plaintiff) v. Mia Thymes, Hercilia Leon, Mary McWilliams, and Glenda Drew (Defendants); Before Robert Barringer, Franklin Holcomb, Allecia Pottinger, and Audrey Lawton, Certified Hearing Examiners, Texas Education Agency.

Amrein-Beardsley, A., Wolf, L. G., Gibbs, N. P., & The Office of Digital Learning. [ASU Mary Lou Fulton Teachers College] (2021). *The BINS method for scholarly literature reviews, research, & analyses*. [Video file]. <https://youtu.be/KhjmXRY7GYA>

- See also: Ensell, M. (2021). Research technique helps students, faculty minimize errors. *Mary Lou Fulton Teachers College News*. <https://education.asu.edu/news/research-technique-helps-students-faculty-minimize-errors>

Amrein-Beardsley, A. (2014). *Rethinking value-added models (VAMs)*. [Video file]. <https://www.youtube.com/watch?v=ztoSf3Dz11o>

Amrein-Beardsley, A., & Collins, C. (2012). *EVAAS, value-added and teacher branding* [Video file]. <http://www.youtube.com/watch?v=18R2af2CKk8&feature=youtu.be>

**Popular
Press
Mentions**

Mizan, N. (2025). Houston ISD changes teacher evaluation form less than a week before class begins. *The Houston Chronicle*. <https://www.houstonchronicle.com/news/houston-texas/education/hisd/article/teacher-evaluation-spot-observation-form-20812717.php>

Mizan, N. (2025). More than 2,300 teachers left Houston ISD in June, continuing trend of high turnover under Mike Miles. *The Houston Chronicle*. <https://www.houstonchronicle.com/news/houston-texas/education/hisd/article/june-teacher-employee-departures-2025-20770583.php>

Goodwin, A., & Mizan, N. (2025). More than 800 teachers left Houston ISD in the 2024–25 school year. *The Houston Chronicle*. <https://www.houstonchronicle.com/news/houston-texas/education/hisd/article/employee-teacher-departures-leaving-20315359.php>

Mizan, N. (2025). HISD's teacher evaluation system is 'a step in the right direction,' experts say. *The Houston Chronicle*. <https://www.houstonchronicle.com/news/houston-texas/education/hisd/article/teacher-evaluation-system-experts-20064360.php>

Stone, C., Boyce, A., Amrein-Beardsley, A. (2024). Navigating the complexities of culture and climate studies: Insights from diverse STEM contexts. *AEA 365, American Evaluation Association*. <https://aea365.org/blog/quantitative-methods-theory-and-research-tig-week-navigating-the-complexities-of-culture-and-climate-studies-insights-from-diverse-stem-contexts-by-courtney-stone-ayesha-boyce-and-audrey-amrein-beards/>

Mundo, T. M. (2024). Value-added models and educational policy making: A conversation with Audrey Amrein-Beardsley, PhD. *Texas Math Mundo*. <https://www.youtube.com/watch?v=ecQl-8k0XaE>

Donaldson, E. (2021). Dallas ISD's pay-for-performance teacher model raises questions about equity. *The Dallas Morning News*. <https://www.dallasnews.com/news/education/2021/09/29/dallas-isds-pay-for-performance-model-raises-questions-about-equity/>

Solochek, J. S. (2019). Florida's 'VAM score' for rating teachers is still around, and still hated. *Tampa Bay Times*. <https://www.tampabay.com/news/gradebook/2019/09/23/floridas-vam-score-for-rating-teachers-is-still-around-and-still-hated/>

Bailey, B. (2019). Arizona unveils temporary plan for grading schools that ditched AzMerit testing. *Arizona Daily Star*. https://tucson.com/news/local/arizona-unveils-temporary-plan-for-grading-schools-that-ditched-azmerit/article_eed2da2d-95ef-5feb-9534-88663ed50aa7.html

Bailey, B. (2019). 3 Tucson school districts ditch AZMerit testing for high schoolers. *Arizona Daily Star*. https://tucson.com/news/local/tucson-school-districts-ditch-azmerit-testing-for-high-schoolers/article_eaaa07d1-c59d-59fd-8ff1-d239157d202a.html

Maryniak, P. (2018). Kyrene's performance analysis goes beyond letter grades. *Ahwatukee Foothill News*. http://www.ahwatukee.com/education/article_1ef8d950-ccb7-11e8-a41a-ab3a7da40bd3.html

Berry, B. (2018). What can work in teacher evaluation: Lessons from Boys in the Boat. *Phi Delta Kappan*. <http://www.kappanonline.org/thematic-article/berry-what-can-work-in-teacher-evaluation-lessons-from-boys-in-the-boat/#post-69319>

Amos, D. S. (2017). Some question state's measurement of teacher effectiveness. *The Florida Times-Union*. <http://jacksonville.com/education/news/metro/2017-09-15/some-question-state-s-measurement-teacher-effectiveness>

O'Neil, C. (2017). Don't grade teachers with a bad algorithm. *BloombergQuint*. <https://www.bloombergquint.com/opinion/2017/05/15/don-t-grade-teachers-with-a-bad-algorithm>

Austin, J. (2017). Big-data teacher evaluation methods questioned. *The Weatherford Democrat*. <http://www.weatherforddemocrat.com/site/about-us.html>

Rindels, M., & Valley, J. (2017). Lawmakers mull dropping student test scores from teacher evaluations. *The Nevada Independent*. <https://thenevadaindependent.com/article/lawmakers-mull-dropping-student-test-scores-teacher-evaluations>

Gurney, K. (2016). Teachers say it's getting harder to get a good evaluation. The school district disagrees. *The Miami Herald*. <http://www.miamiherald.com/news/local/education/article119791683.html#storylink=cpy>

Harris, E. A. (2016). Court vacates Long Island teacher's evaluation tied to test scores. *The New York Times*. http://www.nytimes.com/2016/05/11/nyregion/court-vacates-long-island-teachers-evaluation-tied-to-student-test-scores.html?_r=1

Barnum, M. (2016). NY teacher wins court case against state's evaluation system, but may appeal to set wider precedent. [Campbell Brown's] *The 74 Million*. <https://www.the74million.org/article/ny-teacher-wins-court-case-against-states-evaluation-system-but-she-may-appeal-to-set-wider-precedent>

Strauss, V. (2016). A master teacher went to court to challenge her low evaluation. What her win means for her profession. *The Washington Post*. <https://www.washingtonpost.com/news/answer-sheet/wp/2016/05/10/a-master-teacher-went-to-court-to-challenge-her-low-evaluation-what-her-win-means-for-her-profession/>

Brody, L. (2016). Justice vacates L.I. teacher's test-based evaluation: Teacher's so-called growth score was 'arbitrary and capricious.' *The Wall Street Journal*. <http://www.wsj.com/articles/justice-vacates-l-i-teachers-test-based-evaluation-1462922493>

Tyrrell, J. (2016). Albany justice vacates teacher's rating based on test scores. *Newsday*. <http://www.newsday.com/long-island/education/nassau-judge-vacates-teacher-s-rating-based-on-test-scores-1.11784222>

Strauss, V. (2016). Judge calls evaluation of N.Y. teacher 'arbitrary' and 'capricious' in case against new US secretary of education. *The Washington Post*. <https://www.washingtonpost.com/news/answer-sheet/wp/2016/05/10/judge-calls-evaluation-of-n-y-teacher-arbitrary-and-capricious-in-case-against-new-u-s-secretary-of-education/>

Cavazos, S. (2016). Seasoned teachers mentor colleagues through 'TAP' evaluation program. *Chalkbeat*. <http://www.chalkbeat.org/posts/in/2016/04/07/seasoned-teachers-mentor-colleagues-through-tap-evaluation-program/#.VyUVGnA7Tod>

Lecker, W. (2016). A failed application of standardized tests. *The Stamford Advocate*. <http://www.stamfordadvocate.com/news/article/Wendy-Lecker-A-failed-application-of-7251515.php>

Brodie, M. (2015). How much standardized testing is too much? KJZZ. Tempe, AZ: National Public Radio (NPR). <http://kjzz.org/content/216609/how-much-standardized-testing-too-much>

Associated Press. (2015). Experts clash over New Mexico teacher evaluation system. *Education Week*. http://www.edweek.org/tm/articles/2015/09/22/experts-clash-over-new-mexico-teacher_ap.html?r=213051921&preview=1

Boyd, D. (2015). Experts differ on test-based evaluations at NM hearing. *Albuquerque Journal*. <http://www.abqjournal.com/647794/news/experts-differ-on-testbased-evaluations-at-nm-hearing.html>

Nott, R. (2015). Testimony: Teacher eval system 'not ready for prime time.' *The Santa Fe New Mexican*. http://www.santafenewmexican.com/news/education/professor-n-m-evals-most-arbitrary-and-capricious-in-nation/article_413c4f8b-1e6a-591a-a6a9-b39b6f8c4b2f.html

Oliver, J. (2015). Standardized testing [Television series episode]. In J. Oliver, J. Taylor, T. Carvell, L. Stanton, J. Thoday, & D. Fitzgerald (Producers), *Last week tonight with John Oliver*. Home Box Office (HBO) Inc. <https://www.youtube.com/watch?v=J6lyURyVz7k>

Porter, E. (2015). Grading teachers by the test. *The New York Times*. http://www.nytimes.com/2015/03/25/business/economy/grading-teachers-by-the-test.html?_r=0

Khadaroo, S. T. (2015). Atlanta teacher convictions: Do standardized testing pressures foster cheating? *The Christian Science Monitor*.

<http://www.csmonitor.com/USA/Education/2015/0402/Atlanta-teacher-convictions-Do-standardized-testing-pressures-foster-cheating-video>

Creno, C., & Vanek, C. (2015). Schools study test results and costs of 4-day weeks. *The Arizona Republic*. <http://www.azcentral.com/story/news/local/peoria/2015/03/29/peoria-four-day-school-weeks-studies/70585102/>

Anrig, G. (2015). Value subtracted: Gov. Cuomo's plan to tie teacher evaluations to test scores won't help our public schools. *Slate Magazine*.

http://www.slate.com/articles/life/education/2015/03/gov_andrew_cuomo_and_teacher_evaluations_standardized_test_scores_are_the.html

Yettick, H. (2014). Studies highlight complexities of using value-added measures. *Education Week*.

<http://www.edweek.org/ew/articles/2014/05/13/32value-add.h33.html>

Chinapen, R. (2014). Connecticut in a new round of education testing, but debate continues over its value. *New Haven Register*. <http://www.nhregister.com/general-news/20140517/connecticut-in-a-new-round-of-education-testing-but-debate-continues-over-its-value>

Ravitch, D. (2013). Did Michelle Rhee's policies in D.C. work? *Talking Points Memo*.

<http://talkingpointsmemo.com/cafe/did-michelle-rhee-s-policies-in-d-c-work>

Bloom, M. (2013). Grading the teachers: How Ohio is measuring teacher quality by the numbers.

Ohio StateImpact. <http://stateimpact.npr.org/ohio/2013/06/16/grading-the-teachers-how-ohio-is-measuring-teacher-quality-by-the-value-added-numbers/>

Hammond, B. (2013). Oregon schools begin to tie teacher pay to student test scores. *The Oregonian*.

http://www.oregonlive.com/education/index.ssf/2013/01/tying_teacher_pay_to_test_scor.html

Teachers College Columbia University Press. (2012). Six researchers with TC ties interviewed on "Inside the Academy" site. *TC People*. <http://www.tc.columbia.edu/news.htm?articleID=8450>

Thompson, J. (2012). Heeding the evidence on teacher quality. *Huffington Post*.

http://www.huffingtonpost.com/john-thompson/heeding-the-evidence-on-t_b_1293909.html

Testing teaching, teaching testing, (2012). *The Economist*.

