# Jessie Kember, Ph.D., LP, NCSP

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## Education

Bachelor of Arts in Psychology, University of Wisconsin – Madison (Degree granted May 2010)

Educational Psychology M.A., University of Minnesota – Twin Cities (Degree granted May 2014)
- Thesis: *Receptive Automatic Decision and the Pseudohomophone Effect,* Advisors: Theodore Christ and Annie Hansen-Burke

Ph.D. Educational Psychology/School Psychology, University of Minnesota – Twin Cities (Degree granted June 2017)
- Dissertation: *Sexual Minority Youth Diversity and Resilience,* Advisors: Theodore Christ and Annie Hansen-Burke

## Credentials

Licensed Psychologist, Minnesota Board of Psychology, License Number LP 6566 (Issued 2020)
Licensed School Psychologist, Minnesota #00996472-0025 (Issued 2019)
Nationally Certified School Psychologist (NCSP), NASP, #51078 (Issued 2017)
School Psychologist, Initial Educator, Wisconsin #3001020830 (Issued 2017)

## Research Interests
- Sexual minority student experiences
- Resilience, mental health and well-being
- Early Reading Development and Reading assessment

## Academic and Professional Experience

**Director of Clinical Placements and Teaching Assistant Professor**, Department of Educational Psychology, University of Minnesota-Twin Cities *(August 2022 – Present)*
- EPSY 8813: Introductory Practicum in School Psychology (fall and spring)
- EPSY 8818: Intermediate Practicum in School Psychology (fall and spring)
- EPSY 3801: The Science of Human Resilience and Wellbeing: Foundational Knowledge for Career and Life Success (fall and spring)

**Director of Clinical Placements and Lecturer**, Department of Educational Psychology, University of Minnesota-Twin Cities *(August 2021 – August 2022)*
- EPSY 8811: Assessment in School Psychology I: Foundations of Academic Assessment (fall)
- EPSY 8813: Introductory Practicum in School Psychology (fall and spring)
- EPSY 3801: The Science of Human Resilience and Wellbeing: Foundational Knowledge for Career and Life Success (fall and spring)
- EPSY 8842/43: Internship: School Psychological Services (fall and spring)

**Assessment and Intervention Screening Coordinator**, Twin Cities German Immersion School, St. Paul, MN *(June 2019 – Present)*
- Organize and implement universal school-wide screening procedures
- Facilitate and support tiered intervention service delivery
- Assist with screening and intervention data management, analysis, and communication

**Lecturer**, Department of Educational Psychology, University of Minnesota-Twin Cities *(August 2018 – August 2022)*
- EPSY 8811: Assessment in School Psychology I: Foundations of Academic Assessment (fall)
- EPSY 8812: Assessment in School Psychology II: Intellectual and Social-Emotional Domains (fall)

- EPSY 8813: Introductory Practicum in School Psychology (fall and spring)
- EPSY 8818: Intermediate Practicum in School Psychology (fall and spring)
- EPSY 8816: Academic Prevention and Intervention (spring)
- EPSY 3132: Psychology of Multiculturalism in Education (spring)
- EPSY 3801: The Science of Human Resilience and Wellbeing: Foundational Knowledge for Career and Life Success (spring)
- EPSY 8842/43: Internship: School Psychological Services (fall and spring)
- Minnesota Consortium for School Psychology Internships (MCSPI), *Instructor* (fall and spring)

**School Psychologist**, Madison Metropolitan School District, Mendota Elementary School *(August 2017 – June 2018; 1.0 FTE)*
- Assist with direct service provision for mental health support, monitor intervention and program effectiveness through data collection and analysis, assist with evaluation processes (both annual and triennial, as well as initial eligibility), conduct assessments involving cognitive, social-emotional, executive functioning, and behavioral concerns, engage in consultation, serve as the designated school "data-point" person, organize, implement, coordinate all student, grade, and school-level assessments, and actively participated in multiple school and district-level teams (i.e., Student Support and Intervention Team, Positive Behavior Interventions & Support Team, Student Services Team, Behavior Support Team, Mobile Response Team, Assessment Team, Special Education Team, etc.).

## Other Employment

**Blog Writer**, FastBridge Learning *(July 2017 – June 2018)*
- FAST Insight blog development

**Graduate Assistant**, FastBridge Learning (formerly the Formative Assessment System for Teachers; FAST), University of Minnesota-Twin Cities *(January 2013 - September 2016; .50 FTE)*
- Supervise undergraduate assistants with item development, data organization, and other necessary tasks
- Assist with data collection procedures, data analysis (benchmark and standard setting, diagnostic accuracy, validity, reliability, etc.), quality assurance, material dissemination, and item development
- Administration of FAST suite assessments (earlyReading, earlyMath, CBM-R, Automaticity tasks), GRADE, DIVS, Mondo, and other standardized assessments in reading and math.
- Conducted pilot testing of aReading comprehension items and AUTOreading items
- Assist with Decision Rule Research Project (DRRP) analyses and organization

**Research Assistant**, Center for Applied Research and Educational Improvement (CAREI), University of Minnesota -Twin Cities *(August 2012 – January 2013; .25 FTE)*
- Assist with administrative and communicative tasks for the be@school project

**Research Assistant**, Life Stress and Human Development Lab, Department of Psychiatry, Dr. Marilyn J. Essex, University of Wisconsin-Madison *(May 2010 – August 2010; .25 FTE)*
- Administered State-Trait Anxiety Inventory (STAI), Brief Fear of Negative Evaluation Scale (BFNE), Cognitive Emotion Regulation Questionnaire (CERQ), HBQ (Health and Behavior Questionnaire) and appropriate Likerts scales. Measured blood pressure and heart rate. Collected saliva samples, DNA, and select body measurements. Over sixty hours of in-home and in- lab assessment of over 15 adolescents.
- Completed CITI (Collaborative Institutional Training Initiative) Human Subject Training.

