

CURRICULUM VITAE

ALISHA KAY WACKERLE-HOLLMAN, PH.D.

ASSISTANT RESEARCH PROFESSOR
EDUCATIONAL PSYCHOLOGY
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Education

Ph.D. Educational Psychology, School Psychology program
University of Minnesota, August, 2009
Dissertation: *The effects of progress monitoring and consultation on emergent literacy performance as measured by the Individual Growth and Development Indicators*

M.A. Educational Psychology, School Psychology program
University of Minnesota, September, 2006
Thesis: *The relative sensitivity of three emergent literacy measures*

B.S. *magna cum laude*, Psychology with a minor in Children's literature
Western Michigan University, December, 2002

Professional positions

2009- 2014 Research Associate, Center for Early Education and Development,
University of Minnesota
2010-2013 Early Career Scientist, Promise Neighborhoods Research Consortium
2012-2016 Family Academy Facilitator, Northside Achievement Zone
2014-2017 Vice President of Research, Early Learning Labs Inc.
2014-2019 Senior Research Associate, Department of Educational Psychology
2019-present Assistant Research Professor, School Psychology Program, Dept. of Ed. Psych.,
University of Minnesota

Honors & Awards

- TEACH Fellowship 2004 (\$2000.00)
- Robert and Corrie Beck Fellowship 2008 (\$2000.00)
- University of Minnesota Innovations 2012- IGDI 1.0/2.0 Licensure Award
- ASHA Meritorious Poster Award 2015

Research Interests

- Family & Parenting Intervention and Engagement
- Assessment design and application
- Community-based Participatory Research
- Early childhood Multi-tiered systems of support
- English monolingual & Bilingual early literacy and language development, assessment & intervention
- Implementation Science & Research to Practice transitions

Current Research Funding & Support

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| 2021-2025 | Role: Funding Agency: Title: Amount: Status: | Principal Investigator & Project Director Measurement, Institute of Education Sciences, National Center for Educational Research Computer Adaptive Storybook Assessment (CASA) \$1,400,000.00 Under Review |
| 2021-2025 | Role: Funding Agency: Title: Amount: Status: | Principal Investigator & Project Director Measurement, Institute of Education Sciences, National Center for Educational Research Individual Growth and Development Indicators for Hmong Preschool Age Children \$1,400,000.00 Under Review |
| 2020-2024 | Role: Funding Agency: Title: Amount: | Principal Investigator & Project Director Measurement, Institute of Education Sciences, National Center for Educational Research Individual Growth and Development Indicators-Automated Performance Evaluation of Early Language and Literacy in Spanish (IGDI-APEL Español) \$1,400,000.00 |
| 2017-2019 | Role: Funding Agency: Title: Amount: | Co-Principal Investigator (PI: Lori Erickson, SPPS) Research Partnership, Institute of Education Sciences, National Center for Educational Research Addressing the growing diversity of preschool populations through low incidence language barriers: Hmong language development to Improve Assessment Approaches \$200,000.00 |
| 2016-2020 | Role: Funding Agency: Title: Amount: | Principal Investigator & Project Director Goal 5, Institute of Education Sciences, National Center for Educational Research Making Progress with Progress Monitoring: Developing Individual Growth and Development Indicators as Progress Monitoring Tools \$1,400,000.00 |

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| 2016-2020 | Role: Funding Agency: Title: Amount: | Principal Investigator & Project Director Goal 5, Institute of Education Sciences, National Center for Educational Research Expanding Early Language and Literacy Spanish Individual Growth and Development Indicators to Monitor Progress \$1,400,000.00 |
| 2016-2020 | Role: Funding Agency: Title: Amount: | Investigator Goal 5, Institute of Education Sciences, National Center for Educational Research Expanding Individual Growth and Development Indicators of Language and Early Literacy for Universal Screening in Multi-Tiered Systems of Support with Three-Year-Olds \$1,400,000.00 |
| 2015-2016 | Role: Funding Agency: Title: Amount: | Principal Investigator & Project Director Institute for Translational Research (ITR) Increasing the likelihood of Evidence-Based Parenting Intervention Uptake for Diverse and Disadvantaged Families: An Engagement and Retention Primer \$16,000.00 |
| 2015-2016 | Role: Funding Agency: Title: Amount: | Principal Investigator ; curriculum and intervention development lead Northside Achievement Zone Family Academy: College Bound Scholars \$ 65,000.00 |
| 2014-2018 | Role: Funding Agency: Title: Amount: | Principal Investigator & Project Director Goal 5, Institute of Education Sciences, National Center for Educational Research Individual Growth and Development Indicators: Automated progress measures in early literacy (IGDI-APEL) \$1,499,997.00 |
| 2014-2015 | Role: Funding Agency: Title: Amount: | Co-Principal Investigator Grant in Aid of Research, Artistry and Scholarship, Office for the Vice President for Research, University of Minnesota Project INTERFACE: Incorporating Narratives to Engage and Retain Families through Action, Cultural Connection and Empowerment \$ 42,610.00 |

