# Noelle Griffin

Graduate School of Education & Information Studies

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**EDUCATION: Ph.D., Educational Psychology – 12/00**

Dissertation Achievement Award

University of Southern California

 **M.S.Ed., Counseling Psychology - 6/94**

University of Southern California

 **B.A., Psychology - 3/90**

Summa Cum Laude

 Departmental Highest Honors

 University of California, Los Angeles

**APPOINTMENTS:** **Senior Associate Director** (2012- Present)

**Assistant Director** (2006-2012)

**Senior Researcher/Project Director,** (2001-2006)

**UCLA Center for Research on Evaluation, Standards, and Student Testing**

**Director, Assessment and Data Analysis**

**Loyola Marymount University** (2004-2006)

**Part-time Faculty Member, California Graduate Institute** (2002-2006)

**Associate Director, USC Center on Educational Governance** (1998-2001)

**Research Associate, USC Center on Educational Governance** (1996-1998)

**Research Assistant, USC Counseling Psychology Department** (1992-1995)

**Counselor, USC Career Development Center** (1995-1997)

**Counselor, Mount St. Mary’s College** (1994-1995)

**SELECTED**

**PUBLICATIONS**

**& PRESENTATIONS:** Madni, A., Chung, G. K.W.K., Baker, E. L., & Griffin, N. (2016). Using crowdsourcing as a formative evaluation technique for game icons. In H. F. O’Neil, E. L. Baker, and R. S. Perez (Eds.). *Using games and simulations for teaching and assessment: Key issues.* New York, NY: Routledge/Taylor & Francis.

Madni, A., Griffin, N. C., & Yang, J. S. (2013). *Integrating assessment of SEL into an early childhood science learning context.* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Wang, J., Schweig, J., Griffin, N., Baldanza, M., Rivera, N., & Hsu, V. (2013). *Inspiring Minds Through a Professional Alliance of Community Teachers (IMPACT): Evaluation results of the Cohort 1 math and science apprentice teachers* (CSE Technical Report 826). Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Griffin, N. (2011). *STEM, gaming, and gender: An educational perspective from the US.* Presented at the Women in Games Workshop, Los Angeles, CA.

Griffin, N. C., Silk, Y., Chow, K. A., & Chai, Y. (2011*). Evaluation of the Artist Teacher Collaborative Program: Summary of year 1 findings* (CSE Technical Report 784). Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Griffin, N., Buschang, R.E., Vendlinski, T.P., Delacruz, G.C., & Chung, G.K.W.K. (April, 2010). *Evidence of students’ and teachers’ game preferences, and game effectiveness.* Paper presented at the Annual Meeting of the American Educational Research Association, Denver, CO.

Griffin, N. C, Kim, J., So, Y., & Hsu, V. (2009). *Evaluation of the WebPlay Arts Education Program: Findings from the 2006-07 school year.* (CRESST Report 759). Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Griffin, N. C., & Miyoshi, J. N. (2009). *Third year report: Evaluation of the artful learning program*. (CRESST Report 760). Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Wolf, M. K., Griffin, N.C., Kao, J., Chang, S., & Rivera, N. (2009). *Connecting policy to practice: Accommodations in states’ large-scale math assessments for English language learners.* (CRESST Report 765). Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Baker, E. L., Griffin, N. C., & Choi, K. C. (2008). *The achievement gap in California: Context, status, and approaches to improvement.* Davis, CA: Center for Applied Policy in Education.

Griffin, N. C., & Schumacher, V. (2008). *Implementation of a formative assessment-based middle school math intervention: Findings, considerations and lessons learned.* Presented at the CERA Conference, Rancho Mirage, CA.

Wolf, K. M., Herman, J. L., Bachman, L. F., Bailey, A., &

Griffin, N. C. (2008). *Recommendations* *for Assessing English Learners: English Language Proficiency Measures and Accommodation Uses.* (CRESST Report 737). Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Wolf, K. M., Herman, J. L., Kim, J., Abedi, J., Leon, S., Griffin, N. C., Bachman, P. L., Chang, S. M., Farnsworth, T., Jung, H., Nollner, J., & Shin, H. W. (2008). *Providing Validity Evidence to Improve the Assessment of English Language Learners.* (CRESST Report 738). Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Wolf, M. K., Kao, J., Griffin, N., Herman, J.L., Bachman, P.L., Chang, S.M., & Farnsworth, T. (2008*). Issues in assessing English Language Learners: English language proficiency measures and accommodation uses – practice review* (CSE Technical Report #732). Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Niemi, D., Vallone, J., Wang, J., & Griffin, N. (2007). *Recommendations for building a valid benchmark assessment system: Interim report to the Jackson Public Schools.* (CRESST Report 723). Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Niemi, D., Wang, J., Wang, H., Vallone, J., & Griffin, N. (2007). *Recommendations for building a valid benchmark assessment system: Second report to the Jackson Public Schools.* (CRESST Report 724). Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Griffin, N., & Miyoshi, J. (2004). *Third Year Report: Evaluation of the Artful Learning Program.* Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Aguirre-Munoz, Z., Griffin, N., Amoo-Adare, E., & Amabisca, A. (May, 2003). *Don’t pass the buck to pass the CAHSEE: Preparing content area teachers to support English Learners.* Paper presented at the Linguistic Minority Research Institute Annual Conference. San Diego, CA.

Griffin, N. C., Aguirre-Munoz, Z., Miyoshi, J., Roberson, I., & Ambascia, A. (2002*). Evaluation of the California Professional Development Institutes in English Language Arts: Grades prek-6.* Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Griffin, N. C., & Trusela, L. (2003). *Joining the team: Literacy professional development for secondary school content area teachers.* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Wohlstetter, P., Griffin, N. C., & Chau, D. (2002). Charter schools in California: A bruising campaign for public choice. In S. Veragi (Ed.), *The charter school landscape.* Pittsburgh, PA: University of Pittsburgh Press.

 Griffin, N. C., Hammersley, D., Ambascia, A., & Aguirre-Munoz, Z. (2002). *Evaluation of the Secondary School California Professional Development Institutes in English Language Arts: Preliminary Report.* Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Griffin, N. C., & Wohlstetter, P. W. (2001). Building a plane while flying it: Early lessons from charter schools. *Teachers College Record*, *103* (2).

 Griffin, N. C., Wohlstetter, P. W., & Barhadwaja, L. (2001). Teacher coaching: A tool for retention. *School Administrator, 58* (1).