**Research Assistant**, Wisconsin Twin Project, Department of Psychology, Waisman Center, Dr. Hill Goldsmith, University of Wisconsin-Madison *(September 2008 – May 2010; .25 FTE)*
- Extensive child clinical and developmental psychopathology assessment
  - Study I: Administered Child-TAB (Child Temperament Assessment Battery), Berkeley Puppet Interview (BPI), and WISC-III Block Design. One hundred and thirty hours of in-home assessment of over 65 seven-year-old children.
  - Study II: Administered Tanner Stage rating of pubertal development, HBQ (Health and Behavior Questionnaire), APSD (Antisocial Process Screening Device), Rosenberg's Self-Esteem Scale, PSI (Erikson Psychosocial Stage Inventory), PM (Parental Monitoring), RSQ (Response Styles Questionnaire), CRSQ (Child Rejection Sensitivity Questionnaire), HA (Hostile Attributions/Intent Attributions and Feelings of Distress), BIS/BAS (Behavioral Inhibition System/Behavior Activation System), and appropriate Co-Twin Reports. Twenty hours of in-home assessment of over 15 adolescents.
  - Completed observational ratings of 84 indices of behavior symptoms and impairment

**Tutor Coordinator**, Schools of Hope, AmeriCorps, Madison Metropolitan School District, *Frank Allis Elementary School and Nuestro Mundo Community School (September 2010-August 2012;* 1.0 FTE*)*
- Recruited, interviewed, trained, supervised, and managed volunteer tutors.
- Provided one-on-one and small group tutoring support for selected students.
- Collaborated with project and school staff to develop, record, and standardize volunteer management practices.
- Maintained online Volunteer Impact database.
- Utilized evaluation from volunteers, program participants, staff and advisory board members to enhance volunteer management practices.
- Assisted with K-Ready Program and complete MMSD Professional Development. Served as K-Ready summer site coordinator at Frank Allis Elementary School. Organized and led regularly scheduled team meetings. (May 2012-August 2012)

**Youth Support Specialist**, Catholic Charities, Youth Living Alternative, *Youth Support Specialist (August 2011-January 2012; .25 FTE)*
- Provide daily living skills training, assist with community integration, and provide supervision and support
- Assist with and monitor medication administration
- Assist with client assigned therapies and client's Individualized Service Plan

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**Awards and Grants**
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**2023 School Psychology Review Outstanding Reviewer,** Awarded February 2024

**2023 *Provost's Unit Service Award*,** Awarded June 2023

**2022 CEHD Outstanding P&A Achievement Award,** Awarded Spring 2022

**Council of Graduate Students (COGS)** *Conference Travel Grant*, Awarded March 2017

**William F Vilas Academic Scholarship**, Awarded 2006-2010

**Excellence Award for Outstanding Service to the Department**, Awarded by Patricia G. Devine, Psychology Chair at University of Wisconsin-Madison May 2010

## Refereed Journal Articles

[7] **Kember, J.M**., Bernier, M., Floyd, A., Goerdt, A., Kos, G., Li, A., Shaver, E, and Nielsen Bortel, S. (2023). MnCEE Shows How Strong Advocacy Can Change Minds. *Communiqué*, 52(2), 12-16.

[6] Newell, K. W., **Kember, J.M.**, & Zinn, G. (2020). Creation and Validation of German Oral Reading Fluency Passages With Immersion Language Learners. *Assessment for Effective Intervention*, 1534508420972460

[5] Thayer, A., Cook, C., Fiat, A., Bartlett-Chase, M., & Kember, J.M. (2018). Wise Feedback as a Timely Intervention for At-Risk Students Transitioning Into High School. *School Psychology Review, 47*(3), 275-290.

[4] Christ, T. J., & **Kember, J.M**. (2018). Formative evaluation. *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation* (pp. 696-698), Thousand Oaks, CA: Sage.

[3] **Kember, J.M.** (2017). Sexual minority youth diversity and resilience. *ProQuest*.

[2] Hanson, B. (2015). Invisible Youth: The Health of Lesbian, Gay, Bisexual, and Questioning Adolescents in Minnesota (J. Azbill-Salisbury, H. Johnson, & **J.M. Kember**, M.A.). Available at http://www.rainbowhealth.org/files/1714/4561/9488/Oct_23_MSS_Report.pdf

[1] **Kember, J.M**. (2015). School-based Services for LGBTQ Youth. *LGBTQ Policy Journal*, 5, 67-70.

## Practitioner Articles and Resources

**[19]** Sullivan, A. L., Miller, F. M., **Kember, J.M.,** Hansen-Burke, A. (2020, May). *Racial trauma, anti-racism, and other resources.* Available at https://z.umn.edu/SPracialjustice

**[18]** Grimm, E., Hansen-Burke, A., Henderson, J., Hensgen, A., Hodges, S., **Kember, J.M**., Knewitz, D., McKevett, N., Olson, E., Phillippe, D., Rodriguez, M., and Weeks, M. (2020). *Pursuing Educational Equity in Minnesota Through a Statewide Multi-Tiered System of Support* [White Paper]. Minnesota Collective for Educational Equity. https://static1.squarespace.com/static/5ede43df274ada13860f130c/t/5eeb7652ca509d4e36b8c724/1592489573966/MnCEE+White+Paper+-+Pursuing+Educational+Equity+Through+Statewide+MTSS.pdf