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| 2013-2015 | Role: Funding Agency: Title: Amount: | Co-Principal Investigator Iowa Department of Education Response to Intervention Universal Screening and Progress Monitoring for statewide implementation \$125,000.00 annually for three years |
| 2012-2016 | Role: Funding Agency: Title: Amount: | Principal Investigator & Project Director Goal 5, Institute of Education Sciences, National Center for Educational Research Development of Spanish Individual Growth and Development Indicators (S-IGDIs): Early Literacy Identification Measures for Spanish-English Bilingual Children. \$1,599,980.00 |
| 2012-2014 | Role: Funding Agency: Title: Amount: | Co-Principal Investigator; curriculum and intervention development lead Northside Achievement Zone Family Academy: Ready to Succeed \$ 65,000.00 each year for two years |
| 2011-2014 | Role: Funding Agency: Title: Amount: | Co-Principal Investigator; curriculum and intervention development lead Brady Education Foundation Family Academy: Researchers and Practitioners Improving Outcomes for 0-3 Year Olds (Family Academy: College Bound Babies) \$365,115.00 |
| 2008-2014 | Role: Funding Agency: Title: Amount: | Investigator Institute for Education Sciences, U.S. Department of Education Center for Response to Intervention in Early Childhood \$10,000,000.00 (\$2,000,000 to the University of MN) |

AWARDS EXTERNAL TO MY UNIVERSITY POSITION

SMALL BUSINESS INNOVATION AND RESEARCH (SBIR) GRANT- PHASE I

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| 2016-2016 | Role: Awardee: Funding Agency: Title: Amount: | Consultant (And Author of the Application) Early Learning Labs Institute of Education Sciences Engaging Spanish-English preschool teachers to make data-based decision in authentic settings: Individual Growth and Development Indicators- Automated Application for Performance Evaluation of Early Language and Literacy in Spanish (IGDI-APEL Español). \$150,000 over six months |
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Publications

REFEREED JOURNAL ARTICLES

13. Will, K.*, McConnell, S., Elmquist, M., Lease, E., & **Wackerle-Hollman, A.** (2019). Meeting in the Middle: Future Directions for Researchers to Support Educators' Assessment Literacy and Data-Based Decision Making. *Frontiers in Education*. 4(106), 1-8 doi: 10.3389/feduc.2019.00106
12. **Wackerle-Hollman, A.**, Durán, L., Brunner, S., Palma, J., Kohlmeier, T., & Rodriguez, M. C. (2019). Developing a Measure of Spanish Phonological Awareness for Preschool Age Children: Spanish Individual Growth and Development Indicators. *Educational Assessment*, 24(1), 33-56.
11. Durán, L., **Wackerle-Hollman, A. K.**, Kohlmeier, T. L., Brunner, S. K., Palma, J., & Callard, C. H. (2019). Individual Growth and Development Indicators-Español: Innovation in the development of Spanish oral language general outcome measures. *Early Childhood Research Quarterly*, 48, 155-172.
10. Kincaid, A.* McConnell, S. & **Wackerle-Hollman, A.** (2018). Assessing Early Literacy Growth in Preschoolers with Individual Growth and Development Indicators. *Assessment for Effective Intervention*. <https://doi.org/10.1177/1534508418799173>
9. Larson, A. & **Wackerle-Hollman, A.** (2018). The Words within the word Gap: Addressing the Need for Person-centric Approaches when Communicating with Families about Language Development. In C. Corr & E. Miller (Eds.) *Young Exceptional Children Monograph Series #17: Maltreatment, Trauma, Poverty and Toxic Stress*. Division of Early childhood of the Council of Exceptional Children.
8. McConnell, S. R., **Wackerle-Hollman, A. K.**, (2016). Can we measure the transition to reading? General Outcome Measures and Early Literacy Development from Preschool to Early Elementary Grades. *AERA Open* 2(3) DOI:2332858416653756.
7. McConnell, S. R., **Wackerle-Hollman, A. K.**, Roloff, T. A., & Rodriguez, M. C. (2015). Designing a measurement framework for Response to Intervention in early childhood programs. *Journal of Early Intervention*. 36(4), 263-280. DOI:10.1177/1053815115578559
6. Rodriguez, M. I.* & **Wackerle-Hollman, M.** (2015). Bridging the Gap: Comprehension Individual Growth and Development Indicators—The Which One Doesn't Belong Task. *Assessment for Effective Intervention*. 40(2), 96-98. DOI: 10.1177/1534508414556505
5. **Wackerle-Hollman, A.**, Rodriguez, M. I.*, McConnell, S., Bradfield, T., & Rodriguez, M.C. (2015). Redefining individual growth and development indicators: Comprehension. *Assessment for Effective Intervention*. 40 (2), 89-95. DOI: 10.1177/1534508414551404.
4. **Wackerle-Hollman, A.**, Schmitt, B.*, Bradfield, T., Rodriguez, M. C., & McConnell, S. (2014). Redefining individual growth and development indicators: Phonological awareness. *Journal of Learning Disabilities*. DOI: 10.1177/0022219413510181

