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PROFESSIONAL PREPARATION

2004 Ed.D., Harvard Graduate School of Education, Administration, Planning & Social Policy
1999 Ed.M., Harvard Graduate School of Education, Administration, Planning & Social Policy
1998 M.Ed., Framingham State College, Education
1985 A.B., William College, English Literature

CURRENT POSITION

Research Director, Multilingual Learning Research Center, 2025-present.

PREVIOUS POSITIONS

Director, Multilingual Learners Program Area, SRI Education, 2020-2024

US Division, Education Development Center, 2000-2020

Distinguished Scholar, 2018-2020

Principal Research Scientist, 2014-2018

Senior Research Scientist, 2008-2014

Research Scientist, 2006-2008

Senior Research Associate, 2004-2006

Research Associate II, 2002-2004

Research Associate I, 2000-2002

Adjunct Lecturer in Education, Harvard Graduate School of Education, 2005

Spencer Research Training Grant Fellow, Harvard Graduate School of Education, 1999-2002

International Baccalaureate Coordinator, Notre Dame School, Managua, Nicaragua, 1993-1998

OVERVIEW OF RESEARCH AND EVALUATION EXPERTISE

- **Educational Technical Assistance and Capacity-Building:** Over **twenty** years of experience supporting state and local educational agencies in examining and revising policies and practices, particularly focusing on the experiences of culturally and linguistically diverse students.
- **Education Policy Research:** Over **twenty** years of experience conducting educational policy research at federal, state, and local levels in the following areas: strategies for improving access to high quality teaching for multilingual learners and students with disabilities; reviews of district special education policies and practices; analysis of student achievement data; technology in classrooms.
- **Research and Evaluation Methodologies:** Over **twenty** years of experience with the following research methodologies and statistical techniques: survey and case study methods, including quasi-experimental designs, mixed methods, and survey development; descriptive and multivariate statistical techniques; qualitative data

collection, including cognitive interviews with students with disabilities; data coding and analysis; data visualization.

- **Leadership:** Twenty years of senior leadership on research and evaluation studies as Principal Investigator or co-Principal Investigator; management and supervision of large, complex studies and projects; management of multi-faceted teams; facilitation of researcher-practitioner partnerships; contributions to institutional development through facilitation of initiatives and supervision of junior staff; guest editor of STEM education journals.
- **Areas of interest:** Access and equity to high-quality instructional practices for culturally and linguistically diverse youth, in particular multilingual learners and students with disabilities.

SELECTED PROJECTS AND STUDIES

SRI Education, 2020-2024

Director, Multilingual Learners Program, 2020–2024. Worked with team of SRI researchers to develop new SRI program area focused on improving learning experiences for multilingual learners. Strategized common vision for developing program area, including building partnerships, seeking funding, developing communications strategy, and working with multiple researchers to highlight existing and develop new work.

Lead, Center for Educational Equity, 2024. Led SRI subcontract to the Mid-Atlantic Equity Consortium to collaborate on the Center for Educational Equity. Led development of tools for district and school leaders on topics including college and career readiness for Black and Latinx students and increasing STEM opportunities for Black and Latinx students.

Co-Lead, National Longitudinal Transition Study (NLTS) 2012, 2020–2024. Led report-writing using NLTS 2012 data. Worked with project officer to identify research questions, develop analysis plan and outline, and complete writing. Managed project budget.

Lead, National Comprehensive Center, 2020–2024. Led SRI subcontract to Westat for the National Comprehensive Center. Led development of multilingual learner initiative, including work group across 16 regional centers. Worked with staff to develop white papers and technical assistance materials to provide resources to 16 regional Comprehensive Centers as part of five-year contract.

Lead, Region 4 Comprehensive Center, 2023–2024. Led SRI subcontract to Policy Studies Associates for the Region 4 Comprehensive Center. Monitored implementation of multiple service projects across Delaware, Maryland, New Jersey, Pennsylvania and Washington, DC. Worked with staff on delivering high quality project content in work-based learning, Grow Your Own teacher development programs, and adoption and implementation of high quality instructional materials, among others. Led development of self-paced modules to implement the *Strengthening the Teacher Workforce for Multilingual Learners* Tool.

Lead, Equitable Educator Fellowship Evaluation, 2023-2024. Led evaluation funded by the Schusterman Foundation providing formative and ongoing feedback to the 228 Accelerator project building teacher capacity to implement culturally responsive practices.

Lead, Open Educational Resources Evaluation, 2021–2023. Led evaluation funded by the Hewlett Foundation examining how open educational resources support the implementation of culturally responsive and sustaining practices among teachers who use them.

EDC, Waltham, MA (2000-2020)

Director of Research, Regional Educational Laboratory Northeast and Islands (REL-NEI), 2019-2020. Responsible for quality review of all rigorous research studies in REL-NEI, helping to ensure they contribute to the field’s research base and make meaningful and appropriate inferences to inform decisions. Leader of Regional English Learner Research Alliance; convened and facilitated regional leaders around improving instruction for English learners. Lead research study on English learners dually identified with disabilities. Conducted research as requested by state policy leaders on English learners, students with disabilities, large-scale assessment, and other areas.

Multilingual Learner Content Expert, Region 2 Comprehensive Center, 2019-2020. Led development of technical assistance to state partners focused on improving teaching and learning for English learners in Connecticut, New York and Rhode Island.