**[17]** **Kember, J.M.** (2018) *Problem Identification.* FAST Insight blog. FastBridge Learning. Available at http://www.fastbridge.org/fast-insights/

**[16]** **Kember, J.M**. (2018) *Problem Analysis.* FAST Insight blog. FastBridge Learning. Available at http://www.fastbridge.org/fast-insights/

**[15]** **Kember, J.M.** (2018) *Plan Evaluation.* FAST Insight blog. FastBridge Learning. Available at http://www.fastbridge.org/fast-insights/

**[14]** **Kember, J.M.** (2018) *Planning for Spring Screening.* FAST Insight blog. FastBridge Learning. Available at http://www.fastbridge.org/fast-insights/

**[13]** **Kember, J.M**. (2018) *Understanding Your Spring Screening Data.* FAST Insight blog. FastBridge Learning. Available at http://www.fastbridge.org/fast-insights/

**[12]** **Kember, J.M**. (2018) *Comparing Screening and Progress Monitoring Data.* FAST Insight blog. FastBridge Learning. Available at http://www.fastbridge.org/fast-insights/

**[11]** **Kember, J.M**. (2018) *Reviewing Annual School and District Data*. FAST Insight blog. FastBridge Learning. Available at http://www.fastbridge.org/fast-insights/

**[10]** **Kember, J.M.** (2017) *Application Navigation Basics*. FAST Insight blog. FastBridge Learning. Available at http://www.fastbridge.org/fast-insights/

**[9] Kember, J.M**. (2017) *FASTreading*™ and *FASTmath*™. FAST Insight blog. FastBridge Learning. Available at http://www.fastbridge.org/fast-insights/

**[8] Kember, J.M**. (2017) *What is Screening?* FAST Insight blog. FastBridge Learning. Available at http://www.fastbridge.org/fast-insights/

**[7] Kember, J.M**. (2017) *Goal Setting.* FAST Insight blog. FastBridge Learning. Available at http://www.fastbridge.org/fast-insights/

**[6] Kember, J.M**. (2017) *Reorganizing Progress Monitoring Groups.* FAST Insight blog. FastBridge Learning. Available at http://www.fastbridge.org/fast-insights/

**[5] Kember, J.M.** (2016) *Assessment Literacy: Understanding Student Data*. FAST Insight blog. FastBridge Learning. Available at http://www.fastbridge.org/fast-insights/

**[4] Kember, J.M.** (2016) *Anticipating and Counteracting the Summer Slide*. FAST Insight blog. FastBridge Learning. Available at http://www.fastbridge.org/fast-insights/

**[3] Kember, J.M.** (2016) *Understanding Screening Data*. FAST Insight blog. FastBridge Learning. Available at http://www.fastbridge.org/fast-insights/

[2] Edwards, L. M., Pulles, S.M., **Kember, J.M**., Webb, C., Houri, A., & Jacobs, H. (2015) *Evaluation Report: Enhancing Efforts to Successfully Attract and Enroll Diverse and Underrepresented Students to the School Psychology Graduate Program*. University of Minnesota, School Psychology Program.

**[1] Kember, J.M**., Christ, T.J., & Hansen-Burke, A.L. (2015) Assessing and Measuring Sexual Orientation in Sexual Minority Research. *Oral Preliminary Paper*. University of Minnesota – Twin Cities.

### Technical Reports and Manuals

[51] Bartlett, M., **Kember, J.M**., White, M.J., & Christ, T.J. (2016). *CBAS SAP: Skills Analysis Matching Synonym and Vocabulary Items.* (Report No. 112). Minneapolis, MN: Fastbridge Learning.

[50] **Kember, J.M**., & Christ, T.J. (2016). *AUTOreading Screening Items for Deactivation*. (Report No. 102). Minneapolis, MN: Fastbridge Learning.

[49] **Kember, J.M.,** & Christ, T.J. (2016). *AUTOreading NASP Symposium.* (Report No. 104). Minneapolis, MN: Fastbridge Learning.

[48] **Kember, J.M**., & Christ, T.J. (2016). *Updated AUTOreading Benchmark Scores.* (Report No. 105). Minneapolis, MN: Fastbridge Learning.

[47] **Kember, J.M**., & Christ, T.J. (2016). *Psychometric evidence of automaticity measures.* (Report No. 106). Minneapolis, MN: Fastbridge Learning.

[46] **Kember, J.M**., & Christ, T.J. (2016). *aReading Field Testing Item Development.* (Report No. 107). Minneapolis, MN: Fastbridge Learning.

[45] **Kember, J.M**., White, M.J., & Christ, T.J. (2016). *AUTOreading: Alternate Forms for Screening.* (Report No. 110). Minneapolis, MN: Fastbridge Learning.

[44] **Kember, J.M**., White, M.J., & Christ, T.J. (2016). *AUTOreading: Skills Analysis Framework for Progress Monitoring Item Development.* (Report No. 111). Minneapolis, MN: Fastbridge Learning.

[43] **Kember, J.M**., White, M.J., & Christ, T.J. (2016). *AUTOreading Development Summary*. (Report No. 113). Minneapolis, MN: Fastbridge Learning.

[42] Kiss, A., **Kember, J.M.**, & Christ, T.J. (2016). *Comprehension Efficiency Item Writing: Tips and Common Errors.* (Report No. 101). Minneapolis, MN: Fastbridge Learning.

[41] Pike, A., White, M.J., Arañas, Y.A., Simonson, G. R., Herriges, M.J., **Kember, J.M**., & Christ, T.J. (2015) *Guidelines for aReading SAP Templates and Item Uploading for Grades K-8*. (Report No. 83). Minneapolis, MN: Fastbridge Learning.

