

## Short Curriculum Vitae

### Sheryl S. Lazarus

#### **SUMMARY OF RELATED EXPERIENCE**

Dr. Lazarus is the Director of the National Center on Educational Outcomes (NCEO). In this position, she addresses special education policy issues related to the inclusion of students with disabilities, English learners (ELs), and ELs with disabilities in instruction and assessments. Her areas of focus include: assessment participation, accessibility and accommodations in instruction and assessments, alternate assessments, technology-enhanced assessments, interim assessments, formative assessment practices, research design (including cost-analyses), and data-driven decision-making.

#### **PRESENT POSITION**

Director, National Center on Educational Outcomes (2019 – present)  
Senior Research Associate, Institute on Community Integration (2011 – present)

#### **EDUCATION**

Ph.D., University of Minnesota, Minneapolis, MN; Educational Policy and Administration; 2004  
M.S., Pennsylvania State University, University Park, PA; Agricultural Economics; 1978  
B.A., Susquehanna University, Selinsgrove, PA; Economics and History; 1976

#### **SELECTED PROFESSIONAL ACTIVITIES**

##### **Funded Projects – Selected Examples**

TIES Center – National Technical Assistance Center for Inclusive Practices and Policies, 2017 – 2022  
National Center on Educational Outcomes – National Center on Participation in and Performance on State and District Assessments, 2016 – 2021  
Improving Instruction for English Learners Through Improved Accessibility Decisions, 2016 – 2021  
General Supervision Enhancement Grant Project on Behalf of the Alabama Department of Education, 2010 – 2103

##### **Technical Advisory Committees**

New Mexico Assessment Technical Advisory Committee (TAC), 2019 – present  
Alabama Assessment Technical Advisory Committee (TAC), 2017 – present  
Ohio Assessment Technical Advisory Committee (TAC), 2016 – present  
Tennessee Assessment Technical Advisory Committee (TAC), 2012 – 2018

##### **Peer Review**

Assessment Peer Review, Office of Elementary and Secondary Education (OESE), US Department of Education, 2017 – 2021  
Race to the Top – District Grant Review, US Department of Education, 2012, 2013  
ESEA (Elementary and Secondary Education) Flexibility Requests, US Department of Education, 2012

**Professional Affiliations – Selected Examples**

American Speech-Language-Hearing Association (ASHA)  
 Council for Exceptional Children (CEC)  
 National Council on Measurement in Education (NCME)  
 TASH

**Editorial Board**

*Journal of Special Education*, 2009 - present

**SELECTED PUBLICATIONS/PRESENTATIONS**

**Lazarus is an author of 10 book chapters. Among her recent chapters are:**

Lazarus, S.S. (in press). How the provision of accessibility supports and accommodations has changed across the years (sidebar). In J. Ysseldyke, & E. Chaparro (Eds.). *Assessment in special and inclusive education (14<sup>th</sup> edition)*. Pro-Ed, Inc.

Thurlow, M.L., Quenemoen, R.F., & Lazarus, S.S. (2019). Leadership for improve student outcomes. In J. Crockett, B. Billingsley, & M. Boscardin (Eds.), *The handbook of leadership & administration for special education (2<sup>nd</sup> edition)*. Routledge.

Thurlow, M.L., Lazarus, S.S., & Christensen, L. L., (2013). Accommodations for assessment. (311-327). In Cook, B.G. & Tankersley, M. (Eds.), *Research-based practices in special education*. Pearson Education, Inc.

**Lazarus is an author of 23 papers in refereed journals and numerous articles in other outlets. Among these are:**

Larson, E. D., Thurlow, M. L., Lazarus, S. S., & Liu, K. K. (2020). Paradigm shifts in states' assessment accessibility policies: Addressing challenges in implementation. *Journal of Disability Policy Studies*, 30(4), 244–252. <https://doi.org/10.1177/1044207319848071>

Johnstone, C., Lazarus, S., Lazetic, P., & Nikolic, G. (2019). Resourcing inclusion: Introducing finance perspectives to inclusive education policy rhetoric. *Prospects: Comparative Journal of Curriculum, Learning, and Assessment*. 47, 339–359. doi:10.1007/s11125-018-9432-2

Lazarus, S.S., Van den Heuvel, J.R., & Thurlow, M.R. (2017). Using k-12 lessons learned about how to balance accessibility and test security to inform licensure, credentialing, and certification exam policies. *Journal of Applied Testing Technology (JATT)*. 18(1), 1-11.

Kopriva, R., Thurlow, M.L., Perie, M., Lazarus, S.S., & Clark, A. (2016). Assessment of all students: Validity and fairness of assessments designed to support classroom instruction. *Educational Psychologist*. 51(1), 108-128. doi: 10.1080/00461520.2016.1158111

Thurlow, M.L., Wu, Y., Lazarus, S.S. & Ysseldyke, J.E. (2016). Special education—nonspecial education achievement gap in math: Effects of reporting methods, analytical techniques, and reclassification. *Exceptionality*. 24(1), 32-44. DOI: 10.1080/09362835.2014.986614

Lazarus, S.S., Thurlow, M.L., Ysseldyke, J. E., & Edwards, L.M. (2015). An analysis of the rise and fall of the AA-MAS policy. *Journal of Special Education*. 48(4), 231-242. doi: 10.1177/0022466912472237

**Lazarus is an author of more than 150 reports from federally funded projects and other sources. Some of these reports are:**

Lazarus, S. S., Liu, K. K., Hinkle, A. R., & Thurlow, M. L. (2021, August). *Getting ready for the 2021-22 school year: Frequently asked questions (FAQs) about testing children with disabilities* (NCEO Brief #26). National Center on Educational Outcomes.

