

CHRISTOPHER R. GAREIS, Ed.D.

Professor of Educational Planning, Policy, & Leadership
William & Mary
School of Education

CURRICULUM VITA

EDUCATION

Doctor of Education (Ed.D.), Educational Administration. (1996). William & Mary, Williamsburg, VA.

- Dissertation: *The Characteristics and Degrees of De Facto Consensus Concerning the Mission of K-12 Public Education in Virginia*

Educational Specialist (Ed.S.), Educational Administration. (1993). William & Mary, Williamsburg, VA.

- Thesis: *Measures of Success: An Analysis of Evaluation Criteria in the Williamsburg-James City County Public Schools Strategic Plan*

Master of Arts in Education (M.A.Ed.), Secondary English Education. (1992). William & Mary, Williamsburg, VA.

- Thesis: *Technical Writing and Secondary School English*

Bachelor of Arts (B.A.), English / East Asian Studies. (1988). Washington & Lee University, Lexington, VA.

- *Cum Laude*

ACADEMIC POSITIONS

Professor of Educational Leadership. (2016-present). William & Mary School of Education, Williamsburg, VA.

- Serve as Program Coordinator of the K-12 Curriculum & Educational Leadership doctoral program
- Teach instructional leadership in the K-12 administration master's program
- Teach curriculum development and evaluation, advanced instructional strategies, and assessment of student learning in the educational leadership doctoral programs
- Teach program evaluation in the educational leadership doctoral programs (including international school leadership)
- Serve as chair and committee member on dissertation committees
- Served as coordinator of the Curriculum & Learning Design doctoral program
- Research interests include instructional leadership, mentoring, teacher preparation, and classroom-based assessment

- Taught assessment of learning in the teacher preparation programs at the undergraduate and master's levels
- Served as coordinator of the Curriculum Leadership doctoral program

Associate Professor of Educational Leadership. (2008-2016). William & Mary School of Education, Williamsburg, VA.

- Taught assessment of learning in the teacher preparation programs at the undergraduate and master's levels
- Taught instructional leadership in the K-12 administration master's program
- Taught curriculum theory and advanced instructional strategies in the educational leadership doctoral programs
- Taught program evaluation in the educational leadership doctoral programs
- Research interests included instructional leadership, mentoring, teacher preparation, and classroom-based assessment
- Served as chair or committee member on dissertation committees

Associate Dean for Teacher Education and Professional Services. (2008-2014). William & Mary School of Education, Williamsburg, VA.

- Led and directed the undergraduate- and graduate-level initial teacher preparation programs
- Served as a member of the senior leadership team of the School of Education
- Served as licensure officer for the School of Education
- Deepened, strengthened, and expanded partnerships with K-12 schools and divisions through the Clinical Faculty Program and other outreach initiatives
- Led the Clinical Faculty Program for both initial teacher preparation and school counselor preparation
- Contributed significantly to the design and development of a comprehensive candidate assessment system and program evaluation process in all three organizational areas: Curriculum and Instruction; Educational Policy, Planning, and Leadership; and School Psychology and Counselor Education
- Co-led the School of Education's successful state and national continuing accreditation processes
- Represented the School of Education on university, local, and state committees
- Represented the School of Education to the media and to other external constituencies
- Contributed significantly to the design of the new School of Education facility to serve programmatic and organizational needs
- Designed, developed, and oversaw the successful day-to-day operation of the new Professional Development Center
- Engaged with and contributed to the work of the School of Education Development Board

Assistant Professor of Educational Leadership. (2002-2008). William & Mary School of Education, Williamsburg, VA.

- *From 2002-2005, served in split role as half-time Associate Dean and half-time, tenure-eligible Assistant Professor. Moved to full-time faculty from fall of 2005 to present.*
- Taught curriculum leadership and educational evaluation in the K-12 administration master's program
- Taught curriculum theory and advanced instructional strategies in the educational leadership doctoral programs
- Served as coordinator for the Curriculum Leadership doctoral program (2005-2008)
- Directed the Clinical Faculty Program
- Research interests included teacher evaluation, teacher compensation, instructional leadership, and classroom-based assessment
- Served as dissertation committee member

Associate Dean for Professional Services. (2001-2005). William & Mary School of Education, Williamsburg, VA.

- *Initially served as non-tenure-eligible Associate Dean from 2001 to 2002. From 2002-2005, served in split role as half-time Associate Dean and half-time, tenure-eligible Assistant Professor.*
- Served as member of the School of Education leadership team, with specific responsibilities in overseeing field experiences in the teacher preparation programs
- Served as licensure officer for the School of Education
- Served to deepen, strengthen, and expand partnerships with K-12 schools and divisions through the Clinical Faculty Program and other outreach initiatives
- Significantly contributed to the School of Education's successful state and national continuing accreditation processes
- Represented the School of Education on various local- and state-level committees

Principal. (1999-2001). Berkeley Middle School, Williamsburg, VA.

- Led a faculty of 55 professional teachers and 30 support staff in service of 675 students
- Led the faculty in the implementation of a comprehensive curriculum, including core subjects, alternative education, special education, gifted education, AVID, foreign languages, technology, fine arts, physical education, and a comprehensive guidance program
- Led the school's accreditation and school improvement planning processes
- Achieved gains ranging from 12 to 17 percentage points in all five areas of Virginia's Standards of Learning tests during the first year as principal
- Collaborated with PTA leaders to nearly double the percentage of parents and teachers in the PTA and to increase parental volunteerism

Assistant Principal. (1998-1999). Berkeley Middle School, Williamsburg, VA.

- Coordinated the \$9 million renovation and expansion of the school

- Led the school's accreditation and school improvement planning processes
- Significantly improved the culture and climate of the school through a collaborative leadership style and a reconstitution of organizational expectations

Assistant Principal. (1996-1998). James Blair Middle School, Williamsburg, VA.

- Restructured and revived the school's accreditation and school improvement planning processes
- Developed and implemented a means of monitoring student disciplinary data for use in student intervention and school improvement planning
- Instituted regular grade-level and team meetings as a shared decision-making vehicle
- Coordinated and led summer school for all three middle schools in the division

Middle School Teacher. (1994-1996). Toano Middle School, Toano, VA.

- Taught 8th grade English and 6th grade science and math
- Served as Team Leader for 6th and 8th grade teams
- Served as Lead Teacher for summer school
- Served as Principal's Designee during the principal's absence
- Served as Mentor Teacher to novice teachers
- Led the school's accreditation and school improvement planning processes as the faculty facilitator and as chair of several subcommittees
- Co-founded and coached a girls varsity soccer program at Lafayette High School

Assistant to the Superintendent. (1992-1994). Williamsburg-James City County Schools, Williamsburg, VA. (Half-time position)

School Facilities Planning

- Researched and authored a study titled *High School Options for the Williamsburg-James City County Schools*. The study combined findings from academic and community-based research and resulted in the \$32.9 million renovation and construction of two high schools in the school division.
- Served as Design Team Liaison responsible for coordinating the work of three architectural firms, division administrators, members of the design team, and the community in the design/renovation of the division's two high schools.

Strategic Planning

- Led a 34-member team consisting of parents, teachers, administrators, and community leaders in a comprehensive, long-range planning process for the school division
- Represented the school division to the public and the media on matters related to strategic planning.

- Coordinated all activities in the plan with those persons responsible for implementation; assessed progress of on-going projects; and reported to the School Board on the progress of implementation.

Graduate Assistant to the Dean. (1991-1992). William & Mary School of Education, Williamsburg, VA. (Half-time position)

- Served as primary author and editor of *Update*, the School of Education's semi-annual news magazine
- Represented the Dean on the Williamsburg-James City County School Division Strategic Planning Committee

High School English Teacher. (1988-1991). Nansemond-Suffolk Academy, Suffolk, VA.

- Taught 8th, 10th, and 11th grade English and Public Speaking
- Coached boys varsity soccer
- Founded and coached girls varsity soccer
- Collaborated with parents and the administration in the designing of and fundraising for the school's first soccer field

HONORS, PRIZES, & AWARDS

Thomas A. Graves, Jr. Award for Sustained Excellence in Teaching. (2020). Awarded by the president of the university to recognize a faculty member for sustained excellence in teaching. William & Mary, Williamsburg, VA.

VERA Distinguished Paper Award. (2018). Hylton, S. P., Joseph, J. D., **Gareis, C. R.**, & Ward, T. J. (2018, September). *Enhancing clinical experience with a valid and reliable instrument*. Awarded by the Virginia Educational Research Association (VERA), Charlottesville, VA.

VASCD Leadership Award. (2017). Awarded annually "to one Virginia educator for outstanding leadership in curriculum, instruction and/or assessment; nominees are those leaders whose understanding of and dedication to best instructional practice is reflected both in the nominee's own work and in the work of those (s)he leads." Virginia Association of Supervision and Curriculum Development. Williamsburg, VA.

Award for Communicating Research, Accountability, Evaluation, and/or Assessment to Lay Audiences. (2013). Awarded to **Gareis, C. R.**, and Grant, L. W., by Division H (Research, Evaluation, and Assessment in Schools) of the American Educational Research Association (AERA) at the 2014 annual conference of the AERA. Philadelphia, PA.

- School/University Partnership Project Award. (2013). Awarded to McEachron, G.A., Goos, V., **Gareis, C. R.**, deFur, S. H., Kulick, K. M., Arries, J. F., Martin, J. E., Osborne, D. S., & Walker, D. S. for the William & Mary English as a Second Language Dual-endorsement program by the Association for Teacher Educators—Virginia, Sweet Briar, VA.
- Charles Clear Research Award. (2009). Awarded for recognition of sustained contributions in educational research and evaluation in Virginia. Virginia Educational Research Association, Charlottesville, VA.
- School Technology Leadership Research Award. (2007, November). Awarded to **Gareis, C. R.**, & Nussbaum-Beach, S., by the UCEA Center for Advanced Study of Technology Leadership in Education (CASTLE) and the UCEA School Technology Leadership SIG during the annual UCEA conference, Alexandria, VA.
- Dean's Award for Excellence in Collaborative Initiatives. (2005, April). William & Mary School of Education, Williamsburg, VA.
- Certificate of Appreciation in Recognition of Valuable Contributions to the Curriculum and Instruction Area of the School of Education. (2003, November). Presented by the faculty of the Curriculum and Instruction Area, William & Mary School of Education, Williamsburg, VA.
- Phi Delta Kappa (1997). Williamsburg Area Chapter, Williamsburg, VA.
- Award for Outstanding School System Plans. (1994). Awarded by the International Society for Educational Planning for the Williamsburg-James City County Public School Strategic Plan, Nashville, TN.
- Board Recognition for Contributions and Dedication as Coordinator of Strategic Planning. (1993). Williamsburg-James City County Public Schools, Williamsburg, VA.
- Kappa Delta Pi International Honor Society in Education. (1991). William & Mary School of Education, Williamsburg, VA.
- Coach of the Year. (1990). Girls Varsity Soccer, Tidewater Conference of Independent Schools, Norfolk, VA.

SCHOLARSHIP

Books

- Gareis, C. R.**, & Grant, L. W. (2026). *Teacher-made assessments: How to connect curriculum, instruction, and student learning* (3rd edition). Routledge.

- Wren, D., & **Gareis, C. R.** (2019). *Assessing deeper learning: Developing, implementing, and scoring performance tasks*. Rowman & Littlefield.
- Gareis, C. R.**, & Grant, L. W. (2015). *Teacher-made assessments: How to connect curriculum, instruction, and student learning* (2nd edition). Routledge.
- Gareis, C. R.**, & Grant, L. W. (2008). *Teacher-made assessments: How to connect curriculum, instruction, and student learning*. Eye on Education.
- Stronge, J. H., **Gareis, C. R.**, & Little, C. A. (2006). *Teacher pay & teacher quality: Attracting, developing, and retaining the best teachers*. Corwin Press.
- Tucker, P. D., Stronge, J. H., & **Gareis, C. R.** (2002). *Handbook on teacher portfolios for evaluation and professional development*. Eye on Education.

Chapters/Selections in Books

- Gareis, C. R.**, & Tay, H. Y. (2025). Designing quality authentic assessment. In K. L. Chue, A. Yeo, K. H. K. Tan, & H. Y. Tay (Eds.), *Fundamentals of assessment: Principles and practices for the classroom* (pp. 85-97). Routledge. DOI: [10.4324/9781003534648](https://doi.org/10.4324/9781003534648)
- Gareis, C. R.** (2021). Teacher effectiveness in Singapore: Valuing teachers as learners. In L. W. Grant, J. H. Stronge, & Xu, X. (Eds.), *International beliefs and practices that characterize teacher effectiveness*. IGI Global. DOI: 10.4018/978-1-7998-7908-4
- Grant, L. W., **Gareis, C. R.**, & Hylton, S. P. (2021, May). Formative assessment (2nd ed.). In A. Hynds (Ed.), *Oxford bibliographies in education*. Oxford University Press. Available at <https://www.oxfordbibliographies.com/view/document/obo-9780199756810/obo-9780199756810-0062.xml>.
- Tschannen-Moran, M., & **Gareis, C. R.** (2018). Discretion and trust in professional supervisory practices. In Zepeda, S., & Ponicell, J., *Handbook for educational supervision*. Wiley-Blackwell.
- Tschannen-Moran, M., & **Gareis, C. R.** (2017). Principals, trust, and cultivating vibrant schools. In K. Leithwood & J. Sun (Eds.), *How school leaders contribute to student success: The four paths framework*. Springer.
- Stewart, J. K., **Gareis, C. R.**, & Martin, M. C. (2015). Designing and developing an exceptional living-learning environment for the highly able student: A grassroots approach to a statewide initiative. In B. MacFarlane (Ed.), *STEM education for high-ability learners: Designing and implementing programming*. Prufrock Press.

- Grant, L. W., & **Gareis, C. R.** (2014). Formative assessment. In L. Meyer (Ed.), *Oxford bibliographies in education*. Oxford University Press.
- Gareis, C. R.** (2010). Sharing professional knowledge with others through mentoring. In J. L. Hindman, L. W. Grant, & J. H. Stronge, *The supportive learning environment: Effective teaching practices* (pp. 43-48). Eye on Education.
- Gareis, C. R.** (2010). Assessing student learning. In K. T. Henson, *Curriculum planning: Integrating multiculturalism, constructivism, and education reform*, 4th ed. (p. 385). Waveland.
- Gareis, C. R.**, Stronge, J. H., & Little, C. A. (2003). Giving true value: A model for teacher compensation. In M. Scherer (Ed.), *Keeping good teachers* (pp. 91-100). Association for Supervision and Curriculum Development.

Refereed Journal Articles

- Hylton, S. P., Joseph, J. D., Ward, T. J., & **Gareis, C. R.** (2022). Examining the validity of a student teaching evaluation instrument. *The Teacher Educator's Journal* 15(1), 77-101.
- Barnes, N., **Gareis, C.**, DeLuca, C., Coombs, A. J., & Uchiyama, K. (2020). Exploring the influence of assessment courses and student teaching on beginning teachers' approaches to classroom assessment. *Assessment Matters*, 14, 5-41.
<https://doi.org/10.18296/am.0045>
- Merlin-Knoblich, C., Harris, P. N., Chung, S. Y., & **Gareis, C. R.** (2018). Reported experiences of school counseling site supervisors in a supervision training program. *Journal of School Counseling*, 16(3). Retrieved from <http://www.jsc.montana.edu/articles/v16n3.pdf>
- Bland, L. M., & **Gareis, C. R.** (2018). Performance assessments: Varying definitions, how they are done well, and outcomes associated with their use in k-12 education settings. *The Teacher Educators' Journal*, Volume 11.
- White, J., Moye, J., **Gareis, C.**, & Hylton, S. (2018, February). Improving teacher made assessments in technology and engineering education. *Technology and Engineering Teacher*.
- Tschannen-Moran, M., & **Gareis, C. R.** (2015). Principals, trust, and cultivating vibrant schools. *Societies*, 4, 256-276.
- Tschannen-Moran, M., & **Gareis, C. R.** (2015). Faculty trust in the principal: An essential ingredient in high-performing schools. *Journal of Educational Administration*, 53(1), 66-92.
- Gareis, C. R.**, & Grant, L. W. (2014/2015). Assessment literacy for teacher candidates: A focused approach. *The Teacher Educators' Journal*, 2015, 4-21.

- Gareis, C. R., & Grant, L. W.** (2014). The efficacy of training cooperating teachers. *Teaching and Teacher Education, 39* (April), 77-88.
- Gareis, C. R., & Grant, L. W.** (2012). Investigating student teacher outcomes of a clinical faculty program. *The Teacher Educators' Journal, 19*, 43-70.
- Gareis, C. R., & Nussbaum-Beach, S.** (2007). Electronically networking to develop accomplished professional teachers. *Journal of Personnel Evaluation in Education, 20*, 227-246.
- Gareis, C. R.** (2007). Reclaiming an important teacher competency: The lost art of formative assessment. *Journal of Personnel Evaluation in Education, 20*, 17-20.
- Tschannen-Moran, M., & **Gareis, C. R.** (2007). Cultivating principals' sense of efficacy: Supports that matter. *Journal of School Leadership, 17*(1).
- Tschannen-Moran, M., & **Gareis, C. R.** (2004). Principals' sense of efficacy: Assessing a promising construct. *Journal of Educational Administration, 42*(5), 573-585.
- Tucker, P. D., Stronge, J. H., **Gareis, C. R., & Beers, C. S.** (2003). The efficacy of portfolios for teacher evaluation and professional development: Do they make a difference? *Educational Administration Quarterly, 39*(5), 572-602.
- Gareis, C. R.** (1999). Teacher portfolios: Do they enhance teacher evaluation? In Horn, S., & Airasian, P., (Eds.), CREATE news. *Journal of Personnel Evaluation in Education, 13*(1), 95-99.

Periodicals, Conference Proceedings, Handbooks, and Other Edited Publications

- Gareis, C. R., & Smucker, A. D.** (2022) Under the hood of growth assessments. *VASCD Journal, Volume 19*, 16-27. Available at https://issuu.com/vascd/docs/2022_vascd_journal_6_ .
- Gareis, C., Geyer, S., & Nabors, A.** (2018). Assessing for deeper learning: How educators collaborated across division lines to develop performance assessments. *VASCD Journal, Volume 15*. Available at <http://publications.catstonepress.com/i/1040708-fall-2018>.
- Gareis, C. R., & Grant, L. W.** (2010). Formative assessment: An integral element of teaching and learning. *CREATE Newsletter, 13*(1).
- Holler, E. W., **Gareis, C. R.,** Martin, J., Clouser, A., & Miller, S. (2008, September). Teacher-made assessments: Getting them right. *Principal Leadership, 9*(1), 60-64.