Principal Research Scientist, District Evaluations, 2008-2020. Led quantitative data analysis portion of evaluation of school districts’ programs and services for specific student populations (students with disabilities, English learners), with a focus on analysis and interpretation of district data to identify areas for improvement. Districts include Rochester, MN, Polk County, FL, Atlanta, GA, San Francisco, CA, Naperville, IL, Yonkers, NY, Somerville, MA.

Principal Investigator, Evaluation of Future Quest Island-Explorations (FQI-E): Advancing career awareness for upper elementary school youth with and without disabilities through exploration of possible selves, 2018-2020. Led five-year quasi-experimental design evaluation of web-based interactive game focused on career exploration, which will generate evidence about the effectiveness of FQI-E for improving students’ self-concept, social emotional competence, and college and career awareness among students with and without disability.

Principal Investigator, Evaluation of Structured Methods in Language Education (SMiLE): A program combining literacy and language development for K-5 students with significant cognitive disabilities in NYC’s District 75, 2017-2019. Led two-year study funded by the Institute of Education Sciences Low-Cost Rapid-Cycle Evaluation program using cluster randomized controlled trial design to examine the impact of the SMiLE literacy program on literacy skills of students with significant cognitive disabilities.

Co-Principal Investigator, STEM Learning and Research (STELAR) Center 2013-2019. Supported projects funded by the National Science Foundation Innovative Technology Experiences for Students and Teachers (ITEST) program through technical support, dissemination and outreach to better prepare a diverse, skilled, and innovative STEM workforce. Develop and revise Management Information System to collect descriptive and impact data from 100+ active ITEST projects. Synthesized and analyzed results, published reports. Led initiatives to develop interactive website with active community of practice. stelar.edc.org

Principal Investigator, Think College Transition Evaluation, 2014-2018. Led four-year evaluation using quasi-experimental design to measure the impact of a dual enrollment program on the academic and non-academic skills of students with intellectual disabilities and autism.

Principal Investigator, Technology Observation Protocol (TOP)-Science: Evaluating the quality of technology use in science classrooms, 2014-2018. Led three-year project funded by the National Science Foundation to develop and validate a classroom observation protocol focused on measuring the impact of innovative technology use on classroom science teaching.

Principal Research Scientist, Providence Public School District and Education Development Center: Developing a Researcher-Practitioner Partnership to Improve Achievement Among Minority Students, 2014-2016. Lead researcher on exploratory longitudinal study looking at differences in performance between English learners who participate in English language learner services and those who do not.

Principal Investigator, Linking Professional Development to Teaching Practices, 2008-2013. Led cross-organization study on the impact of National Science Foundation projects promoting innovative technology use through professional development. Five-year study included in-depth interviews with project principal investigators and participating teachers, surveys of former teachers, and comparative study of teacher participants with comparison group of non-participants.

Principal Investigator, Project RISE Pilot Study, 2007-2011. Designed and implemented longitudinal pilot study measuring the impact of three informal STEM education projects on interest in and attitudes toward STEM among middle school youth. Incorporated comparative population, focusing on methodological challenges of conducting educational research in informal settings.

Project Director, Reaching Students in the Gap, 2003-2007. Coordinated four-state collaborative (Maine, New Hampshire, Rhode Island and Vermont) as part of two federally-funded Enhanced Assessment Grants to develop cross-state professional development about implementing new grade level expectations and using universal design principles to more effectively reach students with disabilities and English language learners (2003-2005) and a large-scale assessment prototype to address gaps in state assessments systems that prevent students from being accurately identified as proficient (2005-2007). Research included case studies of teachers working with students with disabilities, and four-state study looking at demographic characteristics of students who do not reach proficiency on large-scale assessments.

Harvard Graduate School of Education (2005).

Adjunct Lecturer in Education. Taught seminar on Secondary Schooling and Social Mobility in Latin America and among Latino Youth in the US.

EDC, Newton, MA (2004–2005)

Senior Research Associate, Science of Learning Center. Wrote comprehensive literature review of technology and diversity: “Learner Identity, Learning Technologies, and Learner Diversity: A Review of the Literature.” Consulted on grant writing and program development.

EDC, Newton, MA (2002–2005)

Senior Research Associate, New England Comprehensive Assistance Center. Analyzed school-level data for low-performing schools to measure progress, participated in conceptualization and implementation of local school reform, worked with school leadership teams to identify school reform goals and plans.

EDC, Newton, MA (2000–2002)

Research Associate, Addressing Accessibility in Middle School Mathematics. Developed instruments for formative evaluation of pilot study to help teachers make math content accessible to students with learning disabilities, used quantitative and qualitative methods to evaluate professional development model which included workshops, school-based planning groups and materials development, evaluated *MathScape* middle school math curriculum.

Harvard Graduate School of Education (1999–2002).

Teaching Fellow. Non-formal Education in Developing Areas, taught by Nelly Stromquist, 2002. Education, Culture and Development in the Caribbean, taught by Pedro Noguera, 2002. Writing for Graduate Students, taught by Bruce McPherson, 2000-2001. Race, Class, and Gender in the United States, taught by Wendy Luttrell, 2000. Microeconomics: A Tool for Educators, taught by Richard Murnane, 1999-2000.

Harvard Graduate School of Education (2000–2002).

Spencer Research Training Grant Fellow, Harvard Immigration Project. Participated in five-year study of recent student immigrants ages 9-14, analyzed relationship between school characteristics and academic achievement of immigrant students, developed coding procedure for structured school interviews of 38 schools.

Harvard Graduate School of Education (1999–2001).