Browder, D. M., Lazarus, S. S., & Thurlow, M. L. (2021, May). *Alternate interim assessments for students with the most significant cognitive disabilities* (NCEO Brief #23). National Center on Educational Outcomes.

Lazarus, S. S., Hinkle, A. R., Liu, K. K., Thurlow, M. L., & Ressa, V. A. (2021). *Using interim assessments to appropriately measure what students with disabilities know and can do: Advisory panel takeaways and NCEO recommendations* (NCEO Report 427). National Center on Educational Outcomes.

Lazarus, S. S., Hayes, S. A., Nagle, K., Liu, K. K., Thurlow, M. L., Dosedel, M., Quanbeck, M., & Olson, R. (2021). *The role of assessment data in state systemic improvement plans (SSIPs): An analysis of FFY 2018 SSIPs* (NCEO Report 425). National Center on Educational Outcomes.

Rogers, C. M., Lazarus, S. S., & Thurlow, M. L. (2021). *A summary of the research on the effects of K–12 test accommodations: 2018* (NCEO Report 423). National Center on Educational Outcomes.

Albus, D. A., Lazarus, S. S., & Thurlow, M. L. (2020). *2017–2018 Publicly reported assessment results for students with disabilities and English learners with disabilities* (NCEO Report 419). National Center on Educational Outcomes.

Brookhart, S., & Lazarus, S. S. (2020). *Pre-assessment to plan instruction for students with disabilities during distance learning* (NCEO Brief #21). National Center on Educational Outcomes.

Liu, K. K., Lazarus, S. S., Thurlow, M. L., Jarmin, J., Ward, J., & Christensen, L. (2020). *Updated assessment principles and guidelines for English learners with disabilities* (NCEO Report 424). National Center on Educational Outcomes.

Liu, K. K., Lazarus, S., Thurlow, M. L., Stewart, J., & Larson, E. (2020). *A summary of the research on test accommodations for English learners and English learners with disabilities: 2010-2018*. Improving Instruction for English Learners through Improved Accessibility Decisions.

Liu, K. K., Thurlow, M. L., Lazarus, S. S., & Dosedel, M. (2020). *A literature review of evidence-based literacy assessment and instruction practices for English learners with significant cognitive disabilities* (NCEO Report 422). National Center on Educational Outcomes.

Thurlow, M. L., Ghere, G., Lazarus, S. S., & Liu, K. K. (2020). *MTSS for all: Including students with the most significant cognitive disabilities*. National Center on Educational Outcomes/TIES Center.

Lazarus, S. S., Ryndak, D., Howley, C., McDaid, P., Liu, K., Taub, D., Howley, A., Cosier, M., Clifton, J., Telfer, D., Holden, K., Thurlow, M., & Vandercook, T. (2019). *Using systems change efforts to implement and sustain inclusive education practices in general education settings for students with the most significant cognitive disabilities: A review of the literature* (TIES Center Report 102). TIES Center.

**Lazarus made presentations at more than 175 international, national, regional, state, and local conferences. Some of these presentations are:**

Lazarus, S.S., Hinkle, A.R., & Bowman, T. (2021). *Including students with disabilities in interim assessments*. Office of Special Education Programs (OSEP) Leadership and Project Directors' Conference, Virtual, July 19-22.

Lazarus, S.S. Forbes, S., Prestridge, S., Ducharme, D, Hinkle, A, & Rogers, C. (2021). *State processes for reviewing individual student unique accommodation requests and including new accommodations in state assessment policies*. National Conference on Assessment, Virtual, June 21-23.

Goldstone, L., & Lazarus, S.S. (2021). *Teachers' and students' experiences using accessibility features and accommodations in the classroom*. Council for Exceptional Children (CEC) Annual Convention, Virtual. March 8-13.

Lazarus, S.S. & Thurlow, M.L. (2020). *Academic standards for students with significant cognitive disabilities*. National DB Summit for State Deaf-Blind Projects, Virtual, October 21.

Lazarus, S.S. & Strunk, K. (2020). *Using formative assessment strategies during distance and hybrid education*. National Association of State Directors of Special Education (NASDSE) Annual Conference, Virtual, September 22-28.

Dolan, B. & Lazarus, S.S. (2020). *Beyond accommodations: Intentional design methods for improving validity when assessing diverse populations*. National Council on Measurement in Education (NCME) Annual Meeting. San Francisco, CA, Apr. 16-20 (conference postponed); presented: Virtual, September 9-11.

Lazarus, S.S. & White, J. (2020). *How do state interpretations of "least restrictive environment" affect student experiences?* Council for Exceptional Children (CEC) Annual Convention, Portland, OR, February 5-8.

Liu, K.K., Dosedel, M., Thurlow, M.L., & Lazarus, S.S. (2020). *Evidence-based literacy practices for English learners with significant cognitive disabilities*. Council for Exceptional Children (CEC) Annual Convention, Portland, OR, February 5-8.

Hinkle, A., Lazarus, S., Peasley, D., & Warren, S. (2019). *Accessibility and accommodations across the comprehensive assessment system: Are the right students receiving the right supports?* National Conference on Student Assessment, Orlando, FL, June 24-26.