- Gareis, C. R., & Grant, L. W.** (2008). The not-so-secret secret of assessment: CIA. *VASCD Newsletter*, 11(1). Available September 4, 2008, at <http://newsmanager.commpartners.com/vascd/issues/2008-09-03.html>.
- Gareis, C. R.** (2007). *WJC Schools mentoring handbook*. Williamsburg, VA: Williamsburg-James City County Public Schools.
- Gareis, C. R.** (2007). Developing and retaining new teachers through mentoring. *Teacher Quality Digest*, 3(2), 1-8.
- Gareis, C. R., & Tschannen-Moran, M.** (2006). Cultivating principals' sense of efficacy: Supports that matter. In D. C. Thompson & F. E. Crampton, *Proceedings from the 2005 UCEA Convention*. Available at <http://coe.ksu.edu/ucea/>
- Gareis, C. R.** (2006, February-March). The forgotten art of formative assessment. *T/TAC Link Lines*, 4-5.
- Gareis, C. R.** (Ed.) (2002, 2003, 2004, 2005). *Handbook for practica and student teaching experiences*. William & Mary School of Education, Williamsburg, VA.
- Gareis, C. R.** (Ed.) (1992). *Update*, Vol. 8, No. 2. William & Mary School of Education, Williamsburg, VA.
- Gareis, C. R.** (Ed.) (1991). *Update*, Vol. 8, No. 1. William & Mary School of Education, Williamsburg, VA.

Online Media

- Studio for Teaching and Learning Innovation (STLI). (2024, July). Advanced teaching and learning strategies. By invitation, prepared and recorded presentations on the use of performance-based assessments in college teaching for inclusion in a asynchronous professional learning course. William & Mary, Williamsburg, VA. Available at <https://wmedu.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=492fcd2a-2a4e-44e9-9990-b1cc0143bcfb> and <https://wmedu.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=c370f03f-130e-4017-9977-b1cc013cd644>.
- Mahnken, K. (2023, November 3). Virginia's election could decide fate of Youngkin's education agenda. *The 74*. Available at <https://www.the74million.org/article/virginias-election-could-decide-fate-of-youngkins-education-agenda/>
- McTighe, J., & **Gareis, C. R.** (2021, June). Assessing deeper learning after a year of change. *ASCD Express*. Available at <https://www.ascd.org/el/articles/assessing-deeper-learning-after-a-year-of-change>.

Rhodes, S., & **Gareis, C. R.** (2021, June). Equity by design: Rethinking instructional planning in mathematics. *ASCD Inservice* (blog). Available at <https://inservice.ascd.org/equity-by-design-rethinking-instructional-planning-in-mathematics/>.

Gareis, C. R., & Grant, L. W. (2018, August). How are state standardized assessments working and how can they be made better? Featured in Larry Ferlazzo's "Classroom Q&A," *Education Week* (online). Available at http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2018/08/resp_onse_ways_to_improve_state-standardized_tests.html

Gareis, C. R., & Grant, L. W. (2014, May). Assessment in the classroom: Informing teaching and learning. *ASCD Inservice*. Available at: <https://inservice.ascd.org/assessment-in-the-classroom-informing-teaching-and-learning/>

Research Reports & Professional Documents

Gareis, C. R., Lawrence, A., Johnson, L., & Trott, A. (2025). The William & Mary Clinical Faculty Program 2024-2025: Project Report. Prepared for and submitted to the Virginia Department of Education, Richmond, VA.

Hu, J., & **Gareis, C. R.** (2024, October). VaLIN 5.0 Impact Report. An evaluation of the Virginia Leads Innovation Network (VaLIN) Cohort 5.0 activities and outcomes. Prepared for and submitted to VaLIN, Richmond, VA.

Grant, L. W., **Gareis, C. R.**, Menon, S., & Oelrich, M. P. (2024, September). Evaluation report of the Virginia Association of School Superintendents' 2023-2024 Virginia Transformation Leadership Academy (VTLA). Prepared for and submitted to the Virginia Department of Education, Richmond, VA.

Hu, J., **Gareis, C. R.**, Fodchuk, K., & Fruin, R. (2024, August). Program impact full report: Bridging the Gap. An evaluation report of the implementation and outcomes relative to the intersection of data dashboard usage, teacher data literacy, parent engagement, and personalized learning plans to address learning loss. Prepared for and submitted to the Virginia Department of Education, Richmond, VA.

Gareis, C. R., Grant, L. W., Bales, L., Chen, S., & Menon, S. (2023, September). An evaluation report of the Virginia Association for School Superintendents (VASS) and the Virginia Leads Initiatives (VaLIN) 4.0 to retain and recruit Virginia school superintendents. Prepared for and submitted to the Virginia Department of Education, Richmond, VA.

- Gareis, C. R., & Chen, S. (2023).** The William & Mary Clinical Faculty Program 2022-2023: Project Report. Prepared for and submitted to the Virginia Department of Education, Richmond, VA.
- Gareis, C. R., Smucker, A. D., Chen, S. (2022).** The William & Mary Clinical Faculty Program 2021-2022: Project Report. Prepared for and submitted to the Virginia Department of Education, Richmond, VA.
- Gareis, C. R., McMillan, J. H., Smucker, A. D., & Huang, K. Lead reviewer. (2021).** Validation study of MAP Growth Assessments. Study undertaken and report prepared for the Virginia Department of Education. (ERIC number: ED618690)
- Caggiano, J., Maxlow, K., & **Gareis, C. (2022).** Curriculum audit report: Newport News Public Schools. D.C.D. Consulting, L.L.C.
- Gareis, C. R., McMillan, J. H., Smucker, A. D., & Huang, K. Lead reviewer. (2021).** Validation study of MAP Growth Assessments. Study undertaken and report prepared for the Virginia Department of Education.
- Gareis, C. R., & Smucker, A. D. (2021).** The William & Mary Clinical Faculty Program 2020-2021: Project Report. Prepared for and submitted to the Virginia Department of Education, Richmond, VA.
- Gareis, C. R., & Smucker, A. D. (2020).** The William & Mary Clinical Faculty Program 2019-2020: Project Report. Prepared for and submitted to the Virginia Department of Education, Richmond, VA.
- Gareis, C. R., & Smucker, A. D. (2019).** The William & Mary Clinical Faculty Program 2018-2019: Project Report. Prepared for and submitted to the Virginia Department of Education, Richmond, VA.
- Gareis, C. R., & Hylton, S. P. (2018).** The William & Mary Clinical Faculty Program 2017-2018: Project Report. Prepared for and submitted to the Virginia Department of Education, Richmond, VA.
- Gareis, C. R., & Hylton, S. P. (2017).** The William & Mary Clinical Faculty Program 2016-2017: Project Report. Prepared for and submitted to the Virginia Department of Education, Richmond, VA.
- Gareis, C. R. (2016).** Audio walk-through of the Framework for Alternative Assessment Implementation. Audio-video resource developed for the Virginia Department of Education, Richmond, VA. Available at http://www.doe.virginia.gov/testing/local_assessments/index.shtml.

- Gareis, C. R.** (2016). Framework for local alternative assessment implementation. Developed for the Virginia Department of Education, Richmond, VA. Available at http://www.doe.virginia.gov/testing/local_assessments/index.shtml.
- Gareis, C. R.** (2016). The William & Mary Clinical Faculty Program 2015-2016: Project Report. Prepared for and submitted to the Virginia Department of Education, Richmond, VA.
- Gareis, C. R.** (2015). The William & Mary Clinical Faculty Program 2014-2015: Project Report. Prepared for and submitted to the Virginia Department of Education, Richmond, VA.
- Gareis, C. R.** (2014). The William & Mary Clinical Faculty Program 2013-2014: Project Report. Prepared for and submitted to the Virginia Department of Education, Richmond, VA.
- Gareis, C. R.** (2013). The William & Mary Clinical Faculty Program 2012-2013: Project Report. Prepared for and submitted to the Virginia Department of Education, Richmond, VA.
- Gareis, C. R., & Grant, L. W.** (2013). *Assessment literacy for student achievement goal setting*. Comprehensive training presentation prepared for and published by the Virginia Department of Education. Richmond, VA.
- Gareis, C. R., & Grant, L. W.** (2013). *Assessment literacy for common assessments professional development initiative: Train-the-trainers manual*. Williamsburg-James City County Public Schools. Williamsburg, VA: WJC Schools. (250+ pages)
- deFur, S., Ramer, D. L., & **Gareis, C. R.** (2013). Preparing inclusive educators annual report. Prepared for and submitted to the Office of Special Education Programs, Washington, DC.
- deFur, S., Ramer, D. L., & **Gareis, C. R.** (2012). Preparing inclusive educators annual report. Prepared for and submitted to the Office of Special Education Programs, Washington, DC.
- Gareis, C. R.** (2012). The William & Mary Clinical Faculty Program 2011-2012: Project Report. Prepared for and submitted to the Virginia Department of Education, Richmond, VA.
- deFur, S., Ramer, D. L., & **Gareis, C. R.** (2011). Preparing inclusive educators annual report. Submitted to the Office of Special Education Programs, Washington, DC.

Gareis, C. R. (2011). The William & Mary Clinical Faculty Program 2010-2011: Project Report. Prepared for and submitted to the Virginia Department of Education, Richmond, VA.

Gareis, C. R. (2010). The William & Mary Clinical Faculty Program 2009-2010: Project Report. Prepared for and submitted to the Virginia Department of Education, Richmond, VA.

Gareis, C. R. (2009). The William & Mary Clinical Faculty Program 2008-2009: Project Report. Submitted to the Virginia Department of Education, Richmond, VA.

Gareis, C. R. (2008). The William & Mary Clinical Faculty Program 2007-2008: Project Report. Submitted to the Virginia Department of Education, Richmond, VA.

Gareis, C. R. (2007). The William & Mary Clinical Faculty Program 2006-2007: Project Report. Submitted to the Virginia Department of Education, Richmond, VA.

Gareis, C. R. (2006). The William & Mary Clinical Faculty Program 2005-2006: Project Report. Submitted to the Virginia Department of Education, Richmond, VA.

Gareis, C. R. (2005). The William & Mary Clinical Faculty Program 2004-2005: Project Report. Submitted to the Virginia Department of Education, Richmond, VA.

Gareis, C. R. (2004). The William & Mary Clinical Faculty Program 2003-2004: Project Report. Submitted to the Virginia Department of Education, Richmond, VA.

Gareis, C. R. (2003). The William & Mary Clinical Faculty Program 1998-2003: Project Report. Submitted to the Virginia Department of Education, Richmond, VA.

Stronge, J. H., **Gareis, C. R.**, Little, C. A., & Hindman, J. L. (2002). *Attracting, developing, and retaining quality teachers: Proposal for restructuring teacher compensation in the Alexandria City Public Schools*. Alexandria, VA: Alexandria City Public Schools. (202 pages)

Gareis, C. R. (Ed.) (1993-1994). *Williamsburg-James City County Public Schools Strategic Plan*. Williamsburg-James City County Public Schools. Williamsburg, VA: WJC Schools. (70 pages)

Gareis, C. R. (1992). *High school options for the Williamsburg-James City County Public Schools*. Williamsburg-James City County Public Schools. Williamsburg, VA: WJC Schools. (77 pages)

Refereed Presentations

Gareis, C. R., & Chen, S. (2025, April). *Proposing a set of design criteria for high-quality performance assessments in K-12 education*. Poster presented at the

- annual conference of the American Educational Research Association (AERA), Denver, CO.
- Gareis, C. R.** (2025, April). Discussant for symposium titled *Assessment literacies in a post-pandemic digital age: An exploration of through six systematic reviews* presented at the annual conference of the American Educational Research Association (AERA), Denver, CO.
- Goodloe, N., & **Gareis, C. R.** (2024, November). *Examining the state of high school music programs across Virginia*. Presented at the annual conference of the Virginia Music Educators Association (VMEA), Norfolk, VA.
- Gareis, C. R.**, & Chen, S., & (2024, September). *The characteristics of quality performance-based assessments*. Presented at the National Council for Measurement in Education (NCME) Classroom Assessment Conference, Chicago, IL.
- Gareis, C. R.**, & Chen, S. (2024, April). *A systematic review of characteristics for high-quality performance-based assessment*. Poster presented at the annual conference of the American Educational Research Association (AERA), Philadelphia, PA. <https://doi.org/10.3102/IP.24.2102847>
- Pastore, S., & **Gareis, C. R.** (2024, April). *Reconsidering teacher assessment literacy: Evolving trends and practices in education*. Symposium presented at the annual conference of the American Educational Research Association (AERA), Philadelphia, PA.
- Gareis, C. R.**, & Maxlow, K. (2023, December). *Creating and “baking-in” performance-based assessments*. Presented at the annual conference of Learning Forward. National Harbor, MD.
- Keller, G., Griffin, A., Fodchuk, A., & **Gareis, C. R.** (2023, November). *Better together! Educators networking for sustainable impact*. Presented at the annual conference of the Virginia Association of Supervision and Curriculum Development (VASCD). Williamsburg, VA.
- Chen, S., & **Gareis, C. R.** (2023, November). *Using high-quality performance-based assessment to support deeper learning*. Presented at the annual joint conference of the Virginia Assessment Group and the Virginia Regional Accreditation Symposium. Richmond, VA.
- Goodloe, N. P., & **Gareis, C. R.** (2023, September). *High school course offerings in Virginia*. Presented at the annual conference of the Virginia Educational Research Association (VERA). Richmond, Virginia.

- Gareis, C. R.,** Smucker, A. D., & McMillan, J. H. (2023, April). *Evaluation informing policy: A study of the alignment and utility of a growth assessment*. Presented in Division H (Research, Evaluation, and Assessment in Schools) of the annual conference of the American Educational Research Association (AERA), Chicago, IL.
- Gareis, C. R.** (2023, April). *Designing high-quality performance-based assessments*. Presented at the annual conference of the Association of Supervision and Curriculum Development (ASCD), Denver, CO.
- Corbin-Staton, A., **Gareis, C. R.,** Hinkley, L., Cooper, K., & Sutton, M. (2022, December). *Mentoring forward: Supporting new teachers*. Presented at the annual conference of the Virginia Association of Supervision and Curriculum Development (VASCD), Williamsburg, VA.
- Gareis, C. R.** (2022, December). *How to spot a high-quality performance assessment in the wild*. Presented at the annual conference of the Virginia Association of Supervision and Curriculum Development (VASCD), Williamsburg, VA.
- Gareis, C. R.** (2021, December). *What do you mean when you say “deeper learning”?* Presented at the annual conference of the Virginia Association of Supervision and Curriculum Development (VASCD), Williamsburg, VA.
- Gareis, C. R.,** & Wren, D. G. (2019, December). *Assessing deeper learning: Big ideas and practical insights for teachers and leaders*. Presented at the annual conference of the Virginia Association of Supervision and Curriculum Development (VASCD), Williamsburg, VA.
- Wren, D. G., & **Gareis, C. R.** (2019, October). *Assessing deeper learning with performance tasks*. Presented at the annual conference of the Consortium for Research on Educational Assessment and Teacher Effectiveness (CREATE), High Point, NC.
- Gareis, C.,** Coombs, A., Barnes, N., DeLuca, C., & Uchiyama, K. (2019, April). *Assessment literacy development: Exploring the influence of assessment courses and student teaching on beginning teachers*. Presented at the Classroom Assessment SIG of the annual conference of the American Educational Research Association (AERA), Toronto, Canada.
- Ingle, W. K., Lindle, J., Tschannen-Moran, M., **Gareis, C. R.,** Derrington, M. L., Anderson, E., Pounder, D. G., Arnold, N., & Zepeda, S. J. (2018, November). *Mission critical: The past, present, and future of instructional supervision*. Presented at the annual meeting of the University Council for Educational Administration (UCEA), Houston, TX.

- Coombs, A., **Gareis, C.**, DeLuca, C., Uchiyama, K., & Barnes, N. (2018, October). *Exploring the influence of assessment education and student teaching on teacher candidates' assessment literacy*. Presented at the annual conference of the Consortium for Research on Educational Assessment and Teacher Effectiveness (CREATE), Williamsburg, VA.
- Hylton, S. P., Joseph, J. D., **Gareis, C. R.**, & Ward, T. J. (2018, September). *Enhancing clinical experience with a valid and reliable instrument*. Submitted for presentation at the annual meeting of the Virginia Educational Research Association (VERA), Charlottesville, VA.
- Hylton, S. P., Joseph, J. D., **Gareis, C. R.**, & Ward, T. J. (2018, March). *Enhancing clinical experience with a valid and reliable instrument*. Presented at the annual meeting of the Virginia Association of Colleges for Teacher Education (VACTE) and the Association of Teacher Educators-Virginia (ATE-VA), Williamsburg, VA.
- Shifflett, L., Dickenson, B., Stone, T., Tate, K., & **Gareis, C.** (2017, December). *PBA panic room*. Presented at the annual conference of the Virginia Association of Supervision and Curriculum Development (VASCD), Williamsburg, VA.
- Gareis, C. R.** (2017, December). *Making thinking visible with PBAs*. Presented at the annual conference of the Virginia Association of Supervision and Curriculum Development (VASCD), Williamsburg, VA.
- Gareis, C. R.** (2017, October). *A framework for developing performance-based assessments*. Presented at the annual conference of the Consortium for Research on Educational Assessment and Teacher Effectiveness (CREATE), Virginia Beach, VA.
- Gareis, C. R.**, & Grant, L. W., & (2016, November). *Leading for innovation and learning: Performance-based assessments*. Presented at the Association of Supervision and Curriculum Development (ASCD) Conference on Educational Leadership, National Harbor, MD.
- Terry, T. M., Roberson, J., Addair, T., Mastrangelo, L., & **Gareis, C. R.** (2016, December). *Future-ready assessments: Implementing highly effective performance-based assessments in your school*. Presented at the annual conference of the Virginia Association of Supervision and Curriculum Development (VASCD), Williamsburg, VA.
- Terry, T. M., Grabman, E., Boyd, J., & **Gareis, C. R.** (2016, November). *Future-ready assessments: Implementing highly effective performance-based assessments in your school*. Presented at the annual meeting of the Virginia School Boards Association (VSBA), Williamsburg, VA.

- Grant, L. W., **Gareis, C. R.**, Griffin, A., & Nemeth, S. (2016, April). *Developing high-quality performance-based assessments: A regional approach*. Presented at the annual conference of the Association of Supervision and Curriculum Development (ASCD), Atlanta, GA.
- Griffin, A., Nemeth, S., Grant, L. W., & **Gareis, C. R.** (2015, December). *Developing high-quality, high-impact performance-based assessments: A regional approach*. Presented at the annual conference of the Virginia Association of Supervision and Curriculum Development (VASCD), Williamsburg, VA.
- Gareis, C. R.** (2015, June). *Performance-based assessments: Connecting curriculum, instruction, and student learning*. Presented at the Association of Supervision and Curriculum Development (ASCD) Conference on Teaching Excellence, Nashville, TN.
- Gareis, C. R.**, & Grant, L. W. (2014, December). *Designing performance-based assessments to tap higher-order thinking skills*. Presented at the annual conference of the Virginia Association of Supervision and Curriculum Development (VASCD), Williamsburg, VA.
- Grant, L. W., & **Gareis, C. R.** (2014, November). *Assessment leadership: Developing educators' assessment literacy skills*. Presented at the Association of Supervision and Curriculum Development (ASCD) Conference on Educational Leadership, Kissimmee, FL.
- Gareis, C. R.**, Jordan, C., Thompson, M., & Hendricks, R. (2014, October). *Creating and using better assessments: One school's initiative to strengthen teachers' assessment literacy*. Presented at the annual conference of the Consortium for Research on Educational Assessment and Teacher Effectiveness (CREATE), Williamsburg, VA.
- Grant, L. W., Herron, O., & **Gareis, C. R.** (2014, October). *Developing teachers' assessment literacy through common assessments in Williamsburg-James City County Schools*. Presented at the annual conference of the Consortium for Research on Educational Assessment and Teacher Effectiveness (CREATE), Williamsburg, VA.
- Gareis, C. R.**, & Grant, L. W. (2014, June). *Teacher-made assessments: Connecting curriculum, instruction, and student learning*. Presented at the Association of Supervision and Curriculum Development (ASCD) Conference on Teaching Excellence, Dallas, TX.
- Grant, L. W., & **Gareis, C. R.** (2013, October). *Formative assessment: Evolution of the concept from 1967 to today*. Presented at the annual conference of the Consortium for Research on Educational Assessment and Teacher Effectiveness (CREATE), Atlanta, GA.