3. Bradfield, T., Besner, A.*, **Wackerle-Hollman, A.**, Rodriguez, M. & McConnell, S. (2013). Redefining individual growth and development indicators: Oral Language. *Assessment for Effective Intervention*. DOI:10.1177/1534508413496837
2. **Wackerle, A.** (2007). Test Review: Individual Growth and Development Indicators. *Assessment for Effective Intervention*. 33, 51-54. DOI:10.1177/15345084070330010701
1. **Wackerle, A.**; Boice, C., Christ, T. & Burns, M. (2006). Response to Intervention at NASP: Were 44 presentations enough? *Communique* 34(8) 20-21.

BOOK CHAPTERS

4. Durán, L. & **Wackerle-Hollman, A.** (in press) A review of the measurement of early dual language and literacy growth in Spanish-English bilinguals. In D. Luft-Baker (Eds.) *Second Language Acquisition: Methods, Perspectives and Challenges*. New York: Nova Publishers.
3. Durán, L. & **Wackerle-Hollman, A.** (in press) Meeting the needs of young dual language learners in multi-tiered systems of support. In J. Carta & R. Miller-Young (Eds.) *Multi-tiered systems of support for young children: A guide to Response to Intervention in Early Education*. Brooks Publishing.
2. Carta, J. J., Greenwood, C. R., Goldstein, H., McConnell, S. R., Kaminski, R., Bradfield, T. A., **Wackerle-Hollman, A.**, Linas, M., Guerrero, G., Kelley, E. & Atwater, J. (2015). Advances in multi-tiered systems of support for prekindergarten children: Lessons learned from 5 years of research and development from the Center for Response to Intervention in Early Childhood. In S. R. Jimerson, M. K. Burns & A. M. VanDerHeyden, *The handbook of Response to Intervention: The science and practice of multi-tiered systems of support* (2nd Ed.). New York: Springer.
1. McConnell, S. R., Bradfield, T., & **Wackerle-Hollman, A.** (2014). Universal early literacy screening. In R. Kettler, T. Glover, C. Albers & Feeney-Kettler (Eds.), *Universal screening in educational settings: Identification, implications, and interpretation*. American Psychological Association.

MANUSCRIPTS UNDER REVIEW & IN PRESS

6. **Wackerle-Hollman, A.**, Durán, L., & Miranda, A. (in press). Early literacy skill growth in Spanish-speaking children with and at-risk for disabilities in early childhood. *Topics in Early Childhood Special Education*.
5. **Wackerle-Hollman, A.** & Durán, L. (in press). Data-based decision making to support language and early literacy skills in Spanish-speaking Dual Language Learners. *Recommended Practices on Assessment- Monograph 7, Council for Exceptional Children- Division for Early Childhood*.
4. Zhou, X., Lee, R., **Wackerle-Hollman, A.**, Johnson, L. & Pinna, K. (under review). Construction and cross-cultural validation of parenting regulatory focus scale. *Journal of Personality and Social Psychology*.

3. **Wackerle-Hollman, A.**, Durán, L., Raikes, A., Palma, J., & Brunner, S. (under review). Understanding Conditions for Bilingual-language acquisition in the context of a Spanish early literacy and language screening tool. *Reading Research Quarterly*.
2. Rodriguez, M., **Wackerle-Hollman, A.**, Durán, L., Palma, J.*, & Brunner, S.* (revise, resubmit). Multi-method, Multi-site Standard Setting for Spanish Early Language and Literacy Measures. *School Psychology Review*.
1. Kincaid, A., **Wackerle-Hollman, A.** & McConnell, S. (under review). Linking preschool and kindergarten literacy assessments to inform intervention in early childhood education.

