

Curriculum Vitae

PATRICIA E. CARROLL

University of California, Los Angeles
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EDUCATION

- 2015 Ph.D. University of California, Los Angeles & California State University, Los Angeles
Education/Special Education
Chair: Dr. Alison L. Bailey
Dissertation: *A Mixed Methods Study of Data Use and Policy Implementation: English Language Proficiency Classification, Reclassification, and Educational Programming Decisions for Kindergarten-Twelfth Grade Language Minority Students in One California School District*
- 2012 M.A. University of California, Los Angeles
Education
- 2000 M.A. California State University, Los Angeles
Teaching English to Speakers of Other Languages
- 1998 Cert. California State University, Los Angeles
Clear Single Subject Teaching Credential, English
- 1998 Cert. California State University, Los Angeles
Cross-cultural, Language, and Academic Development Certificate
- 1991 B.A. Taylor University, Upland, Indiana
Business Administration & Physical Education (Individual Goal Oriented)

HONORS AND AWARDS

UCLA Research & Inquiry Conference Paper Award, Second Place, 2014
UCLA Graduate Summer Research Mentorship Award, 2012
UCLA Graduate Summer Research Mentorship Award, 2011

STATISTICAL SOFTWARE SKILLS

Proficient in SPSS; familiar with SAS, STATA, R, and R-studio

PROFESSIONAL EXPERIENCE

- 2015-present Senior Researcher
National Center for Research on Evaluation, Standards, and Student Testing
University of California, Los Angeles
Conducts research on applied measurement in education, including evaluation of English language proficiency assessment systems, content area assessment systems, early literacy instruction, dual language programs, and language policy. Project manager and state liaison for alignment studies of computer adaptive assessments. Conducts program evaluations and provides content and technical advising on assessment system design. Content specialist in English language acquisition and atypical language development, including assessments and score interpretations that pertain to English learners and students with disabilities.
- 2014-2015 Teaching Fellow in Writing Programs
University of California, Los Angeles
Taught English Composition to undergraduate students.
- 2013-2015 Graduate Student Researcher, Social Research Methodology
Community College Pathways Evaluation Project
University of California, Los Angeles
With Dr. Tina Christie (PI) in fulfillment of a Student Access and Success Initiative (SASI) innovation grant, engaged in project planning, creation of measures such as surveys and questionnaires, data collection including focus groups and interviews, qualitative data analysis, and preparation of reports.
- 2013 Graduate Teaching Assistant, Human Development & Psychology
University of California, Los Angeles
Worked with Dr. Alison Bailey in EDUC 187: Educating English Learners: Key Concepts and Considerations for Instruction and Assessment.
- 2012-2013 Graduate Writing Consultant
Graduate Writing Center, University of California, Los Angeles
Facilitated individual writing appointments for all graduate disciplines and led workshops including *Policy and Memo Writing* and *Master's Thesis Boot Camp*.
- 2010-2015 Graduate Research Assistant, Human Development & Psychology
Evaluating the Validity of English-Language Assessments (EVEA) project
University of California, Los Angeles
With Dr. Alison Bailey (PI), responsible for conducting data analysis, developing and presenting conference papers, and preparing manuscripts for publication.
- 2010 Graduate Research Assistant, Human Development & Psychology
Learning in Two Languages Research and Development Project
University of California, Los Angeles
With Dr. Alison Bailey (PI), developed measurement instruments and coded data.

