

Short Curriculum Vitae

Sheryl Lazarus

National Center on Educational Outcomes (NCEO) • University of Minnesota
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Education

University of Minnesota, Minneapolis MN
Ph.D.: Educational Policy and Administration, 2004
(Minor in Agricultural and Applied Economics)
Licensure: Minnesota K-12 Principal

Pennsylvania State University, University Park PA
M.S.: Agricultural Economics, 1978

Susquehanna University, Selinsgrove PA
B.A.: Economics and History, 1976

Professional Experience

2007 - Present **Director, National Center on Educational Outcomes** (2019 – present);
**Director, National Technical Assistance Center on Inclusive Practices
and Policies (TIES Center)** (2017 – present); **Associate Director,
National Center on Educational Outcomes** (2016 – 2019); **Senior
Research Associate** (2011– present); **Research Associate** (2007 – 2011),
National Center on Educational Outcomes, University of Minnesota,
Minneapolis MN

2007 - 2009, 2016 **Lecturer**, Department of Educational Policy and Administration,
University of Minnesota, Minneapolis MN
*Co-taught (with Lincoln Kallsen) Cost and Economic Analysis in
Educational Evaluation (EdPA 5521/OLDP 5521)*

2005 - 2007 **Research Scientist**, Standards and Review Office, Institute of Education
Sciences (IES), US Department of Education, Washington, DC

Spring 2005 **Economics Instructor** (Temporary, part-time position), Minneapolis
Community and Technical College, Minneapolis MN
*Taught Principles of Macroeconomics (Econ 2000) and Principles
of Microeconomics (Econ 2200)*

2001 - 2005 **Research Associate** (2004–2005); **Research Assistant/Research
Specialist** (2001–2004), National Center on Educational Outcomes,
University of Minnesota, Minneapolis MN

Summer 2000 **Site Administrator (Principal/Administrative Intern)**, Turtle Lake
Elementary Summer School, Mounds View School District (District 621),
St. Paul MN

1982 - 1985 **Research Support Specialist**, Department of Agricultural Economics,
Cornell University, Ithaca NY

1979 - 1981 **Assistant Agricultural Economist**, Department of Agricultural
Economics, University of Illinois, Urbana IL

Funded Projects

PI=Principal Investigator, Co-PI=Co-Principal Investigator

U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, *National Technical Assistance Center for Inclusive Practices and Policies*. \$10 million across 5 years. (2017-present), PI

Assessment Solutions Group, *Feasibility of the Use of the ACT and SAT in Lieu of Florida State Assessments*. \$58,000. (2017), PI

U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, *National Technical Assistance Center to Increase the Participation and Improve the Performance of Students with Disabilities on State and Districtwide Assessments*. \$10 million across 5 years. (2016-2019), Co-PI; (2019-present), PI

U.S. Department of Education, Office of English Language Acquisition, *Improving Instruction for English Learners Through Improved Accessibility Decisions* (National Professional Development Grant). Received. \$2.3 million across 5 years. (2016 – 2019), PI; (2019-present), Co-PI

U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, *National Assessment Center*. \$5 million in funding across 5 years. (2011-present), Co-PI

Partnership for Assessment of Readiness for College and Careers (2015). *PARCC Desk Audit*. \$50,000. (2015). PI.

Rhode Island Department of Education, *Rhode Island Comprehensive Assessment Study*. \$14,000. (2015), PI

Achieve, *Comprehensive Assessment Resource Tool Development*. \$25,000. (2015), PI

Smarter Balanced Assessment Consortia, *Smarter Balanced White Paper on Signing*. \$14,000. (2015), Co-PI

Smarter Balanced Assessment Consortia, *Smarter Balanced Webinar Forums*. \$10,000. (2015), Co-PI

Smarter Balanced Assessment Consortia, *Smarter Balanced Assessment Consortia Research* \$8,000. (2013), Co-PI

Smarter Balanced Assessment Consortia, *Smarter Balanced Framework and Accommodations Manual*. \$10,000. (2013), Co-PI

U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, *General Supervision Enhancement Grant Project on Behalf of the Alabama Department of Education*. \$615,000. (2010-2013), PI

U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, *Technical Assistance Center on Assessment Supplement*. \$1 million. (2010-2012), Co-PI

Alabama State Department of Education, *Alabama GSEG Subcontract*. \$500,000 across 3 years. (2008-2010), Co-PI

U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, *Multi-State GSEG Consortium Toward a Defensible Alternate Assessment Based on Modified Achievement Standards (AA-MAS)*. \$3.8 million across 3 years. (2007-2014), Co-PI

Technical Advisory Committees (TACs)

2019 – present *New Mexico Assessment Technical Advisory Committee (TAC)*

2017 - present *Alabama Assessment Technical Advisory Committee (TAC)*

2016 - present *Ohio Assessment Technical Advisory (TA)*

2012 - 2018 *Tennessee Assessment Technical Advisory Committee (TAC)*

Publications

Refereed Journals

Larson, E. D., Thurlow, M. L., Lazarus, S. S., & Liu, K. K. (In press). Paradigm shifts in states' assessment accessibility policies: Addressing challenges in implementation. *Journal of Disability Policy Studies*.