Spencer Research Training Grant Fellow. Participated in “Literacy Project” in North Carolina public high schools, developed and wrote ethnographic study of gender and literacy in one high school.

Harvard Divinity School (2000).

Student Teacher Supervisor. Supervised three student teachers in urban public schools.

PUBLICATIONS, PRESENTATIONS AND EVALUATIONS

Publications

Parker, C.E., Partika, A., & Rutherford-Quach, S. (2024). Strengthening the Teacher Workforce to Support Multilingual Learners: A Tool for State Educational Agencies. National Comprehensive Center at Westat.

<https://compcenternetwork.org/resources/resource/8653/strengthening-teacher-workforce-support-multilingual-learners-tool-state>

- Amaya, D.R., Parker, C.E., & Thomas, K. (2024). Culturally sustaining pedagogy & open educational practices in K-8 amidst high-stakes testing. In T. Tijerina (Ed.), *Pedagogy Opened: Innovative theory and practice* (pp.79-96). University of North Georgia Press. <https://alg.manifoldapp.org/read/pedagogy-opened-vi-a3/>.
- Parker, C., Saucedo, D., Thomas, K., & Griffiths, R. (2023). *Open educational practices and culturally responsive and sustaining practices in four K–8 OER programs*. SRI International. <https://hewlett.org/library/open-educational-practices-and-culturally-responsive-and-sustaining-practices-in-four-k-8-oer-programs/>
- Parker, C. E., Saucedo, D., Thomas, K., & Griffiths, R. (2022). *Synergies between K–8 open educational practices and culturally responsive and sustaining pedagogies*. SRI Education.
- Parker, C. E. (2021). Virgin Islands Project Supports All Educators in Instructing English Learners. <https://ies.ed.gov/ncee/edlabs/regions/northeast/Blog/Post/35>
- Saucedo, D., Parker, C. E., & Thomas, K. (2022). *Culturally sustaining pedagogy & open educational practices in K–8 amidst high-stakes testing*. SRI Education. Parker, C. E. & Shibre, E. (2021). Schools supporting multilingual learners. Think Forward New England, Center for Reinventing Public Education. <https://crpe.org/schools-supporting-multilingual-learners/>
- Thomas, K., Saucedo, D., & Parker, C. E. (2022). *Transforming K–8 teacher practices through open educational resources: Unpacking contextual constraints*. SRI Education.
- Parker, C. (2022, January). Educators talk about identifying disabilities among multilingual learners. *Multilingual Learners Blog*. <https://multilinguallerner.org/educators-talk-about-identifying-disabilities-among-multilingual-learners/>
- Parker, C. E., & Shibre, E. (2021). *New England profiles of innovation: Margarita Muñoz Academy. Innovation and the Future of Learning*, Center for Reinventing Public Education. <https://crpe.org/profiles-of-innovation-margarita-muniz-academy/>
- Schillaci, R. S., Parker, C. E., Grigal, M., & Paiewonsky, M. (2021). College-Based transition services' impact on self-determination for youth with intellectual and developmental disabilities. *Intellectual and Developmental Disabilities*, 59(4), 269–282. doi:10.1352/1934-9556-59.4.269
- Grindal, T., Parker, C. E., Garcia, E., & Rodriguez, S. (2021). *Determining special education eligibility of English learners* (Practitioner Brief February 2021). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands. <http://ies.ed.gov/ncee/edlabs>
- Caven, M., Khanani, N., Zhang, X., & Parker, C. E. (2021). *Center- and program-level factors associated with turnover in the early childhood education workforce* (REL 2021-069). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands. <http://ies.ed.gov/ncee/edlabs>
- Alozie, N., Lundh, P., Laguarda, K., Parker, D.D., Fujii, R., & McBride, B. (2021). *Designing for diversity part 1: Where is equity and inclusion in curriculum design?* Rockville, MD: National Comprehensive Center at Westat. https://compcenternetwork.org/sites/default/files/SRI_Paper%201_%20D4D_SRIrevisions_Final.pdf
- Alozie, N., Lundh, H., Yang, H., & Parker, C. E. (2021). *Designing for diversity part 2. The equity and inclusion framework for curriculum design*. Rockville, MD: National