[40] White, M.J., Arañas, Y.A., **Kember, J.M**., & Christ, T.J. (2015) *Item Writing: Developing Comprehension Efficiency Passages and Questions for Grades 2-7*. (Report No. 89). Minneapolis, MN: Fastbridge Learning.

[39] White, M. J., **Kember, J.M**., Arañas, Y.A., & Christ, T. J. (2015) *CBAS-SAP Comprehension Preliminary Analyses*. (Report No. 86). Minneapolis, MN: Fastbridge Learning.

[38] Arañas, Y.A., **Kember, J.M**., & Christ, T.J. (2015). *aReading Automaticity: Item Parameterization (aReading SAP).* (Report No. 70). Minneapolis, MN: Fastbridge Learning.

[37] **Kember, J.M**., Kiss, A., & Christ, T.J. (2015) *AUTOreading item parameterization*. (Report No. 100). Minneapolis, MN: Fastbridge Learning.

[36] **Kember, J.M**., Arañas, Y.A., White, M.J., & Christ, T.J. (2015) *aReading Automaticity: Progress Monitoring Item Development*. (Report No. 82). Minneapolis, MN: Fastbridge Learning.

[35] **Kember, J.M**., Arañas, Y.A., White, M.J., & Christ, T.J. (2015) *Automaticity Spring 2015 Analyses*. (Report No. 88). Minneapolis, MN: Fastbridge Learning.

[34] **Kember, J.M**., White, M.J., & Christ, T.J. (2015) *aReading Automaticity: Progress Monitoring Item Development*. (Report No. 82). Minneapolis, MN: Fastbridge Learning.

[33] **Kember, J.M**., Christ, T.J. (2015) *2014-2015 Albert Lea Comprehensive Data Analyses*. (Report No. 91). Minneapolis, MN: Fastbridge Learning.

[32] **Kember, J.M.,** Christ, T.J. (2015) *Psychometric Evidence of Automaticity Measures*. (Report No. 92). Minneapolis, MN: Fastbridge Learning.

[31] **Kember, J.M**., Christ, T.J. (2015) *Automaticity Measure Benchmarks Using CBMreading as the Criterion Measure*. (Report No. 94*)*. Minneapolis, MN: Fastbridge Learning.

[30] **Kember, J.M**., & Christ, T.J. (2015) *2014-2015 Albert Lea Comprehensive Data Analyses*. (Report No. 91). Minneapolis, MN: Fastbridge Learning.

[29] **Kember, J.M**., & Christ, T.J. (2015) *CBM-Math Criterion-Related Validity Evidence*. (Report No. 18). Minneapolis, MN: Fastbridge Learning.

[28] Christ, T. J., & **Kember, J.M**. (2015). *FAST aReading, CBMReading and earlyReading: Standard setting, criterion validity, and diagnostic accuracy*. (Technical Report). Minneapolis, MN: Fastbridge Learning.

[27] Christ, T.J., & **Kember, J.M.** (2015). *FAST aMath and earlyMath: Standard setting, criterion validity, and diagnostic accuracy*. (Technical Report). Minneapolis, MN: Fastbridge Learning.

[26] **Kember, J.M**., & Christ, T.J. (2015) *Identifying Problematic Automaticity Screening Items*. (Report No. 95). Minneapolis, MN: Fastbridge Learning.

[25] **Kember, J.M**., & Christ, T.J. (2015) *Finalized Benchmarks for AUTOreading*. (Report No. 96). Minneapolis, MN: Fastbridge Learning.

[24] Windram, H., **Kember, J.M**., & Christ, T.J. (2014) *FAST Executive Summary*. Minneapolis, MN: Fastbridge Learning.

[23] **Kember, J.M**., & Christ, T.J. (2014) *earlyReading and earlyMath Vertical Scaling*. (Technical Report). Minneapolis, MN: Fastbridge Learning.

[22] **Kember, J.M**., & Christ, T.J. (2014) *Examining Correlations between aReading and CBMReading Scores*. (Technical Report). Minneapolis, MN: Fastbridge Learning.

[21] **Kember, J.M**., & Christ, T.J. (2014) *Automaticity: Word Identification, decoding & encoding, and morphology task development*. (Technical Report). Minneapolis, MN: Fastbridge Learning.

[20] **Kember, J.M**., & Christ, T.J. (2014) *CBMReading Spanish Diagnostic Accuracy with Aprenda-3*. (Technical Report). Minneapolis, MN: Fastbridge Learning.

[19] **Kember, J.M**., & Christ, T.J. (2014) *Anecdotal Information from the Automaticity Pilot Data Collection*. (Technical Report). Minneapolis, MN: Fastbridge Learning.

[18] **Kember, J.M.,** & Christ, T.J. (2014) *Automaticity: Identification of Problematic Items*. (Report No. 41). Minneapolis, MN: Fastbridge Learning.

[17] Christ, T.J., Arañas, Y.A., Delbridge, A., **Kember, J.M**., Monaghen, B. D., Newell, K. W., Van Norman, E. R., & White, M. J. (2014). *Formative Assessment System for Teachers Technical Manual Spanish: earlyReading and CBMReading*. Minneapolis, MN: Fastbridge Learning.

[16] Christ, T.J., Arañas, Y.A., **Kember, J.M**., Kiss, A.J., McCarthy-Trentman, A., Monaghen, B. D., Newell, K.W., Van Norman, E.R., & White, M.J. (2014). *Formative Assessment System for Teachers Technical Manual: earlyReading, CBMReading, aReading, aMath, and earlyMath*. Minneapolis, MN: Fastbridge Learning.