- Grant, L. W., & Gareis, C. R. (2012, October). *Improving teachers' competency in classroom-based assessment*. Presented at the annual conference of the Consortium for Research in Education and Teacher Evaluation (CREATE), Washington, DC.
- Gareis, C. R., & Grant, L. W. (2012, April). *The efficacy of training cooperating teachers: Investigating an assumption*. Presented at the annual meeting of the American Educational Research Association (AERA), Vancouver, BC.
- Gareis, C. R., & Grant, L. W. (2012, March). *Investigating student teacher outcomes of a clinical faculty program*. Presented at the annual meeting of the Virginia Association of Colleges for Teacher Education (VACTE) and the Association of Teacher Educators-Virginia (ATE-VA), Sweet Briar, VA.
- Gareis, C. R., & Grant, L. W. (2012, February). *Strengthening clinical experiences through cooperating teacher training*. Presented at the annual conference of the American Association for Colleges of Teacher Education (AACTE), Chicago, IL.
- Gareis, C. R., & Grant, L. W. (2011, September). *The efficacy of training cooperating teachers to strengthen clinical experiences for student teachers*. Presented at the annual conference of the Consortium for Research in Education and Teacher Evaluation (CREATE), Oxford, MS.
- Gareis, C. R., & Grant, L. W. (2011, September). *Partnering for the success of student teachers: Evaluation of a clinical faculty program*. Presented at the annual conference of the Virginia Educational Research Association, Charlottesville, VA.
- McEachron, G. A., Gareis, C. R., deFur, S. H., Martin, J. (2011, September). *Addressing the need for ESL teachers: A partnership between The College of William & Mary and two school divisions—Henrico County and Williamsburg-James City County Public Schools*. Presented at the annual conference of the Virginia Educational Research Association (VERA), Charlottesville, VA.
- deFur, S. H., Ramer, D. L., & Gareis, C. R. (2011, July). *Supporting the induction of effective special educators: A clinical faculty mentoring model*. Annual Project Directors' Conference of the Office for Special Education Programs, Washington, DC.
- Gareis, C. R., Grant, L. W., & Reviea, L. (2010, October). *Developing teachers' assessment literacy*. Presented at the annual conference of the Consortium for Research in Education and Teacher Evaluation (CREATE), Williamsburg, VA.

- Gareis, C. R., & Grant, L. W.** (2010, February). *Developing assessment literacy: A direct approach in teacher education*. Presented at the annual conference of the American Association of Colleges for Teacher Education (AACTE), Atlanta, GA.
- Gareis, C. R., & Grant, L. W.** (2010, February). *Strengthening clinical experiences through collaboration and coherence: A model for school-university partnerships*. Presented at the annual conference of the American Association of Colleges for Teacher Education (AACTE), Atlanta, GA.
- Gareis, C. R., Jones, T., & Underwood, M.** (2009, December). *Constructing effective and meaningful assessment for the classroom*. Presented at the annual conference of the Virginia Association for Supervision and Curriculum Development, Williamsburg, VA.
- Gareis, C. R., Holler, E., Martin, J., Clouser, A., Miller, S., & Grant, L.** (2009, November). *Well-constructed assessments: Giving you the information you need to make decisions about and for student learning*. Presented at the annual conference of the National Middle School Association (NMSA), Indianapolis, IN.
- Gareis, C. R., & Grant, L. W.** (2009, October). *Improving teachers' competency in classroom-based assessment*. Presented at the annual conference of the Consortium for Research in Education and Teacher Evaluation (CREATE), Louisville, KY.
- Shrack, C. H., Gareis, C. R., Jones, T., & Underwood, M.** (2008, December). *Constructing valid and reliable assessment of student learning*. Presented at the annual conference of the National Staff Development Council, Alexandria, VA.
- Nussbaum-Beach, S., & Gareis, C. R.** (2008, June/July). *ENDAPT—Electronically Mentoring to Develop Accomplished Professional Teachers*. Presented at National Education Computing Conference (NECC), San Antonio, TX.
- Gareis, C. R., & Nussbaum-Beach, S.** (2007, October). *What are they talking about? Using content analysis methodology to evaluate online conversations among mentor and novice teachers*. Presented at the annual conference of the Consortium for Research in Education and Teacher Evaluation (CREATE), Orlando, FL.
- Gareis, C. R., & Grant, L. W.** (2007, March). *Using multiple choice in the classroom to assess higher-level standards*. Presented at the annual conference of the Association of Supervision and Curriculum Development (ASCD), Anaheim, CA.
- Gareis, C. R., & Nussbaum-Beach, S.** (2007, February). *Electronically networking to develop accomplished professional teachers*. Presented at the annual conference of the American Association of Colleges for Teacher Education (AACTE), New York, NY.

- Gareis, C.R., & Nussbaum-Beach, S.** (2006, July). *Electronically networking to develop accomplished professional teachers*. Presented at the annual conference of the Consortium for Research in Education and Teacher Evaluation (CREATE), Dallas, TX.
- McLaughlin, V. L., Berry, B., Ward, T. J., Harris, J. B., **Gareis, C. R.**, & Nussbaum-Beach, S. (2006, February). *Preparing and supporting prospective and novice teachers in a "virtual world."* Presented at the annual conference of the American Association of Colleges for Teacher Education (AACTE), San Diego, CA.
- Gareis, C. R.**, & Tschannen-Moran, M. (2005, November). *Cultivating principals' sense of efficacy: Supports that matter*. Presented at the annual conference of the University Council for Educational Administration (UCEA), Nashville, TN.
- Gareis, C. R.** (2005, July). *Can you grow a teacher leader in the greenhouse, or do they only exist in the wild?* Presented at the annual conference of the Consortium for Research in Education and Teacher Evaluation (CREATE), Memphis, TN.
- Gareis, C. R.** (2005, July). *Fighting the "rising tide" of the de-professionalization of teaching: The Clinical Faculty Program at The College of William & Mary*. Presented at the annual conference of the Consortium for Research in Education and Teacher Evaluation (CREATE), Memphis, TN.
- Gareis, C. R.**, & Tschannen-Moran, M. (2004, April). *Principals' sense of efficacy and trust*. Presented at the annual conference of the American Educational Research Association (AERA), San Diego, CA.
- Gareis, C. R.** (2003, November). *Leading teachers to leadership: How university-based pre-service programs foster teacher leadership*. Presented at the annual conference of the University Council for Educational Administration (UCEA), Portland, OR.
- Uline, C., Hoffman, D., Tschannen-Moran, M., DiPaola, M., **Gareis, C. R.**, Stronge, J. H., & Williams, B. (2003, November). *Leveraging ELCC reviews for program improvement and organizational learning*. Presented at the annual conference of the University Council for Educational Administration (UCEA), Portland, OR.
- Tschannen-Moran, M., Stronge, J. H., DiPaola, M., Williams, B., & **Gareis, C. R.** (2003, November). *Portfolios as performance assessment in a standards-based preparation program*. Presented at the annual conference of the University Council for Educational Administration (UCEA), Portland, OR.
- Tschannen-Moran, M., DiPaola, M., **Gareis, C. R.**, Stronge, J. H., & Williams, B. (2002, November). *Performance based assessment in a standards based program*. Presented at the annual meeting of the University Council for Educational Administration (UCEA), Pittsburgh, PA.

Tucker, P. D., Stronge, J. H., **Gareis, C. R.**, & Beers, C. (2002, April). *Research base for portfolios in teacher evaluation*. Presented at the annual Conference of the American Educational Research Association (AERA), New Orleans, LA.

Gareis, C. R. (2001, July). *The efficacy of teacher portfolios*. Presented at the annual conference of the Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE), Wilmington, NC.

Gareis, C. R., Roettinger, T., Dietrich, C., & Bacon, R. (2001, March). *Summer school renewed*. Presented at the annual conference of the Virginia Middle School Association (VMSA), Norfolk, VA.

Tucker, P. D., Stronge, J. H., **Gareis, C. R.**, & Beers, C. (2000, November). *The use of portfolios in teacher evaluation*. Presented at the annual conference of the University Council of Educational Administration (UCEA), Albuquerque, NM.

Tucker, P. D., Beers, C., Stronge, J. H., & **Gareis, C. R.** (2000, March). *How effective are portfolios in teacher evaluation?* Presented at the annual conference of the Association for Supervision and Curriculum Development (ASCD), New Orleans, LA.

Gareis, C. R., & Tucker, P. D. (1999, March). *Teacher portfolios: Do they enhance teacher evaluation?* Presented at the annual conference of the Virginia Educational Research Association (VERA), Richmond, VA.

Stronge, J. H., Tucker, P. D., **Gareis, C. R.**, & Beers, C. (1998, July). *Teacher portfolios: How do they enhance teacher evaluation?* Presented at the annual conference of the Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE), Denver, CO.

Gareis, C. R. (1995, July). *From theory to practice: The application of conceptual model-building by a student and a practitioner of educational administration*. Presented at the annual conference of the National Council of Professors of Educational Administration (NCPEA), Williamsburg, VA.

Gareis, C. R. (1994, October). *Stumbling blocks and pitfalls of strategic planning in public education: Valuable lessons learned by a practitioner*. Presented at the annual conference of the International Society for Educational Planning (ISEP), Nashville, TN.

Invited Presentations

Gareis, C. R. (2025, November). Principles of classroom assessment. Invited guest lecture at the University of Virginia School of Education, Charlottesville, VA.

- Gareis, C. R.** (2025, June). Tapping into the 5Cs: Authenticity matters. Presented at the annual School Leadership Conference of the School-University Resource Network (SURN) at William & Mary, Williamsburg, VA.
- Gareis, C. R.** (2024, October). You can't teach what you don't know: Unpacking standards for teaching and learning. Presented to provisionally licensed special education teachers for the Training and Technical Assistance Center (T/TAC) in the William & Mary School of Education, Williamsburg, VA.
- Gareis, C. R.** (2024, March). Leading and learning with balanced assessment. Invited presentation to the membership of the Virginia School Consortium for Learning (VaSCL). Charlottesville, VA.
- Gareis, C. R.** (2023, September). Doing the important work of assessment. Invited greetings presented at the annual kick-off convening of the Virginia School Consortium for Learning (VaSCL). Charlottesville, VA.
- Gareis, C. R.** (2023, December). Assessing complex learning. Invited professional development presentation. Studio for Teaching and Learning Innovation. William & Mary. Williamsburg, VA.
- Gareis, C. R.** (2022, November). Balanced assessment in science. Invited keynote address at the 2022 annual conference of Virginia Science Education Leadership Association. Richmond, VA.
- Gareis, C. R.** (2022, July). Comprehensive and balanced assessment systems. Invited keynote address at the 2022 Assessment Summit of the Virginia Association of Supervision & Curriculum Development. Williamsburg, VA.
- Gareis, C. R.** (2019, September). Performance assessment: The promise of assessing deeper learning. Invited keynote address at the 2019 Asia-Pacific Educational Assessment Conference. Singapore Academy of Principals, Singapore.
- Gareis, C. R.** (2019, September). Promising practices in performance-based assessments. Invited spotlight session at the 2019 Asia-Pacific Educational Assessment Conference. Singapore Academy of Principals, Singapore.
- Hylton, S. P., Joseph, J. D., **Gareis, C. R.**, & Ward, T. J. (2019, April). *Enhancing clinical experience with a valid and reliable instrument*. Presented as a state-level distinguished paper at the annual meeting of the American Educational Research Association (AERA), Toronto, Canada.
- Beck, M., Bey, A. T. N., Court, S. C., **Gareis, C.**, Guskey, T., Nolen, S., & Popham, W. J. (2019, April). Assessment literacy: Tactics for traction and strategies for success. Invited panelist at the National Association of Assessment Directors (NAAD)/National Council on Measurement in Education (NCME) assessment

- symposium, held during the annual meeting of the American Educational Research Association (AERA). Toronto, Canada.
- Gareis, C. R.** (2018, October). Exploring the intersectionality of performance assessments: Crossroads, Crosswords, and Crosshairs. Invited keynote presentation at the annual conference of the Consortium for Research on Educational Assessment and Teaching Effectiveness (CREATE). Williamsburg, VA.
- Gareis, C. R.** (2018, June). Beyond the bubble: Using performance assessments for learning and accountability. Invited professional practices session (repeated) presented at the annual meeting of the Virginia Association of Secondary School Principals. Hot Springs, VA.
- Gareis, C. R.** (2017, November). Performance-based assessment in social studies and history. Invited keynote address to the membership of the Virginia Conference for Social Studies Educators. Richmond, VA.
- Gareis, C. R.** (2017, October). Integrate, motivate, and innovate: A role for authenticity in assessment. Invited keynote presentation to Virginia superintendents at the annual Region 8 Conference for Superintendents. Virginia Beach, VA.
- Gareis, C. R.** (2016, September). Introduction to a framework for local alternative assessments in Virginia. Invited keynote presentation to state, regional, and local school leaders for a statewide conference co-sponsored by Jobs for the Future and the Virginia Department of Education. Charlottesville, VA.
- Gareis, C. R.** (2016, August). Designing and developing high-quality performance-based assessments. Invited opening workshop for all teachers and school leaders in West Point Public Schools. West Point, VA.
- Gareis, C. R.** (2016, April). Mapping the future of local alternative assessments in Virginia. Invited facilitation of regional and professional association representatives for the Virginia Department of Education. Fluvanna, VA.
- McTighe, J. & **Gareis, C. R.** (2016, March). Building school and division capacity to develop and use alternative assessments. Invited co-presented session for the Virginia Association of School Superintendents (VASS). Charlottesville, VA.
- Gareis, C. R.,** Cotton, J., Petteri, E., & Heath, P. (2015, October). Assessment 2.0: Challenges and successes across Virginia and the Atlantic. Invited panel presentation at the Virginia Association of School Superintendents (VASS). Charlottesville, VA.
- Gareis, C. R.** (2015, October). Strengthening teacher-made assessments: How to connect, curriculum, instruction, and student learning. Pre-conference session

- presentation at the annual conference of the Consortium for Research on Educational Assessment and Teaching Effectiveness (CREATE). Charleston, SC.
- Gareis, C. R.,** Haun, B., Seibert, A., & McCullough, L. (2015, October). Challenges and successes across the Commonwealth. Invited panel presentation at the Virginia Alternative Assessment Summit, co-sponsored by the Virginia Department of Education (VDOE), Virginia Association of Supervision and Curriculum Development (VASCD), Virginia Association of School Superintendents (VASS), and Virginia School-University Partnership (VSUP). Roanoke, VA.
- Gareis, C. R.** (2015, October). An opportunity for innovation: Developing local alternative assessments for grade 5 writing. Invited presentation at the annual Joy of Children's Literature Conference. Williamsburg, VA.
- Gareis, C. R.** (2015, August). Performance-based assessments: An opportunity for innovation, authenticity, and accountability. Invited keynote address presented at the Interactive Achievement Users' Conference. Richmond, VA.
- Gareis, C. R.** (2015, August). Teacher-made assessments: Connecting curriculum, instruction, and student learning. Invited concurrent session presented at the Interactive Achievement Users' Conference. Richmond, VA.
- Gareis, C. R.** (2015, August). Performance-based assessments: An opportunity for innovation, authenticity, and accountability. Invited keynote address presented at the Interactive Achievement Users' Conference. Roanoke, VA.
- Gareis, C. R.** (2015, August). Teacher-made assessments: Connecting curriculum, instruction, and student learning. Invited concurrent session presented at the Interactive Achievement Users' Conference. Roanoke, VA.
- Gareis, C. R.** (2015, August). Performance-based assessments: Leading for accountability and innovation. Invited address to the combined division- and school-level leadership team of Fairfax County Public Schools. Fairfax, VA.
- Gareis, C. R.** (2015, April). Accountability + Authenticity: Assessing for innovation and learning. Invited keynote presentation to Superintendents' Region 4 Performance Assessment Symposium. Winchester, VA.
- Gareis, C. R.** (2015, March). The role of assessment literacy in developing high-quality performance-based tasks. Invited presentation to Superintendents' Region 2 assessment development teams. Hampton, VA.
- Gareis, C. R.** (2014, September/November). Elements of performance-based assessments. Keynote session presented for the Virginia Association for Supervision and Curriculum Development (VASCD) workshop series on Building and Using High-Quality Classroom Performance Assessment. Williamsburg, VA.