<http://www.economist.com/blogs/democracyinamerica/2012/02/education-reform?fsrc=scn/fb/wl/bl/testingteaching>

Williams, A. M. (2012). "No Child Left Behind" 10 years later: Does Bush legislation get a passing grade? *The Grio Report*. <http://www.thegrio.com/education-1/no-child-left-behind-ten-years-later-does-bush-legislation-get-a-passing-grade.php?page=1>

Crum, M. (2012). "Inside the Academy" spotlights top education scholars. *ASU News*.
http://asunews.asu.edu/20120109_insidetheacademy

O'Connor, J. (2011). Will Florida cheat too? *Florida StateImpact*.
<http://stateimpact.npr.org/florida/2011/08/04/will-florida-cheat-too/>

Bello, M. & Toppo, G. (2011). Few states examine erasures. *USA Today*.
http://www.usatoday.com/NEWS/usaedition/2011-09-13-erasures_ST_U.htm

LeClaire, B. (2011). Will EVAAS make Wake Schools Better? *Raleigh Public Record*.
<http://www.raleighpublicrecord.org/news/2011/06/01/will-evaas-make-wake-schools-better-part-ii/>

Samuels, C. A. (2011). Cheating scandals intensify focus on test pressures. *Education Week*.
http://www.edweek.org/ew/articles/2011/08/04/37cheating_ep.h30.html?tkn=YQOF1Vm5yl_yepXHfjWMuq54XgIXzOA2Y%2BRm&intc=es

LeClaire, B. (2011). Will EVAAS make Wake Schools Better? *Raleigh Public Record*.
<http://www.raleighpublicrecord.org/news/2011/06/01/will-evaas-make-wake-schools-better-part-ii/>

Upton, J. (2011). For teachers, many ways and reasons to cheat on tests. *USA Today*.
http://www.usatoday.com/news/education/2011-03-10-1Aschooltesting10_CV_N.htm

Upton, J. (2011). A professor confesses: "I'm a recovering cheater." *USA Today*.
http://www.usatoday.com/news/education/2011-03-10-1Aschooltesting10_ST2_N.htm?csp=34news

High-stakes tests can drive teachers to cheat. (2011). *The Arizona Republic*.
<http://www.azcentral.com/arizonarepublic/news/articles/2011/03/10/20110310teachers-cheat-to-improve-students-test-grades.html>

Toppo, G., Amos, D., Gillum, J., & Upton, J. (2011). When test scores seem too good to believe. *USA Today*. http://www.usatoday.com/news/education/2011-03-06-school-testing_N.htm

Dawsey, C. P., Walsh-Sarnecki, P., & Tanner-White, K. (2011). Questions of cheating: Teachers break the rules, too. *Detroit Free Press*.
<http://www.freep.com/article/20110307/NEWS06/103070326/1001/news>

Ryman, A., Gillum, J., & Konig, R. (2011). Questions arise over big gains on AIMS in Arizona schools: Experts on testing say spikes should be probed. *The Arizona Republic*.
<http://www.azcentral.com/news/articles/2011/03/06/20110306AIMS-questions-arise-over-big-gains.html>

Parker, R. (2010). Arizona schools to receive more federal aid to improve. *The Arizona Republic*.
<http://www.azcentral.com/arizonarepublic/local/articles/2010/10/14/20101014arizona-schools-receive-federal-aid-for-improvement.html>

Des Georges, S. (2009). Professor serves up food for thought with academic warning label. *ASU Insight*. <http://asunews.asu.edu/files/20090327.pdf>

Viadero, D. (2008). Scrutiny heightens for 'Value Added' research methods. *Education Week*. <http://lnk.edweek.org/edweek/index.html?url=/ew/articles/2008/05/07/36value.h27.html&tkn=I2I8OfEee3qxm9JGQrWRd91qh1nyZqWM>

Viadero, D. (2008). 'Value Added' pioneer says stinging critique of method is off-base. *Education Week*. <http://www.edweek.org/ew/articles/2008/05/07/36value-s1.h27.html?tmp=2045663290>

Shulman, L.S. (2005). Seek simplicity...and distrust it. *Education Week*. <http://www.edweek.org/ew/articles/2005/06/08/39shulman.h24.html?querystring=amrein>

Bland, K. (2004). Better-trained educators are key. *The Arizona Republic*. <http://www.azcentral.com/families/education/articles/0919teacherstudy19.html>

Manzo, K. K. (2004). Arizona study sees benefits in National Board Certification. *Education Week*. <http://www.edweek.org/ew/articles/2004/09/15/03nbpts.h24.html?querystring=amrein>

Viadero, D. (2004). Study offers mixed results on impact of high-stakes tests. *Education Week*. <http://www.edweek.org/ew/articles/2004/01/28/20ets.h23.html?querystring=amrein>

Viadero, D. (2003). High-stakes tests called accurate gauge of performance. *Education Week*. <http://www.edweek.org/ew/ewstory.cfm?slug=23testing.h22>

Viadero, D. (2003). Researchers debate impact of tests. *Education Week*. <http://edweek.org/ew/ewstory.cfm?slug=21carnoy.h22>

Educational studies document risks of high-stakes testing for students. (2003). *The Wisconsin Reporter*. http://www.wisinfo.com/thereporter/news/archive/local_7941302.shtml

Kurtz, M. (2003). Study questions benefit of high-stakes testing. *The Boston Globe*. http://www.boston.com/education/news/09/010903_study_testing.html

Pea, D. (2003). High-stakes testing study stirs debate. *The Shreveport Times*. <http://www.shreveporttimes.com/html/FB98B174-0A2F-40B3-9741-9BAEBBFEEAE69.shtml>

Viadero, D. (2003). Reports find fault with high-stakes testing. *Education Week*. <http://www.edweek.org/ew/ewstory.cfm?slug=16stakes.h22>

Levine, A. (2003). Tests find USA, not students, lacking. *USA Today*. www.usatoday.com/news/opinion/editorials/2003-01-07-levine_x.htm

State SOLs pass another test. (2003). *The Virginian Pilot*. <http://www.pilotonline.com/opinion/op0102eda.html>

Harden, C. (2003). Value of school testing questioned. *The Kentucky Post*. <http://www.kypost.com/2003/01/01/kytests010103.html>

Winter, G. (2002). More schools rely on tests, but study raises doubts. *The New York Times*.
<http://www.ccebos.org/timestestingdoubts.html>

Olson, L. (2002). Study argues test policies don't work. *Education Week*.
<http://www.edweek.org/ew/newstory.cfm?slug=32berliner.h21>

**Honors
&
Awards**

2019

Nominee for the American Educational Research Association (AERA) Division D –
Measurement and Research Methodologies – Robert L. Linn Distinguished Address Award

2019

Elected Fellow of the National Education Policy Center (NEPC), University of Colorado,
Boulder

NEPC Profile: <https://nepc.colorado.edu/author/amrein-beardsley-audrey>

2015

Outstanding Integration of Scholarship and Service Award

Mary Lou Fulton Teachers College – Arizona State University (ASU)

2015

Fellow in the Arizona State University (ASU) Leadership Academy (LA) within the Global
Institute of Sustainability and the Office of Knowledge and Enterprise Development (OKED).

2014

College faculty honored/highlighted in the new ASU Charter video. This video includes a
“comprehensive document focusing the university’s mission on the inclusion and success of all
its students, and on a fundamental social responsibility to the communities ASU serves.”

<https://asunews.asu.edu/20141112-asu-charter>

2014

Routledge Publishing Company’s December’s 2014 Author of the Month.

http://www.routledge.com/articles/december_2014_author_of_the_month_audrey_amrein-beardsley/

2011-2014

Ranked as one of three education professors at ASU in the top 1% (200/20,000) edu-scholars in
the nation, honored in *Education Week* for being university-based academics who are contributing
most substantially to public debates about America’s public education system [ranked 118/121
for 2011; 136/168 for 2012, 175/200 for 2013].

2011

Best Paper Award - The effect of the Education Value-Added Assessment System (EVAAS) on
teaching practices and the profession

Arizona Educational Research Organization (AERO)

2011

Featured Speaker – US Education Senate Committee

Invited to speak about the intended and unintended effects of the SAS® Education Value-Added Assessment System (EVAAS®). Invited with Linda Darling-Hammond (Stanford), Ed Haertel (Stanford), & Jesse Rothstein (UC Berkeley).

2010

Awarded Tenure as ASU Presidential Exemplar

2003

Best Article in an Electronic Journal for 2002

American Educational Research Association (AERA)

Article: High-stakes testing, uncertainty, and student learning.

**Funded
External
Grants**

2025 (\$75,000 over six months, REC⁶ 0%)

Role: Researcher

Agency: The Spencer Foundation

Study: *New ways, new forms, new measures: Implementing a new competency-based system of assessment for equity*

2021 (\$8,206,449 over three years; REC 20%)

Role: Co-Principal Investigator

Agency: US Department of Education

Study: *Building human capital management systems to support the next education workforce*

2021 (\$3,750,000; REC 0%)

Role: Researcher/Evaluator

Agency: Mastercard Foundation

Study: *Mastercard Foundation scholars program eLearning initiative*

2018 (\$2,890,420 over one year; REC 10%)

Role: Researcher/Evaluator

Agency: Saudi Arabian Cultural Mission

Study: *Building leadership for change through school immersion project*

2016 (\$694,183 over two years; REC 10%)

Role: Co-Principal Investigator

Agency: National Science Foundation, Discovery Research PreK-12 (DRK-12) Grant Program

Study: *Diagnosing the argumentation levels of groups (DiALog): A digital formative assessment tool to support oral argumentation in middle school science classrooms*

2013 (\$330,000 over two years; REC 25%; \$190,000 research budget over two years)

Role: Co-Principal Investigator

Agency: Bill & Melinda Gates Foundation, Research Grant Program

Study: *Gates Foundation Adaptive Learning Market Accelerator Program (ALMAP)*

⁶ REC = Personal Recognition/Credit

2013 (\$4,300,000 over two years; research/evaluation portion = \$160,000, REC 0%)

Role: Researcher/Evaluator

Agency: US Agency for International Development

Study: *Shikshak Quest: Arizona State University Partners with India to Empower Teacher Educators*

2010 (\$43,400,000 over five years; REC 7%)

Role: Co-Principal Investigator

Agency: US Department of Education, Teacher Incentive Fund (TIF) Grant Program

Study: *The Arizona Ready-for-Rigor Project*

2009 (\$33,800,000 over five years; REC 12%)

Role: Co-Principal Investigator

Agency: US Department of Education, Teacher Quality Partnership (TQP) Grant Program

Study: *PDS Next – To immerse future teachers in school settings to maximize their readiness for careers as educators and to evaluate the impact of teacher graduates on student learning.*

**Unfunded
External
Grants**

2024 (\$34,999,999 over five years; REC 5%)

Role: Researcher/Evaluator

Agency: The LEGO Foundation

Study: *Primary Education in Crisis Activity in Ethiopia (PECA)*

2023 (\$17,408,188 over three years, REC 20%)

Role: Co-Principal Investigator

Agency: US Department of Education

Study: *Building human capital management systems that support the next education workforce team-Based staffing models across contexts ("NEW-TSL")*

2022 (\$368,718 over three years; REC 100%)

Role Principal Investigator

Agency: The Spencer Foundation

Study: *Design, validation, and implementation of psychometrically rigorous student evaluations of teaching (SETs)*

2021 (\$491,321 over four years; REC 30%)

Role: Principal Investigator

Agency: Spencer Foundation

Study: *Teaching and measuring transferable skills needed for today's workforce*

2020 (\$450,000, over two years plus four-and-one-half months; REC 25%)

Role: Principal Investigator

Agency: Clark County School District, Las Vegas, NV

Study: *An Evaluation of The Innovative Middle School Program at Clark County School District (CCSD)*

2017 (\$699,552 over three years; REC 2%)

Role: Co-Principal Investigator

Agency: US Department of Agriculture (USDA), National Institute of Food and Agriculture (NIFA)

Study: *Leveraging the university setting to advance education and policy solutions for healthy diets and sustainable food systems*

2016 (\$173,682 subcontract over 5 years; REC 100%)

Role Co-Principal Investigator (in partnership with PIs/CoPIs at The Ohio State University)

Agency: Institute of Education Sciences

Study: *The evaluation of teacher effectiveness via value-added modeling: To what extent does parental socio-economic status and stress influence teacher ratings?*

2016 (\$1,101,295 over 4 years; REC 100%)

Role: Principal Investigator

Agency: Laura and John Arnold Foundation

Study: *The development and validation of a student survey instrument to capture teacher-level affective, transformative, and culturally responsive domains and items*