[15] **Kember, J.M**., & Christ, T.J. (2014) *CBM-R: Manipulating Schedule and Duration*. (Report No. 28). Minneapolis, MN: Fastbridge Learning.

[14] Newell, K.W., & **Kember, J.M**. (2014) *New Decision Rule Framework: Development and Initial Analyses*. *(*Report No. 11). Minneapolis, MN: Fastbridge Learning.

[13] Christ, T. J., Nelson, P.M., Van Norman, E.R., Pratt, K., Schrivar, W., & **Kember, J.M**. (2014) *Adaptive Math (aMath): Technical Manual*. Minneapolis, MN: Fastbridge Learning.

[12] **Kember, J.M**., White, M.J, & Christ, T.J. (2014) *aReading Prediction of the Minnesota Comprehensive Assessments (MCAs)*. (Report No. 63). Minneapolis, MN: Fastbridge Learning.

[11] **Kember, J.M**., White, M.J, & Christ, T.J. (2014) *CBMReading Prediction of the Minnesota Comprehensive Assessments (MCAs)*. (Report No. 29). Minneapolis, MN: Fastbridge Learning.

[10] Arañas, Y.A., **Kember, J.M**., & Christ, T.J. (2013) *Item Specifications for Comprehension Efficiency (aReading SAP)*. (Technical Report). Minneapolis, MN: Fastbridge Learning.

[9] White, M.J., **Kember, J.M**., & Christ, T.J. (2013) *Diagnostic Accuracy and Cut Point Selection*. (Report No.13). Minneapolis, MN: Fastbridge Learning.

[8] **Kember, J.M**., Simonson, G., Herriges, M., & Christ, T.J. (2013) *Item Construction for Automaticity (aReading)*. (Technical Report). Minneapolis, MN: Fastbridge Learning.

[7] **Kember, J.M**., & Christ, T.J. (2013) *Evidence: Reliability and Validity of Strand Scores*. (Technical Report). Minneapolis, MN: Fastbridge Learning.

[6] **Kember, J.M**., & Christ, T.J. (2013) *aReading: Diagnostic Accuracy of aReading with the Minnesota Comprehensive Assessment III*. (Technical Report). Minneapolis, MN: Fastbridge Learning.

[5] **Kember, J.M**., & Christ, T.J. (2013) *CBMReading: Diagnostic Accuracy of CBMReading with the Minnesota Comprehensive Assessment III*. (Technical Report). Minneapolis, MN: Fastbridge Learning.

[4] **Kember, J.M**. (2013) *An Ecological Systems Analysis Concerning the Mental Health of Questioning Youth. Topical Review Report*. Minneapolis, MN: Fastbridge Learning.

[3] Christ, T.J., Monaghen, B.D., & **Kember, J.M**., (2013) *earlyReading: Technical Manual*. Minneapolis, MN: Fastbridge Learning.

[2] Christ, T.J., McCarthy, A.M., Van Norman, E.R., Arañas, Y.A, White, M.J., & **Kember, J.M**. (2013) *Adaptive Reading (aReading): Technical Manual*. Minneapolis, MN: Fastbridge Learning.

[1] Christ, T. J., McCarthy, A.M., Van Norman, E.R., Arañas, Y.A., White, M.J., & **Kember, J.M**. (2013) *Curriculum Based Measurement in Reading (CBM-R): Technical Manual*. Minneapolis, MN: Fastbridge Learning.

## Presentations

[26] Holbrook, O., **Kember, J.M**. (2025, February). *Navigating Advocacy Across the Legislative Landscape For LGBTQIA+ Youth.* Paper presentation at the annual meeting of the National Association of School Psychologists, Seattle, WA.

[25] Newell, K., **Kember, J.M**., Sundstrom, J., and Stover, A. (2025, February). How to develop Curriculum-Based Measures of Reading in other Languages. Presentation at the National Association of School Psychologists Annual Convention, Seattle, WA.

[24] **Kember, J.M**., Li, A., Bernier, M. "Live Q&A with MnCEE." NASP Communiqué, Online Presentation during National School Psychology Week, November 8, 2023.

[23] Fallon, L., Maki, K., Heidelburg, K., Kember, J.M., McClure Fastzkie, E., Lawson, T., Barrett, C., Harris, B., & Sullivan, A. (2023, February). You're Hired: Supporting trainees and practitioners to land faculty jobs. Presentation at the National Association of School Psychologists Annual Convention, Denver, CO.

[22] Murphy, E., **and Kember, J.M.** (2023, February). *Mythbusters: Debunking misconceptions around implementing MTSS and RtI.* Presentation at the National Association of School Psychologists Annual Convention, Denver, CO.

[21] Orcutt, E., Kendeou, P., **Kember, J.M**., Farnsworth, E., & McMaster, K. (2022, February). *Differences in early reading comprehension: The role of executive function.* Poster accepted to the National Association of School Psychologists Annual Convention, Boston, MA.

[20] **Kember, J.M**., Floyd, A., and Murphy, E. (2022, January). *Mythbusters: Debunking misconceptions around implementing MTSS and RtI.* Presentation at the Minnesota School Psychologists Association (MSPA) Mid-Winter Conference, Minneapolis, MN.

[19] **Kember, J.M**., Cooper, J., Miller, F., and Hansen-Burke, A. (2021, March). *Cultivating faculty accountability during America's racial reckoning.* Live virtual presentation at the Trainers in School Psychology (TSP) 2021 Convention.

[18] Farnsworth, E.M., Newell, K., **Kember, J.M**., and Guerrero, E. (2020, February). *Show me the data: Making effective decisions in schools.* Mini skills session at the National Association of School Psychologists (NASP) 2020 Annual Convention, Baltimore, MD.