- 2010 Recruitment and Placement Director, Los Angeles Urban Teacher Residency
At California State University, Los Angeles
Center for Collaborative Education, Boston, MA
In fulfillment of a Teacher Quality Partnership Grant (Co-PIs: Dan French, Diane Haager) responsible for recruiting 25 teacher candidates in 6 weeks for the inaugural LAUTR program in secondary math and science at California State University, Los Angeles. Created program name, logo, website, marketing plan, recruitment materials, application materials, and Selection Day activities and materials. Recruited and trained all volunteers for Selection Day activities. Worked collaboratively with several stakeholders including partner organizations, CSULA education dean, LAUSD, and LAUTR curriculum and induction directors to shape program structure, map out curricula, and develop key research and evaluation questions.
- 2009-2010 Graduate Teaching Assistant, Special Education
California State University, Los Angeles
Worked with Dr. Min-Yi Shih in EDUC 400: Foundations of Special Education, and EDSP 409: Assessment, Strategies and Curricular Modifications for Individuals with Exceptional Needs in Diverse Settings.
- 2009-2010 Graduate Research Assistant, Special Education
Literacy Learning Cohort Project, California State University, Los Angeles
With Dr. Diane Haager (PI), collected and coded data and provided professional development related to assessment administration, interpretation, and data use.
- 2009 Guest Lecturer, Teacher Training Institute
University of Southern California
Taught EFL and second language pedagogy to international teachers of English.
- 2003-2009 Senior Educational Consultant
Consortium on Reading Excellence, Inc., Berkeley, California
Provided technical assistance and leadership to districts implementing intervention reading programs (ELA/ELD) K-12 nationwide. Served as project manager, district advisor, and lead consultant in several projects including a multi-year, 27 site \$1M contract with nearly 500 annual scope-of-work days of principal coaching and professional development. Effectively trained, supported, and retained consultants to work in urban and rural program improvement schools. Served as lead presenter for leadership seminars and district-wide curriculum-based training in K-12 ELA, ELD and reading intervention programs, including assessment implementation and data analysis sessions.

- 2001-2003 ESL Lecturer and Marketing Specialist
University of Southern California
At the Language Academy in the Rossier School of Education, taught all levels of the Intensive English Program and English for Special Purposes including Business Writing, Accent Reduction (Business English Institute) and Thesis Writing Workshop (IPPAM). As marketing specialist, incubated slogans and a full-color, multilingual advertising campaign in print and web. Developed recruitment strategies and cultivated relationships with international agents.
- 2000 Graduate Research Assistant
TESOL Project, California State University, Los Angeles
With Dr. Marguerite Ann Snow (PI), collected and coded data from classroom observations.
- 1999-2003 ESL Instructor
Glendale Community College, Glendale, California
In the non-credit ESL department, taught all levels of ESL and specialized courses including vocational ESL, conversational English and citizenship. Wrote curriculum for the Grant for Student Success vertical teaming project.
- 1997-1999 ELD/English Language Arts/History Teacher
Pasadena High School, Pasadena, California
Taught English/History (9-10), English Language Development (9-12), SDAIE History (9-12), and Reading Skills (9-12).
- 1997 EFL Guest Professor/Central Administrator for Educational Services International
Pushkin, RUSSIA
Taught EFL and second language pedagogy to K-12 teachers of English. As a team leader, provided contract support and professional development to other guest professors.
- 1994-1996 Director of Recruitment and Marketing
Educational Services International, Alhambra, California
Created a national advertising campaign and facilitated recruitment of pre-service teachers to serve as volunteers in overseas assignments. Trained and supervised part-time recruiters. Provided professional development for pre-service teachers in TESOL.
- 1992-1994 EFL Guest Teacher/Central Administrator for Educational Services International
Dunaújváros, HUNGARY
Taught EFL in grades 9-12 at a business/economics high school. As a team leader, provided contract support and professional development to other guest teachers throughout Hungary, Romania, and the Czech Republic.