2015 (\$286,919 over two years; REC 40%)

Role: Principal Investigator

Agency: National Science Foundation, Methodology, Measurement, and Statistics Grant Program

Study: *A kappa statistic to measure “inter-indicator” consistency: Using multiple measures of teacher effectiveness to better measure and understand teacher-level “value-added”*

2015 (\$4,997,189 over five years; REC 20%)

Role: Co-Principal Investigator

Agency: US Department of Education, Institute of Education Sciences, Evaluation of State Education Programs and Policies Grant Program

Study: *Evaluating the AZ Framework: Analyzing the outcomes of a multiple-measures teacher evaluation process*

2015 (\$249,868 over two years; REC 10%)

Role: Co-Principal Investigator

Agency: National Science Foundation, Exploratory Project for the Promoting Research and Innovation in Methodologies for Evaluation (PRIME) Grant Program

Study: *DiALoG: Developing a practical instrument for instructors to assess verbal argumentation in real time*

2014 (\$5,000,000 over five years; REC 10%)

Role: Co-Principal Investigator

Agency: US Department of Education, Institute of Education Sciences, Center for Innovations in Knowledge Mobility Grant Program

Study: *Data infused decision-making (DIDM) and the use of games to help practitioners make better more informed, research-based decisions in the classroom*

2014 (\$900,000 over three years; REC 50%)

Role: Principal Investigator

Agency: US Department of Education, Institute of Education Sciences, Statistical and Research Methodology in Education Grant Program

Study: *A kappa statistic to measure “inter-indicator” consistency: Using multiple measures of teacher effectiveness to better measure and understand teacher-level “value-added”*

2014 (\$300,000 over two years)

Role: Co-Principal Investigator

Agency: National Science Foundation, Research Grant Program

Study: *Early concept grants for exploratory research (EAGER) science inclusion mapping project*

2013 (\$400,000 over two years; this grant was rated)

Role: Principal Investigator

Agency: US Department of Education, Institute of Education Sciences, Research Grant Program

Study: *An exploration of the NWEA assessments for instructional decision-making and alignment with state standardized testing achievement and growth results*

2007 (\$227,235 over two years)

Role: Principal Investigator

Agency: US Department of Education (subcontractor from Florida International University)

Study: *A multi-site longitudinal study of the relationship of National Board Certificated special education teachers and the achievement of students with disabilities*

2005 (\$2,033,444 over four years)

Role: Principal Investigator

Agency: US Department of Education, Institute of Education Sciences, Research Grant Program

Study: *The National Board experiment: A study of National Board preparation, certification, and outcomes*

2005 (\$100,000 over one year)

Role: Principal Investigator

Agency: National Center for Educational Statistics, National Assessment of Educational Progress (NAEP) Secondary Analysis Grant Program

Study: *Accountability and student learning: The impact of accountability policies on National Assessment of Educational Progress (NAEP) scores*

**Funded
Internal
Grants**

2024 (\$15,000 over one year)

Funded Role: Principal Investigator

Agency: Arizona State University, Mary Lou Fulton Teachers College, Internal Research Grant

Study: *Improving the MLFTC teaching evaluation process*

2016 (\$10,600/one year)

Role: Principal Investigator

Agency: Arizona State University, Mary Lou Fulton Teachers College, Internal Research Grant

Study: *Teacher evaluation systems as based upon growth and value-added models (VAMs) after the Every Student Succeeds Act (ESSA): A national overview revisited*

2014 (\$10,000/one year)

Role: Co-Principal Investigator

Agency: Arizona State University, Mary Lou Fulton Teachers College, Internal Research Grant

Study: *Student Growth Percentiles (SGPs): Testing for reliability, validity, and bias*

2013 (\$5,000/one year)

Role: Principal Investigator

Agency: Arizona State University, Mary Lou Fulton Teachers College, Internal Research Grant

Study: *Rethinking value-added models: Assumptions, uncertainties, and research-based truths*

2011 (\$4,500/one year)

Role: Principal Investigator

Agency: Arizona State University, Mary Lou Fulton Teachers College, Internal Research Grant

Study: *The (non)random assignment of students to classrooms in Arizona's public elementary Schools: Implications for value-added analyses and interpretations*

2010 (\$50,000/five years)

Role: Principal Investigator

Agency: Arizona State University, Office of the President, Honorary Research Support Grant

Purpose: *To support research towards full professorship, awarded with the ASU Presidential Exemplar award*

2008 (\$3,500/one year)

Role: Co-Principal Investigator

Agency: Arizona State University, Mary Lou Fulton Teachers College, Internal Research Grant

Study: *The use of the Reformed Teaching Observation Protocol (RTOP) for professional development in a college of education; A multi-faceted Rasch analysis of observation data*

2007 (\$12,000/one year)

Role: Co-Principal Investigator

Agency: Arizona State University, Mary Lou Fulton Teachers College, Internal Research Grant

Study: *Hybrid courses, student achievement, and indicators of instructional impact*

2006 (\$12,000/one year)

Role: Co-Principal Investigator

Agency: Arizona State University, Mary Lou Fulton Teachers College, Internal Research Grant

Study: *The validation of a new instructor/course evaluation instrument*

2006 (\$15,600/one year)

Role: Co-Principal Investigator

Agency: Arizona State University, Mary Lou Fulton Teachers College, Internal Research Grant

Study: *Evaluating hybrid course design*

2005 (\$3,600/one year)

Role: Principal Investigator

Agency: Arizona State University, Mary Lou Fulton Teachers College, Internal Research Grant

Study: *The residual effects of National Board-Certified Teachers*

**International
Conference
Presentations**

*Gong, B., Collins, C., Amrein-Beardsley, A., Enriquez Gates, A., & Khan, R. (2020). *A program evaluation of an international collaboration to better train, support, and prepare teachers in Saudi Arabia*. Annual Meeting of the Comparative & International Education Society (CIES), Miami, FL.

**Indicates
doctoral students*

Amrein-Beardsley, A. (2016). *Global perspectives on market-based teacher accountability policies*. Annual Meeting of the European Educational Research Association (EERA), Dublin, Ireland.

Amrein-Beardsley, A., Paufler, N. A., & Holloway-Libell, J. (2016). *Inside the Academy: Bridging the gap between “the distinct contributions of educational research and researchers.”* Annual Meeting of the European Educational Research Association (EERA), Dublin, Ireland.

Pivovarov, M., & Amrein-Beardsley, A. (2014). *The 17 articles in AERA journals on value-added models (VAMs): Current consensus and a non-consensual divide*. Annual Meeting of the World Education Research Association (WERA), Edinburgh, Scotland.

Amrein-Beardsley, A., & *Holloway-Libell, J. (2014). *Value-added models (VAMs): Deconstructing the “heroic” assumptions*. Annual Meeting of the World Education Research Association (WERA), Edinburgh, Scotland.

*Holloway-Libell, J., & Amrein-Beardsley, A. (2014). *The importance of peer-review: Cases in point*. Annual Meeting of the World Education Research Association (WERA), Edinburgh, Scotland.

Amrein-Beardsley, A., *Paufler, N. A., & *Holloway-Libell, J. (2014). *Helping to bridge the gap between research, policy, and practice: Inside the Academy, its global presence, and its potential for impact*. Annual Meeting of the World Education Research Association (WERA), Edinburgh, Scotland.

**National &
Local Invited
Addresses**

Amrein-Beardsley, A. (2024). *Testing and educational reform: Moving toward a “moonshot vision” of accountability*. Kentucky Association of School Superintendents (KASS) Annual Conference, Louisville, KY.

Amrein-Beardsley, A. (2024). *Making sense of and moving beyond test-based accountability*. Annual Schlechty Center Superintendents Leadership Network (SLN) Summer Institute, Palm Beach, FL.

Amrein-Beardsley, A. (2023). *Testing, accountability, and educational reform post A Nation at Risk: Forty years since (1983-2023) – what have we learned?* National Superintendents Roundtable Symposium on Forty Years Since *A Nation at Risk*: What Have We Learned? Ronald Reagan Presidential Library, Simi Valley, CA.

Amrein-Beardsley, A. (2019). *The use (and abuse) of value-added models for teacher accountability*. Annual Meeting of the Association for Research and Bargaining Professionals (ARBP). San Diego, CA.

Amrein-Beardsley, A. (2019). “You won! Now what?” Houston lawsuit considerations for policy and practice. Annual Meeting on Litigating Algorithms, New York University (NYU) Law School. New York, NY.

Amrein-Beardsley, A. (2019). *Using the evidence on educational accountability to inform K-12 policy and practice*. Conference on Evidence and Education: Linking Research, Policy, and Practice to Enhance K-12 Education, Montana State University, Bozeman, MT.

Amrein-Beardsley, A. (2018). *Using tests to evaluate teachers' impacts on student growth over time*. Conference of the Great Lakes Center for Education Research and Practice, East Lansing, MI.

Amrein-Beardsley, A. (2018). *Public intellectuals and alternative modes of knowledge production*. Presidential Annual Meeting of the American Educational Research Association (AERA), New York, NY.

Amrein-Beardsley, A. (2017). *How do scholars bring research to bear in the debates over public education, and what are we learning about this work?* American Educational Research Association, Washington DC.

Amrein-Beardsley, A. (2017). *High-stakes tests for student- and teacher-level accountability*. Nevada Committee on Education, Regarding Nevada's Educator Performance Framework and AB 212. Nevada State Capitol, Carson City, NV.

Amrein-Beardsley, A. (2016). *Teacher evaluation, accountability, and value-added models (VAMs)*. University of Connecticut, Storrs, CT.

Amrein-Beardsley, A. (2015). *Teacher evaluation and accountability: In general and in Oklahoma*. Oklahoma House Education Committee: Oklahoma House Legislative Interim Study on Teacher and Leader Effectiveness, Oklahoma State Capitol, Oklahoma City, OK.

Amrein-Beardsley, A. (2015). *Value-added models (VAMs) and teacher evaluation/ accountability: Law and trial implications*. Invited speaker at the 2015 National Organization of Lawyers for Education Associations (NOLEA) Conference, Austin, TX.

Amrein-Beardsley, A. (2015). *Value-added models (VAMs) and teacher evaluation/ accountability*. Oklahoma House Education Committee: Oklahoma House Legislative Interim Study on Teacher and Leader Effectiveness at the Capitol, Oklahoma City, OK.

Amrein-Beardsley, A. (2015). *Critical perspectives on assessment-based accountability*. New Mexico State University's Borderlands Writing Project Conference, Las Cruces, NM.

Amrein-Beardsley, A. (2014). *Value-added models (VAMs): Research-based issues and concerns as evidenced in policy and practice*. American Federation of Teachers (AFT) Lawyers' Conference, Washington DC.

Amrein-Beardsley, A. (2013). *On the representation of teachers and schools in the media: Waiting for Superman, The Inconvenient Truth Behind Waiting for Superman, and The Lottery*. Presidential Session of the 2013 Film Festival at the Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA.

Amrein-Beardsley, A. (2012). *Value-added models (VAMs) in the context of teacher evaluation*. High-Stakes Teacher Evaluation: High Cost — Big Losses Conference, University of Arizona, Tucson, AZ.

Amrein-Beardsley, A. (2012). *Degrees of cheating and the prevention of testing irregularities*. US Department of Education (USDOE) Symposium on the Prevention of Irregularities in Academic Testing, Washington, DC.

Amrein-Beardsley, A. (2011). *The SAS® Education Value-Added Assessment System (EVAAS®): Its intended and unintended effects*. US Education Senate Committee Briefing on Getting Teacher Evaluation Right: A Challenge for Policy Makers, Washington, DC.

Amrein-Beardsley, A. (2010). *The Education Value-Added Assessment System in the Houston Independent School District*. Annual Meeting of the Houston Federation of Teachers (HFT), Houston, TX.

Amrein-Beardsley, A. (2005). *No Child Left Behind: Testing “Stronger Accountability for Results.”* Meeting of the Southeast Civil Rights Association, Nashville, TN.

Amrein-Beardsley, A. (2005). *Highly qualified or highly effective?* Annual Meeting of the New Jersey Chamber of Commerce, Woodbridge, NJ.

Amrein-Beardsley, A. (2003). *The intended and unintended consequences of high-stakes tests*. Annual Meeting of the California Educational Research Association (CERA), San Francisco, CA.