**[17] Kember, J.M.** (2018, February). *Language Matters: The Importance of Inclusive Language in Education.* Poster session presented at the National Association of School Psychologists (NASP) 2018 Annual Convention, Chicago, IL.

**[16] Kember, J.M**., Fiat, A.E., Hansen-Burke, A.L., & Christ, T.J. (2017, February). *Sexual Minority Youth: Prevention and Intervention Fueled by Resilience*. Paper presented at the 2017 National Association of School Psychologists (NASP) 2017 Annual Convention, San Antonio, TX.

**[15] Kember, J.M**., Kiss, A.J., McKevett, N., Christ, T.J., & White, M.J. (2017, February). *Mapping State Proficiency Standards Using Two Measures of Reading Achievement*. Poster session presented at the 2017 National Association of School Psychologists (NASP) 2017 Annual Convention, San Antonio, TX.

[14] Christ, T.J., **Kember, J.M**., Herriges, M. J., Arañas, Y.A., & White, M.J. (2016, February). *Innovations in Formative Assessment: Automated Reading Tools*. Symposium session presented at the National Association of School Psychologists (NASP) 2016 Annual Convention, New Orleans, LA.

[13] Nelson, G., Becker, D., Baker, J., & **Kember, J.M**. (2016, February). *In with the new: Alternative scoring procedure for mathematics computation.* Poster session presented at the National Association of School Psychologists (NASP) 2016 Annual Convention, New Orleans, LA.

**[12] Kember, J.M**. (2016, October). *Language Matters: The Importance of Language Sensitivity in Education*. Professional Development session presented for Pine Creek High School staff, Academy School District 20, Colorado Springs, CO.

[11] Christ, T.J., White, M.J., Becker, D., Kendeou, P., van den Broek, P., Arañas, Y.A., & **Kember, J.M**. (2015). *Exploitation of theory for applied problems: Let's throw it at the wall and see what sticks.* Presentation at the 2015 Society for Text and Discourse Conference, Minneapolis, MN.

**[10] Kember, J.M**. & Christ, T.J. (2015, February). *Receptive Automatic Decision and the Pseudohomophone Effect.* Paper presented at the National Association of School Psychologists (NASP) 2015 Annual Convention, Orlando, Fl.

[9] Webb, C., **Kember, J.M**., VanHove, B., Fitzgerald, L., & Schultz, A. (2015, February). *Bullying: Adopting a Comprehensive Mental Health Model.* Paper presented at the National Association of School Psychologists (NASP) 2015 Annual Convention, Orlando, Fl.

**[8] Kember, J.M**., Newell, K., Kramme, J., & Christ, T.J. (2015, February). *The Emergence of earlyReading: Psychometric Evidence of Reliability and Validity.* Poster session presented at the National Association of School Psychologists (NASP) 2015 Annual Convention, Orlando, Fl.

[7] Herriges, M.J., **Kember, J.M.,** Simonson, G., & Christ, T.J. (2014, February). *Theoretical and Practical Relevance of Automaticity in Reading Development.* Paper presented at the National Association of School Psychologists (NASP) 2014 Annual Convention, Washington, DC.

[6] Herriges, M.J., & Christ, T.J. Contributors: White, M.J., **Kember, J.M**., & Simonson, G. (2014, March). *Assessing automaticity of letter names and letter sounds with decision tasks.* Poster session presented at the 2014 Department of Educational Psychology Graduate Student Research Day, Minneapolis, MN.

**[5] Kember, J.M**., & Christ, T.J. (2014, March). *Receptive Automatic Decision and the Pseudohomophone Effect.* Poster presented at the 2014 Department of Educational Psychology Graduate Student Research Day, Minneapolis, MN.

**[4] Kember, J.M**., & Hansen, A. (2014, February). *An ecological systems analysis of Questioning Youth*. Poster presented at the National Association of School Psychologists (NASP) 2014 Annual Convention, Washington, DC.

**[3] Kember, J.M**., Arañas, Y.A., & Christ, T.J. (2013, January). *Evaluation of an aReading Comprehension Efficiency Measure.* Poster session presented at the Midwest Leadership Summit Conference 2013, Saint Paul, MN.

[2] **Kember, J.M**., Arañas, Y.A., & Christ, T.J. (2013, February). *Evaluation of an aReading Comprehension Efficiency Measure.* Poster session presented at the National Association of School Psychologists (NASP) 2014 Annual Convention, Washington, DC.

[1] Simonson, G., **Kember, J.M.**, Herriges, M., Van Norman, E.R., & Christ, T.J. (2012, February). *Measuring Growth with a Computer Adaptive Test: aReading.* Poster session presented at the National Association of School Psychologists (NASP) 2013 Annual Convention, Seattle, WA.

## Graduate Advising

### Master's Theses/UMN Plan B Projects Advised

Bauer, D. (2025). Racial and Cultural Mismatch Between Students and Teachers and Its Association with Students' School Connectedness and Student-Teacher Relationship Quality: A Systematic Review. (Master's project). University of Minnesota.

McHugh, L. (2025). Barriers and Facilitators Associated with Educational Involvement of Incarcerated and Non-Incarcerated Caregivers with School-Aged Children in the U.S. (Master's project). University of Minnesota.

O'Neil, A. (2025). Investigating School-based Art Therapy for Stress Management in K-12: A Systematic Review. (Master's project). University of Minnesota.

Holbrook, O. (2024). Actually, Do Say Gay: How State-Wide Policy Shapes School Belonging. (Master's project). University of Minnesota.

