Jessie Kember, Ph.D.

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Education

Bachelor of Arts in Psychology, University of Wisconsin – Madison (Degree granted May 2010)
- Cumulative GPA: 3.854

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
- Cumulative GPA: 3.965

Credentials

School Psychologist, Minnesota #00996472-0025 (Issued 2019)
School Psychologist, Initial Educator, Wisconsin #3001020830 (Issued 2017)
Nationally Certified School Psychologist (NCSP), NASP, #51078 (Issued 2017)

Research Interests

- Sexual minority student experiences
- Early Reading Development and Reading assessment

Academic and Professional Experience

Twin Cities German Immersion School, St. Paul, MN, *Assessment and Intervention Screening Coordinator (June 2019 – Present) *current*
- 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

Department of Educational Psychology, University of Minnesota-Twin Cities*, Lecturer in School Psychology (August 2018 – Present) *current*
- EPSY 8811: Assessment in School Psychology I: Foundations of Academic Assessment*
- EPSY 8812: Assessment in School Psychology II: Intellectual and Social-Emotional Domains*
- EPSY 8813: Introductory Practicum in School Psychology*
- EPSY 8818: Intermediate Practicum in School Psychology*
- EPSY 8816: Academic Prevention and Intervention*
- EPSY 3132: Psychology of Multiculturalism in Education*
- EPSY 3801: The Science of Human Resilience and Wellbeing: Foundational Knowledge for Career and Life Success*
- School psychologist at the Twin Cities German Immersion School (TCGIS)

Madison Metropolitan School District, Mendota Elementary School, *School Psychologist (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.).

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

FastBridge Learning (formerly the Formative Assessment System for Teachers; FAST), University of Minnesota-Twin Cities, *Graduate Assistant (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

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

Life Stress and Human Development Lab, Department of Psychiatry, Dr. Marilyn J. Essex, University of Wisconsin-Madison, *Research Assistant (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.

Wisconsin Twin Project, Department of Psychology, Waisman Center, Dr. Hill Goldsmith, University of Wisconsin-Madison, *Research Assistant (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

Other Employment

Schools of Hope, AmeriCorps, Madison Metropolitan School District, *Tutor Coordinator at 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)

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

<u>**Graduate Teaching Assistant Experience**</u>

Department of Educational Psychology, University of Minnesota – Twin Cities (for Epsy 8841 Credit), *Teaching Assistant (Spring 2016);* Course title: Research In School Psychology (EPSY 8800)
- Duties: Grading, one-on-one student support for thesis projects and research interests, and guest lecturing.

Department of Educational Psychology, University of Minnesota – Twin Cities (for Epsy 8841 Credit), *Teaching Assistant (Fall 2015);* Course title: Assessment I in School Psychology (EPSY 8811)
- Duties: Grading, one-on-one student support, guest lecturing, review and evaluation of reports, and group supervision for student practicum experience.

Department of Educational Psychology, University of Minnesota – Twin Cities (.10 FTE), *Teaching Assistant (Spring 2015);* Course title: Assessment and Decision-Making in School and Community Settings (EPSY 5801)
- Duties: Grading, and guest lecturing.

Department of Educational Psychology, University of Minnesota – Twin Cities (.25 FTE), *Teaching Assistant (September 2012-December 2012 and September 2014-December 2014);* Course title: Multiculturalism in Education (EPSY 3132)
- Duties: Grading, guest lecturing, and office hours to provide one-on-one student support.

<u>**Fieldwork**</u>

Academy School District 20, *School Psychology Intern,* Supervisors: Dr. Rachel Toplis, Ph.D. and Mr. Scott Brooks, Ed.S. Assisted with direct service provision for mental health support, monitored intervention and program effectiveness through data collection and analysis, assisted with evaluation processes (both annual and triennial, as well as initial eligibility), completed threat and risk assessments, as well as suicide assessments, conducted assessments involving cognitive, social-emotional, executive functioning, and behavioral concerns, engaged in consultation, and actively participated in multiple school, district, and state-level teams (i.e., MTSS, Brain Injury Team, Concussion Management Team, Mental Health Team, Behavior Support Team, etc.). *(August 2016 – May 2017; 1,518 hours)*