COURSES TAUGHT

University of California, Los Angeles – Teaching Fellow

ENGCOMP 3: Composition, Rhetoric, and Language (undergraduate)

University of California, Los Angeles – Graduate Teaching Assistant

EDUC 187: Educating English Learners: Key Concepts and Considerations for Instruction and Assessment

California State University, Los Angeles - Graduate Teaching Assistant

EDSP 400: Foundations of Special Education

EDSP 409: Assessment, Strategies and Curricular Modifications for Individuals with Exceptional Needs in Diverse Educational Settings

University of Southern California – Lecturer, Rossier School of Education

Teacher Training Institute (TTI)

English as a Foreign Language and second language acquisition pedagogy for international teachers

Language Academy

English as a Second Language, levels 1-5

English for Special Purposes: Business Writing

English for Special Purposes: Accent Reduction

Thesis Writing Workshop (IPPAM)

Glendale Community College – Instructor, Non-Credit English as a Second Language

English as a Second Language, levels 1-5

Vocational English as a Second Language, level 2/3; 4/5

Conversational English

Citizenship

Pasadena High School, Pasadena, California

English Language Development, levels 1-4, grades 9-12

English, grades 9-10

History, grades 9-10

SDAIE History, grades 9-12

Reading Skills, grades 9-12

Leningrad State Regional University, Pushkin RUSSIA

English as a Foreign Language and second language acquisition pedagogy to P-12 teachers of English

Rudas Secondary School of Economics, Dunaijváros HUNGARY

English as a Foreign Language, levels 1-4, grades 9-12

COURSE DEVELOPMENT WORK

University of California, Los Angeles

ENGCOMP 3: Composition, Rhetoric, and Language (undergraduate)

California State University, Los Angeles

EDSP 552: Teaching Students with Reading and Writing Disabilities I [demo syllabus]

PUBLICATIONS

Carroll, P.E., & Bailey, A.L. (2016). Do decision rules matter? A descriptive study of English language proficiency assessment classifications for English-language learners and native English speakers in fifth grade. *Language Testing*, 33 (1), 23-52.

Bailey, A.L., & Carroll, P.E. (2015). The assessment of English language learners in the era of new academic content standards. *Review of Research in Education*, 39, 253-297.

Osipova, A., Prichard, B., Bourdman, A.G., Kieley, M.T., & Carroll, P.E. (2011). Refocusing the lens: Enhancing elementary special education reading instruction through video self-reflection. *Learning Disabilities Research & Practice*, 26(3), 158-171.

CONFERENCE PRESENTATIONS

Carroll, P.E. (2016, April). *Combining scores in English learner reclassification: Aggregates matter but composites rule*. Paper accepted to be presented at the National Council on Measurement in Education Annual Meeting, Washington, D.C.

Carroll, P.E. (2015, May). *A mixed methods study of multivariate data use in one California school district: Impact of combination rules on English learner reclassification K-12*. Paper presented at the UCLA Research and Inquiry Conference hosted by the Graduate School of Education and Information Studies in Los Angeles, California.

Carroll, P.E. (2014, October). *Where policy meets practice: Data use in a Title III program*. Paper presented at the Northeastern Educational Research Association Annual Meeting, Trumbull, CT.

Carroll, P.E. (2014, June). *Classification models and English learner redesignation: High-performing students left behind?* Paper presented at the UCLA Research and Inquiry Conference hosted by the Graduate School of Education and Information Studies in Los Angeles, California.

Carroll, P.E. (2014, April). *Multiple cutoffs, multiple decision rules: The role of measurement error in Title III programs*. Paper presented at the Division D Invited Graduate Student Roundtable at the American Educational Research Association Annual Meeting, Philadelphia, PA.