- Fischetti, J., Klinger, D., Egelson, P., & **Gareis, C. R.** (2014, October). International trends in assessing student learning and teacher effectiveness. Spotlight general session panel presentation at the annual conference of the Consortium for Research on Educational Assessment and Teacher Effectiveness (CREATE), Williamsburg, VA.
- Gareis, C. R.** (2014, August). Classroom assessment: Meaningfully driving student learning. Keynote presentation during the New Teacher Induction Program for Charles City County Public Schools. Charles City, VA.
- Gareis, C. R.** (2014, August). Leadership through assessment literacy. Keynote address presented at the annual Leadership Academy for Hampton City Public Schools, Hampton, VA.
- Gareis, C. R.** (2014, May). Assessment literacy for teachers: Unpacking the standards. Presented to the staff of the Training and Technical Assistance Center in the William & Mary School of Education, Williamsburg, VA.
- Gareis, C. R.** (2013, October). Student learning and teacher evaluation. Keynote address presented at the annual conference of the Virginia Association of Teachers of English. Williamsburg, VA.
- Gareis, C. R.** (2013, September). Assessment literacy for teachers: Connecting curriculum, instruction, and student learning. Presented as an invited spotlight session at the Asia-Pacific Education Assessment Conference. Singapore Academy of Principals, Singapore.
- deFur, S., **Gareis, C. R.**, Ramer, D. L. (2013, July). The College of William & Mary's transitional distance mentoring pilot for novice special educators. Annual Project Directors' Conference of the Office for Special Education Programs. Washington, DC.
- Gareis, C. R.** (2011, November). The role of assessment in teaching. Presented by invitation at Yunnan Normal University, Kunming, China.
- Gareis, C. R.** (2011, November). The role of field experiences and mentoring in teacher preparation. Presented by invitation at Yunnan Normal University, Kunming, China.
- Gareis, C. R.** (2011, March). Reclaiming the ancient art of assessment. Invited keynote address for the annual conference of the Metropolitan Area Research Consortium (MERC), Richmond, VA.
- Gareis, C. R.** (2010, November). You wouldn't build a house without a blueprint, so you shouldn't create an assessment without a ____??. Presented by invitation at the

- Symposium on Professional Collaboration and Inclusive Education,
Williamsburg, VA.
- Gareis, C. R., & Grant, L. W.** (2010, February). Ensuring the validity of teacher-made assessments. Presented by invitation as part of the pre-conference workshop led by Roselli, H., Diez, M., Siemars, M., & Davidson, N., at the annual conference of the American Association of Colleges for Teacher Education (AACTE), Atlanta, GA.
- Gareis, C. R., Holler, E., Clouser, A., Martin, J., & Miller, S.** (2008, October). Applying the Joint Committee Standards for Student Evaluation in the classroom. Presented at the National Evaluation Institute (NEI) of the Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE), Wilmington, NC.
- Gareis, C. R., & Nussbaum-Beach, S.** (2007, November). Electronically networking to develop accomplished professional teachers. Presented in acceptance of the Technology Leadership Research Award from the UCEA Center for Advanced Study of Technology Leadership in Education (CASTLE) and the UCEA School Technology Leadership SIG during the annual UCEA conference, Alexandria, VA.
- Grant, L. W., & **Gareis, C. R.** (2007, July). Using multiple choice questions to assess higher-order thinking. Presented at the Annual Institute for Staff Development of the National Academy Foundation (NAF), Washington, DC.
- Gareis, C. R.** (2006, March). *Greetings from Virginia's colleges, schools, and departments of education.* Invited address on behalf of Virginia's schools and colleges of education. Presented at the third annual Virginia Teach-In. Richmond, VA.
- Gareis, C. R.** (2005, March). *Greetings from Virginia's colleges, schools, and departments of education.* Invited address on behalf of Virginia's schools and colleges of education. Presented at the second annual Virginia Teach-In. Richmond, VA.
- Gareis, C. R.** (2005, February). What great principals do differently. Invited presentation at the annual meeting of the Southern Association of Colleges and Schools (SACS), Virginia Commission, Williamsburg, VA.
- Gareis, C. R.** (2003, December). Excellence in an era of accountability: The relevance and efficacy of SACS accreditation. Invited session at the annual meeting of the Southern Association of Colleges and Schools (SACS), Nashville, TN.
- Gareis, C. R.** (2003, February). Good to great: Why some schools make the leap and others don't. Keynote address presented at the annual meeting of the Southern Association of Colleges and Schools (SACS), Virginia Elementary and Middle Schools Commission, Williamsburg, VA.

Fellowships & Grants

Gareis, C. R. (2022-2024). Bridging the Gap. Professional training and evaluation grant. Funded by the Virginia Department of Education, Richmond, VA. \$400,000

Gareis, C. R. (2021-2022). The William & Mary Clinical Faculty Program. Professional training grant. Funded by the Virginia Department of Education, Richmond, VA. \$45,320

Beazlie, L., **Gareis, C. R.**, McMillan, J. H. Kelly, C., Watkins, D., Schippler, J. (2021). Validation study of MAP Growth Assessments. Study undertaken and report prepared for the Virginia Department of Education. York County, VA. \$73,439

Gareis, C. R. (2020-2021). The William & Mary Clinical Faculty Program. Professional training grant. Funded by the Virginia Department of Education, Richmond, VA. \$54,435

Gareis, C. R. (2019-2020). The William & Mary Clinical Faculty Program. Professional training grant. Funded by the Virginia Department of Education, Richmond, VA. \$56,866

Gareis, C. R., & Johnson, C. D. (2018-2019). The William & Mary Clinical Faculty Program. Professional training grant. Funded by the Virginia Department of Education, Richmond, VA. \$49,340

Johnson, C. D., & **Gareis, C. R.** (2017-2018). The William & Mary Clinical Faculty Program. Professional training grant. Funded by the Virginia Department of Education, Richmond, VA. \$47,470

Gareis, C. R. (2016-2017). The William & Mary Clinical Faculty Program. Professional training grant. Funded by the Virginia Department of Education, Richmond, VA. \$46,307

Gareis, C. R. (2015-2016). The William & Mary Clinical Faculty Program. Professional training grant. Funded by the Virginia Department of Education, Richmond, VA. \$42,210

Gareis, C. R. (2014-2015). The William & Mary Clinical Faculty Program. Professional training grant. Funded by the Virginia Department of Education, Richmond, VA. \$46,316

Gareis, C. R. (2013-2014). The William & Mary Clinical Faculty Program. Professional training grant. Funded by the Virginia Department of Education, Richmond, VA. \$53,175

- Gareis, C. R.** (2012-2013). The William & Mary Clinical Faculty Program. Professional training grant. Funded by the Virginia Department of Education, Richmond, VA. \$55,519
- Gareis, C. R.** (2011-2012). The William & Mary Clinical Faculty Program. Professional training grant. Funded by the Virginia Department of Education, Richmond, VA. \$50,745
- Gareis, C. R.** (2010-2011). The William & Mary Clinical Faculty Program. Professional training grant. Funded by the Virginia Department of Education, Richmond, VA. \$61,319
- Gareis, C. R., & Grant, L. W.** (2010). Creating valid assessments of student learning. Submitted to the Spencer Foundation. \$33,955 (Not funded.)
- Gareis, C. R.** (2009-2010). The William & Mary Clinical Faculty Program. Professional training grant. Funded by the Virginia Department of Education, Richmond, VA. \$39,731
- Gareis, C. R., & Grant, L. W.** (2009-2011). *The VIBE Education Edition (VIBE-Ed) Project*. Sub-grant proposal submitted with INCOGEN to the National Institutes of Health, Washington, DC. \$199,380 (Not funded.)
- deFur, S. H., & **Gareis, C. R.** (2009-2014). *Preparing and Sustaining Inclusive Educators: A Proposal for Grant Funding Under USDOE CFDA 325T*. Proposal submitted to the U.S. Department of Education, Washington, DC. \$500,000
- Gareis, C. R.** (2008-2009). The William & Mary Clinical Faculty Program. Professional training grant. Funded by the Virginia Department of Education, Richmond, VA. \$50,310
- Gareis, C. R., & Grant, L. W.** (2008-2009). Creating Valid Assessments of Student Learning. Submitted to the Virginia Association for Supervision and Curriculum Development. \$10,000 (Not funded.)
- Gareis, C. R.** (2007-2008). The William & Mary Clinical Faculty Program. Professional training grant. Funded by the Virginia Department of Education, Richmond, VA. \$51,000
- Gareis, C. R.** (2006-2007). The William & Mary Clinical Faculty Program. Professional training grant. Funded by the Virginia Department of Education, Richmond, VA. \$60,000
- Ward, T. J., Harris, J., **Gareis, C. R., & McLaughlin, V. L.** (2005-2007). Online Mentoring Initiative. Funded by the Virginia Department of Education, Richmond, VA. \$82,000

Gareis, C. R. (2005-2006). The William & Mary Clinical Faculty Program. Professional training grant. Funded by the Virginia Department of Education, Richmond, VA. \$60,000

Gareis, C. R. (2004-2005). The William & Mary Clinical Faculty Program. Professional training grant. Funded by the Virginia Department of Education, Richmond, VA. \$60,000

Gareis, C. R. (2003-2004). The William & Mary Clinical Faculty Program. Professional training grant. Funded by the Virginia Department of Education, Richmond, VA. \$71,950

Gareis, C. R. (2002-2003). The William & Mary Clinical Faculty Program. Professional training grant. Funded by the Virginia Department of Education, Richmond, VA. \$42,000

Gareis, C. R. (2002-2003). On-line Student Teacher Evaluation and Database. Funded by the Preparing Teachers for Tomorrow's Technology ACT 2 grant. William & Mary School of Education, Williamsburg, VA. \$15,000

McLaughlin, V. A., & **Gareis, C. R.** (2002). Improving K-12 Teaching through Collaborative Instructional Design Teams. Submitted to the Fund for the Improvement of Postsecondary Education (FIPSE), Washington, DC. \$515,000 (Invited to second-round proposal but not submitted due to institutional priorities.)

Gareis, C. R., Beers, C. A., & McLaughlin, V. A. (2002). IBM Learning Village: Reinventing Education. Submitted to IBM Corporation, Armonk, NY. \$200,000 (Not funded.)

Gareis, C. R. (1995-1996). Toano Middle School Young Poets' Society. Funded by the Williamsburg Chamber of Commerce, Williamsburg, VA. \$500 (Maximum allowable.)

Davis, L., & **Gareis, C. R.** (1995-1996). Toano Middle School Climbing Wall/Confidence Course. Funded by the Williamsburg Chamber of Commerce, Williamsburg, VA. \$350

TEACHING, CURRICULUM DEVELOPMENT, & DOCTORAL ADVISING

Courses Taught

William & Mary School of Education. *Joint appointment in Educational Planning, Policy, and Leadership (EPPL) and Curriculum and Instruction (C&I):*

- EPPL 686: Readings & Research in Curriculum (2021, 2023)
- EPPL 755: Doctoral Internship in University Teaching (2018)
- EPPL 651: Designing and Developing Curriculum (2019, 2020, 2022, 2024)
- EPPL 654: Assessing Student Learning (2023)
- EPPL 534: Instructional Leadership: Administering Educational Programs (2002-2009; 2015, 2017)
- EPPL 535: Instructional Leadership: Assessment and Evaluation (2003-2009; 2020-present)
- EPPL 610: Advanced Instructional Strategies (2004-2009; 2015-2017)
- EPPL 611: Theories of Curriculum Development and Evaluation (2003-2009; 2014-2018)
- EPPL 770: Advanced Internship in Administration (2017)
- CRIN 550: Assessment of Learning (2007-2016)
- CRIN 580: Clinical Faculty: Roles and Responsibilities (2005-2018)
- CRIN 591: Current Curriculum, Instruction, and Assessment Issues in Schools (2002)
- CRIN 599: Master's Degree Research Project (2002, 2003, 2005, 2006)
- EDUC 306: First Semester Elementary Education Practicum (2001-2002)
- EDUC 307: The Schools Practicum (2001-2002)
- EDUC 340: Assessment of Learning (2007-2016)
- EDUC 495: Internship in Supervised Teaching of English (2002; 2015)
- EDUC 653: Inquiry III: Program Evaluation (2015-present)
- EDUC 653: Inquiry III: Program Evaluation in International Schools (2022-present)

Curriculum Development (William & Mary School of Education)

Program development:

- Co-conceptualized and co-designed new doctoral concentration in Curriculum & Educational Leadership (2022-2023)
- Co-conceptualized and co-designed new doctoral concentration in Curriculum & Learning Design (2018)
- Led systematic review and alignment of programs in initial and advanced teacher preparation, school counseling, and educational leadership in preparation for successful accreditation review by the National Council for the Accreditation of Teacher Education (2010-2011).

- Led development and approval of teacher preparation program in Chinese language instruction (2009-2010).
- Led development and approval of teacher preparation program in English as a Second Language (2009-2010).
- Advised development of and led state-approval process for Math Specialist program (2009-2010).
- Co-led comprehensive alignment and re-sequencing of graduate and undergraduate teacher preparation programs (2004-2005).
- Led creation and development of Student Teaching Evaluation Rubric for C&I (2003-2004).
- Co-led creation and development of Field Experiences Evaluation Criteria and forms for C&I (2003-2004).
- Co-led creation and development of Student Portfolio Evaluation System and shared program criteria for C&I (2002-2003).
- Co-led creation and development of doctoral strands in Curriculum Leadership and in Curriculum and Educational Technology for C&I and EPPL (2002-2003).
- Co-led comprehensive revision and realignment of Student Teacher Competencies for C&I (2002-2003).

Online and hybrid course development:

- CRIN 552: Assessment of and for Learning (2026, M.A.Ed. in Curriculum & Instruction)
- EPPL 651: Designing and Developing Curriculum (2020, Ph.D. in Curriculum & Learning Design)
- EPPL 535: Instructional Leadership: Assessment and Evaluation (2020, Masters in Educational Leadership program)
- EDUC 653: Program Evaluation (2018, Executive Ed.D. program)

Design and development of new courses:

- EPPL 654: Assessing Learning (2023, Ph.D. in Curriculum & Learning Design)
- EPPL 651: Designing and Developing Curriculum (2018-2019, Ph.D. in Curriculum & Learning Design)
- EPPL 657: Evaluating Curriculum and Learning Design (2018-2019, Ph.D. in Curriculum & Learning Design)
- EPPL 686: Readings and Research in Curriculum (2018-2019, Ph.D. in Curriculum & Learning Design)

- EPPL 741: Current Issues in Curriculum, Instruction, and Assessment (2018-2019, Ph.D. in Curriculum & Learning Design)
- CRIN 552: Assessment of and for Learning (2018, M.A.Ed. in Curriculum & Instruction)
- EPPL 622: Leading for Learning: Curriculum and Assessment (2018, Executive Ed.D.).
- INTR 491-01: Exploring Contemporary Issues in K-12 Education (2014)—Developed in collaboration with faculty in Arts & Sciences.
- CRIN 580: Clinical Faculty Roles and Responsibilities (2011-2019, M.Ed. in School Counseling)—Conceptualized and co-planned with School Counseling faculty the translation of the Clinical Faculty program and training model into a viable form to support the practicum and internship experiences of School Counselor candidates.
- EDUC 340/CRIN 550: Assessment of Learning (2005-2006, M.A.Ed. in Curriculum & Instruction)—Designed and developed two new courses in the undergraduate and master's teacher preparation programs.
- CRIN 591: Current Curriculum, Instruction, and Assessment Issues in Schools (2001-2002, M.A.Ed. in Curriculum & Instruction)—Co-led design and development of new course.

Dissertations Chaired and Committee Assignments

O'Bryon Jones, M. (2025). *Short-term effects of social-emotional learning on high school students' social-emotional competencies*. Committee Member.

Vereb, M. (2025). *Successful practices of a principal induction program: A program evaluation*. Chair.

Johnson, D. (2025). *A descriptive program evaluation of minoritized students' perceptions regarding the efficacy of a high school's college & career academy structure*. Chair.

Chen, S. (2025). *What makes a high-quality performance assessment? A Delphi study of design criteria*. Chair.

Andrews, M. (2025). *The impact of professional development on individualized education program goals in a behavior support program: An action research Study*. Committee Member.

Evans, A. (2024). *Assessing the impact of positive behavior intervention and supports on school climate and student behavior: A program evaluation in a low-performing middle school*. Committee Member.

- Agyekum, Y. (2024). *An evaluation of the factors influencing the implementation of an in-school tutoring program in a small independent school*. Chair.
- Fayad, S. D. (2024). *Teachers' perceptions of a school district's sheltered instruction observation protocol teacher training initiative*. Committee Member.
- Gurdal, A. (2024). *Vibrant Schools: Its measures, antecedents, and correlates*. Committee Member.
- Ford, N. F. (2024). *Mentorship as an intervention for chronically absent ninth graders at an urban high school: An action research study*. Committee Member.
- Carroll, N. (2024). *A comparison of the college success of international baccalaureate diploma candidates and course candidates*. Chair.
- Gibson, C. (2024). *Ready or not: A program evaluation to determine the readiness of an urban Title I elementary school to implement the Multi-Tiered System of Supports in Reading (MTSS-R) program*. Chair.
- King, J. (2024). *A Program evaluation for the Leadership Academy: A school-based program for 12th grade students who are at risk of not graduating high school*. Committee Member.
- Bishop, S. (2024). *Improving teachers' assessment literacy: The effectiveness of a professional learning program*. Chair.
- Smucker, A. (2024). *Exploring collaboration: A content analysis of special and general educator collaboration within the standards driving initial teacher preparation programs*. Chair.
- Scott, J. (2024). *Middle school students' pathways to college: An investigation of middle school math placement and college-going self-efficacy*. Committee Member.
- Mullins, H. F. (2023). *District-based supports for alternatively licensed special education teachers: An action research study*. Committee Member.
- McGuire, S. L. (2023). *Elevating joy in education through an investigation of how teachers and school leaders make learning joyful*. Committee Member.
- Sandling, M. M. (2023). *An Investigation of the Quality of Performance Assessments and Implications of a Grassroots Approach to Accountability Reform*. Chair.
- Goodloe, N. P. (2023). *An examination of high school music course offerings in Virginia: A mixed methods study*. Chair

- Payne, B. P. (2023). *Implementation, Outcomes, and Perceived Effectiveness of Positive Behavioral Interventions and Supports (PBIS) in a Title I School: A Program Evaluation*. Chair.
- Kidd, L. N. (2022). *Teachers' perceptions of building trusting relationships with students in elementary schools and the principals who support them*. Committee member.
- Bland, L. M. (2022). *Examining the quality of teacher-selected social studies performance-based assessments: A responsive evaluation*. Chair.
- Porter, D. S. (2021). *Saints action research program as professional development: A program evaluation*. Chair.
- Wilson, J. W. (2021). *Know, navigate, negotiate, and contribute: Exploring experienced new teachers' perceptions of their formal and informal induction and transition experiences*. Chair.
- Hylton, S. P. (2021). *What's in a name? Selected secondary English teachers' experiences of engaging in formative assessment*. Chair.
- Gentry, H. F. (2021). *Evaluating the effectiveness of the RISE Framework when implemented with second grade students reading below grade level: A program evaluation*. Chair.
- Shin, D. (2021). *Exploring the role of virtual reality perspective taking on teacher cognitive empathy*. Committee Member.
- Davis, K. Y., Joseph, F. K., & Santana, C. C. (2020). *Teacher conceptualization and implementation of differentiated instruction in the elementary reading classroom*. Chair.
- Concepción, C. S., Fernandez, T., Goldfarb, A., & Gonzalez, M. (2020). *Teacher leadership: A district's human capital investment approach for evaluating professional learning*. Chair.
- Van Dyke, E. (2020). *Taking a strengths-based approach to school improvement in a rural elementary school*. Committee Member.
- Rhodes, Sam. (2019). *An exploratory study of the use of daily problem-talks as an instructional strategy for developing problem-solving proficiency with fifth-grade students*. Chair.
- Franz, Hannah. (2019). *Instructor responses to language variation in community college composition papers*. Chair.