- Comprehensive Center at Westat.
https://compcenternetwork.org/sites/default/files/SRI_Paper%20_D4D_SRIrevisions_Final.pdf
- Rutherford-Quach, S., Torre Gibney, D., Kelly, H., Ballen Riccards, J., Garcia, E., Hsiao, M., Pellerin, E., & Parker, C. (2021). *Bilingual education across the United States*. CCNetwork.
<https://compcenternetwork.org/sites/default/files/Bilingual%20education%20across%20the%20United%20States.pdf>
- Rutherford-Quach, S., Kelly, H., Torre Gibney, D., Ballen Riccards, J., & Parker, C. (2021). *Bilingual education: Lessons from Washington State*. CCNetwork.
https://compcenternetwork.org/sites/default/files/4.%20Bilingual%20education_Lessons%20from%20Washington%20State_Acc.pdf
- Torre Gibney, D., Kelly, H., Rutherford-Quach, S., Ballen Riccards, J., & Parker, C. (2021). *Addressing the bilingual teacher shortage*. CCNetwork.
https://compcenternetwork.org/sites/default/files/2.%20Addressing%20the%20bilingual%20teacher%20shortage_Acc.pdf
- Regional Educational Laboratory Northeast & Islands (2021, May 24). *Identifying learning disabilities among English learners*. YouTube.
<https://www.youtube.com/watch?v=sZVDnSIsCZw&t=2s>
- Parker, C. E., MacGillivray, S., & Schillaci, B. (2020). *A reason to SmiLE: Effective literacy instruction for students with cognitive disabilities*. Waltham, MA: EDC.
<https://www.edc.org/reason-smile-effective-literacy-instruction-students-cognitive-disabilities>
- Parker, C.E., Stylinski, C., Bonney, C., Delisi, J., Wong, J., & Doty, C. (2019). Measuring quality technology integration in science classrooms. *Journal of Science Education and Technology*. <https://doi.org/10.1007/s10956-019-09787-7>
- Parker, C.E. & Christensen, L.L. (2018, September). *Individualized Education Programs for English learners with significant cognitive disabilities*. (ALTELLA Brief No. 4). Retrieved from University of Wisconsin-Madison, Wisconsin Center for Education Research, Alternate English Language Learning Assessment project: altella.wceruw.org/resources.html.
- Malyn-Smith, J., Blustein, D., Pillai, S., Parker, C. E., Gutowski, E., & Diamonti, A. J. (2017). *Building the foundational skills needed for success in work at the human-technology frontier*. Waltham, MA: EDC.
- Kieffer, M. J., & Parker, C. E. (2017). *Graduation outcomes of students who entered New York City public schools in grade 5 or 6 as English learner students* (REL 2017–237). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands. Retrieved from <http://ies.ed.gov/ncee/edlabs>.
- Henry, S. F., Mello, D., Avery, M.-P., Parker, C., & Stafford, E. (2017). *Home Language Survey Data Quality Self-Assessment* (REL 2017–198). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands. Retrieved from <http://ies.ed.gov/ncee/edlabs>.
- Kieffer, M. J. & Parker, C. E. (2016). *Patterns of English learner student reclassification in New York City public schools* (REL 2017–200). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional

- Assistance, Regional Educational Laboratory Northeast & Islands. Retrieved from <http://ies.ed.gov/ncee/edlabs>.
- Connors-Kellgren, A., Parker, C. E., Blustein, D. L., & Barnett, M. (2016). Innovations and Challenges in Project-Based STEM Education: Lessons from ITEST. *Journal of Science Education and Technology*, 1-8. doi: 10.1007/s10956-016-9658-9
- Rinaldi, C., Parker, C. E. (2016). Breaking Down Silos, Joining Forces in Education. *Language Magazine*. Downloaded from <http://languagemagazine.com/?p=125506>.
- Parker, C. E., Pillai, S., & Roschelle, J. (2016). Next generation STEM learning for all: A report from the NSF supported forum. Waltham, MA: Education Development Center.
- Remold, J., Vogt, K., & Parker, C. E. (2016). *Authentic Inquiries into Local Issues: Increasing Engagement and Building a Sense of STEM Identity and Agency*. Retrieved from Waltham, MA: <https://go.edc.org/ITEST-Authentic-Inquiry>
- Vogt, K., Remold, J., & Parker, C.E. (2016). *STEM Learning Games and Game Design in ITEST Projects*. Retrieved from Waltham, MA:
- Vogt, K., Remold, J., Singleton, C., & Parker, C.E. (2016). *Promising Approaches to Broadening Youth Participation in STEM*. Retrieved from Waltham, MA: <https://go.edc.org/ITEST-Broadening-Participation>
- Vogt, K., Remold, J., Singleton, C., & Parker, C. E. (2016). *Engaging Teachers in Supporting Next Generation STEM Learning*. Retrieved from Waltham, MA: <https://go.edc.org/ITEST-Teachers>
- Ryan, S., Parker, C. E., Rinaldi, C., Avery, M., Fournier, R. (2015). Supporting Districts to Engage Families of English Language Learners Who Have or Might Have Disabilities. A Report to the Massachusetts Department of Elementary and Secondary Education.
- Parker, C. E., Schillaci, R., Bonney, C., Styliniski, C., McAuliffe, C. (2015). Exploring the Elements of a Classroom Technology Implementation Framework. *Journal of Research on Technology in Education*, 47 (2).
- O'Dwyer, L. M., & Parker, C. E. (2014). A primer for analyzing nested data: multilevel modeling in SPSS using an example from a REL study (Vol. REL 2015–046). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands.
- Parker, C. E., O'Dwyer, L. M., Irwin, C. W. (2014). Stated Briefly: The correlates of academic performance for English language learner students in a New England district (REL 2014–021). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands. Retrieved from <http://ies.ed.gov/ncee/edlabs>.
- Parker, C. E., O'Dwyer, L. M., & Irwin, C. W. (2014). The correlates of academic performance for English language learner students in a New England district (REL 2014–020). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands. Retrieved from <http://ies.ed.gov/ncee/edlabs>.
- Parker, C. E. (2013). English Language Learners with Disabilities in Massachusetts: Identification, Instruction, and Challenges. *Urban Perspectives*, 19 (1), 3-5.
- Parker, C. E., Gorin, J., & Bechard, S. (2013). Adapting reading test items: Decreasing cognitive load to increase access for students with disabilities. In M. Thurlow, S. S. Lazarus & S. Bechard (Eds.), *Lessons learned in federally funded projects that can improve the instruction*