Amrein-Beardsley, A. (2003). *The impact of high-stakes tests on academic achievement and schools*. Annual Meeting of the International Association for Cognitive Education and Psychology, Seattle, WA.

Amrein, A. L. (2000). *Asymmetry in dual language practice: Assessing imbalance in a program promoting equality*. National Bilingual Immersion Conference, Long Beach, CA.

National Conference Presentations

Sampson, C., *Chavez, R., A., Amrein-Beardsley, A., Pivovarova, M., & *Beall, G. L. (2026, paper). *Student Outcomes Focused Governance in Seattle: Gaps in student outcome data and troubling narratives in practice*. Paper proposal under review for presentations at the Annual Meeting of the American Educational Research Association (AERA), Los Angeles, CA.

*Indicates doctoral students *Yuhas, B., J., Amrein-Beardsley, A., Pivovarova, M., & *Beall, G. L. (2026, paper) *Validating a survey instrument to assess school board members’ perceptions of Texas’s Lone Star Governance (LSG) model*. Paper proposal under review for presentations at the Annual Meeting of the American Educational Research Association (AERA), Los Angeles, CA.

*Alajmi, A., Stone, C., & Amrein-Beardsley, A. (2026, structured poster session). *Validating a faculty governance perception scale in Kuwait’s higher education context*. Paper proposal under review for presentations at the Annual Meeting of the American Educational Research Association (AERA), Los Angeles, CA.

*Ellis, S. E., & Amrein-Beardsley, A. (2026, roundtable). *Reclaiming voice: examining student power, participation, and identity through engagement with and leadership in student ambassador councils*. Paper

proposal accepted for presentations at the Annual Meeting of the American Educational Research Association (AERA), Los Angeles, CA.

Amrein-Beardsley, A., & Gibbs, N. P. (2026, roundtable). *Constructing new possibilities for literature reviews: assessing the binning method in scholarly inquiry*. Paper proposal accepted for presentations at the Annual Meeting of the American Educational Research Association (AERA), Los Angeles, CA.

Stone, C., Ibrahim, M., Hogan, R., Boyce, A., Amrein-Beardsley, A. (2025). *Addressing challenges in culture and climate studies: Insights from STEM program evaluations*. Center for Culturally Responsive Evaluation and Assessment (CREA) International Conference, Chicago, IL.

*Feirstein, J., & Amrein-Beardsley, A. (2025). *Moving professionalism pedagogy in physician assistant education toward intersectional professional identity formation*. Annual Meeting of the American Educational Research Association (AERA), Denver, CO.

*Kwarase, P. K., Amrein-Beardsley, A., Wambua, P., Duong, B-H., Akumu, K., Olemo, C. D., Okello, G. O., Njuguna, A., Boyce, A. S., *Kim, M., Silova, I., & Nielsen, A. (2025). *Rebuilding just education through collaborative research: E-learning partnership across ten universities*. Annual Meeting of the American Educational Research Association (AERA), Denver, CO.

*Kim, M., & Amrein-Beardsley, A. (2025). *Assessing institutional presence within the Community of Inquiry (CoI) survey instrument for online graduate programs*. Annual Meeting of the American Educational Research Association (AERA), Denver, CO.

*Ilderton, L. E., & Amrein-Beardsley, A. (2025). *Revising, validating, and interpreting results from a secondary student writing apprehension survey instrument*. Annual Meeting of the American Educational Research Association (AERA), Denver, CO.

*Moen, T., & Amrein-Beardsley, A. (2025). *Speech/Language assessment practices for culturally and linguistically diverse students (SLAP-CLD): A validation pilot study*. Annual Meeting of the American Educational Research Association (AERA), Denver, CO.

*Stone, C., & Amrein-Beardsley, A. (2025). *Validity in social justice-oriented evaluations: A validation study of a multicultural validity instrument*. Annual Meeting of the American Educational Research Association (AERA), Denver, CO.

Amrein-Beardsley, A., Nailor, N., & Sloat, E. (2024). *Assessing team teaching: A validation study of a novel, team-based, teacher evaluation instrument*. Annual Meeting of the American Educational Research Association (AERA), Philadelphia, PA.

*Bhatti-Klug, R., & Amrein-Beardsley, A. (2024). *Increasing cultural intelligence among university faculty: Toward more just educational Spaces*. Annual Meeting of the American Educational Research Association (AERA), Philadelphia, PA.

*Gibbs, N. P., Sloat, E., Amrein-Beardsley, A., *Cha, D., *Beck, M. F., & *Mulerwa, O. (2024). *Establishing class size policies for optimal course outcomes in online undergraduate education programs*. Annual Meeting of the American Educational Research Association (AERA), Philadelphia, PA.

Amrein-Beardsley, A., *Beall, G. L., *Mendhe, S., *Stone, C., *Tremblay, C. M., & *Vecellio, A. (2024). *The Danielson, Marzano, and TAP observational models: A systematic literature review of the empirical research*. Annual Meeting of the American Educational Research Association (AERA), Philadelphia, PA.

Pivovarov, M., Amrein-Beardsley, A., & Geiger, T., & (2024). *What's in a school grade? Examining how school demographics predict school letter grades*. Annual Meeting of the American Educational Research Association (AERA), Philadelphia, PA.

*Wang, Y., Pivovarov, M., & Amrein-Beardsley, A. (2024). *An analysis of Dallas Independent School District's Teacher Excellence Initiative (TEI) on student achievement*. Annual Meeting of the American Educational Research Association (AERA), Philadelphia, PA.

*Peel, M., T., & Amrein-Beardsley, A. (2024). *Climate justice collaborative toolkit: A community co-development process for addressing climate and racial justice needs*. Annual Meeting of the American Educational Research Association (AERA), Philadelphia, PA.

Cha, D., & Amrein-Beardsley, A. (2024). *Measuring burnout of music teacher educators post-COVID: A validation study of the Copenhagen Burnout Inventory*. Annual Meeting of the American Educational Research Association (AERA), Philadelphia, PA.

Glasser, S., & Amrein-Beardsley, A. (2024). *Mariachi teachers in the k-12 school setting: Musical backgrounds and beliefs about mariachi education*. American String Teachers Association National Conference, Louisville, Kentucky.

Amrein-Beardsley, A., *Beall, G. L., *Mendhe, S., *Stone, C., *Tremblay, C. M., & *Vecellio, A. (2024). *A systematic literature review of the empirical research on three of the (if not the three) most popular classroom observational systems*. Annual Critical Questions in Education Conference, New Orleans, LA.

*Wang, Y., Pivovarov, M., & Amrein-Beardsley, A. (2023). *Helping to cultivate a more equitable teacher evaluation system in Dallas: An analysis of Dallas's Teacher Excellence Initiative (TEI)*. Annual Meeting of the Association of Education Finance and Policy [AEFP], Denver, CO.

Amrein-Beardsley, A. (2023, Chair). *A multinational e-learning partnership and initiative: Minimizing learning loss and building infrastructure, capacities, and competencies*. Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.

Amrein-Beardsley, A. (2023, Discussant). *Enacting accountability in education: Consequences for teaching professionalism and practice*. Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.

*Hodge, N., & Amrein-Beardsley, A. (2023). *A peer driven technology adoption model: Using communities of practice to influence technology adoption*. Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.

- *Wieland, S., & Amrein-Beardsley, A. (2023). *An advising intervention to promote transfer success: An appreciative assessment*. Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.
- *Corte, C., & Amrein-Beardsley, A. (2023). *Increasing awareness while interrogating racial implicit bias: Findings and implications for creating inclusive educational spaces*. Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.
- *Mitchell, D. S., & Amrein-Beardsley, A. (2023). *Promoting data literacy and equity-mindedness among community college employees in pursuit of truth and equity*. Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.
- *Youngblood, S., *Bartlett, T., *Long, C., & Amrein-Beardsley, A. (2023). *"I deserve to be here!" Centering first-generation students' community cultural wealth in an elite college experience*. Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.
- Amrein-Beardsley, A., *Herrick, I. R., & Nichols, S. L. (2023). *A policy analysis of states' responses to federal testing waivers during the Coronavirus pandemic*. Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.
- *Sowl, S., Amrein-Beardsley, A., & Collins, C. (2023). *Teaching program evaluation: How theory and practice enhanced student-evaluator competencies learning in an education graduate program*. Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.
- Fischman, G., Amrein-Beardsley, A., & McBride-Schreiner S. (2023). *What counts? Who counts? A humble proposal for improving faculty scholarly assessment*. Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.
- Amrein-Beardsley, A., & Lavery, M. R. (2022). *Examining the validity evidence for SAT/ACT in admissions: Framework and methods for validation review*. Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.
- Vasquez, A. M., Capriotti, M., & Amrein-Beardsley, A. (2022). *Multilogues with neurodiverse learning communities on intersectionality and educational equity*. Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.
- *Cha, D., & Amrein-Beardsley, A. (2022). *A survey research study of music education faculty: Demographics as related to indicators of job satisfaction and stress*. Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.
- Amrein-Beardsley, A., & Geiger, T. (2022). *Using (unreliable) district-level value-added scores to inform more equitable school funding decisions*. Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.
- Amrein-Beardsley, A., Pivovarova, M., & Wang, Y. (2022). *Helping to cultivate a more equitable teacher evaluation system in Dallas: An analysis of Dallas's Teacher Excellence Initiative (TEI)*. Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.

Amrein-Beardsley, A. (2022). *Using one legal case to help cultivate more reliable, valid, and unbiased teacher evaluation systems*. Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.

Amrein-Beardsley, A. (2021, Invited Panelist). *Toward more relevant testing standards for researchers*. Annual Meeting of the American Educational Research Association (AERA), Orlando, FL. (Conference virtual).

Amrein-Beardsley, A. (2021, Discussant). *Enacting accountabilities in education: Its effects on school practices and outcomes*. Annual Meeting of the American Educational Research Association (AERA), Orlando, FL. (Conference virtual).

Holloway, J., Lavery, M. & Amrein-Beardsley, A. (2021). *A call for pluralism in “post truth” times: The case of value-added methodology*. Annual Meeting of the American Educational Research Association (AERA), Orlando, FL. (Conference virtual).

Amrein-Beardsley, A., Pivovarov, M., & *Jin, J. I. (2021). *Examining conditional bias in correlations between value-added and observational scores*. Annual Meeting of the American Educational Research Association (AERA), Orlando, FL. (Conference virtual).

*Cha, D., & Amrein-Beardsley, A. (2021). *A survey research study of music education faculty: Demographics and indicators of job satisfaction and stress*. Annual Meeting of the American Educational Research Association (AERA), Orlando, FL. (Conference virtual).

Amrein-Beardsley, A. (2021). *A Florida teacher wrongfully terminated? Alleged (mis)uses of teacher-level value-added model (VAM) data for high-stakes personnel decisions*. Annual Meeting of the American Educational Research Association (AERA), Orlando, FL. (Conference virtual).

Amrein-Beardsley, A. (2021). *Evidence, expertise, and accountability: Understanding the Texas Teacher Evaluation and Support System*. Annual Meeting of the American Educational Research Association (AERA), Orlando, FL. (Conference virtual).

Amrein-Beardsley, A., & Collins, C. (2021). *Investigating the Texas Value-Added Assessment System component of the Texas teacher evaluation and support system*. Annual Meeting of the American Educational Research Association (AERA), Orlando, FL. (Conference virtual).

Amrein-Beardsley, A. (Invited Panelist, 2021). *What teacher evaluation system best serves the public good?* Annual Meeting of the American Educational Research Association (AERA), Orlando, FL. (Conference virtual).

*Gong, B., Collins, C., Amrein-Beardsley, A., & Khan, R. (2021). *The powers and possibilities of an international teacher professional development program*. Annual Meeting of the American Educational Research Association (AERA), Orlando, FL. (Conference virtual).

Amrein-Beardsley, A., & Collins, C. (2020). *Investigating the Texas Value-Added Assessment System (TxVAAS) component of the Texas Teacher Evaluation and Support System (T-TESS)*. Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA. (Conference cancelled).

*Salinas, S., Amrein-Beardsley, A., Collins, C., *Demps, D., *Gong, B., *Ikegwuonu, E., & *Santa-Ramirez, S. (2020). *Doctoral student and stakeholder collaborations: An applied evaluation of a large-scale, student teacher support program*. Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA. (Conference cancelled).