- Chalfant, Charlie. (2019). *Making a case for using effective reading programs: A program evaluation of Wilson Foundations*. Chair.
- Gesualdi, David. (2019). *A phenomenological study of student engagement in an urban K-8 school*. Committee Member.
- Shy, Leah. (2019). *The influences on K-2 teachers' approaches towards assessment and developmentally appropriate practice*. Chair.
- Perelli, Todd. (2017). *Principal support and academic optimism in urban high schools*. Committee Member.
- Ball, Rachel. (2017). *Virginia principals' knowledge of classroom assessment and support of assessment for learning practices*. Committee member.
- Caccavale, Lindsey. (2017). *Investigating professional development models that assist teachers in developing high quality teaching skills: An action research study*. Committee Member.
- Ireland Kulp, Chelsea. (2017). *An embedded case study of the implementation of a school division's benchmark assessment system*. Chair.
- Hockaday, Marquita. (2017). *Examining formal and enacted secondary curricula for culturally responsive strategies regarding the needs of black female students: A qualitative content analysis*. Committee Member.
- Neve, Anne. (2017). *An evaluation of a non-traditional program for high school students*. Committee Member.
- Smith, Madeline. (2017). *Toward efficacy: Examining the reported impact of quality enhancement plans on student learning in postsecondary contexts*. Committee Member.
- Runge, Amy. (2015). *The impact of the social, academic, and moral development programs of An Achievable Dream on students during their college and university experience*. Committee Member.
- Carter, Carol. (2014). *Empathy as a crucial skill for instructional coaches: Can it be taught?* Committee Member.
- Fox, Antonia. (2014). *Teacher self-efficacy, content, and pedagogical knowledge and their relationship to student achievement in Algebra I*. Committee Member.
- Griffin, Melinda. (2014). *Curricular pathways to Algebra I in eighth grade*. Chair.

- Roettinger, Terri. (2014). *Investigating the relationships among primary teachers' math profile, math teaching efficacy, and math content pedagogical knowledge*. Co-Chair.
- Farina, Deborah. (2013). *The Self on the page: Using student teachers' stories as a reflective tool during the student teaching internship*. Committee Member.
- Hopkins, Paul. (2013). *Teacher perspectives of the use of student performance data in teacher evaluations*. Committee Member.
- Wood, Barbara. (2013). *An evaluation of the implementation fidelity and outcomes of the Olweus bullying prevention program in three elementary schools in Virginia*. Committee Member.
- Nichols, Fiona. (2012). *Teaching slope of a line using the graphing calculator as a tool for discovery learning*. Committee Member.
- Williams, Robert. (2011). *Teacher and administrator perceptions of the qualities of effective teachers*. Committee Member.
- Miller, Sara. (2010). *Literacy coaching and teachers' instructional practices: The impact of the community coaching cohort model*. Committee Member.
- Pope, Tambra. (2010). *Prospective principles for the 21st century: Factors that motivate and inhibit the pursuit of school leadership for educational administration students*. Committee Member.
- Moore, Dennis. (2009). *Student and faculty perceptions of trust and their relationships to school success measures in an urban school district*. Committee Member.
- Jackson, Jeffrey. (2009). *Organizational citizenship behaviors, collective teacher efficacy, and student achievement in elementary schools*. Committee Member.
- Bryant, Colleen. (2008). *A study of the evaluation procedures for professional development among public school districts in Virginia*. Chair.
- Nowacek, Shelley. (2008). *A critical examination of practices and perceptions of current performance evaluation models for theatre arts in Virginia*. Committee member.
- Reid, Loree. (2008). *Faculty trust and its impact on voluntary teacher turnover intentions*. Committee Member.
- Riesbeck, Randi. (2008). *The impact of leadership and other factors on successful International Baccalaureate diploma programs in the United States*. Committee Member.

- Crawford, Elizabeth. (2007). *The Virginia preschool initiative: Parents' perceptions of parental involvement*. Committee Member.
- Guy, Stephanie. (2007). *Organizational justice perceptions in Virginia high schools: A study of its relationship to school climate and faculty trust*. Committee Member.
- Hutton, Susan. (2007). *A study of how Virginia school leaders use student achievement data in decision making*. Committee Member.
- Schmidt, Christopher. (2007). *Promoting the ethical development of undergraduate business students through a deliberate psychological education-based classroom intervention*. Committee Member.
- Spencer, Trina. (2007). *Cooperating teaching as a professional development activity*. Chair.
- Wagner, Charles. (2007). *Academic optimism of Virginia high school teachers and its relationship to organizational citizenship behaviors and student achievement*. Committee Member.
- Gibson, Lynell. (2006). *Working to reduce ninth grade failure rates in urban school settings: A multi-case study of ninth grade transition programs in four urban high schools in Virginia*. Committee Member.
- Grant, Leslie. (2006). *The relationship between curriculum alignment and selected mathematics teacher characteristics: An opportunity to learn study*. Committee Member.
- McMaster, Peggy. (2005). *The development of self-efficacy in the teaching of reading*. Committee Member.
- Jaworowski, Harriet Ling. (2003). *The relationship of organizational health and school safety to student achievement*. Committee Member.

Dissertation External Evaluator

- (2021). *Effects of constructive feedback on students' academic achievement at secondary school level: An experimental study*. The Shaheed Zulfikar Ali Bhutto Institute of Science and Technology (SZABIST), Department of Education. Karachi, Pakistan.

Undergraduate Honors Theses Advising and Committees

- Ochs, Madison. (2017-2018). *Human mechanisms of metacognition*. Capstone project for Interdisciplinary Studies major. William & Mary. Adviser.

Napier, Ashley. (2014). *Diffusion of the revocation: The movement away from the Common Core State Standards*. Bachelor of Arts in Public Policy, William & Mary. Committee member.

Larson, Marielle. (2011). *Do they really want to learn? The effect of grading on intrinsic versus extrinsic motivation in high-achieving high schoolers*. Monroe Scholars project, William & Mary. Advisor.

PROFESSIONAL SERVICE

Offices

Board of Trustees. (2024-2027). Evaluation Committee member. Williamsburg Regional Library. Williamsburg, VA.

- Building Liaison Committee (2024-present)
- Evaluation Committee for Design-Build Selection (2024-2025)

Board of Trustees. (2019-2024). Evaluation Committee member. Williamsburg Regional Library. Williamsburg, VA.

- Vice-Chair (2021-2022)
- Building Liaison Committee

Board of Trustees. (2017-2019). Williamsburg Regional Library. Williamsburg, VA.

Board of Directors. (2017-2020). Literacy for Life. Williamsburg, VA.

Advisory Board Member. (2015-present). School-University Research Network (SURN). William & Mary School of Education, Williamsburg, VA.

Board Member. (2013-2015). Consortium for Research on Educational Assessment and Teaching Effectiveness (CREATE).

Program Chair. (2009-2010). 2010 National Evaluation Institute. Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE). Watson School of Education, University of North Carolina-Wilmington. Annual conference hosted at the William & Mary School of Education in Williamsburg, VA.

Board Member. (2009-2011). Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE). Watson School of Education, University of North Carolina-Wilmington.

Past-President. (2008-2009). Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE). The Evaluation Center, Western Michigan University, Kalamazoo, MI.

President. (2007-2008). Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE). The Evaluation Center, Western Michigan University, Kalamazoo, MI.

President-Elect. (2006-2007). Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE). The Evaluation Center, Western Michigan University, Kalamazoo, MI.

Board Member. (2004-2006). Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE). The Evaluation Center, Western Michigan University, Kalamazoo, MI.

Expert Reviews of Manuscripts, Professional Standards & Assessment Instruments

Manuscript Reviewer. (2025-2026). *Assessment in Education: Principles, Policy, and Practice*. Routledge.

Invited Expert International Grant Application Reviewer. (2024-2025). Education Research Funding Programme (ERFP). Ministry of Education. Singapore.

Invited Book Reviewer. (2024). Review Dan Jones' *Modern PBL: Project-based learning in the digital age*.

Invited Expert International Grant Application Reviewer. (2023-2024). Education Research Funding Programme (ERFP). Ministry of Education. Singapore.

Invited Book Reviewer. (2023). Reviewed Mertens & Wilson's *Program evaluation theory and practice: A comprehensive guide* (2nd ed.). New York: The Guilford Press.

Invited Book Reviewer. (2022). Reviewed Glatthorn, Boschee, Whitehead, & Boschee's *Curriculum leadership: Strategies for development and implementation* (5th ed.). SAGE.

Manuscript Reviewer. (2002 – 2023). *Assessment in Education: Principles, Policy, and Practice*. Routledge.

Invited Review of Book. (2020). Reviewed McTighe, Doubet, & Carbaugh's *Designing authentic performance tasks and projects: Tools for meaningful learning and assessment*. Alexandria, VA: ASCD.

Contributing interviewee and reviewer. (2017). *An exploration of uncommon indicators in education*. A report by IDEO, the William and Flora Hewlett Foundation, and the Institute of Design at Stanford. San Francisco: IDEO.

Invited Book Reviewer. (2017). Reviewed Mertens & Wilson's *Program evaluation theory and practice: A comprehensive guide*. New York: The Guilford Press.

Invited Book Series Reviewer. (2016). Reviewed three-part book series of C. Danielson's *Performance Tasks and Rubrics*. New York: Routledge.

Invited Special Issue Reviewer. (2015). Reviewed proposal of D.A. Klinger and L. M. Shulha for *New Directions for Evaluation* to be titled "Classroom Assessment Use." Washington, DC: American Evaluation Association.

Invited Proposal Reviewer. (2015). Reviewed proposal of M. C. Schneider and R. L. Johnson for *Creating and implementing student learning objectives to support student learning and teacher evaluation*. New York: Routledge.

Manuscript Reviewer. (2009-2015). *Journal of Teacher Education*. Washington, DC: American Association of Colleges for Teacher Educators.

Manuscript Reviewer. (2009-2015). *Teaching and Teacher Education*. United Kingdom: Elsevier.

Manuscript Reviewer. (2009-2015). *The Teacher Educators' Journal*. Norfolk, Virginia: Association of Teacher Educators in Virginia.

Manuscript Reviewer. (2012). *Evaluation and Program Planning*. United Kingdom: Elsevier.

Manuscript Review. (2008). Invited manuscript reviewer for *Theory Into Practice*, special issue on classroom assessment.

Manuscript Reviewer. (2006-2007). *Journal of Personnel Evaluation in Education*, National Evaluation Institute special issue. New York: Springer Publishing.

Copy Editor. (2005-2008). *Teacher Quality Digest*. Williamsburg, VA: Teacher Quality Resources.

Test Validation. (2005). Conducted content validation review for the *Virginia Communication and Literacy Assessment (VCLA)*. Amherst, MA: National Evaluation Systems.

Book Manuscript Review. (2005). Reviewed full manuscript of Hogan, T. (2007), *Educational assessment: A practical introduction*. Hoboken, NJ: Wiley.

Book Manuscript Review. (2005). Reviewed full manuscript of Ribas, W. (2005), *Teacher evaluation that works*. Norwood, MA: Christopher-Gordon Publishers.

Book Manuscript Review. (2004). Reviewed selected chapters for Hewitt, T. W. (2006), *Understanding and shaping curriculum: What we teach and why*. Thousand Oaks, CA: Sage Publishers.

Service to the Profession

- Invited External Reviewer for Promotion-to-Full Review. (2025). Washington & Lee University.
- NCME Classroom Assessment Conference Planning Committee. (2024-2026). National Council on Measurement in Education. Mt. Royal, NJ.
- NCME Classroom Assessment Committee. (2024-2026). National Council on Measurement in Education. Mt. Royal, NJ.
- VaLIN Steering Committee. (2023-2024). Virginia Leads Innovation Network. Invited committee member. Charlottesville, VA.
- Invited External Reviewer for Promotion & Tenure Review. (2023). College of Education and Human Development. George Mason University.
- Chair & Conference Convener. (2022-2023). Asia-Pacific Educational Assessment Conference. The Principals' Academy. Singapore.
- NCME Classroom Assessment Conference Planning Committee. (2019-2022). National Council on Measurement in Education. Mt. Royal, NJ.
- National Council on Measurement in Education (NCME) 2021 Classroom Assessment Conference Planning Committee Member. (2021). Mt. Royal, NJ.
- Division Assessment Task Force. Invited guest adviser. (2020, February). Spotsylvania County Public Schools. Spotsylvania, VA.
- Emerging Scholar Award. Invited Reviewer. (2020). Classroom Assessment SIG of the American Educational Research Association (AERA).
- Roundtable Chair. (April 2019). Classroom assessment theory and practice. Held at the annual meeting of the American Educational Research Association (AERA) Classroom Assessment SIG. Toronto, Canada.
- Virginia Department of Education-Jobs for the Future Steering Committee for Alternative Assessments. (2017-2018). Appointed representative of Virginia colleges and universities and as assessment expert. Richmond, VA.
- Committee for Local Alternative Assessments. (2015). Member of York County School Division committee to guide the development of local alternative assessments to the Standards of Learning tests. Yorktown, VA.
- Award for Communicating Research, Accountability, Evaluation, and/or Assessment to Lay Audiences—Committee Chair. (2014). Led collaborative process among

- reviewers to select awardee. Division H (Research, Evaluation, and Assessment in Schools) of the American Educational Research Association (AERA). Washington, DC.
- Virginia STEAM Academy Teaching and Curriculum and Outcomes Measures-Human Capital Faculty Learning Subcommittee. (2013-2014). Invited member to contribute to the design and development of the first public, statewide, residential high school for STEM education in Virginia. Suffolk, VA.
- Charles Clear Research Award Selection Committee. (2010-2013). Reviewed nominations for and contributed to the selection process of the award recipient, recognizing sustained contributions in educational research and evaluation in Virginia. Virginia Educational Research Association. Charlottesville, VA.
- Consortium Exploration Committee. (2012-2013). Consortium for Research on Educational Assessment and Teaching Effectiveness (CREATE). Washington, DC.
- Virginia STEAM Academy Business Leaders' Design Team. (2013). Selected representative of William & Mary to design and develop the first public, statewide, residential high school for STEM education in Virginia. Newport News, VA.
- Teacher Disciplinary Panel Chair. (2012). Appointed panel member and chair to adjudicate recommended disciplinary action at the division level. Williamsburg-James City County Public Schools. Williamsburg, VA.
- Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE) Strategic Planning. (2011-2012). Served *pro bono* as facilitator of the organization's strategic planning process at the request of the President and Board of Directors. Washington, DC.
- Williamsburg-James City County Public Schools Strategic Planning Steering Committee. (2011-2012). Appointed community representative. Williamsburg, VA.
- Community Conversation: Our Next Superintendent. (2010, September). Invited forum moderator. Citizens for Education. Williamsburg, VA.
- Virginia Research Education Association (VERA) Research Award Committee. (2010-2011). Invited member. Virginia Education Research Association.
- Principal Search Committee. (2009). Appointed representative. Rawls Byrd Elementary School. Williamsburg, VA.

- Contingency and Restructuring Work Group for Petersburg Public Schools. (2008). Appointed member. Office of the State Superintendent of Public Instruction. Richmond, VA.
- Governor's Third Great Virginia Teach-In Steering Committee. (2006). Member. Virginia Department of Education. Richmond, VA.
- Institute for Educational Leaders in Virginia. (2005). Facilitator. School leadership preparation programs. Co-sponsored by the Virginia Department of Education and the Virginia Association of School Personnel Administrators. Richmond, VA.
- Governor's Second Great Virginia Teach-In Steering Committee. (2004-2005). Member. Virginia Department of Education. Richmond, VA.
- School Leadership Task Force. (2004-2005). Sub-Committee Chair for two-tiered licensure initiative. Virginia Department of Education. Richmond, VA.
- Task Force for Mentoring Beginning Teachers in Hard-to-Staff Schools. (2004). Member. Virginia Department of Education. Richmond, VA.
- Blue Ribbon Milken Educator Award Selection Panel. (2003, July). Panelist. Virginia Department of Education. Richmond, VA.
- Governor's Great Virginia Teach-In Steering Committee. (2003-2004). Member. Virginia Department of Education. Richmond, VA.
- WJC Schools Strategic Planning Committee. (2003-2004). Member. Williamsburg-James City County Public Schools. Williamsburg, VA.
- Committee to Enhance the Teaching Profession, Teacher preparation sub-committee member. (2002). Virginia Department of Education. Richmond, VA.
- Collaborating Master Teacher/Teaching Exceptional Adolescents and Children Advisory Committee Board. (2001-2003). Board Member. William & Mary School of Education. Williamsburg, VA.
- Teacher Education Advisory Committee. (2001-2003). Representative. Virginia Community College System. Richmond, VA.
- Student and Teacher Excellence Program Advisory Board. (2001-2003). Board Member. National Science Foundation sponsored grant for Newport News City Public School. Newport News, VA.
- Southern Association of Colleges and Schools Accreditation Review Team. (2001). Member. New Kent High School. New Kent, VA.

Division Assistance Team. (1998-2001). Co-Chair. Williamsburg-James City County Public Schools. Williamsburg, VA.

Research Committee. (1998-2001). Member. Williamsburg-James City County Public Schools. Williamsburg, VA.

Technology Committee. (1998-1999). Member. Williamsburg-James City County Public Schools. Williamsburg, VA.

Administrative Staff Development Committee. (1997). Member. Williamsburg-James City County Public Schools. Williamsburg, VA.

Student Discipline and Rules Committee. (1997-1999). Member. Williamsburg-James City County Public Schools. Williamsburg, VA.

Community Partnership for Excellence in Education (CPEE). (1996-1998). Secretary. Williamsburg, VA.

School Health Advisory Committee. (1996-2001). Member. Williamsburg-James City County Public Schools. Williamsburg, VA.

Strategic Planning Evaluation Committee. (1992-1996). Co-Chair. Williamsburg-James City County Public Schools. Williamsburg, VA.

Strategic Planning Team. (1992-1996). Facilitator. Williamsburg-James City County Public Schools. Williamsburg, VA.

Curriculum and Instruction Advisory Committee. (1995-1996). Elected Member. Williamsburg-James City County Public Schools. Williamsburg, VA.

National Education Association. (1995-1996). Building Representative. Toano Middle School. Toano, VA.

Professional Committee. (1989-1991). Elected Representative. Nansemond-Suffolk Academy. Suffolk, VA.

Service to the University

Curriculum & Instruction Faculty Search Committee. (2024-2025). Searching for a Clinical Faculty member to support the new M.A.Ed. in Teacher Leadership. William & Mary School of Education. Member.

Mentoring Committee. Chair. (2024-2025). In support of Ray Mitic, tenure-eligible faculty member. William & Mary School of Education.

- Master of Arts in Education Degree in Teacher Leadership Planning Committee. Member. (2024-2025). Department of Curriculum & Instruction. William & Mary School of Education.
- Grade Appeal Committee. Member. (2024, June). William & Mary School of Education. Williamsburg, VA.
- Program Coordinator. (2023-present). K-12 Curriculum & Educational Leadership doctoral concentration. William & Mary School of Education.
- Chair of EPPL K-12 Open-Rank Professor (Tenure-Eligible) Search Committee. (2023-2024). William & Mary School of Education.
- Doctoral Comprehensive Exams Revision Ad Hoc Committee. (2023-2024). Department of Educational Policy, Planning, and Leadership. William & Mary School of Education. Williamsburg, VA.
- Faculty Affairs Committee. Chair. (2023-2024). William & Mary School of Education. Williamsburg, VA.
- Grade Appeal Committee. Member. (2023, September). William & Mary School of Education. Williamsburg, VA.
- EPPL Higher Education Associate Professor (Tenure-Eligible) and Clinical Assistant Professor (Non-Tenure Eligible) Dual Search Committee Member. (2023). William & Mary School of Education.
- Program Coordinator. (2022-2023). Curriculum & Learning Design doctoral program. William & Mary School of Education.
- EPPL K-12 Assistant/Associate Professor (Tenure-Eligible) and Professor of Practice (Non-Tenure Eligible) Dual Search Committee Member. (2022). William & Mary School of Education.
- Faculty Executive Committee. Member. (2021-2023). William & Mary School of Education.
- Faculty Affairs Committee. Member. (2021-2023). William & Mary School of Education.
- Vice Chair of the Faculty. (2021-2023). School of Education. The College of William & Mary.
- Faculty Evaluation Committee. Member. (2020-2022). William & Mary School of Education.