- and assessment of low performing students with disabilities*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Parker, C. E., Avery, M.-P., Baker, D., Fuxman, S., Lingan, A., Rinaldi, C., . . . Schamberg, M. (2012). *English Language Learners with Disabilities in Massachusetts: Identification, Instruction, and Challenges A Report to the Massachusetts Department of Elementary and Secondary Education*.
- Parker, C. E., O'Dwyer, L., and Schamberg, M. (2011). *Characteristics and English Proficiency Levels of English language learners in Rhode Island*. (Technical Report, December 2011). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast and Islands.
- Sánchez, M.T., McTigue, A., Parker, C. E. & Akbayin, B. (2011). Differences in the Processes for Identifying Learning Disabilities in ELs in Three Districts [Electronic Version]. *AccELLerate*, 3(3). Retrieved June 8, 2011 from http://www.nceia.gwu.edu/files/uploads/17/Accellerate_3_3.pdf.
- Bechard, S., Sheinker, J., Abell, R., Barton, K., Burling, K., Camacho, C., Cameto, R., Haertel, G., Hansen, E., Johnstone, C., Kingston, N., Murray, E., Parker, C. E., Redfield, D., and Tucker, B. (2010). Measuring Cognition of Students with Disabilities Using Technology-Enabled Assessments: Recommendations for a Research Agenda. *Journal of Technology, Learning, and Assessment*, 10(4). Retrieved from <http://www.jtla.org>.
- Parker, C. E., Styliniski, C., Darrah, M., McAuliffe, C., Gupta, P., Akbayin, B. (2010). Integrating innovative IT applications into STEM classrooms: A preliminary review of ITEST teacher professional development. *Journal of Teaching and Technology Education* (18:2).
- Parker, C. E., Malyn-Smith, J., Reynolds-Alpert, S. (2010). The Innovative Technology Experiences for Students and Teachers (ITEST) Program: Teachers developing the next generation of STEM talent. *Journal of Teaching and Technology Education* (18:2).
- Sánchez, M.T., Parker, C. E., Akbayin, B., and McTigue, A. (2010). *Processes and challenges in identifying learning disabilities among students who are English language learners in three New York State districts* (Issues & Answers Report, REL 2010–No. 085). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast and Islands. Retrieved from <http://ies.ed.gov/ncee/edlabs>.
- Parker, C. E., Louie, J., and O'Dwyer, L. (2009). *New measures of English language proficiency and their relationship to performance on large-scale content assessments* (Issues & Answers Report, REL 2009--No. 066). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast and Islands. Retrieved from <http://ies.ed.gov/ncee/edlabs>.
- Parker, C. E., Carlson, B., & Naim, A. (2007). *Measuring Teacher Change in Science and Technology Professional Development*. ITEST Learning Resource Center, Newton, MA.
- Parker, C. E. (2006). Measuring inequities in secondary school attendance among Nicaraguan primary school graduates: What factors contribute to the probability of attending secondary school for primary school graduates in Nicaragua? In K.L. Biraimah, & W. Gaudelli, (Eds.). *Social Inequality in the Global Culture. Part of a Globalization and Comparative Education 12-Volume Book Series*. J.Zajda, (Series Ed.) The Netherlands: Kluwer Academic.

- Aguilar, C. M., Morocco, C. C., Parker, C. E., & Zigmond, N. (2006). Middletown High School: Equal Opportunity for Academic Achievement. *Learning Disabilities Research & Practice (Blackwell Publishing Limited)*, 21(3), 159-171.
- Brigham, N., Parker, C. E., Morocco, C. C., & Zigmond, N. (2006). Apalachee High School: The Last Real High School in America: "You Don't Go to Apalachee, You Belong to It." *Learning Disabilities Research & Practice (Blackwell Publishing Limited)*, 21(3), 172-183.
- Morocco, C. C., Clay, K., Parker, C. E., & Zigmond, N. (2006). Walter Cronkite High School: A Culture of Freedom and Responsibility. *Learning Disabilities Research & Practice (Blackwell Publishing Limited)*, 21(3), 146-158.
- Parker, C. E. (2005). "Teacher Incentives and Student Achievement in Nicaraguan Autonomous Schools," in Vegas, Emiliana (Ed.), *Incentives to Improve Teaching: Lessons from Latin America*, World Bank Press.
- Parker, C. E. (2005). "Learner Identity, Learning Technologies, and Learner Diversity: A Review of the Literature." Science of Learning Center, Education Development Center, Inc. Newton, MA.
- Parker, C. E. (2004). "'If I stop studying, I won't be anyone tomorrow:' How Secondary School Age Nicaraguan Youth Describe their Schooling Decisions," unpublished doctoral dissertation.
- Parker, C. E. (2003). "Addressing Accessibility in Mathematics," *Urban Perspectives*, Winter/Spring 2003, Volume 8, Number 1.
- Parker, C. E. (2003). Book review: *Children's Work, Schooling, and Welfare in Latin America* by David Post *Comparative Education Review*, February 2003, 7 (1).
- Luttrell, W., & Parker, C. E. (2001). High school students' literacy practices and identities, and the figured world of school. *Journal of Research in Reading*, 24(3), 235-247.