* Denotes student authors

MANUSCRIPTS IN PREPARATION

6. Durán, L., Lopez, L., **Wackerle-Hollman, A.** & Miranda, A. (in preparation). Look who's talking: Early educators language use to support Spanish speaking dual language learners.
5. **Wackerle-Hollman, A.**, Missall, K., Hojnoski, R., Wang, Q., Running, K., Nevell, A., Koller, K., Rodriguez, M., Lease, E. & McConnell, S. (in preparation). Understanding the role of measures of central tendency in early language and literacy assessment.
4. **Wackerle-Hollman, A.**, Hojnoski, R., Missall, K., Wang, Q., Running, K., Nevell, A., Koller, K., Rodriguez, M., Lease, E. & McConnell, S. (in preparation). Does fluency matter in preschool? An empirical analysis of timed vs untimed early literacy assessment.
3. **Wackerle-Hollman, A.**, Durán, L., Rodriguez, M. Palma, J.* & Brunner, S.*(in preparation). Examining the predictive validity of the IGDIs-Espanol to Kindergarten English and Spanish language and literacy outcomes.
2. **Wackerle-Hollman, A.**, Martin, L., & Dukes, A. (in preparation). Tailoring efficacious parenting interventions for urban, low-income, culturally diverse communities: making meaningful differences for young children and their families.

TECHNICAL REPORTS

5. **Wackerle-Hollman, A.**, Durán, L., Brunner, S., Palma, J., Kohlmeier, T., Callard, C. & Rodriguez, M. (2018) Technical Manual for IGDIs Español.
4. Bradfield, T., McConnell, S., Rodriguez, M., & **Wackerle-Hollman, A.** (2013). *Summary of psychometric characteristics for second-generation Individual Growth and Development Indicators for universal screening*. Unpublished Technical Report, University of Minnesota, Minneapolis.
3. **Wackerle-Hollman, A.**, Durán, L., Brunner, S., Palma, J., Kohlmeier, T., Callard, C. & Rodriguez, M. (2013) *The Development of Early Literacy Skills in Bilingual and Spanish-speaking Preschool-age Children: A Literature Review*. Technical Report # 1. Minneapolis, MN.
2. **Wackerle-Hollman, A.**, Durán, L., Brunner, S., Palma, J., Kohlmeier, T., Callard, C. Rodriguez, M. (2013) *On Demonstrating Construct Validity and Using Wilson's model to Create S-IGDI Pilot*

Measures. Technical Report # 2. Minneapolis, MN.

1. **Wackerle-Hollman, A.**, Durán, L., Brunner, S., Palma, J., Kohlmeier, T., Callard, C. & Rodriguez, M. (2013). *Evaluating S-IGDI Measures: Iterative Decision-Making in the Development Process*. Technical Report # 3. Minneapolis, MN.

CORPORATE REPORTS AND TOOLS

17. Lee, R., Johnson, L., Pinna, K., **Wackerle-Hollman, A.**, Wu, C., Zhou, X. (2016). *The Parenting Regulatory Focus Measure*. Unpublished Assessment. Institute for Translational Research. University of Minnesota, Minneapolis, MN.
16. **Wackerle-Hollman, A.**, Durán, L. & Rodriguez, M. (2015). *Individual Growth and Development Indicators-Español Seasonal Screening sets*. Early Learning Labs, St. Paul, MN.
15. **CEED@UROC (2011)***. *Fall seasonal identification scale, Individual Growth and Development Indicators for oral language: Picture Naming*. Unpublished assessment. Center for Response to Intervention in Early Childhood (CRTIEC). University of Minnesota, Minneapolis MN.
14. **CEED@UROC (2011)***. *Winter seasonal identification scale, Individual Growth and Development Indicators for oral language: Picture Naming*. Unpublished assessment. Center for Response to Intervention in Early Childhood (CRTIEC). University of Minnesota, Minneapolis MN.
13. **CEED@UROC (2011)***. *Spring seasonal identification scale, Individual Growth and Development Indicators for oral language: Picture Naming*. Unpublished assessment. Center for Response to Intervention in Early Childhood (CRTIEC). University of Minnesota, Minneapolis MN.
12. **CEED@UROC (2011)***. *Fall seasonal identification scale, Individual Growth and Development Indicators for alphabet knowledge: Letter Identification*. Unpublished assessment. Center for Response to Intervention in Early Childhood (CRTIEC). University of Minnesota, Minneapolis MN.
11. **CEED@UROC (2011)***. *Winter seasonal identification scale, Individual Growth and Development Indicators for alphabet knowledge: Letter Identification*. Unpublished assessment. Center for Response to Intervention in Early Childhood (CRTIEC). University of Minnesota, Minneapolis MN.
10. **CEED@UROC (2011)***. *Spring seasonal identification scale, Individual Growth and Development Indicators for alphabet knowledge: Letter Identification*. Unpublished assessment. Center for Response to Intervention in Early Childhood (CRTIEC). University of Minnesota, Minneapolis MN.
9. **CEED@UROC (2011)***. *Fall seasonal identification scale, Individual Growth and Development Indicators for comprehension: Which One Doesn't Belong*. Unpublished assessment. Center for Response to Intervention in Early Childhood (CRTIEC). University of Minnesota, Minneapolis MN.
8. **CEED@UROC (2011)***. *Winter seasonal identification scale, Individual Growth and Development Indicators for comprehension: Which One Doesn't Belong*. Unpublished assessment. Center for Response to Intervention in Early Childhood (CRTIEC). University of Minnesota, Minneapolis MN.