*Wakefield, W., *Roberts, T., *Parra-Gaete, I., *Glassmeyer, K., Amrein-Beardsley, A., Collins, C., *do Lago e Pretti, E. *Palandjian, G., & *Terada, T. (2020). *Students and stakeholders collaborating for the public good: Evaluating a large-scale, alternative teacher education program*. Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA. (Conference cancelled).

*Close, K., Amrein-Beardsley, A., & Collins, C. (2020). *America's teacher evaluation systems post ESSA: A descriptive analysis and overview*. Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA. (Conference cancelled).

Amrein-Beardsley, A. (2019). *Scaling up assessment literacy in teacher preparation programs: A panel discussion*. Annual Meeting of the National Council on Measurement in Education (NCME), Toronto, Canada.

Lavery, M. R., Amrein-Beardsley, A., Pivovarova, M., Holloway, J., *Geiger, T., & Hahs-Vaughn, D. L. (2019). *Do value-added models (VAMs) tell truth about teachers? Analyzing validity evidence from VAM scholars*. Annual Meeting of the American Educational Research Association (AERA), Toronto, Canada. (Presidential Session)

Amrein-Beardsley, A., & Collins, C. (2019). *Investigating the research-situated "truths" behind the Texas Value-Added Assessment System (TxVAAS) marketing claims*. Annual Meeting of the American Educational Research Association (AERA), Toronto, Canada. (Presidential Session)

*Terada, T., & Amrein-Beardsley, A. (2019). *Validating a grade 1-8 student survey instrument to evaluate student teachers*. Annual Meeting of the American Educational Research Association (AERA), Toronto, Canada.

*Geiger, T. J., Amrein-Beardsley, A., & *Winn, K. (2019). *States' performance on NAEP mathematics and reading exams after the implementation of school letter grades*. Annual Meeting of the American Educational Research Association (AERA), Toronto, Canada.

Pivovarova, M., & Amrein-Beardsley, A. (2019). *Not all quartiles are equal: Evaluating non-linear relationships between measures of teacher effectiveness*. Annual Meeting of the American Educational Research Association (AERA), Toronto, Canada.

Amrein-Beardsley, A., & *Geiger, T. J. (2019). *Using student test scores to evaluate teachers: One state's value-added model (VAM) on trial*. Annual Meeting of the American Educational Research Association (AERA), Toronto, Canada.

*Close, K., Amrein-Beardsley, A., & Collins, C. (2019). *Fewer statewide value-added models (VAMs) and more local control: Teacher evaluation systems post ESSA*. Annual Meeting of the American Educational Research Association (AERA), Toronto, Canada.

- *Geiger, T. J., & Amrein-Beardsley, A. (2018). *Student perception surveys for K–12 teacher evaluation: A survey of surveys*. Annual Meeting of the American Educational Research Association (AERA), New York, NY.
- *Close, K., Amrein-Beardsley, A., & Collins, C. (2018). *A national overview of teacher evaluation systems post the passage of the Every Student Succeeds Act (ESSA)*. Annual Meeting of the American Educational Research Association (AERA), New York, NY.
- *Geiger, T. J., & Amrein-Beardsley, A. (2018). *New Mexico's value-added model (VAM) in court: An examination of reliability, validity, and bias*. Annual Meeting of the American Educational Research Association (AERA), New York, NY.
- Sloat, E., & Amrein-Beardsley, A. (2018). *Examining the factor structure underlying the TAP System for Teacher and Student Advancement*. Annual Meeting of the American Educational Research Association (AERA), New York, NY.
- *Sowl, S., Collins, C., & Amrein-Beardsley, A. (2017). *Teaching and learning to enhance evaluation practices: Striving to optimize student learning outcomes by blending evaluation theory and application*. Annual Meeting of American Evaluation Association (AEA), Washington, D.C.
- Amrein-Beardsley, A. (2017). *Global perspectives on market-based teacher accountability policies and practices*. Annual Meeting of the American Educational Research Association (AERA), San Antonio, TX.
- Amrein-Beardsley, A. (2017). *Key teacher evaluation/accountability system components: Using diverse methods to inform practice and policy*. Annual Meeting of the American Educational Research Association (AERA), San Antonio, TX.
- Amrein-Beardsley, A., & *Close, K. (2017). *Teacher value-added systems "at issue" across US courts: Critical measurement issues*. Annual Meeting of the American Educational Research Association (AERA), San Antonio, TX.
- Amrein-Beardsley, A., Ganesh, T., & Lawton, K. (2017). *Methodological concerns and challenges with evaluating teacher education programs*. Annual Meeting of the American Educational Research Association (AERA), San Antonio, TX.
- Amrein-Beardsley, A., & *Geiger, T. J. (2017). *Potential sources of invalidity when using value-added estimates: Artificial inflation, deflation, and conflation*. Annual Meeting of the American Educational Research Association (AERA), San Antonio, TX.
- *Baca, E. C., & Amrein-Beardsley, A. (2017). *Unpacking the schooling experiences and post-secondary academic trajectories of undocumented Latina/o high school students in Arizona*. Annual Meeting of the American Educational Research Association (AERA), San Antonio, TX.
- *Geiger, T. J., & Amrein-Beardsley, A. (2017). *The Education Value-Added Assessment System (EVAAS): Methodological issues, and implications for policy and practicality*. Annual Meeting of the American Educational Research Association (AERA), San Antonio, TX.

*Geiger, T. J., & Amrein-Beardsley, A. (2017). *The impact of a high school dropout prevention program sponsored by the National Basketball Association*. Annual Meeting of the American Educational Research Association (AERA), San Antonio, TX.

*Lavery, M. R., Hahs-Vaughn, D., Sivo, S. A., Bai, H., & Amrein-Beardsley, A. (2017). *A priori analysis of error rates in value added models*. Annual Meeting of the American Educational Research Association (AERA), San Antonio, TX.

Paufler, N. A., & Amrein-Beardsley, A. (2017). *Scholars in the public forum: Increasing online access to research, informing policy, and improving practice*. Annual Meeting of the American Educational Research Association (AERA), San Antonio, TX.

Kwon, J. Y., Kulinna, P. H., van der Mars, H., Amrein-Beardsley, A., & Koro-Ljungberg, M. (2017). *CSPAP preparation in physical education teacher education programs*. Annual Meeting of the National SHAPE America Convention, Boston, MA.

Kwon, J. Y., Kulinna, P. H., van der Mars, H., Koro-Ljungberg, M., Amrein-Beardsley, A., & Norris, J. (2017). *PETE students' perceptions about preparation of CSPAP*. Annual Meeting of the National SHAPE America Convention, Boston, MA.

Fu, H., Wang, B., & Amrein-Beardsley, A. (2016). *Examining the nuanced factors of teacher evaluation designs from multilevel multisite longitudinal databases*. Annual Meeting of American Evaluation Association (AEA), Atlanta, GA.

Amrein-Beardsley, A., & *Geiger, T. J. (2016). *Potential sources of invalidity when using value-added estimates: Artificial inflation, deflation, and conflation*. Annual Meeting of the University Council for Educational Administration (UCEA), Detroit, MI.

*Geiger, T. J., & Amrein-Beardsley, A. (2016). *The Education Value-Added Assessment System (EVAAS): Methodological issues, and implications for policy and pragmatism*. Annual Meeting of the University Council for Educational Administration (UCEA), Detroit, MI.

Paufler, N. A., & Amrein-Beardsley, A. (2016). *Research to prepare teachers and school leaders for educational renewal: John Goodlad's twenty postulates*. Annual Meeting of the University Council for Educational Administration (UCEA), Detroit, MI.

Paufler, N. A., & Amrein-Beardsley, A. (2016). *The research we need to prepare teachers for educational renewal within current contexts of accountability: Reflecting upon John Goodland's twenty postulates*. Annual Meeting of the National Network for Educational Renewal (NNER), Arlington, TX.

Amrein-Beardsley, A. (2016). *Evaluating the validity evidence surrounding the use of standardized test scores for teacher evaluation/accountability*. Annual Meeting of the American Educational Research Association (AERA), Washington, DC.

*Montana Cirell, A., Amrein-Beardsley, A., *Holloway-Libell, J., *Hays, A., & *Chapman, K. (2016). *Teacher expertise, democracy, and "rational" observational systems for teacher evaluation and accountability*. Annual Meeting of the American Educational Research Association (AERA), Washington, DC.

Norris, J., van der Mars, H., Kulinna, P., Amrein-Beardsley, A., & Kwon, J. (2016). *A document analysis of physical education teacher evaluation systems*. Annual Meeting of the National Society of Health and Physical Educators (SHAPE) America Convention, Minneapolis, MN.

Norris, J., van der Mars, H., Kulinna, P., Amrein-Beardsley, A., & Kwon, J. (2016). *Administrators' perceptions of physical education teacher evaluation*. Annual Meeting of the Southern District Society of Health and Physical Educators (SHAPE) America Convention, Williamsburg, VA.

Paufler, N. A., & Amrein-Beardsley, A. (2016). Classics and contemporaries: The "top ten" books recommended by some of the finest in the education academy. Annual Meeting of the Academy for Educational Studies, Critical Questions in Education Conference, San Antonio, TX.

Amrein-Beardsley, A. (2015). *Educational policy and social in/justice: Examining the effects of student growth measures in educator evaluations*. Annual Meeting of the University Council for Educational Administration (UCEA), San Diego, CA.

*Geiger, T. J., & Amrein-Beardsley, A. (2015). *An evaluation of a National Basketball Association (NBA) funded intervention program in an urban high school*. Annual Meeting of the American Evaluation Association (AEA), Chicago, IL.

Amrein-Beardsley, A., & Pivovarova, M. (2015). *Experts on value-added models (VAMs) and a prevalent methodological divide*. Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.

Amrein-Beardsley, A. (2015). *Value-added models (VAMs): Applied research to inform educational practice and policy*. Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.

Pivovarova, M., & Amrein-Beardsley, A. (2015). *Student growth percentiles (SGPs): Testing for validity and reliability*. Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.

Pivovarova, M., & Amrein-Beardsley, A. (2015). *Student Growth Percentiles (SGPs): Testing for validity and reliability*. Annual Meeting of the National Council on Measurement in Education (NCME), Chicago, IL.

Pivovarova, M., & Amrein-Beardsley, A. (2015). *Student Growth Percentiles (SGPs): Testing for validity and reliability*. Annual Meeting of the Association for Education Finance and Policy (AEFP), Washington DC.

Amrein-Beardsley, A., & Pivovarova, M. (2015). *The education professions' experts on value-added models (VAMs) and their perspectives on the "great divide."* Annual Meeting of the American Association of Colleges for Teacher Education (AACTE), Atlanta, GA

Amrein-Beardsley, A., & *Holloway-Libell, J. (2015). *Value-added models (VAMs), VAM-based assumptions, and implications for administrators and teachers*. Annual Meeting of the American Association of Colleges for Teacher Education (AACTE), Atlanta, GA.

Amrein-Beardsley, A. (2014). *Designing an ongoing evaluation program for two university Ph.D. programs in transition*. Annual Meeting of the American Evaluation Association (AEA), Denver, CO.

Amrein-Beardsley, A., & *Holloway-Libell, J. (2014). *An examination of the claims and assumptions surrounding value-added models (VAMs)*. Annual Meeting of the American Evaluation Association (AEA), Denver, CO.

Amrein-Beardsley, A. (2014). *Value-added use: Applied research to inform practice and (hopefully) educational policy*. Annual Meeting of the American Educational Research Association (AERA), Philadelphia, PA.

Lawton, K., Amrein-Beardsley, A., & Barnard, W. M. (2014). *Using value-added models for evaluating teacher preparation program effectiveness*. Annual Meeting of the American Educational Research Association (AERA), Philadelphia, PA.

Amrein-Beardsley, A. & *Holloway-Libell, J. (2014). *VAMBoozled! Deconstructing the assumptions behind value-added*. Annual Meeting of the American Educational Research Association (AERA), Philadelphia, PA.