PrairieCare, *School Psychology Practicum Student,* Supervisor: Dr. Michael Bloomquist, Ph.D. Assisted with Healthy Emotions Program (HEP), Behavior Development Program (BDP), and Outpatient family and individual therapy sessions, completion of risk assessments, Intensive Outpatient Program and therapy intake and discharge sessions, and consultation. (*Summer 2015 – Spring 2016; 364 hours*)

Matoska International School, *School Psychology Practicum Student*, Supervisor: Dr. Kathy Moore, Ph.D., NCSP. Assisted with collection of universal screening, progress monitoring, and benchmarking data for grades KG through 5; completion of standardized academic achievement assessments and data collection for the purpose of student evaluation and re-evaluations; planned, organized, and led various individual and small group socio-emotional and behaviorally-focused interventions. *(Fall 2014 – Spring 2015; 363.75 hours)*

Lake Harriet Community School, *School Psychology Practicum Student*, Supervisor: Dr. Julie Hirsch, Ph.D., NCSP. Planned, organized, coordinated and led various academic and behavioral interventions. Engaged in general education classroom teacher consultation. Conducted Functional Behavior Assessments, and developed Behavior Intervention Plans. (*Fall 2013 – Spring 2014; 75.5 hours*)

Nellie Stone Johnson Community School, *School Psychology Practicum Student*, Supervisor: Danielle Matchett, Ed. S. Completion of informal and systematic classroom observations. Administered Intellectual and Cognitive Assessments. (*Fall 2012 – Spring 2013; 129.75 hours*)

<u>**Refereed Journal Articles**</u>

[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.

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.

Non-Refereed Articles

[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.

Presentations

[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.

Membership in Professional Organizations

Minnesota School Psychologists Association (MSPA) Member (April 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

Journal Review Experience

School Psychology Review, *manuscript reviewer (July 2017 – Present)*
Journal of Homosexuality, *ad hoc manuscript reviewer (June 2017 – Present)*
School Psychology Forum, *manuscript reviewer (July 2017 – February 2019)*
Assessment for Effective Intervention (AEI), *ad hoc manuscript reviewer* supervised by Dr. Theodore Christ (*December 2014 – June 2017*)
School Psychology Review, *Student Manuscript reviewer* supervised by Dr. Theodore Christ *(June 2013 – June 2017)*
Journal of School Psychology, *Student Manuscript reviewer* supervised by Dr. Theodore Christ *(November 2014 – June 2017)*
Assessment for Effective Intervention (AEI), *Student Review Board Member* (*February 2015*)
National Association of School Psychology, *NASP 2014 Convention Proposal Submission Reviewer (July 2013)*

Professional and Community Leadership and Service

Institutional Service – University of Minnesota

Department

2019-Present   <u>Member and Student Liaison</u>, Diversity Committee, Educational Psychology Department
2014-2016   <u>Committee Member</u>, Equity and Diversity Transformation Award, Office for Equity and Diversity

Program

2018-Present   <u>Member</u>, Fieldwork Team, School Psychology
2014-2015   <u>President</u>, School Psychology Student Association (SPSA)
2014-2017   <u>Student Mentor</u>, School Psychology Mentor Program

Community Service

Minnesota Collective for Educational Equity (MnCEE), *Member (October 2019 – Present)*

Angel Foundation, *Event Volunteer*, Minneapolis, Minnesota (*February 2015;* 3 Hours)

Target Family Equality Council, *Event Volunteer*, Minneapolis, Minnesota (*October 2015;* 4 Hours)

Porchlight Inc., *Porchlight Partner and Kitchen Assistant Volunteer*, Madison, Wisconsin (*January 2009 – March 2010*)

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)*

S**chool 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

Academic Achievements

- President, School Psychology Student Association (SPSA), University of Minnesota – Twin Cities, May 2014 – June 2015.
- Communications Committee Chairperson, School Psychology Student Association (SPSA), University of Minnesota - Twin Cities, August 2013-May 2014
- Graduated with Distinction from the University of Wisconsin-Madison with a GPA of 3.854
- Dean's List for every semester of undergraduate career, Fall 2006-Spring 2010
- Ranked 240 out of 3623 seniors graduated from the College of Letters and Science at the University of Wisconsin-Madison
- Teaching Fellow for the University of Wisconsin-Madison
- Active member of Brownbag/Research Fair committee, Spring 2009
- Community Service Committee Chairperson, 2009-2010: organized and coordinated a total of fifteen community service volunteer opportunities throughout Madison, WI

Awards and Grants

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