- Carroll, P.E., & Bailey, A.L. (2014, April). *Classification models and English learner redesignation: High-performing students left behind?* Paper presented at the National Council on Measurement in Education Annual Meeting, Philadelphia, PA.
- Carroll, P.E. (2013, April). *Classification model validity for English language proficiency assessments: Insights from native English speaker performances.* Poster presented at the Division H VP-Invited Graduate Student Poster Session at the American Educational Research Association Annual Meeting, San Francisco, CA.
- Carroll, P.E., & Bailey, A.L. (2013, April). *Language-as-resource in English learner assessment systems: Evaluating the fit of classification models.* Paper presented as part of a roundtable discussion at the American Educational Research Association Annual Meeting, San Francisco, CA.
- Carroll, P.E., & Bailey, A.L. (2013, April). *Combining multiple indicators in classifications of English language proficiency: A descriptive study.* Paper presented at the National Council on Measurement in Education Annual Meeting, San Francisco, CA.
- Carroll, P.E., & Bailey, A.L. (2012, November). *Examining conjunctive and compensatory classification models for an English language proficiency assessment: A descriptive study of English learners and native English speakers.* Presented as a poster at the Conference to Honor Ronald Hambleton, University of Massachusetts: Amherst, MA.
- Carroll, P.E., Bailey, A.L., & St. Michell, W. (2012, April). *What counts as validity in the assessment and classification of English language proficiency?* Poster presented at the American Educational Research Association Annual Meeting, Vancouver, BC, Canada.
- Carroll, P.E. & Coddington, C. (2011, February). *Do you hear what I hear? Effective phonological awareness instruction and assessment in a multilingual classroom.* Presented at 6th Annual ELL Symposium, UCLA Lab School.
- Prichard, B., Osipova, A., & Carroll, P.E. (2010, March). *Refocusing the lens: Enhancing elementary special education reading instruction through self-evaluation.* Poster presented at the Council for Exceptional Children Annual Conference, Nashville, Tennessee.
- Prichard, B., Osipova, A., & Carroll, P.E. (2010, April). *Refocusing the lens: Enhancing elementary special education reading instruction through self-evaluation.* Paper presented at the American Educational Research Association Annual Meeting, Denver, Colorado.
- Carroll, P.E. (2007, April) *The essential components of reading for all language learners.* Presented at the 9th International Conference of Language Examination, Applied and Medicinal Linguistics, Dunaújváros, HUNGARY.

INVITED TALKS

Is it my turn? Language use of a younger brother in a multi-participant context. Presented to graduate students at UCLA in EDUC 217D: Language Development in Education, May 2014.

Women in Higher Education: Language in the “Lean In” era. Presented to graduate students at Chapman University in the Higher Education program, March 2014.

A theory of action for the English language learner assessment system. Presented to undergraduate students at UCLA in EDUC 187: Content Learning, Language, and Literacy Development with School-Age Multilingual Learners, January 2014.

English language proficiency assessments: Investigations of classification validity. Presented to undergraduate students at UCLA in EDUC 187: Educating English Learners: Key Concepts and Considerations for Instruction and Assessment, February 2013.

Reading assessment: Oral fluency. Presented to graduate students at CSULA in EDSP 409: Assessment, Strategies and Curricular Modifications for Individuals with Exceptional Needs in Diverse Educational Settings, November 2009.

Phonological awareness and sound/letter connections. Presented to graduate students at the University of Southern California in the MA TESOL Program, 2008.

The essential components of reading fluency development. Presented to graduate students at UCLA Extension in the Reading Certificate Program, 2006.

PROFESSIONAL SERVICE

2015 – present	Reviewer, <i>American Educational Research Journal</i>
2014 – present	Reviewer, <i>Language Testing</i>
2014 – present	Reviewer, Annual Conference Proposals for the American Educational Research Association, Divisions D, H, and L
2014 – present	Reviewer, Annual Conference Proposals for the Northeastern Educational Research Association
2013 – present	Reviewer, <i>Educational Assessment</i>
2012 – present	Reviewer, Annual Conference Proposals for the National Council on Measurement in Education
2011 – 2012	Volunteer, UCLA Graduate Student Orientation Day
2003	Publicity Co-Chair, CATESOL State Conference
2000	Mentor teacher, CSULA MA-TESOL program

PROFESSIONAL AFFILIATIONS

American Association of Applied Linguistics
American Educational Research Association (Divisions D, H, and L)
National Council on Measurement in Education
Northeastern Educational Research Association
Teachers of English to Speakers of Other Languages

INTERNATIONAL EXPERIENCE

Lived: Hungary, Russia, Italy
Traveled extensively: Eastern and Western Europe
Languages Studied: Spanish (beginner), Hungarian (beginner), Italian (beginner)