7. **CEED@UROC (2011)***. *Spring seasonal identification scale, Individual Growth and Development Indicators for comprehension: Which One Doesn't Belong*. Unpublished assessment. Center for Response to Intervention in Early Childhood (CRTIEC). University of Minnesota, Minneapolis MN.
6. **CEED@UROC (2011)***. *Fall seasonal identification scale, Individual Growth and Development Indicators for phonological awareness: Rhyming*. Unpublished assessment. Center for Response to Intervention in Early Childhood (CRTIEC). University of Minnesota, Minneapolis MN.
5. **CEED@UROC (2011)***. *Winter seasonal identification scale, Individual Growth and Development Indicators for phonological awareness: Rhyming*. Unpublished assessment. Center for Response to Intervention in Early Childhood (CRTIEC). University of Minnesota, Minneapolis MN.
4. **CEED@UROC (2011)***. *Spring seasonal identification scale, Individual Growth and Development Indicators for phonological awareness: Rhyming*. Unpublished assessment. Center for Response to Intervention in Early Childhood (CRTIEC). University of Minnesota, Minneapolis MN.
3. **CEED@UROC (2011)***. *Fall seasonal identification scale, Individual Growth and Development Indicators for alphabet knowledge: Sound Identification*. Unpublished assessment. Center for Response to Intervention in Early Childhood (CRTIEC). University of Minnesota, Minneapolis MN.
2. **CEED@UROC (2011)***. *Winter seasonal identification scale, Individual Growth and Development Indicators for alphabet knowledge: Sound Identification*. Unpublished assessment. Center for Response to Intervention in Early Childhood (CRTIEC). University of Minnesota, Minneapolis MN.
1. **CEED@UROC (2011)***. *Spring seasonal identification scale, Individual Growth and Development Indicators for alphabet knowledge: Sound Identification*. Unpublished assessment. Center for Response to Intervention in Early Childhood (CRTIEC). University of Minnesota, Minneapolis MN.

***CEED@UROC** consists of the primary IGDI authors: Drs. Scott McConnell, Tracy Bradfield, Alisha Wackerle-Hollman and Michael Rodriguez

CURRICULA

3. Lee, R., **Wackerle-Hollman, A.**, Nelson, S. & Zhou, X. (2016) *Incorporating Narratives to Engage and Retain Families through Action, Cultural Connection and Empowerment: INTERFACE*. Unpublished curriculum, University of Minnesota, Minneapolis MN.
2. **Wackerle-Hollman, A.** (2014) *Family Academy: College Bound Babies. A Comprehensive Research Manual and Curricular Support Package*. Unpublished curriculum. Center for Early Education and Development, University of Minnesota, Minneapolis MN.
1. **Wackerle-Hollman, A.** (2014) *Family Academy: Ready To Succeed. A Comprehensive Research Manual and Curricular Support Package*. Unpublished curriculum. Center for Early Education and Development, University of Minnesota, Minneapolis MN.

OTHER PUBLICATIONS

1. **Wackerle-Hollman, A.** (2009). *The Effects of Progress and Consultation on Emergent Literacy Performance as Measured by the Individual Growth and Development Indicators*. (Doctoral Dissertation).