Assistant Professor of Educational Leadership Search Committee Member. (2019-2020). William & Mary School of Education.

Sponsorship Implementation Committee. (2019). Appointed representative. The College of William & Mary.

Ad-Hoc Committee on the First Amendment Rights on Campus. (2018-2019). Appointed member. The College of William & Mary.

Faculty Evaluation Committee. Member. (2018-2020). William & Mary School of Education.

USNWR Rankings Committee Member. (2018). School of Education. The College of William & Mary.

Evaluation Committee for Senior Vice President for Finance and Administration. Convening Chair. (2017-2018). The College of William & Mary.

Program Coordinator. (2015-2019). Curriculum Leadership doctoral program. William & Mary School of Education.

Fiscal Coordinator Search Committee Member. (2016). William & Mary School of Education.

Executive Ed.D. Capstone Design Committee. (2016-2017). School of Education, The College of William and & Mary.

Faculty Evaluation Committee. Member. (2016-2017). School of Education, The College of William and & Mary.

School-University Research Network (SURN) Executive Director Search Committee. (2016). William & Mary School of Education.

Associate Dean for Teacher Education and Community Engagement. Search Committee Chair. (2016). William & Mary School of Education.

Visible Learning Leadership Team. (2015-2016). School-University Research Network. The College of William & Mary.

Academic Affairs Committee Representative. (2015-2016). Faculty Assembly. The College of William & Mary.

Teaching English as a Second Language Non-tenure Eligible Faculty Search Committee Member. (2015-2016). William & Mary School of Education.

- School of Education Innovation Center Committee Member. (2015). William & Mary School of Education.
- Fiscal Specialist Search Committee Member. (2015). William & Mary School of Education.
- Initial Teacher Preparation Re-Design Task Force Member. (2015, Summer). William & Mary School of Education.
- William & Mary Confucius Institute Faculty Advisory Committee Member. (2014-2019). The College of William & Mary.
- Science Education Search Committee Member. (2014-2015). William & Mary School of Education.
- Faculty Assembly Representative. (2014-2016). The College of William & Mary.
- Faculty Committee on University Priorities (FCUP) Member. (2014-2015). The College of William & Mary.
- Committee on Planning and Resources (COPAR) Member. (2014-2016). The College of William & Mary.
- Work Group on Retirement Incentives. (2014-2015). Sub-committee of the Committee on Priorities and University Resources (COPAR). The College of William & Mary.
- Unit Representative. (2013-2014). Southern Association of Colleges and Schools Accreditation Review Team. The College of William & Mary.
- Advisory Board. (2013-2014). Member. William & Mary Confucius Institute. The College of William & Mary.
- Chinese Bridge Delegation. (2012). Delegate. Co-sponsored by Hanban and The College Board. Beijing, China.
- Search Committee for Executive Assistant to the Dean. (2012). Chair. William & Mary School of Education.
- English as a Second Language Steering Committee. (2010-2012). Curriculum & Instruction Area, The William & Mary School of Education.
- Foundations Summer Seminar Committee. (2009). Curriculum & Instruction Area, The William & Mary School of Education.
- Academic Affairs Committee. (2009-2014). Ex-Officio. William & Mary School of Education.

NCATE Co-Coordinator. (2008-2014). William & Mary School of Education.

Development Board. (2008-2014). Ex-Officio Member. William & Mary School of Education.

Executive Committee. (2008-2013). Ex-Officio Member. William & Mary School of Education.

Faculty Advisory Board for the Office of Academic Advising. (2008-2012). Representative. The College of William & Mary.

School of Education Building Committee. (2006-2010). Appointed faculty representative to the College-wide committee overseeing the development and design of the new School of Education facility. The College of William & Mary.

Faculty Hearing Committee. (2006-2008). Elected representative for School of Education. The College of William & Mary.

Ad Hoc Committee on Teacher Leadership. (2006-2008). Volunteer committee member. William & Mary School of Education.

Faculty Fund for Excellence Appeal. (2005-06). Chair. School of Education. The College of William & Mary.

Assessment Committee. (2005-2008). EPPL Representative. William & Mary School of Education.

Faculty Affairs Committee. (2005-2008). EPPL Representative and Chair (2007-2008). William & Mary School of Education.

Dispositions Committee. (2004-2005). Member. C&I, William & Mary School of Education.

Search Committee for Director of Development. (2004). Co-Chair. William & Mary School of Education.

Student Teaching Evaluation Rubric Committee. (2003-2004). Chair. C&I, William & Mary School of Education.

Evaluation of Clinical Experiences Committee. (2003). Member. C&I, William & Mary School of Education.

Portfolio Committee. (2002-2003). Chair. C&I, William & Mary School of Education.

- Psychoeducational Assessment Committee. (2002-2003). Member. William & Mary School of Education.
- Teacher Competencies Committee. (2002-2003). Chair. C&I, William & Mary School of Education.
- Conceptual Framework Committee. (2001-2003). Member. William & Mary School of Education.
- Curriculum and Educational Technology Doctoral Program Design Committee. (2001-2003). Member. EPPL and C&I, William & Mary School of Education.
- Executive Committee. (2001-2005). Ex-Officio. William & Mary School of Education.
- Howard Hughes Medical Institute Grant Executive Committee. (2001-2005). Member. The College of William & Mary.
- President's Award for Service to the Community Selection Committee. (2001). Member. The College of William & Mary.
- Secondary Committee. (2001-2003). Member. C&I, William & Mary School of Education.
- Student Virginia Education Association. (2001-2003). Faculty Advisor. William & Mary School of Education.
- Teacher Education Advisory Committee, Arts & Sciences. (2001-2005). Ex-Officio. William & Mary School of Education.
- Teacher Education Advisory Committee, K-12. (2001-2005). Chair. William & Mary School of Education.
- Curriculum Committee. (1992-1994). Student Representative. William & Mary School of Education.

Professional Development Presentations

- Gareis, C. R.** (2025, January). Leading and learning with balanced assessment. Invited presentation to the division-level instructional leadership team of Loudoun County Public Schools. Leesburg, VA.
- Gareis, C. R.** (2024, July). Authentic assessment of and for student learning: Creating and using performance-based assessments in the classroom. Full-day in-person workshop presented to teachers from the Rappahannock Community College Regional Educational Consortium. Rappahannock, VA.

- Gareis, C. R.** (2023, August). Strengthening the design and use of classroom assessments. Day-long workshop conducted for the upper-school faculty and the instructional leadership team. Summit Christian Academy. Yorktown, VA.
- Gareis, C. R.** (2022, February). What do you mean when you say “deeper learning”? Webinar presented to the School-University Research Network (SURN).
- Gareis, C. R.** (2021, June). Selecting, critiquing, and designing performance assessments. Two-day workshop series conducted for the faculty and leadership team of Harmony Middle School in Loudoun County Public Schools. Hamilton, VA.
- Gareis, C. R.** (2021, June). Understanding, critiquing, and designing performance-based assessments. Synchronous online workshop conducted for the division-level instructional leadership team of Suffolk Public Schools. Suffolk, VA.
- Gareis, C. R.** (2021, June). Assessing student learning: A focus on performance-based assessment. Synchronous online workshop presented to faculty and college leaders of Rappahannock Community College. Rappahannock, VA.
- Gareis, C. R.** (2021, January). Focus on formative assessment. Recorded professional development webinar created for Spotsylvania County Public Schools. Spotsylvania, VA.
- Gareis, C. R., & Grant, L. W.** (2020, November). Formative assessment—now more than ever. Webinar presented to the School-University Research Network (SURN).
- Gareis, C. R.** (2020, January). Designing and developing performance assessments for middle grades history and social studies. Presented for Essex County Public Schools. Tappahannock, VA.
- Gareis, C. R.** (2020, January). Designing and developing performance assessments for elementary grades history and social studies. Presented for Essex County Public Schools. Tappahannock, VA.
- Gareis, C. R.** (2019, November). Designing and developing performance assessments for secondary history. Presented for Spotsylvania County Public Schools. Spotsylvania, VA.
- Gareis, C. R.** (2019, October). Performance assessment: Opening doors to deeper learning. Invited statewide workshop for teachers and educational leaders in Virginia, sponsored by the Virginia Association of School Superintendents (VASS). Williamsburg, VA.

- Gareis, C. R.** (2019, October). Leveraging performance assessments for balanced assessment and deeper learning. Presented to instructional leadership team of Henrico County Public Schools. Henrico, VA.
- Gareis, C. R.** (2019, August). Balanced assessment for secondary teachers of history. Presented for York County School Division. Yorktown, VA.
- Gareis, C. R.** (2019, August). Balanced assessment for school leaders. Presented at the Leadership Academy for York County School Division. Yorktown, VA.
- Gareis, C. R.** (2019, August). Designing and developing performance assessments for elementary and middle grades history. Presented for Spotsylvania County Public Schools. Spotsylvania, VA.
- Gareis, C. R.** (2019, June). Performance assessments: What are they, what makes a good one, and how might we use them? Presented at the Leadership Learning Exchange summit of Spotsylvania County Public Schools. Spotsylvania, VA.
- Gareis, C. R.** (2018, August). Strengthening teacher-made assessments. Presented at the Leadership Learning Exchange summit of Spotsylvania County Public Schools. Spotsylvania, VA.
- McTighe, J. & **Gareis, C. R.** (2019, February). Understanding and Supporting the Development of Performance Assessments for Elementary & Secondary School Administrators: Part II. Invited statewide workshop for teachers and educational leaders in Virginia, sponsored by the Virginia Association of School Superintendents (VASS). Short Pump, VA.
- Gareis, C. R.** (2019, February). Developing and validating performance assessments in history and the social sciences. Presented to History/Social Studies Curriculum Leaders in Richmond City Public Schools. Richmond, VA.
- Gareis, C. R.** (2019, January). Performance assessments: Connecting curriculum, instruction, and student learning. Full-day workshop presented to the faculty of Treacle Elementary School in Chesapeake Public Schools. Chesapeake, VA.
- Gareis, C. R.** (2018, November). Collaborative review of performance assessments. Full-day workshop presented by invitation for members of the School-University Research Network (SURN). The College of William & Mary. Williamsburg, VA.
- McTighe, J. & **Gareis, C. R.** (2018, October). Understanding and Supporting the Development of Performance Assessments for Elementary & Secondary School Administrators: Part I. Invited statewide workshop for teachers and educational leaders in Virginia, sponsored by the Virginia Association of School Superintendents (VASS). Williamsburg, VA.

- McTighe, J. & **Gareis, C. R.** (2018, October). Understanding and Supporting the Development of Performance Assessments for Elementary & Secondary School Administrators: Part I. Invited statewide workshop for teachers and educational leaders in Virginia, sponsored by the Virginia Association of School Superintendents (VASS). Roanoke, VA.
- Gareis, C. R.** (2018, August). Creating and using performance assessments in high school history and English. A one-day workshop presented to history and English teachers at James Monroe High School in Fredericksburg City Public Schools. Fredericksburg, VA.
- Gareis, C. R.** (2018, August). Performance-based learning, instruction, and assessment for elementary teachers. Full-day workshop presented to elementary teachers and instructional leaders in Chesapeake Public Schools. Chesapeake, VA.
- Gareis, C. R.** (2018, August). Performance-based learning, instruction, and assessment for secondary teachers. Full-day workshop presented to secondary teachers and instructional leaders in Chesapeake Public Schools. Chesapeake, VA.
- Gareis, C. R.** (2018, August). Designing, developing, and validating performance assessments in history and social studies. Full-day workshop with teachers and instructional leaders in Stafford County Public Schools. Stafford, VA.
- Gareis, C. R.** (2018, August). Strengthening teacher-made assessments: Unpacking curriculum and creating assessment blueprints. Presented at the Leadership Learning Exchange summit of Spotsylvania County Public Schools. Spotsylvania, VA.
- Gareis, C. R.** (2018, August). Creating and using rubrics in your classroom. Presented at the Leadership Learning Exchange summit of Spotsylvania County Public Schools. Spotsylvania, VA.
- Gareis, C. R.** (2018, July). Designing performance assessments. A one-day workshop presented to K-12 teachers and instructional leaders in Caroline County Public Schools. Milford, VA.
- Gareis, C. R.** (2018, July). Designing performance assessments in secondary history/social studies. A two-day workshop presented for teachers and instructional leaders in the Rappahannock Community College Regional Educational Consortium. Warsaw, VA.
- Gareis, C. R.**, with Hylton, S. P. (2018, June). Understanding and making effective use of formative assessment. Two half-day workshops presented to primary grades mathematics teachers and upper elementary mathematics teachers, respectively, for Portsmouth City Public Schools. Portsmouth, VA.

- Gareis, C. R.** (2018, May). Developing performance-based assessments. Half-day workshop conducted for selected teacher leaders from Essex County Public Schools. Williamsburg, VA.
- Gareis, C. R.** (2018, May). The role of performance assessments in a balanced assessment system. Full-day workshop presented as part of the Impact Teachers series through the School-University Research Network (SURN). The College of William & Mary. Williamsburg, VA.
- McTighe, J. & **Gareis, C. R.** (2018, March). Mastering performance assessments. Invited statewide workshop for teachers and educational leaders in Virginia, sponsored by the Virginia Association of School Superintendents (VASS). Hampton, VA.
- Gareis, C. R.** (2018, April). Using student work samples to validate and strengthen performance assessments. Presented to instructional leaders, building-level leaders, and teacher leaders in two partnering school divisions as part of the development of performance-based assessments. Goochland County Public Schools and Chesterfield County Public Schools. Goochland County, VA.
- Gareis, C. R.** (2018, February/March). Balanced assessment and the role of performance assessments. Three presentations presented respectively to elementary instructional leaders, elementary principals, and secondary principals of Chesterfield County Public Schools. Chesterfield, VA.
- Gareis, C. R.** (2018, January & April). Strengthening classroom assessment. Two full-day workshops presented to the faculty and leadership team of Metz Middle School. Manassas City, VA.
- Gareis, C. R.** (2017, November). Creating and using teacher-made assessments. Full-day workshop presented to the full faculty and leadership team of Queenstown Secondary School. Singapore.
- Gareis, C. R.** (2017, November). Designing and developing performance-based assessments. Full-day workshop presented for the Academy of Principals. Singapore.
- Gareis, C. R.** (2017, November). Creating and using teacher-made assessments. Full-day workshop presented for the Academy of Principals. Singapore.
- McTighe, J. & **Gareis, C. R.** (2017, October). Performance-based assessments: A hands-on workshop. Invited statewide workshop for teachers and educational leaders in Virginia, sponsored by the Virginia Association of School Superintendents (VASS). Chesterfield, VA.

- Gareis, C. R.** (2017, August). Developing and using rubrics. Workshops conducted for the English Department and the World Languages Department of Maggie L. Walker Governor's School. Richmond, VA.
- Gareis, C. R.** (2017, August). Designing performance-based assessments. Workshop conducted for the full faculty and instructional leadership team of Maggie L. Walker Governor's School. Richmond, VA.
- Gareis, C. R.** (2017, August). Assessment: Connecting curriculum, instruction, and student learning. Presented at the Trinity Christian School Professional Development Conference. Fairfax, VA.
- Gareis, C. R.** (2017, August). Assessment in a nutshell. Presented at the Trinity Christian School Professional Development Conference. Fairfax, VA.
- Gareis, C. R.** (2017, July). Designing performance-based assessments and quality rubrics. Presented for the Rappahannock Community College Regional Educational Consortium. West Point, VA.
- Gareis, C. R.** (2017, July). Assessment leadership: Leveraging performance-based assessments for deeper learning. School-University Research Network (SURN). The College of William & Mary. Williamsburg, VA.
- Gareis, C. R.** (2017, June). Assessment of and for learning. Two-day workshop presented to college-level instructors through the Virginia Tidewater Consortium. Williamsburg, VA.
- Gareis, C. R.** (2017, June). Developing and making use of teacher-made assessments. Presented at the Leadership Learning Exchange summit of Spotsylvania County Public Schools. Spotsylvania, VA.
- Gareis, C. R.** (2017, June). Developing a rubric. Presented at the Leadership Learning Exchange summit of Spotsylvania County Public Schools. Spotsylvania, VA.
- Gareis, C. R.** (2017, May). An introduction to local alternative assessments in Virginia. Presented to the instructional leaders and select teacher leaders of Danville Public Schools. Danville, VA.
- Gareis, C. R.** (2017, May). Assessment leadership: Leveraging performance-based assessments for deeper learning. School-University Research Network (SURN). The College of William & Mary. Williamsburg, VA.
- Ward, T. J., & **Gareis, C. R.** (2017, February). Assessing student learning. Presented by invitation to faculty of the Marshal Wythe School of Law. Williamsburg, VA.

- McTighe, J. & **Gareis, C. R.** (2017, January). Performance-based assessments: A hands-on workshop. Invited statewide workshop for teachers and educational leaders in Virginia, sponsored by the Virginia Association of School Superintendents (VASS). Richmond, VA.
- McTighe, J. & **Gareis, C. R.** (2016, October). Performance-based assessments: A hands-on workshop. Invited statewide workshop for teachers and educational leaders in Virginia, sponsored by the Virginia Association of School Superintendents (VASS). Williamsburg, VA.
- Gareis, C. R.** (2016, September). Developing and using rubrics. Workshop conducted for the Science Department of Maggie L. Walker Governor's School. Richmond, VA.
- Gareis, C. R.** (2016, August). Strengthening the development of teacher-made assessments. Invited opening workshop for all teachers and school leaders at Maggie L. Walker Governor's School. Richmond, VA.
- Gareis, C. R.** (2016, June). Assessment of and for learning. Two-day workshop presented to college-level instructors through the Virginia Tidewater Consortium. Williamsburg, VA.
- Gareis, C. R.** (2016, May). Leading for assessment literacy in schools. Full-day workshop presented for selected schools in Cluster West 1. Singapore.
- Gareis, C. R.** (2016, May). Leading for assessment literacy in schools. Full-day workshop presented for selected schools in Cluster North 7. Singapore.
- Gareis, C. R.** (2016, June). Designing and developing performance-based assessments. Full-day workshop presented for selected schools in Cluster North 7. Singapore.
- Gareis, C. R.** (2016, May). Leading for assessment literacy in schools. Full-day workshop presented for the Academy of Principals. Singapore.
- Gareis, C. R.** (2016, May). Creating and using teacher-made assessments. Full-day workshop presented for the Academy of Principals. Singapore.
- Gareis, C. R.** (2016, April). Course design and performance-based assessments. Invited workshop conducted for members of the High School Innovation team. Williamsburg-James City County Public Schools. Williamsburg, VA.
- Gareis, C. R.** (2016, April). Formative assessment. Invited full-day workshop conducted for the senior instructional leadership team of Petersburg City Public Schools. Petersburg, VA.
- Gareis, C. R.** (2016, April). Creating and using rubrics. Full-day workshop presented for Superintendent's Region 1. Midlothian, VA.