Tordoff, G. (2024). Supports, services, and interventions for students with OCD. (Master's project). University of Minnesota.

Pellizzer, S. (2024). Body Image Interventions and Weight Stigma in K-12 Schools: A Systematic Review. (Master's project). University of Minnesota.

Nielsen Bortel, S. (2024). The effect of Social Emotional Learning interventions administered by school personnel on distress tolerance and emotion regulation for students at risk for or diagnosed with emotional behavioral disorders. (Master's project). University of Minnesota.

Pederson, X. (2023). The Association Between Equity-Centered SWPBIS and Punitive Disciplinary Practices Towards Students of Color: A Systematic Review. (Master's project). University of Minnesota.

Rausch, J. (2023). Cognitive Behavioral Therapy for Middle to High School Students Exhibiting Aggression: A Systematic Review. (Master's project). University of Minnesota.

Tyrrell, E. (2023). Caregiver Perspectives on Part C Early Intervention Services: A Systematic Review. (Master's project). University of Minnesota.

Hartjes, C. (2022). STEM Pedagogy for Social Agency: A Systematic Review of Associated Outcomes for Racially Minoritized Students. (Master's project). University of Minnesota.

Orcutt, E. (2022). Expanding the Simple View of Reading: The Role of Executive Functions in First and Second Grade Students with Low Comprehension Skills. (Master's project). University of Minnesota.

Jefferson, G. (2022). Rewriting the Narrative: A Systematic Review of School-Based Suicide Prevention Programs and the Extent to Which They are Suitable for Students of Color. (Master's project). University of Minnesota.

Schantz, J. (2022). Academic Tiered Prevention Models and Data Based Decision Making. (Master's project). University of Minnesota.

McGraw, M. (2022). A Systematic Review of Self-Regulated Strategy Development and Self-Monitoring Interventions to Improve Academic Outcomes of Students with ADHD. (Master's project). University of Minnesota.

Van Gomple, L. (2022). Show me the Evidence: Systematic Review of the Outcomes of Zones of Regulation. (Master's project). University of Minnesota.

**MA Student Committees (not primary advisor)**

Walker, T. (2024). Evaluating Oral Reading Fluency Growth: Dual Language CBM-r for Students in a German Immersion Program. Master's project). University of Minnesota.

Troy, A. (2023). Wise Feedback and Trust in Higher Education: A Mixed-Methods Exploration of Undergraduate Students' Experiences with Critical Feedback. (Master's project). University of Minnesota.

Parnell, L. (2023). The Association Between Trauma-Informed Interventions and Practices with Office Discipline Referrals: A Systematic Review Centering Racial Equity. (Master's project). University of Minnesota.

Barkmeier, L. (2021). Technical Adequacy of the Maze with Secondary Deaf and Hard of Hearing Students. (Master's project). University of Minnesota.

Dryer, J. (2021). Systematic Review of Interventions to Increase Academic Resilience. (Master's project). University of Minnesota.

Frederick, J. (2021). Writing Interventions for EL Students in Secondary Schools: Systematic Review. (Master's project). University of Minnesota.

Szydlo, T. (2021). The Effectiveness of Kindergarten Transition Practices and Interventions in Promoting Positive Behavioral School Readiness Skills. (Master's project). University of Minnesota.

Hufnagle, A. (2020). Identifying Social-Emotional Factors that Predict Academic Resilience. (Master's project). University of Minnesota.

McGinnis, J. (2020). Experimental Vignette Study Comparing Approaches and Examining Factors Related to Parental Consent to School-based Mental Health Services. (Master's project). University of Minnesota.

Pauling, S. (2020). A Cross-Sectional Survey of School Administrators' Implementation Training, Knowledge, and Perceived Barriers. (Master's project). University of Minnesota.

Sullivan, M. (2020). Validity of the Life Challenges Scale: A Single-Item Measure of Lifetime Adversity. (Master's project). University of Minnesota.

**Doctoral Student Committees**

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|---|---|
| 2025 | Reviewer, Oral Prelim of Leah Dolezal, University of Minnesota |
| 2025 | Reviewer, Oral Prelim of Emma Murphy, University of Minnesota |
| 2024 | Reviewer, Dissertation of Mahasweta Bose, University of Minnesota |
| 2024 | Reviewer, Dissertation of Elizabeth Shaver, University of Minnesota |
| 2023 | Reviewer, Oral Prelim of Mahasweta Bose, University of Minnesota |
| 2023 | Reviewer, Oral Prelim of Elizabeth Shaver, University of Minnesota |
| 2022 | Reviewer, Oral Prelim of Anne Floyd, University of Minnesota |
| 2020 | Reviewer, Dissertation of Kourtney Kromminga, University of Minnesota |
| 2020 | Reviewer, Dissertation of Calvary Diggs, University of Minnesota |
| 2019 | Reviewer, Oral Prelim of Kristin Running, University of Minnesota |
| 2019 | Reviewer, Dissertation of Danielle Becker, University of Minnesota |

**Professional and Community Leadership and Service**

*National Service*
January 2025-Present  **Journal of School Psychology**, Editorial Board
2020-Present  Anti-Racism Accountability Group
January 2025-Present  **School Psychology**, Editorial Board
June 2023-Present  **Communiqué**, Editorial Board, Contributing Editor
August 2020-Present  **School Psychology Review**, Editorial Advisory Board member
July 2017-Present  **School Psychology Review,** manuscript reviewer
June 2017-Present  **Journal of Homosexuality**, ad hoc manuscript reviewer
July 2017-February 2019  **School Psychology Forum**, manuscript reviewer