Available from ProQuest Dissertation and Theses Database (UMI: 3371855)

Scholarly presentations

INVITED PRESENTATIONS

19. Anthony, J, Duran, L., Greednfield, D., Golinkoff, R., Erickson, L, **Wackerle-Hollman, A.**, Lonigan, C., Scarpino, S., Hammer, C. (2019, January). *New Assessment Tools for Early Learners: The development of measures to assess the school readiness of young dual language learners*. Invited presentation, Institute of Education Sciences Project Directors' Meeting, Washington DC.
18. **Wackerle-Hollman, A.** & Lee, R. (2017, February). *INTERFACE: A Parent Engagement Priming Intervention*. Invited presentation to the Institute of Translational Research colloquium series.
17. **Wackerle-Hollman, A.** (2017, January). *Data-based decision making within an early childhood MTSS*. Presented to Rochester Public Schools, Rochester, MN.
16. Buzhardt, J., Greenwood, C.R., McConnell, S. R., **Wackerle-Hollman, A.**, & Walker, D. (2016, December). *The IGDI Enterprise: Development and use of Individual Growth and Development Indicators to support early intervention and early learning of infants, toddlers, and preschoolers*. Invited presentation, Institute of Education Sciences Project Directors' Meeting, Washington DC.
15. **Wackerle-Hollman, A.** (2016, October). *Understanding the role of Spanish early literacy and language development in academic success through robust assessment*. Presented to the Migrant Preschool Initiative Consortium, Atlanta, GA.
14. **Wackerle-Hollman, A.** (2016, April). *Using data-based decision making to drive instruction*. Paper presented at the Minnesota Association for Family and Early Educators, St Cloud, MN.
13. Rodriguez, M., Kettler, R., McConnell, S., **Wackerle-Hollman, A.**, Cox, M. & Huff, J. (2015, April) *Measurement and Implementation Challenges in Early Childhood Assessment*. Paper presented at the annual conference of the National Council for Measurement and Evaluation, Chicago, IL.
12. **Wackerle-Hollman, A.** (2014, April). *From Preschool to Kindergarten: Data-based Challenges and Opportunities in Transition*. Paper presented at the annual conference of the Minnesota Association of Family and Early Educator Conference, St Cloud, MN.
11. **Wackerle-Hollman, A.**, Martin, L. & Thomas, T. (2013, October). *Family Academy College Bound Babies*. Paper presented for the Cultural Providers Network, Minneapolis, MN.
10. **Wackerle-Hollman, A.** & Bradfield, T. (2011, August). *Using IGDI 2.0 to support RTI in early childhood programming and instruction: practical applications*. Workshop presentation presented to the Houghton-Hancock Cooperative Intermediate School District, Houghton, Michigan.
9. **Wackerle-Hollman, A.** & Bradfield, T. (2011, June). *Using Individual Growth and Development Indicators 2.0 (IGDI 2.0) in Early Childhood Special Education: Research and Practice*. Workshop presentation at the Center for Early Education and Development's Summer Institute, St. John's University, MN.

8. **Wackerle-Hollman, A.** (2010, June). *Individual Growth and Development Indicators*. Training workshop presented at the Utah Best Practices Conference, Logan, UT.
7. **Wackerle-Hollman, A.** (2010, April). *Response to Intervention in Early Childhood-using IGDIs in a decision making framework. & IGDIs in Context: Applications*, Training Workshop presented to the Anchorage Public Schools, Anchorage, Alaska.
6. **Wackerle-Hollman, A.** (2010, March). *Response to Intervention (RtI) in Early Childhood!* Training workshop presented to the Minnetonka School District & Eden Prairie School District, Minnetonka, MN.
5. **Wackerle-Hollman, A., & Bradfield, T.A.** (2010, January). *Individual Growth and Development Indicators and Get it Got it Go!* Workshop presented to the Brainerd School District, Brainerd, MN.
4. **Wackerle-Hollman, A.** (2009, September). *Early Literacy Assessment and Intervention*. Workshop presented to the Minnetonka Public Schools, Minnetonka, MN.
3. McConnell, S.R., **Wackerle-Hollman, A., & Bradfield, T.A.** (2009, May). *Assessing language and early literacy development to promote effective interventions*. Paper presented at the International Reading Association Reading Research Conference, Minneapolis MN.
2. Bradfield, T. & **Wackerle-Hollman, A.** (2009, January). *Individual Growth and Development Indicators*. Workshop presented to the Oakdale School District, Early Childhood Education Department, Maplewood, MN.
1. **Wackerle-Hollman, A.** (2007). *Individual Growth and Development Indicators*. Workshop presentation to Joyce Preschool, Minneapolis, MN.