*Paufler, N. A., & Amrein-Beardsley, A. (2014). *The random assignment of students into classrooms: Implications for value-added analyses and schools of education*. Annual Meeting of the American Association of Colleges for Teacher Education (AACTE), Indianapolis, IN.

Lawton, K., Amrein-Beardsley, A., Barnard, W. M., & Polasky, S. A. (2014). *The use of value-added models to evaluate teacher education programs*. Annual Meeting of the American Association of Colleges for Teacher Education (AACTE), Indianapolis, IN.

*Holloway-Libell, J., *Paufler, N. A., & Amrein-Beardsley, A. (2014). *Using technology to bridge research and practice: Implications for colleges of teacher education*. Annual Meeting of the American Association of Colleges for Teacher Education (AACTE), Indianapolis, IN.

*Collins, C., & Amrein-Beardsley, A. (2013). *Blending theory and practice into a new program evaluation course: How to design a meaningful and applicable curriculum for graduate students in the 21st century*. Annual Meeting of the American Evaluation Association (AEA), Washington, DC.

King, A., & Amrein-Beardsley, A. (2013). *Evaluating the senior year residency experience in an innovative teacher preparation program*. Annual Meeting of the American Evaluation Association (AEA), Washington, DC.

Amrein-Beardsley, A. (2013). *Value-added under Arizona's state-mandated evaluation framework: Content, concurrent, and consequential levels of validity*. Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA.

Polasky, S. A., Amrein-Beardsley, A., Tate, P., & Pistor, M. (2013). *The Northwest Evaluation Association's Measures of Academic Progress (NWEA): Validation of a potential value-added measure for the primary grades*. Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA.

*Collins, C., & Amrein-Beardsley, A. (2013). *Houston, we have a problem: Exposure to EVAAS can be hazardous*. Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA.

*Paufler, N. A., *Holloway-Libell, J., & Amrein-Beardsley, A. (2013). *Answering the call for education informatics: Connecting theory, research, and practice through an online educational historiography*. Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA.

*Paufler, N. A., & Amrein-Beardsley, A. (2013). *The random assignment of students to classrooms: Implications for value-added analyses and interpretations*. Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA.

*Collins, C., & Amrein-Beardsley, A. (2013). *A national overview of growth and value-added models*. Annual Meeting of the American Association of Colleges for Teacher Education (AACTE), Orlando, FL.

Polasky, S. A., & Amrein-Beardsley, A. (2013). *One university meeting one district's research needs: Validating a growth and evaluation tool for K-2 students and teachers*. Annual Meeting of the American Association of Colleges for Teacher Education (AACTE), Orlando, FL.

*Collins, C., Polasky, S. A., Amrein-Beardsley, A., & Roach, A. (2012). *Value-added and growth models in education: What do teachers, schools, and districts need to know*. Annual Meeting of the American Evaluation Association (AEA), Minneapolis, MN.

Amrein-Beardsley, A. (2012, Chair). *Value-added in Arizona: Specifics, statistics, and impact*. Annual Meeting of the American Educational Research Association (AERA), Vancouver, Canada.

*Collins, C., & Amrein-Beardsley, A. (2012). *Putting growth and value-added models on the map*. Annual Meeting of the American Educational Research Association (AERA), Vancouver, Canada.

*Collins, C., & Amrein-Beardsley, A. (2012). *To know is not enough: A case-study on the transparency-vaulted EVAAS model and its impact on teaching practices*. Annual Meeting of the American Educational Research Association (AERA), Vancouver, Canada.

*Collins, C., & Amrein-Beardsley, A. (2012). *The SAS Education Value-Added Assessment System (SAS® EVAAS®): Its intended and unintended effects in a major urban school system*. Annual Meeting of the American Educational Research Association (AERA), Vancouver, Canada.

Amrein-Beardsley, A., & *Collins, C. (2012). *The ground-level impact of attaching consequences to value-added in Houston*. Annual Meeting of the American Association of Colleges for Teacher Education (AACTE), Chicago, IL.

Amrein-Beardsley, A., Haladyna, T., & Polasky, S. A. (2012). *Imagining a new system: Using multiple measures and inter-indicator consistency to measure value-added*. Annual Meeting of the American Association of Colleges for Teacher Education (AACTE), Chicago, IL.

Amrein-Beardsley, A. (2011). *Value-added*. Annual Meeting of the American Educational Research Association (AERA), New Orleans, LA.

Barnett, J. H., & Amrein-Beardsley, A. (2011). *Strengthening the pipeline: Reforming teacher education for the public*. Annual Meeting of the American Educational Research Association (AERA), New Orleans, LA.

Amrein-Beardsley, A., Osborn Popp, S., & Toth, M. (2011). *The validity of an instructor observation protocol for professional development*. Annual Meeting of the American Educational Research Association (AERA), New Orleans, LA.

Amrein-Beardsley, A., & Barnett, J. H. (2011). *Rethinking district-university partnerships: Working from the inside out*. Annual Meeting of the American Educational Research Association (AERA), New Orleans, LA.

Barnett, J. H., & Amrein-Beardsley, A. (2011). *District-university partnerships based on district needs*. Annual Meeting of the American Association of Colleges for Teacher Education (AACTE), San Diego, CA.

Barnett, J.H., Amrein-Beardsley, A., Turchi, L., Beal, S., Linder, A., & Tseunis, P. (2011). *Bridging the divide: Comprehensive school reform through university-district partnership*. Annual Meeting of the American Association of Colleges for Teacher Education (AACTE), San Diego, CA.

Duggan, M. A., Barnett, J. H. & Amrein-Beardsley, A. (2011). *The teacher pipeline: Reforming a statewide teacher preparation system*. Annual Meeting of the American Association of Colleges for Teacher Education (AACTE), San Diego, CA.

Amrein-Beardsley, A., & Barnett, J. H. (2011). *What is added with value-added? Steps to selecting the proper system*. Annual Meeting of the American Association of Colleges for Teacher Education (AACTE), San Diego, CA.

Painter, S., Amrein-Beardsley, A., Buss, R., Carlson, D., Perry, N., & Puckett, K. (2010). *Making a difference locally: Graduates evaluate the action research dissertation in an innovative Ed.D. program*. Annual Meeting of the American Educational Research Association (AERA), Denver, CO.

Perry, N., Amrein-Beardsley, A., Carlson, D., Foulger, T., Olson, K., & Zambo, D. (2010). *Examining the complexities of curricular reform in the educational doctorate*. Annual Meeting of the American Educational Research Association (AERA), Denver, CO.

Osborn Popp, S. E., Amrein-Beardsley, A., Toth, M. (2010). *Investigating the effectiveness of the Reformed Teaching Observation Protocol in a college of education: A many-faceted Rasch analysis*. 15th International Objective Measurement Workshop. University of Colorado – Boulder, Boulder, CO.

Barnett, J. H., & Amrein-Beardsley, A. (2009). *Preparing educators for the new world: Making data informed decisions to create sustainable change*. Annual Meeting of the American Association of Colleges of Teacher Education (AACTE), Atlanta, GA.

Amrein-Beardsley, A. (2009). *Evaluating the impact of NCLB on arts and culture organizations partnering with public schools*. Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.

Hansen, C., Carter, H., & Amrein-Beardsley, A. (2009). *Beyond rhetoric: Examining teacher preparation programs for Teach for America via disciplined inquiry*. Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.

Toth, M., & Amrein-Beardsley, A. (2009). *The right to evaluate: Increasing student access through online course evaluations*. Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.

Amrein-Beardsley, A., Barnett, J., & Koerner, M. (2009). *A process to help conceptualize and measure teacher preparation program impact*. Annual Meeting of the American Association of Colleges of Teacher Education (AACTE), Chicago, IL.

Carter, H., Hansen, C., & Amrein-Beardsley, A. (2009). *Working together: Teach For America and teacher preparation - the Ying/Yang partnership*. First National Conference on What Works in Education Partnerships, Phoenix, AZ.

Foulger, T. S., Toth, M. & Amrein-Beardsley, A. (2008). *Tapping the potential of anomalies: Using student concerns to refine hybrid course delivery*. Annual Meeting of the American Educational Research Association (AERA), New York, NY.

Toth, M., Foulger, T. S., & Amrein-Beardsley, A. (2008). *Examining the changes in student and instructor learning experiences initiated through hybrid instruction*. Annual Meeting of the American Educational Research Association (AERA), New York, NY.

Amrein-Beardsley, A. (2007). *The recruitment of expert teachers in high-needs schools*. Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.

Toth, M., Amrein-Beardsley, A., & Foulger, T. S. (2007). *Developing a hybrid degree program: Using data to inform quality decisions*. Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.

Amrein-Beardsley, A., Foulger, T. S., & Toth, M. (2007). *Using student and instructor data to develop a hybrid degree program*. Annual Meeting of the American Association of Colleges for Teacher Education (AACTE), New York, NY.

Amrein-Beardsley, A. (2006). *The residual effects of National Board-Certified Teachers*. Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA.

Amrein, A. L., & Berliner, D. C. (2003). *A state-by-state analysis of the impact of high-stakes accountability policies on academic performance*. Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.

Amrein, A. L., & Berliner, D. C. (2003). *High school graduation exams: The dropout rate, the graduation rate, and the rate by which students take the General Education Diploma (GED)*. Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.

Amrein, A. L., & Berliner, D. C. (2002). *High stakes states burning at the high stakes stake: An archival time series analysis of the effects of high stakes testing*. Annual Meeting of the American Educational Research Association (AERA), New Orleans, LA.

Amrein, A. L., & Berliner, D. C. (2002). *The positive and negative consequences of high school graduation exams: An archival time series analysis*. Annual Meeting of the Sociology of Education Association Annual Meeting (SEA), Monterey, CA.

Amrein, A. L. (2000). *School support programs: Implications for school leadership and the empowerment of economically disadvantaged students*. Annual Meeting of the University Council for Educational Administration (UCEA), Albuquerque, NM.

Amrein, A. L. (2000). *Dual language asymmetry: Symbolic inequalities*. Annual Meeting of the American Educational Research Association (AERA), New Orleans, LA.

**Local
Invited
Addresses**

Amrein-Beardsley, A. (2021). *Using “BINS” to organize the scholarly literature*. Presentation made to faculty and master’s/doctoral students in The School of Music, Arizona State University, Tempe, AZ.

Amrein-Beardsley, A. (2021). *Evaluating faculty teaching*. Presentation made to the faculty of The School for the Future of Innovation in Society (SFIS), Arizona State University, Tempe, AZ.

Amrein-Beardsley, A. (2019). *The efficacy of summative standardized tests to measure student growth and support school improvement*. The Superintendency/Higher Ed Conference of the Arizona School Administrator Association (ASA), Sedona, AZ.

Amrein-Beardsley, A. (2017). *Using large-scale student data for teacher evaluation purposes*. Lunch and Learn Roundtable Discussion, Arizona Education Association, Phoenix, AZ.

Amrein-Beardsley, A., & Berliner, D. C. (2017). *Assessment literacy for Arizona*. Joint Seminar sponsored by the Valley Interfaith Project, Mary Lou Fulton Teachers College, Scottsdale Education Agency. Scottsdale United Methodist Church, Scottsdale, AZ.

Amrein-Beardsley, A. (2017). *Value-added*. American Evaluation Association (AEA) Spring Break at the Arizona State Capitol, Senate Building. Phoenix, AZ.

Amrein-Beardsley, A. (2017). *Developing a scholarly identity: An herstorical perspective*. Preparing Future Faculty Workshop, Tempe, AZ.

Amrein-Beardsley, A. (2016). *High stakes testing as a social justice issue*. WokePhoenix Teachers of Color Conference, Tempe, AZ.

Amrein-Beardsley, A. (2016). *Use-inspired research in educational policy and practice*. edXcafe series on “What it takes to make educational research usable?” Phoenix, AZ.

Amrein-Beardsley, A. (2015). *High-stakes testing: A (p)relevant social justice issue*. Arizona Hispanic Community Forum (AHCF) Conference, Phoenix, AZ.

Amrein-Beardsley, A. (2014). *ReThinking value added in education*. Arizona Ready for Rigor Grant's Excellence in Education Conference, Phoenix, AZ.

Amrein-Beardsley, A. (2014). *Rethinking value-added models in education: Critical perspectives on tests and assessment-based accountability*. edXchange Saturday Seminar Series, Arizona State University, Tempe, AZ.

