



College of Education

# The Centrality of Education Science in the Contemporary Research University

Wednesday, November 7, 2018

2:00 pm - 4:00 pm, EMU Redwood Room

4:15 pm - 6:30 pm, Reception

## Distinguished Panelists



### **Darleen Opfer** **RAND Corporation**

Dr. V. Darleen Opfer is Vice President of RAND Education and Labor and holds the Distinguished Chair in Education Policy at the RAND Corporation. She served as director of RAND Education since 2011 and was promoted to Vice President for the RAND Education and Labor research division in 2018; from 2005 to 2011, she was director of research and senior lecturer in research methods and school improvement at the University of Cambridge's (England) Faculty of Education. Opfer has conducted policy research studies for a number of local, state, and national governments on issues that affect teachers and schools, including recruitment and retention, professional development, and impact of policies on teacher practice. In 2014, she was selected as a Thomas J. Alexander Fellow by the OECD where she used TALIS 2013 data to explore conditions that support teacher professional development. Her research also includes national studies of teacher professional development for England and Turkey, a study of teacher professional development and its relationship to school outcomes in six U.S. states, and a study of recruitment and retention of teachers and school leaders for the Scottish Government.

In recent years, she's conducted a series of studies to better understand the conditions that support improvements in teaching and learning. She currently leads the TALIS Video Study funded by the OECD; a study using video observation, surveys, and student achievement tests to explore the association between teaching practices and student outcomes in eight countries. In 2015, the Helmsley Trust funded her and Julia Kaufman to conduct a longitudinal study of teachers' implementation of state standards and curricula. With Brian Stecher, in 2014 she launched RAND's American Teacher Panel and American School Leader Panel which are two nationally representative longitudinal panels of teachers and school leaders in the United States who respond to surveys three to four times per year to track impacts of education policies. She is just starting a new study, funded by the Bill and Melinda Gates Foundation to study Coherent Instructional Systems that support teaching and learning.

Opfer currently serves as an advisor to the Israel Ministry of Education and the Norwegian Directorate for Education and Training. She has previously served as an advisor to the National Council for Education Research and Training, India. She also served as a consultant for the U.S. Agency for International Development, working on the Increased Access to Quality Education and Training Initiative in South Africa. Opfer is the author of numerous books, reports, and journal articles and has presented to practitioners, researchers, and policymakers worldwide. Opfer holds a Ph.D. in education policy studies from the University of Virginia and B.A. from Stetson University.

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**Frank Worrell**  
**University of California, Berkeley**

Frank C. Worrell received Bachelor's and a Master's degrees in Psychology at the University of Western Ontario and a Ph.D. in School and Educational Psychology at the University of California, Berkeley. Currently, he is a Professor in the Graduate School of Education at the University of California, Berkeley, where he serves as Director of the School Psychology program, Faculty Director of the Academic Talent Development Program, and Faculty Director of the California College Preparatory Academy. He also holds an affiliate appointment in the Social and Personality Area in the Department of Psychology, and was a Visiting Professor in the School of Learning, Development, and Professional Practice in the Faculty of Education and Social Work at the University of Auckland, New Zealand from 2014 to 2017. His areas of expertise include academic talent development/gifted education, at-risk youth, cultural identities, scale development and validation, teacher effectiveness, time perspective, and the translation of psychological research findings into school-based practice.