REFEREED NATIONAL PRESENTATIONS

93. **Wackerle-Hollman, A.,** Missall, K., Hojnoski, R., Kang, Y., Running, K. (2020, February). *To Time or not to Time: Effects of timing on assessment of preschooler's language and early literacy skills*. Poster presented at the Conference for Research Innovations in Early Intervention. San Diego, CA.
92. Miranda, A., Duran, L, **Wackerle-Hollman, A.,** Lopez, L., Hammer, C. (2020, February). *Look Who's Talking Now: Understanding how Language is used with Spanish-speaking preschoolers in the classroom environment*. Poster presented at the Conference for Research Innovations in Early Intervention. San Diego, CA.
91. **Wackerle-Hollman, A.,** Missall, K., Running, K., (2020, February) *Examining early literacy IGDI Growth Estimates and Preschool Classroom Features*. Poster presented at the national conference for the National Association of School Psychologists, Baltimore, MD.
90. **Wackerle-Hollman, A.,** Missall, K., Kang, Y. & Hojnoski, R. (2020, February) *Early language and literacy growth profiles*. Poster presented at the National conference for the National Association of School Psychologists, Baltimore, MD.

89. **Wackerle-Hollman, A.** (2020). *Integrated or Specialize Assessment?* Paper presented as part of the symposium: Integrated or Specialized Interventions, Assessment and Professional Development: Is there tension between research and practice? At the Institute for Educational Sciences Principal Investigators Meeting, Washington DC.
88. **Wackerle-Hollman, A.** & Durán, L. (2019). *Spanish and English Early Literacy Longitudinal Growth Trajectories for Bilingual Preschool Age Children.* Paper presented at the American Speech and Hearing Association (ASHA) Annual Conference, Orlando, FL.
87. Durán, L. & **Wackerle-Hollman, A.** (2019). *The Quality and Quantity of Language Scaffolding in Spanish and English in Preschools Serving DLLs.* Paper presented at the American Speech and Hearing Association (ASHA) Annual Conference, Orlando, FL.
86. **Wackerle-Hollman, A.** & Duran, L. (2019). *Bilingual Preschoolers' Performance on the Spanish and English Individual Growth and Development Indicators.* Paper presented as part of the symposium: Measuring School Readiness Skills of Dual Language Learners: Development and Validation of Assessment Tools by Dr. Caroline Ebanks at the Society of Research on Child Development Bi-annual meeting. Baltimore, MD.
85. Greenwood, C., Duran, L., Carta, J., McConnell, S., **Wackerle-Hollman, A.** (2019, March). *Emerging Individual Growth and Development Indicators Trends.* Paper presented as part of the symposium: Use of Individual Growth and Development Indicators to Support Early Intervention and Early Learning chaired by Drs. Amy Sussman & Caroline Ebanks at the Society of Research on Child Development Bi-annual meeting. Baltimore, MD.
84. Buzhardt, J., **Wackerle-Hollman, A.**, Walker, D., Greenwood, C. Jia, F., McConnell, S., Lease, E. Rodriguez, M., and Duran, L. (2019, March). *The Effects of Technology that Supports the use of IGDIs for Data-driven Intervention & Decision-Making.* Paper presented as part of the symposium: Use of Individual Growth and Development Indicators to Support Early Intervention and Early Learning chaired by Drs. Amy Sussman & Caroline Ebanks at the Society of Research on Child Development Bi-annual meeting. Baltimore, MD.
83. **Wackerle-Hollman, A.**, McConnell, S. Lease, E., Rodriguez, M & Duran, L, (2019, March). *Individual growth and development indicators during the preschool years: research and development.* Paper presented as part of the symposium: Use of Individual Growth and Development Indicators to Support Early Intervention and Early Learning chaired by Drs. Amy Sussman & Caroline Ebanks at the Society of Research on Child Development Bi-annual meeting. Baltimore, MD.
82. Hojnoski, R., Missall, K., **Wackerle-Hollman, A.** & McConnell, S. (2019, February). *The devil is in the details: data-based decision making in preschool.* Discussion presented at the annual conference for the National Association of School Psychologists, Atlanta, GA.
81. **Wackerle-Hollman, A.**, Hojnoski, R., McConnell, S. & Missall, K. (2019, February). *Using fluency and central tendency to understand early literacy performance.* Paper presented at the annual conference for the National Association of School Psychologists, Atlanta, GA.
80. **Wackerle-Hollman, A.** & Duran, L. (2018, November). *Digging Deeper in language assessment: Early vocabulary response patterns for monolingual and bilingual preschoolers.* Paper presented at the American Speech Language and Hearing Association Conference, Boston, MA.