Conference Presentations

- Parker, C.E., Hopkins, M., Molea Baker, F., Bourret, A., Alubicki-Flick, M. (March 2024). *How state Frameworks for ELs/MLs can support local change to improve student outcomes*. Presented at the National Association for Bilingual Education, New Orleans, LA.
- Parker, C.E., Wilson, M., Goertzen, H., King, J. (February 2024). *Supporting Multilingual Learners Though Regional Comprehensive Centers*. Presented at the National Association of ESEA State Program Administrators, Portland, OR.
- Katzman, L., Parker, C.E. (April 2023). *Deepening Educational Equity Indicators for Students with Disabilities and Multilingual Learners*. Presented at the American Educational Research Association Conference, Chicago, IL.
- Thomas, K., Saucedo, D., Griffiths, R. Parker, C.E. (September 2022). *From Free to Freedom: Opportunities and Challenges for Culturally Sustaining Pedagogy in K-12 Open Educational Resources*. Presented at the Society for Research on Educational Effectiveness. Washington, DC.
- Stylinski, C., Parker, C.E. (March, 2019). *Measuring Technology Integration in Science Classrooms*. Presented at New Perspectives on Science Education, Florence, Italy.
- Parker, C.E., Katzman, L., Reider, R. (March, 2019). *Structured Methods in Literacy Education (SMiLE): Examination of a Literacy Intervention for Students with Significant Cognitive Disabilities*. Presented at Society for Research on Educational Effectiveness, Washington, DC.

- Parker, C.E., Reider, R., Katzman, L. (February 2019). A Reason to SmiLE: Effective Literacy Instruction for Students with Cognitive Disabilities. Presented at Council for Exceptional Children, Indianapolis, IN.
- Parker, C.E., Zweig, J., Stafford, E. (October 2018). Partnerships that Speak Truth to Power: Rigorous evaluations answering relevant questions. Presented at American Evaluation Association annual conference, Cleveland, OH.
- Stylinski, C., Delisi, J. Wong, J., Bonney, C. Parker, C.E., & Doty, C. (March, 2018). Mind the Gap: Reviewing measures of quality and technology use in classroom observation protocols. *Paper presented at the National Association for Research in Science Teaching*, Atlanta, GA.
- Malyn-Smith, J., Blustein, D., Pillai, S., Parker, C. E., Gutowski, E., & Diamonti, A. J. (March 22, 2018). *Building the foundational skills needed for success in work at the human-technology frontier*. Presented at New Perspectives on Science Education, Florence, Italy.
- Bonney, C. R., Parker, C. E., Stylinski, C. D., DeLisi, J., & Wong, J. (2017, November). Beyond tallies: Evaluating quality of technology use in high school science classrooms. *Paper presented at the American Evaluation Association annual conference*, Washington, DC.
- Parker, C. E., Ryan, S. (May 5, 2016). *Engaging Families of English Language Learners with Disabilities*. Presented at the MA Educators of English Language Learners Conference, Framingham, MA.
- Parker, C. E. (May 2, 2016). *TOP-Science Technology Observation Protocol*. Presented at the STELAR ITEST PI & Evaluator Summit 2016: Making Connections to Broaden Participation in STEM, Washington, DC.
- Mello, D., Henry, S.F., Parker, C. E., Avery, M. (April 11, 2016). *The Value of Stakeholder Engagement in Developing the Home Language Survey Data Quality Self-Assessment Tool*. Presented at the American Educational Research Association Conference, Washington, DC.
- Shields, K., Riordan, J., Parker, C. E. (March, 17, 2016). *Using Administrative Data to Measure Outcomes for Eligible but Unenrolled English Learners in the Providence Public Schools: A Matching Study*. Association for Education Finance and Policy Conference, Denver, CO.
- Parker, C. E. (March 2, 2016). The Correlates of Academic Performance for English Learner Students in a New England District. Presented at The Society for Research on Educational Effectiveness Conference, Washington, DC.
- Parker, C. E., Bonney, C. (October 16, 2014). *Evaluating the impact of an Algebra I Curriculum: Student outcomes and patterns in fidelity of curriculum implementation practices*. Presented at the American Evaluation Association Conference, Denver, CO.
- Parker, C. E., Rinaldi, C., Baker, D. (June 28, 2013). *English language learners with disabilities: A survey of the special education referral process and the role of RTI*. Presented at the International Acadamices for Research in Learning Disabilities Conference, Boston, MA.
- Parker, C. E., Rinaldi, C. (May 2, 2013). *Supporting ELLs with Disabilities through Statewide Initiatives*. Presented at the Massachusetts Teachers for Speakers of Other Languages (MATSOL) Conference, Framingham, MA.
- Parker, C. E., Bonney, C., Schamberg, M., Stylinski, C., McAuliffe, C. (April 28, 2013). *Exploring the Elements of a Classroom Technology Applications Implementation Framework*. Presented at the American Educational Research Association Conference, San Francisco, CA.
- McAuliffe, C., Parker, C. E., & Stylinski, C. (April 8, 2013). *Designing Technology-Intensive Science, Technology, Math, and Engineering Professional Development: Insights from NSF's*