Johnstone, C., Lazarus, S.S., Lazetic, P., & Nikolic, G. (available via Online First – published March 22, 2018). Resourcing inclusion: Introducing finance perspectives to inclusive policy rhetoric. *Prospects: Comparative Journal of Curriculum, Learning, and Assessment*. Available at: <http://rdcu.be/JEoz> 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.

Van den Heuvel, J.R., Lazarus, S.S., & Thurlow, M.L. (2016, June 13). Are accessibility and exam security mutually exclusive aims? *Certification Magazine*. Available at: <http://certmag.com/accessibility-exam-security-mutually-exclusive-aims/>

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

Book Chapters

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 (2nd Edition)*. London: Routledge.

Reports

Lazarus, S. S., Ryndak, D. L., Howley, C. B., McDaid, P., Liu, K. K., Taub, D., Howley, A., Cosier, M., Clifton, J., Telfer, D., Holden, K., Thurlow, M. L., & 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). Minneapolis, MN: University of Minnesota, The TIES Center.

Warren, S. H., Strunk, K., Lazarus, S. S., & Thurlow, M. L. (2019). *States and districts working together on the 1.0% threshold*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Thurlow, M. L., Test, D. W., Rogers, C. M., Klare, M., & Lazarus, S. S. (2019). *Status of state-defined alternate diplomas in 2018-19* (NCEO Report #416). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Thurlow, M. L., Nye-Lengerman, K., and Lazarus, S. S. (2019). *Suggestions for aligning alternate achievement standards with WIOA*. (NCEO Brief #16). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Lazarus, S. S., Hayes, S. A., Howe, C., D'Agord, C., Liu, K. K., Hawes, M. E., & Thurlow, M. L. (2018). *Using local assessment data to measure progress toward the State-Identified Measurable Result (SIMR)* (NCEO Brief #14). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Vandercook, T., Sabia, R., Shopa, A. & Lazarus, S.S. (2018, November). *10 reasons to support inclusive school communities for ALL students* (Brief #1). Minneapolis, MN: University of Minnesota, TIES Center.

Albus, D. A., Liu, K. K., Lazarus, S. S., & Thurlow, M. L. (2018). *2015-16 publicly reported assessment results for students with disabilities and ELs with disabilities* (NCEO Report 407). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Testimonies

Lazarus, S.S. (2018, September 24). *A truly inclusive society: Encouraging the ability in disability*. Congressional Briefing to the Helsinki Commission (Commission on Security and Cooperation in Europe). Washington, DC. Written statement: https://nceo.umn.edu/docs/OnlinePubs/CongressionalBriefing_Written_Lazarus092418.pdf Video: <https://www.csce.gov/international-impact/events/truly-inclusive-society>

Presentations

Lazarus, S., Wright, K., & Wong, J. (2019). *State-defined alternate diplomas: Implementation and considerations*. Office of Special Education Programs (OSEP) Leadership Conference, Washington DC, July 22-24.

- 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 (NCSA), Orlando, FL, June 24-26.
- Paul, J., Lazarus, S., Javurek, A., Barker, E., & Tosky, B. (2019). *The inconsistencies between state assessment accommodation policies and interim assessment accommodations.* National Conference on Student Assessment (NCSA), Orlando, FL, June 24-26.
- Itamochi, M., Phillips, S., Liu, K., & Lazarus, S. (2019). *Making and implementing accessibility and accommodations decisions in assessment and instruction for English learners.* National Conference on Student Assessment (NCSA), Orlando, FL, June 24-26.
- Wu, Y.C., Thurlow, M.L. & Lazarus, S.S. (2019). *Trends in participation, performance, and accommodations received by special education students.* National Council on Measurement in Education Annual Meeting. Toronto, Canada, April 4-8.
- Lazarus, S., & Strunk, K. (2019). *Successfully making decisions about the use of scribing and speech to text.* Council for Exceptional Children Conference, Indianapolis, IN, Jan. 29 – Feb. 2.
- Lazarus, S., Ryndak, D., & Vandercook, T. (2018). *TIES Center: The National Technical Assistance Center on Inclusive Policies and Practices.* TASH Conference, Portland OR. November 28-30.
- Ryndak, D., Lazarus, S. & Vandercook, T. (2018). *Implementation science and facilitating inclusive education. The TIES Center perspective.* TASH Conference, Portland OR. November 28-30.
- Lazarus, S., Vandercook, T., & Ryndak, D. (2018). *Inclusion: Where have we been? Where are we going?* Office of Special Education Programs (OSEP) Project Directors' Conference, Arlington VA: July 23-25.
- Thurlow, M. & Lazarus, S. (2018). *Do We Know Who Students with Significant Cognitive Disabilities Are?* Office of Special Education Programs (OSEP) Project Directors' Conference, Arlington VA: July 23-25.
- Heritage, M., Lazarus, S., Roeber, E., & Warren, S. (2018). *Formative assessment in action: Highlighting best practices including students with disabilities....and those with significant support needs.* National Conference on Assessment (NCSA), Council of Chief State School Officers (CCSSO), San Diego CA, June 27-29.
- Topol, B., Vergas, V., Perie, M. Christophson, S., Lazarus, S., Olson, J. (2018). *Using the ACT or the SAT in lieu of statewide high school assessments: A comprehensive study of the issues.* National Conference on Assessment (NCSA), Council of Chief State School Officers (CCSSO), San Diego CA, June 27-29.