Amrein-Beardsley, A. (2013). *Caveat emptor: Value-added models (VAMs) and the evaluation of teacher effectiveness*. Advances in Learning Lecture (ALL) Series, Learning Sciences Institute, Arizona State University, Tempe, AZ.

Amrein-Beardsley, A. (2011). *Green eggs and VAM: Putting a fork into value-added modeling*. Arizona Education Association (AEA) Professional Development Conference, Phoenix, AZ.

Amrein-Beardsley, A. (2011). *Holding teachers accountable for the value they add*. University of Arizona's Professional Preparation Board, Tucson, AZ.

Amrein-Beardsley, A. (2011). *Holding teachers accountable for the value they add*. Arizona Department of Education (ADE), Phoenix, AZ.

Amrein-Beardsley, A. (2009). *Value added assessment*. Annual Meeting of the Arizona Educational Research Organization (AERO), Phoenix, AZ.

Amrein-Beardsley, A. (2005). *Putting "Stronger Accountability for Results" to the test*. Annual Seminar Series at Arizona State University, Phoenix, AZ.

Amrein-Beardsley, A. (2005). *What research says about the impact of NBCTs on student achievement and leadership*. Annual Meeting of the Arizona Education Association (AEA), Mesa, AZ.

**Local
Conference
Presentations**

Amrein-Beardsley, A., Gong, B., Collins, C., Demps, D., Ikegwuonu, E., Salinas, S., & Santa-Ramirez, S. (2018). *Making research relevant and useful: An applied program evaluation of a large-scale, student teacher support process*. Annual Meeting of the Arizona Educational Research Organization (AERO), Tempe, AZ.

**Indicates
doctoral students*

Sloat, E. F., Amrein-Beardsley, A., & Sabo, K. E. (2018). *Examining the factor structure underlying the TAP System for teacher and student advancement*. Annual Meeting of the Arizona Education Research Organization (AERO), Tempe, AZ.

Sloat, E., Amrein-Beardsley, A., & Sabo, K. E. (2017). *Examining the factor structure underlying the TAP System for Teacher and Student Advancement*. Annual Meeting of the Arizona Educational Research Organization (AERO), Tempe, AZ.

Fu, H., Lawton, K., Amrein-Beardsley, A., & Barnard, W. (2015). *Mixing it up: Combining interviews and surveys into sound mixed method evaluations*. Annual Meeting of the Arizona Educational Research Organization (AERO), Tempe, AZ.

Amrein-Beardsley, A. (2015). *Using "bins" to organize the literatures*. Teachers College Doctoral Council (TCDC) Professional Learning Day, Tempe, AZ.

Amrein-Beardsley, A., & Polasky, S. A. (2011). *Green eggs and VAM: Pitches, glitches, and stitches*. School Reform and School Leadership Conference, Tempe, AZ.

*Collins, C., & Amrein-Beardsley, A. (2011). *The effect of the Education Value-Added Assessment System (EVAAAS) on teaching practices and the profession*. Annual Meeting of the Arizona Educational Research Organization (AERO), Tucson, AZ. (Winner – Best Paper Award)

Amrein-Beardsley, A. (2004). *Nationally Board-Certified Teachers: Improving student achievement*. Annual Meeting of the Arizona Educational Research Organization (AERO), Tempe, AZ.

Amrein-Beardsley, A. (2004). *High-stakes test effects*. Annual Faculty Research Poster Session at Arizona State University, Phoenix, AZ.

Amrein-Beardsley, A. (2004). *National Board-Certified Teachers: Improving student achievement*. Annual Faculty Research Poster Session at Arizona State University, Phoenix, AZ.

Amrein, A. L. (2001). *High stakes tests putting the nation at risk: An archival time series analysis*. Annual Meeting of the Arizona Educational Research Organization (AERO), Phoenix, AZ.

Amrein, A. L. (2001). *The side-effects of high stakes tests: Retentions, dropouts, and General Education Diplomas (GEDs)*. Annual Meeting of the Arizona Educational Research Organization (AERO), Phoenix, AZ.

Teaching

Fall 2022-Current

Introduction to Statistics/Data Analysis – Doctoral and Master's Level

Course evaluation average = 3.8 (out of 4.0, college mean \approx 3.5)

Fall 2024-Spring 2025

TEL 701 - Quantitative Methods in Action Research

Course evaluation average = 3.7 (out of 4.0, college mean \approx 3.5)

Summer 2024

Educational Assessment

Course evaluation average = 3.9 (out of 4.0, college mean \approx 3.5)

Fall 2007-Spring 2025

Research/Dissertation Credits (TEL 792/799) - Doctoral Level

Course evaluation average = 3.8 (out of 4.0, college mean \approx 3.5)

Spring 2020-Spring 2025

Measurement and Survey Research (EPA 691) - Doctoral Level

Course evaluation average = 3.9 (out of 4.0, college mean \approx 3.5)

Spring 2022-Spring 2023

The Standards for Educational and Psychological Measurement (EDU 598) – Master's Level

Course evaluation average = N/A (enrollment under five)

Fall 2020

Advanced Quantitative Research Design and Methods (COE 691) - Doctoral Level

Course evaluation average = 3.7 (out of 4.0, college mean \approx 3.5)

Fall 2017-Spring 2019

Applied Program Evaluation (EPA 691) - Doctoral Level

Course evaluation average = 3.8 (out of 4.0, college mean \approx 3.5)

Fall 2016

Applied Program Evaluation (EPA 598) – Master's Level

Course evaluation average = 3.8 (out of 4.0, college mean \approx 3.5)

Spring 2015-Spring 2018

Advanced Quantitative Methods (TEL 701) - Doctoral Level

Course evaluation average = 3.9 (out of 4.0, college mean \approx 3.5)

Fall 2014-Spring 2016

Advanced Research Methodologies (EPA 691) – Doctoral Level⁷

Course evaluation average = 3.9 (out of 4.0, college mean \approx 3.5)

Spring 2008-Spring 2014

Applied Mixed Methods of Inquiry (TEL 713) - Doctoral Level

Course evaluation average = 3.7 (out of 4.0, college mean \approx 3.5)

Spring 2008-Spring 2014

Assessment Policies, Issues, and Practices (TEL 701) - Doctoral Level

Course evaluation average = 3.7 (out of 4.0, college mean \approx 3.5)

Spring 2014

Applied Research Project (DCI 593) – Master's Level

Course evaluation average = 3.9 (out of 4.0, college mean \approx 3.5)

Spring 2014

Program Evaluation (EPA 691) - Doctoral Level

Course evaluation average = 3.8 (out of 4.0, college mean \approx 3.5)

Fall 2004-Spring 2009

Classroom (Educational) Assessment (TEL 314) – Bachelors/Master's Level

Course evaluation average = 3.7 (out of 4.0, college mean \approx 3.5)

⁷ Doctoral student publications that resulted from this course:

- Amrein-Beardsley, A., *Holloway-Libell, J., *Montana Cirell, A., *Hays, A., & *Chapman, K. (2015). "Rational" observational systems of educational accountability and reform. *Practical Assessment, Research and Evaluation (PARE)*, 20(17).
- Hays, A. (2016). Using young adult (YA) literature in a classroom: How does YA literature impact writing literacies. *Study and Scrutiny: Research on Young Adult Literature*, 2(1), 53-86. <https://journals.shareok.org/studyandscrutiny/article/view/205>
- Tran, K. M. (2017) Her story was complex: A twine workshop for ten to twelve year-old girls. *E-learning and Digital Media*.

**Students
Advised &
Mentored**

2010-Present – PhD Dissertation Chair/Co-Chair

- Grace Beall (Chair)
- Prince Kwarase (Co-Chair), anticipated graduation spring 2026, Dissertation: *Innovating with purpose: Transforming educational equity through technology and innovation.*
- Dongju Cha (Co-Chair), graduated spring 2023, Dissertation: *Exploring the relationships between PreK-6 music teachers' engagement in professional development and their self-Efficacy: A quasi-experimental study.*
- Kevin Close (Co-Chair), graduated fall 2021, Dissertation: *Developing a technology-enhanced solution to language inequality in English-based math tests.*
- Tray Geiger (Chair), graduated spring 2020, Dissertation: *The Land of Disenchantment: Bias in New Mexico teacher evaluation measures.*
- Jessica Holloway-Libell (Chair), graduated fall 2014, Dissertation: *Teacher evaluation systems: How teachers and teacher quality are (re)defined by a market-based discourse.*
- Noelle Paufler (Chair), graduated fall 2014, *Investigating a teacher evaluation system: School administrator and teacher perceptions of the system's standards of effectiveness.*
- Clarin Collins (Chair), graduated fall 2012, Dissertation: *Houston, we have a problem: Studying the SAS Education Value-Added Assessment System (EVAAS) from teachers' perspectives in the Houston Independent School District (HISD).*

2013-Present – PhD Dissertation Committee Member

- Minji Kim, to be graduated spring 2026, Dissertation: *Inclusive internationalization through online education: A comparative analysis of u.s. and south Korean higher education.*
- Theresa A. Hoover, to be graduated spring 2026, Dissertation: *Investigating the motivations and perceived benefits of podcast listening among in-service music teachers.*
- Courtney Stone, graduated spring 2025, Dissertation: *Conceptualizations of and engagement with validity in social justice-oriented evaluation*
- Moen, Theresa, graduated spring 2025, Dissertation: *Perspectives of school-based speech-language pathologists serving Arizona's emergent bilingual children: A mixed methods study.*
- Layne Ilderton, graduated spring 2025, Dissertation: *Rural writin': The role of place in secondary rural writing relationships.*
- David Adler (University of Massachusetts, Amherst), graduated fall 2022, Dissertation: *Validating middle school principals opinions about the impact of investments.*
- Evelyn Baca, graduated spring 2018, Dissertation: *Understanding the dynamics of Arizona's restrictive language policies: A comparative case-study of two sixth grade classrooms at a dual language school*
- Constantin Schreiber, graduated spring 2018, Dissertation: *The framing of community in high school guiding statements: A comparative analysis of traditional public schools and charter schools.*
- Anna Montana Cirell, graduated fall 2017, Dissertation: *Digital learning in the wild: Re-imagining new ruralism, digital equity, and deficit discourses through the Thirdspace*
- Matthew Lavery (University of Central Florida), graduated spring 2016, Dissertation: *A priori analysis of error and bias caused by failing to model peer and compositional effects in value-added models.*
- Ja Youn Kwon, graduated spring 2016, Dissertation: *How current physical education teacher education programs prepare pre-service teachers for Comprehensive School Physical Activity Programs (CSPAP).*
- Michael Silver, graduated spring 2015, Dissertation: *Ready or not: Student perceptions of the college readiness binary and Arizona Move on When Ready*

- Jason Norris, graduated fall 2014, Dissertation: *Teacher evaluation in the physical education sciences.*

2007-Present – EdD Dissertation Chair/Co-Chair

- Stacy Ellis (Chair), graduated spring 2024, Dissertation: *Student ambassadors: Creating a venue for middle school students to share their voices to improve their social emotional competencies.*
- Jennifer Feirstein (Chair), graduated spring 2024, Dissertation: *Redefining professionalism pedagogy in physician assistant education: Moving toward intersectional professional identity formation.*
- Michael Peel (Chair), graduated fall 2023, Dissertation: *Climate justice collaborative toolkit: A community co-development process for addressing climate and racial justice needs.*
- Renee Bhatti-Klug (Chair), graduated spring 2022, Dissertation: *Increasing intercultural competence among university faculty through cultural intelligence training.*

Nominated for The Carnegie Project on the Education Doctorate (CPED) Outstanding Dissertation in Practice (DiP) Award, 2022.