- Gareis, C. R.** (2016, March). Creating and using rubrics. Full-day workshop presented for the Virginia Association for Supervision and Curriculum Development (VASCD). Winchester, VA.
- Gareis, C. R.** (2016, February). Aligning curriculum, instruction, and assessment: How to unpack and make use of intended learning outcomes. Invited full-day workshop conducted for the senior instructional leadership team of Petersburg City Public Schools. Petersburg, VA.
- Gareis, C. R.** (2016, February). Supporting best practices in classroom assessment: Transfer goals, alignment, and performance-based assessments. Full-day workshop presented for the Virginia Association for Supervision and Curriculum Development (VASCD). Weyers Cave, VA.
- Gareis, C. R.** (2015, July). Creating performance-based assessments in a standards-based curriculum. Full-day workshop presented to members of the Lord Fairfax Community College Education Consortium (Eastern Virginia Chapter). Bealeton, VA.
- Gareis, C. R.** (2015, July). Creating performance-based assessments in a standards-based curriculum. Full-day workshop presented to members of the Lord Fairfax Community College Education Consortium (Mountain Valley Consortium). Winchester, VA.
- Gareis, C. R.** (2015, July). Leading the design and development of high-quality performance-based assessments. Full-day workshop presented to building-level and central administrators from the Western Virginia Public Education Consortium (WVPEC). Radford, VA.
- Gareis, C. R.** (2015, June). Designing and developing performance-based assessments: A workshop for instructional leaders and curriculum coordinators. Half-day workshop presented to the Instructional Services Department of Fairfax County Public Schools. Fairfax, VA.
- Gareis, C. R.** (2015, June). Creating and using teacher-made assessments in the classroom. Full-day workshop presented to selected faculty and instructional leaders of Anglican High School. Singapore.
- Gareis, C. R.** (2015, June). Assessment literacy. Full-day workshop presented to faculty and instructional leaders of Serangoon Junior College. Singapore.
- Gareis, C. R.** (2015, June). Leading for assessment literacy in schools. Full-day workshop presented to selected faculty and instructional leaders of Huamin Primary School. Singapore.

- Gareis, C. R.** (2015, June). Creating and using teacher-made assessments in the classroom. Full-day workshop presented to the faculty and instructional leadership team of St. Andrew's Secondary School. Singapore.
- Gareis, C. R.** (2015, April). Designing and developing high-quality performance-based assessments. Two half-day workshops conducted for elementary and middle school curriculum and instructional leaders for history, science, and English in Frederick County Public Schools. Winchester, VA.
- Gareis, C. R.** (2015, May). Designing and developing "spectacular" performance-based assessments. Full-day workshop conducted for elementary and middle school curriculum and instructional leaders for history, science, and English in Orange County Public Schools. Orange County, VA.
- Gareis, C. R.** (2015, February). Developing high-quality performance-based assessments: Follow-up workshop. Day-long workshop presented for the Western Virginia Public Education Consortium (WVPEC). Radford, VA.
- Gareis, C. R.** (2015, January). The core of assessment literacy: Connecting curriculum, instruction, and student learning. Day-long workshop conducted for the K-12 faculty and instructional leadership team of Summit Christian Academy. Yorktown, VA.
- Gareis, C. R.** (2014, November). Creating high-quality performance-based assessments. Day-long workshop presented for the Western Virginia Public Education Consortium (WVPEC). Radford, VA.
- Gareis, C. R.** (2014, October). Teacher-made assessments: Connecting curriculum, instruction, and student learning. Full-day workshop conducted for the PK-12 faculties of four Richmond-area Catholic schools, including All Saints, Blessed Sacrament, Our Lady of Lourdes, and Saint Benedict. Richmond, VA.
- Gareis, C. R.** (2014, August). Strengthening teacher-made assessments: Some principles and practices. Half-day workshop conducted for the faculty and instructional leadership team of Maggie L. Walker Governor's School. Richmond, VA.
- Gareis, C. R.** (2014, June). Strengthening the validity of teacher-made assessments: Secondary teacher leaders. Full-day workshop conducted for all secondary teacher leaders in Orange County Public Schools. Orange County, VA.
- Gareis, C. R.** (2014, March). Strengthening the validity of teacher-made assessments: Career and technical education teachers. Half-day workshop conducted for all Career and Technical Education teachers and leaders in Hampton City Public Schools. Hampton, VA.

- Gareis, C. R.** (2013, November). Strengthening the validity of teacher-made assessments: K-12 teachers and leaders. Full-day workshop conducted for the entire professional faculty of Amelia County Public Schools (PK-20, all subjects, and all administrators up to the superintendent). Amelia, VA.
- Gareis, C. R.** (2012, September). Connecting curriculum, instruction, and student learning: Assessment literacy for every teacher. Half-day workshop presented at the annual conference of the Southwest Virginia Association for Supervision and Curriculum Development. Abingdon, VA.
- Gareis, C. R.** (2012, September). Principles of program evaluation for teachers. One-day workshop conducted for the Southwest Virginia Professional Education Consortium. Radford, VA.
- Gareis, C. R.** (2011, March). Principles of program evaluation. One-day workshop conducted for the Senior Leadership Team of Albemarle County Public Schools. Charlottesville, VA.
- Gareis, C. R.** (2011, February). Evaluating school-based programs. A follow-up workshop conducted for the Division Leadership Support Teams of the Virginia Department of Education's Virginia Model for School Improvement Summer Institute. Williamsburg, VA.
- Gareis, C. R.** (2011, February). Principles and skills of classroom-based assessment. Two-day workshop conducted for Core and Elective Department Chairs of Holy Innocents' Episcopal School. Atlanta, GA.
- Gareis, C. R.** (2010, November). Principles of program evaluation. One-day workshop conducted for the Senior Leadership Team of Hampton City Public Schools. Hampton, VA.
- Gareis, C. R.** (2010, August). Principles and skills of classroom-based assessment. Two-day workshop conducted for the Social Studies Department of Holy Innocents' Episcopal School. Atlanta, GA.
- Gareis, C. R.** (2010, July). Program evaluation. Three-day workshop presented to the Division Leadership Support Team strand of the Virginia Department of Education's Virginia Model for School Improvement Summer Institute. Williamsburg, VA.
- Gareis, C. R.** (2010, January). How to improve the validity of teacher-made tests. Presented to the Social Studies Department of Toano Middle School. Williamsburg, VA.

- Gareis, C. R., & Ward, T. J.** (2009, November). A conversation about assessment. Presented by invitation to the faculty of the Marshal Wythe School of Law. Williamsburg, VA.
- Gareis, C. R.** (2009, November). Principles and skills of assessment: Ensuring the validity of classroom-based assessments. Full-day workshop conducted for the faculty of Carter G. Woodson Middle School. Hopewell, VA.
- Gareis, C. R.** (2009, September). How to construct and use valid classroom-based assessments to support student learning. Presented to the Hopewell City Public Schools' division-wide instructional leadership team. Hopewell, VA.
- Gareis, C. R.** (2009, August). Assessment for high school math and science teachers. Workshop conducted as part of the Gloucester County Public Schools' Professional Development Program. Gloucester, VA.
- Gareis, C. R.** (2009, August). Assessment for high school English and social studies teachers. Workshop conducted as part of the Gloucester County Public Schools' Professional Development Program. Gloucester, VA.
- Gareis, C. R.** (2009, March). Improving the validity and reliability of teacher-made tests in mathematics. Two-day workshop series conducted for the math department and administration of Lafayette High School. Williamsburg, VA.
- Gareis, C. R.** (2009, January). Ensuring the validity of classroom-based assessments. Full-day workshop conducted for the faculty and administration of Page Middle School. Gloucester, VA.
- Gareis, C. R.** (2009, January/March). Principals of classroom-based assessment. Three-day workshop series conducted for the faculty of the Chesapeake Bay Governor's School. Tappahannock, VA.
- Gareis, C. R.** (2008, October). Using test blueprints to construct valid tests. Professional development session for assistant principals in the York County School Division. Yorktown, VA.
- Gareis, C. R., & Grant, L. W.** (2008, November). Teacher-made assessments: How to connect curriculum, instruction, and student learning. Full-day, featured workshop conducted for the School Leadership Institute Fall Conference. Williamsburg, VA.
- Gareis, C. R.** (2008, September). Instructional leadership: Reclaiming the lost art of teacher-made assessment. Presented for the Lehigh University School Study Council. Williamsburg, VA.

- Gareis, C. R.** (2008, August). How to unpack your curriculum to create valid assessments. Presented for the York County School Division Professional Development Academy. Yorktown, VA.
- Gareis, C. R.** (2008, August). Mapping our mission. Keynote speaker and facilitator for the York County School Division Leadership Academy. Yorktown, VA.
- Gareis, C. R.** (2007, November). Creating valid and reliable assessments of student learning. Full-day workshop conducted for the faculty of Christchurch School. Christchurch, VA.
- Gareis, C. R.** (2007, October). Using test blueprints to construct valid tests. Professional development session for principals in the York County School Division. Yorktown, VA.
- Gareis, C. R.** (2007, August). Using test blueprints to construct valid tests. Presented for the York County School Division Professional Development Academy. Yorktown, VA.
- Gareis, C. R.** (2007, July/August). Middle school assessment. Invited full-day workshop conducted for the entire middle school faculty of Gloucester County Public Schools. Gloucester, VA.
- Gareis, C. R.** (2006, October). Academic goal setting. Invited presentation to Lancaster-Lebanon Area Schools Superintendents' Association. Sponsored by SURN. Williamsburg, VA.
- Gareis, C. R.** (2006, October). Instructional leadership: Using teaching models as frameworks for high-yield strategies. Professional development session for principals in the York County School Division. Yorktown, VA.
- Gareis, C. R.** (2006, August). Leading mentoring in schools. Professional development session for principals in the Williamsburg-James City County Public School Division. Williamsburg, VA.
- Gareis, C. R.** (2006, August). Using multiple choice items to assess higher cognitive levels: It can be done! Presented for the York County School Division Professional Development Academy. Yorktown, VA.
- Gareis, C. R.** (2005, August). Assessment for learning. Presented for the York County School Division Professional Development Academy. Yorktown, VA.
- Gareis, C. R.** (2005, August). Mentoring new teachers. Presented for the York County School Division Leadership Academy. Yorktown, VA.

- Gareis, C. R.** (2005, June). Assessment for learning. Presented for the York County School Division Professional Development Academy. Yorktown, VA.
- Gareis, C. R.** (2004, July). Using portfolios with pre-service teachers. Presented for the William & Mary Clinical Faculty Program, The College of William & Mary. Williamsburg, VA.
- Gareis, C. R.** (2004, February). Teacher leadership within schools: What makes a teacher leader? Presented to the Virginia Beach City Public Schools Leadership Institute. Virginia Beach, VA.
- Gareis, C. R.** (2003, August). Assessment for learning. A series of presentations for the York County School Division Leadership Academy. Yorktown, VA.
- Gareis, C. R.** (2003, July). Using portfolios with pre-service teachers. Presented for the William & Mary Clinical Faculty Program, The College of William & Mary. Williamsburg, VA.
- Gareis, C. R.** (2002, October). Pre-service to service: Mentoring the novice teacher. Invited presentation to York County School Division mentor teachers. York County, VA.
- Gareis, C. R.** (2002, September). Developing a professional portfolio. Presented for the Center for Gifted Education, The College of William & Mary. Williamsburg, VA.
- Gareis, C. R.** (2002, July). Using portfolios with pre-service teachers. Presented to the William & Mary Clinical Faculty Program, The College of William & Mary. Williamsburg, VA.
- Gareis, C. R.** (2002, July). Documenting student achievement. Presented to the William & Mary Clinical Faculty Program, The College of William & Mary. Williamsburg, VA.
- Gareis, C. R.** (2001, October). Time management for teachers. Presented at the annual Catholic schools' conference of the Diocese of Richmond. Williamsburg, VA.
- Gareis, C. R.** (2001, September). The principals' principles. Presented to the Principals' Academy of the Professional Development Center at the College of William & Mary. Newport News, VA.
- Gareis, C. R.** (2001, August). Time management for teachers. Presented at the New Teacher Orientation for Williamsburg-James City County Public Schools. Williamsburg, VA.
- Gareis, C. R.** (2000, November). The use of portfolios in teacher evaluation. Presented to the Greater Philadelphia Consortium for Educational Accountability. Philadelphia, PA.

Gareis, C. R. (1998, July). Integrating multiple data sources for teacher evaluation: A practitioner's insights. Presented at the William & Mary Leadership Institute. Williamsburg, VA.

Other Professional Presentations

Gareis, C. R. (2015, April). May your best and most important work lie ahead of you. Invited address at the induction ceremony of Kappa Delta Pi International Honor Society in Education. School of Education, The College of William and Mary. Williamsburg, VA.

Gareis, C. R. (2015, March). International comparisons in education: What counts, what matters, and why? Invited presentation and discussion to the International Baccalaureate students at York High School. Yorktown, VA.

Gareis, C. R. (2013, July). An introduction to the U.S. education system. Invited presentation to visiting faculty from Beijing Normal University for the William & Mary Confucius Institute. Williamsburg, VA.

Gareis, C. R. (2010, June). Mosaics and momentum. Invited address presented during the 8th Grade Stepping Up Ceremony at Berkeley Middle School. Williamsburg, VA.

Gareis, C. R. (2010, March). Principals' panel on the preparation of new teachers. Invited moderator. Annual meeting of the Association of Teacher Educators—Virginia. Sweet Briar, VA.

Gareis, C. R. (2008, September). Mentoring “new” teachers. Invited presentation to Delta Kappa Gamma, society of retired teachers. Williamsburg, VA.

Gareis, C. R. (2006, January). Focusing on the future: Careers in teaching. Invited panelist at the Focusing on the Future conference of the Center for Gifted Education, The College of William & Mary. Williamsburg, VA.

Gareis, C. R. (2005, March). Become a teacher through the Graduate School of Education. Presented at the second annual Great Virginia Teach-In. Richmond, VA.

Gareis, C. R. (2004, March). Become a teacher through the Graduate School of Education. Presented at the first annual Great Virginia Teach-In. Richmond, VA.

Gareis, C. R. (2002, January). Focusing on the future: Careers in teaching. Invited presenter at the Focusing on the Future conference of the Center for Gifted Education, The College of William & Mary. Williamsburg, VA.

Gareis, C. R., & Beers, C. (1998, October). Teacher portfolios: How do they enhance teacher evaluation? Presented to the Williamsburg-James City County School Board. Williamsburg, VA.

Professional Consultations (extended length)

Gareis, C. R. (2025-2026). Building better assessments. A series of formal workshops and small-team consultations conducted for the division-level elementary instructional leadership team of Newport News Public Schools with the aim of improving the validity and utility of the division's system of common curriculum-based assessments. Newport News, VA.

Gareis, C. R. (2024-2025). Building better assessments. A series of formal workshops and small-team consultations conducted for the elementary and secondary division-level instructional leadership team of Newport News Public Schools with the aim of improving the validity and utility of the division's system of common curriculum-based assessments. Newport News, VA.

Strengthening the Development and Use of Teacher-Made assessments. (2023-2024). Led a series of evaluation and planning sessions with division-level Instructional Coaches and administrators, focusing on the creation identification of core competencies for school-based instructional coaches. Elizabeth City-Pasquotank Public Schools. Elizabeth City, NC.

Mentor Training. (2023). Provided consultative services to the division-level director of mentoring in the design of a formal mentoring program for novice and experienced new teachers, and provided training for mentor teachers and lead mentors in support of the mentoring program. Appomattox County Public Schools Appomattox, VA.

Mentor Training. (2023). Provided consultative services to the division-level director of mentoring in the design of a formal mentoring program for novice and experienced new teachers, and provided training for mentor teachers and lead mentors in support of the mentoring program. King & Queen County Public School. King & Queen Court House, VA.

Strengthening the Development and Use of Teacher-Made assessments. (2023, Spring). Led a series of workshops with division-level Instructional Coaches and administrators, focusing on the creation and use of valid and reliable teacher-made assessments of student learning. Elizabeth City-Pasquotank Public Schools. Elizabeth City, NC.

Program Evaluation. (2022-2023). Superintendents' community of practice. Virginia Department of Education, in partnership with the Virginia Association of School Superintendents (VASS) and the Virginia Learning Innovation Network (VALIN).

Program Evaluation. (2022). Designed, undertook, and prepared a comprehensive report on the current strengths, weaknesses, and opportunities of the Williamsburg-James City County Public Schools Mentor Teacher Program. Williamsburg, VA.

Mentor Training. (2021-2022). Provided consultative services to the division-level director of mentoring in the design of a professional learning community-based approach to mentor development and provided a series of five training sessions in synchronous and asynchronous online formats as training for mentor teachers and lead mentors in support of the school division's teacher mentoring program. York County School Division. Yorktown, VA.

Creating and Using Logic Models. (2021, April-May). Professional development series conducted for the instructional and administrative leadership teams of Albemarle County Public Schools. Albemarle, VA.

Curriculum Evaluation (2020-2022). Provided comprehensive review and evaluation of the English and Math curricula of Newport News Public Schools. Newport News, VA.

Mentor Training. (2020-2021). Provided a series of five training sessions in synchronous and asynchronous online formats as training for mentor teachers and lead mentors in support of the school division's teacher mentoring program. York County School Division. Yorktown, VA.

Developing Signature Performance Assessments. (2019-2020). Led a series of half-day and full-day workshops for instructional leaders through the Department of Curriculum, Instruction, and Assessment in Hampton City Schools to design and develop signature performance assessments as part of the division's vision of and initiative toward balanced assessment practices in the division. Hampton, VA.

Mentor Training. (2019, October/November). Provided comprehensive, two-day training to mentor teachers and division administrators in support of the school division's teacher mentoring program. York County School Division. Yorktown, VA.

Validating Performance Assessments through Student Work Sample Reviews. (2018, Fall – 2019, Winter). Led individual quality criteria reviews of teacher-made performance assessments and conducted departmental work sample reviews for inter-rater reliability and assessment critique. Cumberland County Public Schools. Cumberland, VA.

Developing Performance Assessments for Deeper Learning. (2018-2019). Led a series of workshops for a team of senior instructional leaders, building-level leaders, and teacher leaders on the development of signature performance assessments to promote and provide evidence of deeper learning. Middlesex County Public Schools. Middlesex County, VA.