- ITEST Projects*. Presented at the National Association for Research in Science Teaching, Rio Grande, Puerto Rico.
- Stylinski, C., Parker, C. E., & McAuliffe, C. (2012). *Strategies of Teacher Professional Development Focused on Real-World Technology Applications*. Paper presented at the International Society for Technology in Education Conference San Diego, CA.
- Stylinski, C., Parker, C. E., & McAuliffe, C. (2012). *Integrating Informal Education Experiences in K-12 Technology-Intense Teacher Professional Development*. Paper presented at the American Educational Research Association, Vancouver, BC.
- Stylinski, C., Parker, C. E., McAuliffe, C. (2011). *Examining real-world IT-immersion teacher education experiences through the lens of two teacher roles*. Paper presented at the 2011 National Association for Research in Science Teaching Conference Orlando, Florida April 3-6 2011.
- Parker, C. E. (April 13, 2011). *New measures of English language proficiency and their relationship to performance on large-scale content assessments*. Webinar as part of series: RTI for ELLs in Georgia: Research to Practice. Sponsored by REL-SE.
- Parker, C. E., Bechard, S., Gorin, J. (2010). *Reducing Cognitive Load in 2% Assessments: What Works (Or Doesn't Work) for Eligible Students?* Presented at the National Conference on Student Assessment, Detroit, MI, June 22, 2010.
- Parker, C. E., Bechard, S., and Gorin, J. (2010). *Using cognitive interviews for item development and identification of cognitive characteristics of students eligible for AA-MAS*. Poster presented at American Educational Research Association Annual Conference, Denver, CO, May 2010.
- Parker, C. E. (2010). *Design Features for Enhanced Reading Comprehension Assessment: Evidence from Cognitive Interviews*. Presented at the Annual Conference of the National Council on Measurement in Education, Denver, CO, May 2010.
- Parker, C. E. (2010). *Project RISE Pilot Study: Methods in Longitudinal Studies of Youth in Informal STEM Education*. Presented at the American Educational Research Association Annual Conference, Denver, Colorado, May 2010.
- Stylinski C., Parker, C. E. & McAuliffe, C. (2010) *STEM Teacher Professional Development-Lessons learned from NSF-ITEST Program* (part of symposium) Society for Information Technology and Teacher Education International Conference, San Diego, CA.
- Stylinski C., Parker, C. E. & McAuliffe, C. (2009) *Challenges and benefits of integrating teachers into OST-STEM experiences* (invited) NSF-sponsored Out-of-School-Time (OST) STEM: Building Experiences, Building Bridges Conference. Arlington, VA.
- Almond, P. J., Cameto, R., Johnstone, C. J., Laitusis, C., Lazarus, S. Nagle, K., Parker, C. E., Roach, A. T., & Sato, E. (2009, June). *Cognitive interview methods in reading test design and development for alternate assessments based on modified academic achievement standards*. Presented at the Council for Chief State School Officers National Conference on Student Assessment, Los Angeles, CA., June 24, 2009.
- Sánchez, M. T., Parker, C. E., Akbayin, B., & McTigue, A. (2009). *Processes and challenges in identifying learning disabilities among students who are limited English proficient in three New York State districts*. Presented at American Educational Research Association Annual Conference, San Diego, April 16, 2009.
- Gorin, J., Parker, C. E., Bechard, S., Godin, K., Desmarais, V., & Reinhauer, K. (2009, April). *Triangulating cognitive modeling, interview, and performance data to develop alternate*

assessments based on modified achievement standards. Presented at American Educational Research Association Annual Conference, San Diego, CA.

- Parker, C. E., Louie, J., O'Dwyer, L. (2008). English Language Proficiency Scores And Performance on Large-Scale Content Assessments. Presented at Council of Chief State School Officers Large-Scale Assessment Conference, Orlando, FL, June 15, 2008.
- Parker, C. E., Stylinski, C., Darrah, M., McAuliffe, C., Gupta, P., & Akbayin, B. (2008). Emerging Technology as a Vehicle for Teacher Change: Frameworks and Assessment Strategies. Presented at American Educational Research Association Annual Conference, New York, March 27, 2008.
- Parker, C. E., & Saxon, S. (2007). *Teacher views of students in the gap.* Presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Parker, C. E., & Saxon, S. (2007). *"They come to the test and there is nothing to fold:" Teacher views of large scale assessments and classroom context.* Presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

District Reviews

- Katzman, L., Chopra, R., Tynes, M., Parker, C.E., & Benedict, K. (2024). North Andover Public Schools Special Education Review. Urban Leadership Collaborative, Mary Lou Fulton Teachers College, Arizona State University.
- Katzman, L., Baribeau, J., Toledo, S., Morgan, A., & Parker, C.E. (2017). Review of Special Education in the Hastings-on-Hudson Union Free School District. Waltham, MA: Urban Special Education Leadership Collaborative, Education Development Center, Inc.
- Apodaca, J., Felton, R., Gamm, S., Katzman, L., & Parker, C.E. (2016). Review of Educational Services for Students with Disabilities in Lake Washington School District: A Report of the External Core Team. Waltham, MA: Urban Special Education Leadership Collaborative, Education Development Center, Inc.
- Katzman, L., Gamm, S., Parker, C.E., Riley, D., Morgan, A., & Toledo, S. (2016). Review of Educational Services for Students with Disabilities in Holyoke Public Schools. Waltham, MA: Urban Special Education Leadership Collaborative, Education Development Center, Inc.
- Katzman, L., Toledo, S., Morgan, A., & Parker, C.E. (2016). Review of Educational Services for Students with Disabilities in Southbridge Public Schools. Waltham, MA: Urban Special Education Leadership Collaborative, Education Development Center, Inc.
- Riley, D., Willingham, K., McTigue, A., Felton, R., Parker, C. E. (2014). Evaluation of Special Education Services to Students with Disabilities in the Renton School District: A Report of the External Core Team. Waltham, MA: Urban Special Education Leadership Collaborative, Education Development Center, Inc.
- Higgins-Averill, O., Parker, C. E., Rinaldi, C. Riley, D., McTigue, A., & Dodge, C. (2014). Evaluation of Special Education Services to Students with IEPs in the Highline Public Schools. Waltham, MA: Urban Special Education Leadership Collaborative, Education Development Center, Inc.
- Parker, C.E, Seston, R., & Bonney, C. (2013). CT CCSS Algebra I Curriculum Year 3 Summative Evaluation. Waltham, MA: Education Development Center, Inc.
- Parker, C. E., Morrow, C., Avery, M.P., Rinaldi, C., Schillaci, R. (2013). Review of the Meriden Public Schools, Connecticut English Language Learner Program: A Report from the EDC Review Team. Education Development Center, Inc.