*Statewide Service*
2024-Present  President, Minnesota School Psychologists Association (MSPA)
2022-24  President-elect, Minnesota School Psychologists Association (MSPA)
2021-22  Chair, Membership & Engagement Committee, Minnesota School Psychologists Association
2021-Present  Board Member, Minnesota School Psychologists Association (MSPA)
2021  Science Fair Judge, Twin Cities Regional Science Fair, Maple Grove, MN
2019-Present  Member, Minnesota Collective for Educational Equity (MnCEE)
2015  Event Volunteer, Angel Foundation, Minneapolis, MN
2015  Event Volunteer, Target Family Equality Council, Minneapolis, MN

*Institutional Service – University of Minnesota*

**College**
2024  Workforce Resolution Governance Committee: Faculty and P&A Instructor Success
2024  Committee Member, Keeping our Faculty Planning Committee
2022  CEHD Outstanding P&A Achievement Award
2020-2021  University Book Read, *Just Medicine*
2021-Present  Committee Member, Tri-Psych Committee

**Department**
2024-Present  Committee Member, Critical Action Toward IDEA (CAT-IDEA)
2022-Present  Co-Chair, Teaching Committee, Educational Psychology Department
2021-2024  Chair, Diversity Committee, Educational Psychology Department
2020-2021  Co-Chair, Diversity Committee, Educational Psychology Department
2019-Present  Member and Student Liaison, Diversity Committee, Educational Psychology Department
2014-2016  Committee Member, Equity and Diversity Transformation Award, Office for Equity and Diversity

**Program**
2020-Present  Community Forum Facilitator, School Psychology
2018-Present  Faculty Liaison, School Psychology Student Association (SPSA) Equity & Diversity Committee
2018-Present  NASP Faculty Sponsor
2018-Present  Member, Fieldwork Team, School Psychology
2014-2015  President, School Psychology Student Association (SPSA)
2014-2017  Student Mentor, School Psychology Mentor Program

**Membership in Professional Organizations**
Minnesota School Psychologists Association (MSPA) Member (April 2020 – Present)
National Association of School Psychologists (NASP) Member (May 2020 – Present)

National Association of School Psychologists (NASP) Early Career Member (July 2018 – April 2020)
American Psychological Association (APA) Member (Division 16 – School Psychology)
School Psychology Student Association (SPSA) Student Member (August 2012 – May 2017)
International Honor Society in Psychology (Psi Chi) Lifetime Member

## Professional Development

**Completion of TREKS Workshop.** University of Minnesota – Twin Cities. College of Education and Human Development. (August 2019). *Certificate of Completion available upon request.*

**Completion of Crisis Management and Intervention Training (Madison Metropolitan School District).** *Certificate of Completion available upon request.*

**Completion of Discerning Social Maladjustment in Evaluations for Serious Emotional Disability (Pikes Peak Regional Mental Health Meeting).** *Certificate of Completion available upon request.*

**Completion of BrainSTEPS Colorado Program and Team Training.** *Certificate of Completion available upon request.*

**Completion of the Columbia Suicide Severity Rating Scale training.** *Certificate of Completion available upon request.*

**Completion of PREPaRE Workshops 1 and 2: Crisis Prevention & Preparedness (2nd Ed.): Comprehensive School Safety Planning.** *Certificate of Completion available upon request.*

**Completion of Office of Equity and Diversity Workshop 1: Being an Ally**. University of Minnesota – Twin Cities. (February, 2016).

**Minnesota Student Group Officer Training,** *University of Minnesota-Twin Cities (September 2014)*

School Psychology Program Woodcock-Johnson IV Test of Cognitive Abilities Update Training (*December 2014*)

**School Psychology Program Brunch and Learn,** November 2013, Dr. Doug Anderson, Private Practice and Consultation

**School Psychology Program Brunch and Learn,** April 2014, Dr. Sandy Christenson, Parent Engagement and Check & Connect

**School Psychology Program Brunch and Learn,** October 2014, Ellina Xiong, Hmong International Academy and bilingualism

**School Psychology Program Brunch and Learn,** November 2014, Dr. Sally Baas, Immediate Past President of the National Association of School Psychologists, director of the Southeast Asian Teacher, Hmong Culture and Language, English as a Second Language and Special Education programs at Concordia University, St. Paul, MN.

**School Psychology Program Brunch and Learn,** March 2015, Kelly Meir, Level 4 School Psychologist

**School Psychology Program Brunch and Learn,** April 2015, Sarah Berman-Young

**School Psychology Program Brunch and Learn,** October 2015, Dr. David Parker, Research Director for ServeMinnesota

**School Psychology Program Brunch and Learn,** November 2015, Dan Osher, former Lawyer representing public school districts in special education disputes.

**School Psychology Program Brunch and Learn,** November 2015, Dr. Jennifer Davie, Special Services Coordinator with Hopkins Public Schools

**School Psychology Program Brunch and Learn,** March 2016, Andre Dukes, Family Education Director for the Northside Achievement Zone

**School Psychology Program Brunch and Learn,** April 2016, Dr. Alisha Wackerle-Hollman, Urban Research and Outreach-Engagement Center

**School Psychology Program Diversity Dialogue,** November 2014, Identity

**School Psychology Program Diversity Dialogue,** April 2015, Microaggressions

**School Psychology Program Diversity Dialogue,** September 2015, University Diversity Statements and Climate

**School Psychology Program Diversity Dialogue,** December 2015, Sexual Orientation and Gender

**School Psychology Program Diversity Dialogue,** February 2016, Islam and Social Media

**School Psychology Program Diversity Dialogue,** April 2016, Ableism, accessibility, and invisible disabilities

**School Psychology Program Future Faculty Session**, May 2016, Research Agenda and Statements