A member of the editorial boards of several journals, Dr. Worrell was Editor of Review of Educational Research (2012–2016) and has also served on committees of the American Psychological Association (APA), the American Educational Research Association, and the National Association for Gifted Children. He served as a Council Representative for the School Psychology Division of APA from 2010 – 2015, and is a current Member at Large on the APA Board of Directors (2016–2018). Dr. Worrell is a Fellow in Divisions 5, 15, 16, 45, and 52 of APA, a Fellow of the Association for Psychological Science, a Fellow of the American Educational Research Association, and an elected member in the Society for the Study of School Psychology. In 2011, Dr. Worrell received the Chancellor's Award for Advancing Institutional Excellence from UC Berkeley, and was one of two recipients of the 2013 Distinguished Scholar Award from the National Association for Gifted Children. In 2015, he received the Distinguished Contributions to Research Award from the Division 45 of APA, the Society for the Psychological Study of Culture, Ethnicity, and Race, and in 2018, he was elected to the National Academy of Education and received the Outstanding International Psychologist Award from Division 52 (International Psychology) of APA. Dr. Worrell has ongoing international collaborations in China, Ethiopia, Germany, Iran, Israel, Italy, Japan, New Zealand, Nigeria, Peru, Slovenia, Sweden, Turkey, and the United Kingdom.



**Catherine Bradshaw**  
**University of Virginia**

Dr. Catherine Bradshaw is a Professor and the Associate Dean for Research and Faculty Development at the Curry School of Education at the University of Virginia. Prior to her current appointment at U.Va., she was an Associate Professor and the Associate Chair of the Department of Mental Health at the Johns Hopkins Bloomberg School of Public Health, where she maintains an adjunct faculty position. She holds a doctorate in developmental psychology from Cornell University and a master's of education in counseling and guidance from the University of Georgia.

Her primary research interests focus on the development of aggressive behavior and school-based prevention. She collaborates on research projects examining bullying and school climate; the development of aggressive and problem behaviors; effects of exposure to violence, peer victimization, and environmental stress on children; children with emotional and behavioral disorders and autism; and the design, evaluation, and implementation of evidence-based prevention programs in schools. She has led a number of federally funded randomized trials of school-based prevention programs, including Positive Behavioral Interventions and Supports (PBIS) and social-emotional learning curricula. She also has expertise in implementation science and coaching models.

Dr. Bradshaw works with the Maryland State Department of Education and several school districts to support the development and implementation of programs and policies to prevent bullying and school violence, and to foster safe and supportive learning environments. She collaborates on federally-funded research grants supported by the NIMH, NIDA, CDC, NIJ, U.S. Department of Education, and the Institute of Education Sciences. She has published over 200 peer-reviewed articles and chapters in edited volumes. She was previously the Associate Editor for the Journal of Research on Adolescence and is currently the editor of Prevention Science. She is a coeditor of the Handbook of School Mental Health (2014) and the editor of Handbook on Bullying: A Life Course Perspective (2017).



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**Erin Chaparro**  
**University of Oregon**

Dr. Erin Chaparro is a Research Assistant Professor within the Special Education and Clinical Sciences Department and the Educational and Community Supports Research Unit within the University of Oregon College of Education. Dr. Chaparro is currently the co-principal investigator of a U.S. Department of Education-funded randomized controlled trial examining English language instruction for middle school newcomer students. The study titled, “An Investigation of Direct Instruction Spoken English for At-Risk English Learners” is currently taking place in Texas and Washington states and will be active through 2018-2019.

For the past 10 years Dr. Chaparro has worked with districts and schools to implement multi-tiered systems of support (MTSS) for literacy and positive behavior supports. She currently works for the National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) through the UO research center Educational and Community Supports. From 2008 through 2016 Dr. Chaparro worked closely with the UO research unit Center on Teaching and Learning and the Oregon Department of Education on the Oregon Scaling Up Effective Behavior and Instructional Schoolwide Systems (EBISS) grant. The EBISS teaming framework and the Systems Coach Self Assessment she developed with colleagues provide a model for the blending of behavior and academic data-based decision making within a tiered system of support. In spring 2016 she worked with the Oregon Department of Education to develop their Oregon MTSS Project which awards over 5 million dollars to the state of Oregon over five years to train and mentor MTSS coaches in regional hubs.

Dr. Chaparro has worked with state departments of education across the country (i.e. South Dakota, Utah, New Mexico, Arizona, Alaska, Wyoming, and Colorado) on the topic of effective and explicit instruction and assessment for at-risk learners with an emphasis on English language learners. She has worked as a school psychologist, a school counselor, and a special education teacher.

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