- Corinne Corte (Chair), graduated spring 2022, Dissertation: *BLAS training to increase awareness of racial implicit bias and attitude in post-secondary faculty and staff: Implications for creating inclusive educational environments.*
- Nikolas Hodge (Chair), graduated spring 2022, Dissertation: *A peer driven technology adoption model: Using communities of practice to influence technology adoption.*
- Dennis Mitchell (Chair), graduated spring 2022, Dissertation: *Thunderbird data scholars: Community college employee professional development to promote data literacy and equity mindedness.*
Nominated for The Carnegie Project on the Education Doctorate (CPED) Outstanding Dissertation in Practice (DiP) Award, 2022.
- Sarah Wieland (Chair), graduated spring 2022, Dissertation: *Colaborativo advising for transfer success: An appreciative assessment.*
- Ed Sloat (Co-Chair), graduated spring 2015, Dissertation: *Examining the validity of a state policy-directed framework for evaluating teacher instructional quality: Informing policy, impacting practice.*
Awarded the American Educational Research Association (AERA), Division H (Research, Evaluation, and Assessment in Schools), Outstanding Dissertation Award, 2016.
- Robert Benson (Chair), graduated spring 2011, Dissertation: *Creating knowledge about arts integration practices within collaborative learning spaces.* Current Position: Principal, Foothills Fine Arts Academy, Peoria, AZ.
- Michael Cagle (Chair), graduated spring 2009, Dissertation: *“Read Well” as an intensive intervention for at-risk 2nd graders.* Current Position: Principal, Rainbow Valley Elementary, Goodyear, AZ
- José Cisneros (Chair), graduated spring 2009, Dissertation: *A community intervention strategy to increase resilience.* Current Position: Computer Services Coordinator, Phoenix Community College, Phoenix, AZ
- Deborah Holgate (Chair), graduated spring 2009, Dissertation: *Instructional strategies for Native American English Language Learners (NA-ELLS) in a reading context.* Current Position: Unknown.
- Daniel McCloy (Chair), graduated spring 2011, Dissertation: *Learning teaching.* Current Position: English Teacher, Glendale High School, Glendale, AZ

- Michele Mosco (Chair), graduated spring 2009, Dissertation: *Influencing young women to pursue a career in the creative information technologies*. Current Position: Instructional Technology and Research Specialist, ASU, Tempe, AZ
- Jennifer Robinson (Chair), graduated spring 2011, Dissertation: *Supporting National Board Candidates via cognitive coaching conversations*. Current Position: Principal, Maricopa Elementary School, Maricopa, AZ
- Brent Sebold (Chair), graduated spring 2011, Dissertation: *Leveraging faculty and peer leaders to promote commuter student co-curricular engagement: A collegiate retention intervention study*. Current Position: Director of the Startup Center, Ira A. Fulton Schools of Engineering, ASU, Tempe, AZ
- Anne Suzuki (Chair), graduated spring 2009, Dissertation: *No Freshmen Left Behind: An evaluation of the Pathways Summer Bridge Program*. Current Position: Assistant Dean of Enrollment Services, New College of Interdisciplinary Arts and Sciences, ASU, Tempe, AZ
- Kerri Wright (Chair), graduated spring 2011, Dissertation: *Facilitating collaboration at the high school level while focusing on data*. Current Position: Principal, Arizona Connections Academy, Online, AZ.

2002-Present – EdD Dissertation Committee Member

- Matthew McKenzie, to be graduated spring 2026, Dissertation: *Faculty self-efficacy in modifying accommodations in higher education*
- Natalie Bonello, to be graduated spring 2026, Dissertation: *Humanizing education with project-based learning in a high-stakes testing environment*.
- Zach Boeder, to be graduated spring 2026, Dissertation: *Preparing veterinary students for clinical rotations through pre-clinical cognitive apprenticeship*.
- Valerie Dehombreux, graduated fall 2024, Dissertation: *Formative supervision's effects on trusting administrator-teacher relationships and teachers' professional growth*.
- M. Lyla Kohistany, graduated fall 2023, Dissertation: *Listening to leaders: Expanding cultural intelligence learning opportunities for U.S. army special forces at the captain's career course*.
- Gina Delgado, graduated spring 2020, Dissertation: *Using social presence to create student connections in an online graduate program*.
- Siddhartha Sreekaram, graduated spring 2019, *Perceptions of new adjuncts on the optional professional development at University of California, Los Angeles Extension*
- Lessita Villa, graduated spring 2017, Dissertation: *Teachers taking action with student perception survey data*.
- Kaseylyn Romero, graduated spring 2017, Dissertation: *Examining the Effect of Club Aspire on Low Achieving Middle School Students*.
- Sharon Rideau, graduated spring 2009, Dissertation: *Teachers' cheating on standardized achievement tests: The causes and the perceived effects*.
- Leslie Vandevoort, graduated spring 2004, Dissertation: *National Board-Certified Teachers and their students' achievement*.

2024 – Barrett, the Honors College Committee Member

- Sophia Erramuzpe, graduated spring 2024, Thesis: *Unlocking linguistic equality: Advocating for bilingualism in Arizona*.

2013-2015 – Post-Doctoral Supervisor

- Nicole Blalock

2024-Present – Early Career Faculty Mentor

- Lydia Ross

**Professional
Service⁸**

2025-Current

Spencer Large Research Grant Program Reviewer

2025-Current

Co-Editor in Chief – *AERA Open*

2024-Current

Editorial Board Member – *Educational Psychology for Policy and Practice (E3P)*

2022-2025 (Spring)

Associate Editor – *Educational Evaluation and Policy Analysis (EEPA)*

2016-2023

Lead Editor – *Education Policy Analysis Archives (EPA)*

2020

AERA Division H Fireside Chat Panelist on *What Teacher Evaluation System Best Serves the Public Good?* Annual meeting of the American Educational Research Association (AERA)

2017-2020

Committee Member – Annual Meeting Policies and Procedures Committee of the American Educational Research Association (AERA)

2017-2020

Committee Member – AERA Division L: Social Media Committee

2013-2019

Editorial Review Board – *Journal of Teacher Education (JTE)*

2016-2017

Editorial Review Board – *Journal of Research on Organization in Education*

2015

Contributor – AERA Council. (2015). AERA statement on use of value-added models (VAM) for the evaluation of educators and educator preparation programs. *Educational Researcher*, 44(8), 1-5. <http://dx.doi.org/10.3102/0013189X15618385>

2013-2015

Associate Editor – *Education Policy Analysis Archives (EPA)*

⁸ Presented here are only the most significant examples of leadership efforts in the area of service. There are other examples of service, but they are not included here for the sake of brevity and simplicity (e.g., search committees, presentations to college/university faculty).

2004-present

Manuscript reviewer for various peer-reviewed journals including, but not limited to: *American Educational Research Journal (AERJ)*, *Journal of Educational Measurement (JEM)*, *Curriculum Inquiry (CI)*, *Educational Evaluation and Policy Analysis (EEPA)*, *Educational Researcher (ER)*, *Journal of Teacher Education (JTE)*, and *Teachers College Record (TCR)*.

2000-2008

Ad hoc proposal reviewer for the annual convention of the American Educational Research Association (AERA)

Community Service⁹

2011-present

Consulting and pro bono work with law teams associated, with states or teacher unions like the Houston Federation of Teachers (HFT), the American Federation of Teachers (AFT), the National Education Association (NEA), and others (e.g., individual teachers), on lawsuits regarding teachers being evaluated and impacted by the (mis)use of VAMs in states including Florida, New Mexico, New York, Pennsylvania, Tennessee, and Texas (Dallas and Houston). Worked, also, with the amicus brief pertaining to “Vergara v. California” in Los Angeles.

2010-present

Consulting and pro bono work with various members of local, state, and national communities about VAMs in general and my value-added research as it pertains to the greater discourse surrounding teacher evaluation throughout the US

2019-2023

Member – Arizona School Administrators (ASA) Association

2017-2018

Member – Technical Advisory Committee (TAC) on Arizona’s A-F School Letter Grade System
Arizona State School Board Association

2011-2015

Serve in many different capacities in support of the Arizona Department of Education (ADE) on an as-needed basis (e.g., working with the Research and Evaluation Associate Superintendent and team on their teacher evaluation, value-added, and other survey and research-based systems).

2011-2013

Accountability Advisory Group/Accountability Forum
Arizona Department of Education (ADE)

University Service¹⁰

2026-Present

ASU’s PROMOTE Advisory Council

2022-2023

EdPlus Action Lab Advisory Board

⁹ Ibid.

¹⁰ Ibid.

2019-2022

University Promotion and Tenure Committee (UPTC)

2016-2017

University Senate's Open Access Task Force

2015-2017

Fellow with the Leadership Academy within the Global Institute of Sustainability and the Office of Knowledge and Enterprise Development (OKED)

2013-2016

University Senate

**College
Service¹¹**

2025-Present

Faculty Scholarship Promotion Coordinator – Support and promote faculty scholarship via leading faculty development activities, internal research grant procedures, scholarly communications, and working with various research entities across the college and university.

2025 Fall

Tenure Track Evaluation Ad Hoc Committee Member for Full Research Professor

2025 Fall

Tenure Track Evaluation Ad Hoc Committee Member for Full Professors

2022-2025

GPC Member (2021-2022) and Chair (2023-2025)

2023-2025

Social Committee Co-Chair

The Social Committee is a subcommittee of the Governance and Policy Committee (GPC)

2022-present

Faculty Mentor/External Reviewer (Informal)

2012-present

PhD Application Reviews

2006-present

EdD Application Reviews

2023-2024

Quantitative Methods Committee - Chair

2021-2023

Member – Doctoral Executive Committee (DEC)

¹¹ Ibid.

Audrey Amrein-Beardsley, Ph.D. – Curriculum Vitae (CV)

2021-2022

Search Committee Member – Office of Data Strategy and Compliance (ODS) Research Analyst

2020-2021

Search Committee Member – Vice Dean of the Division of Educational Leadership and Innovation

2018-2019

Leader of PhD Student-to-Faculty Research Supervisor Matching Processes

2018-2019

Associate Division Director – Division of Educational Leadership and Innovation (one-year term)

2018-2019

Chair – Committee charged with developing new EdD in Learning Systems Leadership

2018-2019

Mentor – Division of Educational Leadership and Innovation, Junior Faculty Writing Group

2018-2019

Committee Member – Master's in Science in Educational Sciences, Program Development

2017-2018

Search Committee Member – International Teacher Education

2016-2017

Search Committee Member – Pinnacle West Presidential Chair of Teacher Education

2016-2017

Office of Scholarship Advisory Board

2010-2018

Member – Educational Policy and Evaluation (EPE) PhD Program Committee

2010-2018

Member/Chair – EPE PhD Student Admissions Committee

2015-2016

Member – Graduate Methods Task Force

2014-2017

Co-Chair/Chair – Governance Committee

2015

Member – Office of Scholarship Steering Committee

2014-2015

Interim Program Coordinator – Education Doctorate (EdD) in Leadership and Innovation Program

2013-2016

Member – Executive Committee (EC) directing the college’s doctoral programs (program evaluation co-chair 2013-2014)

2013-2015

Mentor for the college’s early career faculty

2010-2012

Member – Personnel Evaluation Committee (PEC Chair – 2011-2012)

2009-2013

Research Director – College Research & Evaluation Services Team (CREST)

2007-2013

Member – Educational Doctorate (EdD) Steering/Executive Committee

2009-2011

Chair – Research Support Task Force

2007-2010

Co-Principal Investigator – Teacher Preparation Research and Evaluation Project (T-PREP)

2007-2010

Chair – Data: Access, Excellence and Impact Committee

2005-2008

Member – Governance Committee

2005-2008

Chair – Governance Subcommittee charged with developing and validating the college’s current instructor evaluation instrument

Professional References

Dr. Gustavo Fischman - Professor

Mary Lou Fulton College of Teaching and Learning Innovation – Arizona State University

Email: fischman@asu.edu

Phone: (602) 330-9629

Areas of Specialization: & Collaboration: Knowledge production, education policy, and comparative education

Dr. Gene Glass – Regents’ Professor Emeritus

Mary Lou Fulton College of Teaching and Learning Innovation – Arizona State University

Email: glass@asu.edu

Phone: (480) 294-1120

Areas of Specialization & Collaboration: Statistics, research methods, and education policy

Audrey Amrein-Beardsley, Ph.D. – Curriculum Vitae (CV)

Dr. Jill Koyama – Vice Dean, Professor, and Immediate Supervisor

Mary Lou Fulton College of Teaching and Learning Innovation – Arizona State University

Email: jill.koyama@asu.edu

Phone: (480) 965-7652

Areas of Specialization & Collaboration: Educational leadership and policy; equity and social justice