Developing Signature Performance Assessments for Deeper Learning. (2018-2019). Led a series of workshops and conducted classroom-based observations with and for a team of senior instructional leaders, building-level leaders, and teacher leaders to facilitate the advanced development of signature performance assessments to promote and provide evidence of deeper learning. Goochland County Public Schools. Goochland, VA.

Mentor Training. (2018, October/November). Provided comprehensive, two-day training to mentor teachers and division administrators in support of the school division's teacher mentoring program. York County School Division. Yorktown, VA.

Developing Signature Performance Assessments. (2018-2019). Led a series of half-day and full-day workshops for instructional leaders through the Department of Curriculum, Instruction, and Assessment in Hampton City Schools to design and develop signature performance assessments as part of the division's vision of and initiative toward balanced assessment practices in the division. Hampton, VA.

Teaching and Assessing with Primary Sources. (2018, Spring). Led a four-day series of workshops in collaboration with Library of Congress Staff on the design and development of performance assessments in secondary history for a 14 design teams from Superintendent's Region 8. Cumberland, VA.

Development of a Balanced Approach to Assessment. (2017-2018). Led a series of workshops for instructional leaders through the Department of Curriculum, Instruction, and Assessment in Hampton City Schools to evaluate and develop the division's vision of and plan for balanced assessment practices in the division. Hampton, VA.

Curriculum Development. (2017). Led a series of workshops for the teachers, departmental leaders, and central office administrators in Amelia County Public Schools to develop the division's math curriculum. Amelia County, VA.

Developing Performance-Based Assessments in Social Studies. (2017). Led a multi-day professional development series for social studies teachers and instructional leaders on the development of performance-based assessments in social studies. Salem Public Schools. Salem, VA.

Developing Performance-Based Assessments as Local Alternative Assessments. (2017). Led a multi-day professional development series for senior instructional leaders, building-level leaders, and teacher leaders in on the development of performance-based assessments. Mecklenburg County Public Schools. Mecklenburg, VA.

Mentor Training. (2017, September/November). Provided comprehensive, two-day training to mentor teachers and division administrators in support of the school

- division's teacher mentoring program. York County School Division. Yorktown, VA.
- Developing Local Alternative Assessments. (2017, June). Led an intensive two-day workshop and follow-up session for representative teachers and instructional leaders from membership school divisions in Superintendents Region 8. Crew, VA.
- Performance Assessment Institute. (2017, June). Led a multi-day professional development series for senior instructional leaders, building-level leaders, and teacher leaders in on the development of performance-based assessments. Rockingham County Public Schools. Rockingham, VA.
- Developing Performance-Based Assessments for Innovating Teaching and Learning. (2017, Summer). Led a multi-day professional development series for senior instructional leaders, building-level leaders, and teacher leaders in two partnering school divisions on the development of performance-based assessments. Goochland County Public Schools and Chesterfield County Public Schools. Goochland County, VA.
- Developing Local Alternative Assessments. (2017). Led an intensive two-day workshop and follow-up session for a team of senior instructional leaders, building-level leaders, and teacher leaders on the development of local alternative assessments. Middlesex County Public Schools. Middlesex County, VA.
- Developing Local Alternative Assessments. (2017). Provided ongoing consultation to the senior instructional leadership team, building-level leaders, and teacher leaders on the development of local alternative assessments. Stafford County Public Schools. Stafford County, VA.
- Evaluation of the HEAL Program. (2016-2017). Contributed to the design of the implementation evaluation of the HEAL program, a program designed for adult English language learners to prepare them to navigate their health needs and interactions with healthcare providers. Literacy for Life. Williamsburg, VA.
- Mentor Training. (2016, September/December). Provided comprehensive, two-day training to mentor teachers and division administrators in support of the school division's teacher mentoring program. York County School Division. Yorktown, VA.
- Assessment Literacy: Developing Common Assessments in High School Core Subjects. (2016-2017). Co-led (with Kristi Wagner and Connie Shepard) a half-year series of workshops with core subject departments of three high schools in Williamsburg-James City County Public Schools. Williamsburg, VA.

Curriculum Evaluation and Development. (2016-2017). Led a series of workshops for the teachers, departmental leaders, and central office administrators in Amelia County Public Schools to evaluate and develop the division's English and History/Social Science curricula. Amelia County, VA.

Designing and Developing Local Alternative Performance-Based Assessments. (2016, Fall). Led four follow-up workshops for teams of instructional leaders (teachers and building- and division-level administrators) representing 11 school divisions in Superintendents' Region 3 on the design, development, and use of performance-based assessments as alternatives to state standardized assessments. Richmond County, VA.

Curriculum Evaluation and Development. (2016). Led a series of workshops for the Department of Curriculum and Instruction leadership team in Hampton City Schools to evaluate and develop the division-level core curriculum. Hampton, VA.

Designing and Developing Local Alternative Performance-Based Assessments. (2015-2016). Co-led four follow-up workshops for teams of instructional leaders (with Leslie Grant) a selective Local Alternative Assessment Design Team comprised of teachers and building- and division-level administrators representing 11 school divisions in Superintendents' Region 8 on the design, development, and use of performance-based assessments as alternatives to state standardized assessments. Also provided two regional professional development sessions for teachers on the design and use of performance-based assessments. Chase City, VA.

Designing and Developing Local Alternative Performance-Based Assessments. (2015-2016). Led four workshops for the Local Alternative Assessments (LAA) Design Teams of Fredericksburg City Schools and King George County Public Schools, and also conducted four professional development workshops for the core and special education faculty of Lafayette Upper Elementary School on the design and development of PBAs. Fredericksburg, VA.

Designing and Developing Local Alternative Performance-Based Assessments. (2015, Fall). Led four follow-up workshops for teams of instructional leaders (teachers and building- and division-level administrators) representing 11 school divisions in Superintendents' Region 3 on the design, development, and use of performance-based assessments as alternatives to state standardized assessments. Caroline County, King George County, Mathews County, and Richmond County, VA.

Strategic Planning. (2015, September-November). Led the school-based leadership team through a multi-day strategic planning initiative, with the expressed goal of achieving full accreditation for the school and of articulating a realistic yet unique and aspirational vision for the school. Sherwood Forest Elementary School. Norfolk, VA.

Creating Common Formative Assessments: Year 2. (2015-2016). Co-led (with Leslie Grant) a year-long series of workshops for elementary teachers in the creation and use of common formative assessments as well as the design and development of performance-based assessments to be administered in lieu of SOL tests. Charles City County Public Schools. Charles City, VA.

Constructing and Using Valid and Reliable Common Assessments: Year 3. (2015-2016). Continued to lead a series of job-embedded, on-going workshops with teaching teams and specialists in grades K-5 in a Title I school. Sherwood Forest Elementary School. Norfolk, VA.

Assessment Literacy: Developing Common Assessments in High School Core Subjects. (2015-2016). Co-led (with Leslie Grant) a year-long series of workshops with teams of instructional leaders (teachers and building- and division-level administrators) representing three comprehensive high schools in Williamsburg-James City County Public Schools. Williamsburg, VA.

Designing and Developing Performance-Based Assessments for Aesthetics and Enterprise Teachers. (2015, July/August). Co-led (with Leslie Grant) a three-part series of workshops with teams of instructional leaders (teachers and building- and division-level administrators) representing 12 schools in Williamsburg-James City County Public Schools. Williamsburg, VA.

Designing and Developing a Relevant and Rigorous Middle School English Curriculum. (2015-2016). Led a multi-session series of workshops for the middle grades English department and instructional leaders of Buckingham County Middle School. Buckingham County, Virginia.

Creating and Using Performance-Based Assessments in Science and History. (2015, Spring and Summer). Co-led (with Leslie Grant) a five-part series of workshops over the course of a half-year for teams of instructional leaders (teachers and building- and division-level administrators) representing 12 school divisions in Superintendents' Region 8 of Virginia on the design, development, and use of performance-based assessments as alternatives to state standardized assessments. Chase City, VA.

Designing and Developing Local Alternative Performance-Based Assessments. (2015, Spring). Led a four-part, semester-long series of workshops for teams of instructional leaders (teachers and building- and division-level administrators) representing 11 school divisions in Superintendents' Region 3 on the design, development, and use of performance-based assessments as alternatives to state standardized assessments. Spotsylvania, VA.

Creating Common Formative Assessments. (2014-2015). Co-led (with Leslie Grant) a semester-long series of workshops for elementary teachers in the creation and use

- of common formative assessments. Charles City County Public Schools. Charles City, VA.
- Constructing and Using Valid and Reliable Common Assessments: Year 2. (2014-2015). Continued to lead a series of job-embedded, on-going workshops with teaching teams and specialists in grades K-5 in a Title I school. Sherwood Forest Elementary School, Norfolk, VA.
- Strengthening the Validity of Teacher-Made Assessments: Connecting Curriculum, Instruction, and Student Learning. (2014, August/October). Led an initial full-day session and a half-day follow-up workshop for school-based and division-level instructional leaders. Powhatan County Public Schools. Powhatan, VA.
- Creating Common Formative Assessments. (2014-2015). Co-led (with Leslie Grant) a year-long series of workshops for teachers in four elementary schools in the creation of common formative assessments. Williamsburg-James City County Public Schools. Williamsburg, VA.
- Assessment Literacy for Instructional Leaders and Classroom Teachers in Superintendents' Region 8. (2014, June-October). Co-led (with Leslie Grant) a series of workshops for the Region 8 consortium of 12 rural public school divisions focusing on the creation and use of valid and reliable teacher-made assessments of student learning. Chase City, VA.
- Constructing and Using Valid and Reliable Common Assessments in Mathematics, Grades 2-5. (2014, January-April). Led a series of workshops with mathematics teachers in Grades 2-5 in a Title I school, focusing on the creation and use of valid and reliable teacher-made assessments of student learning. Sherwood Forest Elementary School. Norfolk, VA.
- Assessment Literacy: Strengthening the Validity of Teacher-Made Assessments. (2014-2015). Led a series of one-day workshops for division- and building-level instructional leaders on principles and techniques for strengthening teachers' use of classroom assessments. Hampton, VA.
- Creating Common Formative Assessments. (2013-2014). Co-led (with Leslie Grant) a year-long series of workshops for teachers and administrators in four Title I elementary schools and three middle school teachers, as well as a team of Central Office curriculum coordinators, in the creation of common formative assessments. Williamsburg-James City County Public Schools. Williamsburg, VA.
- Assessment Literacy for Student Achievement Goal Setting. (2013, July/September). Co-led (with Leslie Grant) two state-wide Teacher Evaluation Institutes for the Virginia Department of Education. Charlottesville/Richmond, VA.

- Constructing and Using Valid and Reliable Assessments in K-5 Mathematics. (2012-2013). Led a series of workshops with a vertical team of K-5 mathematics teachers in a Title I school, focusing on the creation and use of valid and reliable teacher-made assessments of student learning. James River Elementary School. Williamsburg, VA.
- Constructing and Using Valid and Reliable Assessments in Social Studies. (2012-2013). Led a series of workshops with a vertical team of K-12 Social Studies Lead Teachers and division Coordinator in the creation and use of valid and reliable teacher-made assessments of student learning. Hanover County Public Schools. Hanover, VA.
- Constructing and Using Valid and Reliable Assessments in the Classroom. (2011, Fall). Led a series of workshops with a team of interdisciplinary teachers and building leaders in the creation and use of valid and reliable teacher-made, curriculum-based assessments of student learning. New Kent County Public Schools. New Kent, VA.
- Constructing and Using Valid and Reliable Assessments in the Classroom. (2011, Fall). Led a series of workshops with a team of interdisciplinary teachers and building leaders in the creation and use of valid and reliable teacher-made, curriculum-based assessments of student learning. Hornsby Middle School. Williamsburg, VA.
- Constructing and Using Valid and Reliable Assessments in the Classroom. (2009-2010). Led a series of workshops with district and building leaders and with a team of 16 instructional leaders K-12 in the creation and use of valid and reliable teacher-made, curriculum-based assessments of student learning. Poquoson City Public Schools. Poquoson, VA.
- How to Construct and Use Valid Assessments in the Classroom. (2008, Fall). Led a series of workshops with more than 25 classroom teachers across subject areas, as well as a team of district coordinators, in the creation and use of valid and reliable teacher-made, curriculum-based assessments of student learning. Presented for the York County School Division Professional Development Academy. Yorktown, VA.
- Constructing and Using Valid and Reliable Assessments in the Classroom. (2008, Spring). Led a series of workshops with more than 50 math, reading/language arts, and special education classroom teachers, as well as a team of district and building-level administrators, in the creation and use of valid and reliable teacher-made, curriculum-based assessments of student learning. Peasley and Page Middle Schools. Gloucester, VA.
- Creating Classroom Assessments of Learning. (2008, Spring). Led a series of workshops with more than 60 classroom teachers across subject areas and grade levels in the

- creation and use of valid and reliable teacher-made, curriculum-based assessments of student learning. (Year 2 of a two-year project.) Berkeley Middle School. Williamsburg, VA.
- How to Construct and Use Valid Assessments in the Classroom. (2008, Fall). Led a series of workshops with more than 25 classroom teachers across subject areas, as well as a team of district coordinators, in the creation and use of valid and reliable teacher-made, curriculum-based assessments of student learning. Presented for the York County School Division Professional Development Academy. Yorktown, VA.
- Organizational Strategic Planning. (2007, Spring). Led a strategic planning process for an elected lay board and professional staff for two premier, non-profit soccer clubs that were merging into one unified organization. Virginia Legacy Soccer Club. Williamsburg, VA.
- Mentor Training. (2007-2008). Provided comprehensive training to mentor teachers and lead mentors in support of the school division's teacher mentoring program. Williamsburg-James City County Schools. Williamsburg, VA.
- Creating Classroom Assessments of Learning. (2007, Spring). Led a series of workshops with more than 60 classroom teachers across subject areas and grade levels in the creation and use of valid and reliable teacher-made, curriculum-based assessments of student learning. Berkeley Middle School. Williamsburg, VA.
- Mentor Program Development. (2007-2008). Led the development and design of a comprehensive division-level mentoring program for new teachers. Williamsburg-James City County Schools. Williamsburg, VA.
- Mentor Training. (2006-2007). Provided comprehensive training to mentor teachers and lead mentors in support of the school division's teacher mentoring program. Williamsburg-James City County Schools. Williamsburg, VA.
- Goal Setting Professional Development Training. (2006). Collaboratively designed and developed a training-of-the-trainers workshop to implement the goal setting component of the new teacher evaluation system for Miami-Dade County Public Schools. Miami-Dade County, FL.
- Mentor Program Development. (2006). Facilitated and developed a comprehensive plan for the division-level mentoring program. York County School Division. Yorktown, VA.
- Leadership Development in Teacher Supervision and Evaluation. (2004-2005). Provided job-embedded professional development to a school-level administrative team focusing on issues of teacher supervision, teacher evaluation, program evaluation,

- and teacher professional development. Hopewell City Public Schools. Hopewell, VA.
- Mentor Training. (2003-2010). Annually provided comprehensive training to mentor teachers and lead mentors in support of the school division's teacher mentoring program. York County School Division. Yorktown, VA.
- Curriculum Mapping. (2003-2004). Led faculty and administration through a comprehensive mapping, assessment, and revision of the school curriculum. Rawls Byrd Elementary School, Williamsburg-James City County Schools. Williamsburg, VA.
- Teacher Recruitment and Retention in Hard-to-Staff Schools. (2003-2004). Provided conceptual support and assistance in the development of and successful attainment of a state grant for a comprehensive system for attracting, developing, and retaining teachers in this rural district. Lancaster County Public Schools. Lancaster County, VA.
- High School Program Planning Community Focus Groups. (2002). Designed, provided training for, and conducted a series of community focus groups on the issue of program planning as part of the school division's long-range curricular and facilities planning efforts. Williamsburg-James City County Public Schools. Williamsburg, VA.
- Teacher Compensation System Restructuring. (2002). Conducted a comprehensive study on teacher compensation and prepared a proposal for restructuring the teacher compensation system based on pay-for-performance principles. Alexandria City Public Schools. Alexandria, VA.
- Teacher Evaluation Training. (2001). Conducted training for school administrators on implementing a comprehensive teacher evaluation system. DuPont Partnership Schools, Consortium of Eastern Virginia Rural School Divisions. Williamsburg, VA.
- Teacher and Administrator Evaluation Systems. (1999). Conducted a content analysis and contributed to the authorship of components of teacher, principal, and central office administrator evaluation systems. Hampton Public Schools. Hampton, VA.
- Teacher and Administrator Evaluation Systems. (1998-1999). Conducted a content analysis and contributed to the authorship of components of teacher, principal, and central office administrator evaluation systems. Virginia Beach Public Schools. Virginia Beach, VA.
- Teacher and Administrator Evaluation Systems. (1998). Conducted a content analysis and contributed to the authorship of components of teacher, principal, and central

office administrator evaluation systems. Muncie Community Schools. Muncie, IN.

Program Evaluation. (1994). Assisted in a comprehensive organizational analysis of the school, including an analysis of compensation and benefits and a study of staffing standards for mechanical, grounds, and custodial personnel. Virginia School for the Deaf and Blind. Hampton, VA.

PROFESSIONAL CREDENTIALS

Collaborative Institutional Training Initiative (CITI) Certification (November 2023-November 2026). Record #58256895.

Virginia Postgraduate Professional Teacher's License (1991-2034)

- Secondary Principalship
- Middle School Principalship
- Elementary Principalship
- Secondary English Education
- Middle School Education

Virginia Superintendent's License (2007-2034)

NCATE/VDOE Board of Examiners trained (2004)

PROFESSIONAL AFFILIATIONS

AACTE	American Association of Colleges for Teacher Education (2001-2016) Topical Action Group: Assessment of and for Student Learning (Charter Member and At-Large Representative)
AERA	American Educational Research Association (2001-present) <ul style="list-style-type: none">▪ Division A— Administration, Organization, & Leadership▪ Division B—Curriculum Studies▪ Division H—Research, Evaluation, & Assessment in Schools<ul style="list-style-type: none">• Classroom Assessment Special Interest Group▪ Division K—Teaching and Teacher Education
ASCD	Association of Supervision and Curriculum Development (1995-present)
ATE-VA	Association of Teacher Educators—Virginia (2009-2014)
CREATE	Consortium for Research on Educational Accountability and Teacher Evaluation (1997-2022)
IAEA	International Association for Educational Assessment (2023-present)

ISEP	International Society for Educational Planning (1993-1997)
KDP	Kappa Delta Pi (1991-1998)
NASSP	National Association of Secondary School Principals (1997-2001)
NASDTEC	National Association of State Directors of Teacher Education and Certification (2001-2005)
NCME	National Council on Measurement in Education (2021-present)
PDK	Phi Delta Kappa (1996-2008)
VASSP	Virginia Association of Secondary School Principals (1997-2001)
VASCD	Virginia Association for Supervision and Curriculum Development (2003-present)— <i>Transitioning to VATLL (Virginia Association for Teaching, Learning, & Leading)</i>
VACTE	Virginia Association of Colleges for Teacher Education (2001-2005; 2008-2014)
VERA	Virginia Educational Research Association (1999-2000; 2009-2010)