- Riley, D., Felton, R., Gamm, S., Marshall, K., & Parker, C. E. (2012). Evaluation of Special Education Services to Students with Disabilities in the West Aurora School District 129: A Report of the External Core Team. Waltham, MA: Urban Special Education Leadership Collaborative, Education Development Center, Inc.
- Riley, D., Felton, R., Frattura, E., & Parker, C. E. (2011). Evaluation of Special Education Services to Students with Disabilities in Moline School District No.40: A Report of the External Core Team. Newton, MA: Urban Special Education Leadership Collaborative, Education Development Center, Inc.
- Riley, D., Felton, R., Frattura, E., Rinaldi, C., & Parker, C. E. (2011). Evaluation of Special Education Services to Students with Disabilities, Community Unit School District 303: A Report of the External Core Team. Newton, MA: Urban Special Education Leadership Collaborative, Education Development Center, Inc.
- Riley, D., Felton, R., Gamm, S., Frattura, E., & Parker, C. E. (2011a). Evaluation of Special Education Services to Students with Disabilities in Carpentersville Community Unit School District 300: A Report of the Evaluation Team. Newton, MA: Urban Special Education Leadership Collaborative, Education Development Center, Inc.
- Riley, D., Felton, R., Gamm, S., Frattura, E., & Parker, C. E. (2011b). Special Education Program and Service Delivery Review, Community Unit School District 203: A Report of the External Core Team. Newton, MA: Urban Special Education Leadership Collaborative, Education Development Center, Inc.
- Riley, D., Felton, R., Gamm, S., Parker, C. E., Gudwin, D., & Starr, M. (2011). Evaluation of Special Education Services to Students with Disabilities in the Williamson County Schools: A Report of the External Core Team. Newton, MA: Urban Special Education Leadership Collaborative, Education Development Center, Inc.
- Riley, D., Felton, R., Mata Aguilar, C., Marshall, K., & Parker, C. E. (2011). Evaluation of Special Education Services to Students with Disabilities in the Rockford Public Schools. Newton, MA: Urban Special Education Leadership Collaborative, Education Development Center, Inc.
- Amos, G., Felton, R., Gamm, S., Riley, D., Frattura, E., Whyte, W., . . . Parker, C. E. (2010). Improving Outcomes for Students with Disabilities: A Self-Improvement Audit of the Program for Exceptional Children, Atlanta Public Schools. A Report of the External Core Team. Newton, MA: Urban Special Education Leadership Collaborative, Education Development Center, Inc.
- Felton, R., Frattura, E., Green, C., Parker, C. E., & Riley, D. (2010). An Audit of Programs & Services for Students with Disabilities in the San Francisco Unified School District. Newton, MA: Urban Special Education Leadership Collaborative, Education Development Center, Inc.
- Felton, R., Frattura, E., Parker, C. E., & Riley, D. (2010). Evaluation of Special Education Services to Students with Disabilities in Indian Prairie Community Unit School District 204: A Report of the External Core Team. Newton, MA: Urban Special Education Leadership Collaborative, Education Development Center, Inc.
- Frattura, E., Parker, C. E., Riley, D., & Woods, P. (2010). Special Education Program & Service Delivery Review: Davenport Community Schools & Area Education Agency 9. A Report of the External Core Team. Newton, MA: Urban Special Education Leadership Collaborative, Education Development Center, Inc.

Conference Presentations

American Educational Research Association Conference (2007, 2008, 2009, 2010, 2012, 2013, 2016)
American Evaluation Association Conference (2015, 2017, 2018)
Association for Education Finance and Policy Conference (2016)
Council for Exceptional Children Conference (2017, 2019)
Harvard Graduate School of Education Alumni of Color Conference (2017)
International Academy for Research in Learning Disabilities Conference (2013)
International Society for Technology in Education Conference (2012)
MA Educators of English Language Learners Conference (2013, 2016)
National Association for Research in Science Teaching (2011, 2013)
National Conference on Student Assessment (2008, 2009, 2010)
National Council on Measurement in Education (2010)
New Perspectives in Science Education (2018)
Society for Information Technology and Teacher Education International Conference (2010)
Society for Research on Educational Effectiveness (2016, 2019, 2022)

PROFESSIONAL CONTRIBUTIONS AND SERVICE

2022	Panel member, Universidad O'Higgins Research Institutes Evaluation. Rancagua, Chile (invited).
2016-2019	Panel member, National Science Foundation.
2018-2019	Panel member, <i>National Commission for Scientific and Technological Research in Chile (CONICYT)</i> . Reviewer for CONICYT's Basal Funds for Research Centers of Excellence (invited).
2017-2019	Committee co-chair and member, <i>Medford Conversations</i> . Co-chair of Facilitation and Curriculum Committee for community group that promotes civic engagement.
2015-2016	Special Edition Editor, <i>Journal of Science Education and Technology</i> .
2016	Panel member, <i>National Commission for Scientific and Technological Research in Chile (CONICYT)</i> . Reviewer for CONICYT's competition for the the Second National Competition for Centers in Research in Education to award two types of Centers: Centers for Advanced Research in Education and STEM Regional Centers for research in Education (invited).
2009-2010	Special Edition Editor, <i>Journal of Technology and Teacher Education</i> .