79. Buzhardt, J., Walker, D., **Wackerle-Hollman, A.** & McConnell, S. (2018, October). *IGDIs to support multi-tiered systems of support: Advances for use in 0-3 and preschool settings*. Paper presented at the Council for Exceptional Children-Division of Early Childhood Annual Conference. Orlando, FL.
78. **Wackerle-Hollman, A.** & Duran, L. (2018, October). *Preschool Spanish-English Dual Language Learner Growth Trajectories for at-risk students*. Paper presented at the Council for Exceptional Children-Division of Early Childhood Annual Conference. Orlando, FL.
77. Will, K.*, Wang, Q.*, **Wackerle-Hollman, A.**, McConnell, S. (2018, July) *Investigating the role of disability status in early language and literacy assessment performance*. Paper presented at the Society for Text and Discourse, Brighton, United Kingdom.
76. Wang, Q.*, Palma, J.*, **Wackerle-Hollman, A.**, McConnell, S. (2018, July) *The Item Level Position Effect in an Early Literacy Alphabetical Knowledge Measure*. Paper presented at the Society for the Scientific Study of Reading, Brighton, United Kingdom.
75. Wang, Q., Palma, J., Rodriguez, M., **Wackerle-Hollman, A.** (2018, June) *Modeling Aberrant Person Level Response Behavior: A SEM Approach*. Paper presented at the International Testing Commission Conference, Montreal, Canada.
74. Wang, Q.*, Rodriguez, M., **Wackerle-Hollman, A.**, McConnell, S. (2018, April) *Exploring Issues in Response Speed: Insight Gained from an Early Literacy Assessment*. Paper presented at the annual meeting of the National Council on Measurement in Education, New York, NY.
73. Hojnoski, R., Missall, K., **Wackerle-Hollman, A.**, Boyd, E.*, & Zakszeski, B.* (2018, March). *What's in a name: Exploring children's alternate responses to picture naming?* Poster presentation at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
72. Wang, Q.*, Palma, J.*, **Wackerle-Hollman, A.**, McConnell, S. (2018, February) *Investigating the Psychometric and Content Characteristics of Common Items Across Languages: Spanish and English Picture Naming Early Literacy Assessments*. Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.
71. Hojnoski, R., **Wackerle-Hollman, A.**, Missall, K., Boyd, E., Hussain, S., & Running, K. (2018, February). *Finding meaning in labels: Exploring picture naming IGDI responses*. Symposium at the annual meeting of the National Association of School Psychologists, Chicago, IL.
70. Schuster, K.*, Schardt, A.*, **Wackerle-Hollman, A.** & McConnell, S. (2018, February). *Assessing early language and literacy development in three year old children*. Paper presented at the National Association of School Psychologists conference, Chicago, IL.
69. Running, K*, Wang, Q.*, **Wackerle-Hollman, A.** & McConnell, S. (2018, February). *Understanding vocabulary themes in the IGDI Picture Naming task*. Paper presented with the symposium Finding Meaning in Labels: Exploring Picture Naming Responses, at the National Association of School Psychologists conference, Chicago, IL.
68. Will, K.*, Wang, Q.* & **Wackerle-Hollman, A.** (2017, November). *Innovative data-based technology*

- to support early literacy assessment using the individual growth and development indicators.* Poster presented at the American Speech-Language and Hearing Association national conference. Los Angeles, CA.
67. **Wackerle-Hollman, A. & Durán, L.** (2017, November). *The role of language exposure in screening Spanish early literacy and language skills.* Paper presented at the American Speech-Language and Hearing Association national conference. Los Angeles, CA.
66. Durán, L. & **Wackerle-Hollman, A.** (2017, October). *Profiles of preschool bilinguals with low ability in both English and Spanish.* Paper presented at the 33rd Division of Early childhood of the Council for Exceptional Children's annual conference, Portland, Oregon.
65. McConnell, S., **Wackerle-Hollman, A.**, Missall, K. & Hojnoski, R. (2017, October). *Individual Growth and Development Indicators Keep Growing! New Application and Opportunities.* Poster presented at the 33rd Division of Early childhood of the Council for Exceptional Children's annual conference, Portland, Oregon.
64. **Wackerle-Hollman, A.**, Missall, K. & Hojnoski, R. (2017, February). *Data-based decision making: advances in early language and literacy assessment.* Paper presented at the National Association of School Psychology conference, San Antonio, Texas.
63. Miller-Young, R., Carta, J., Hojnoski, R. & **Wackerle-Hollman, A.** (2017, February). *MTSS for Young Children: An effect early education system framework.* Symposium presented at the National Association of School Psychology conference, San Antonio, Texas.
62. Durán, L. & **Wackerle-Hollman, A.** (2017, February). *The development of a Spanish story-book based preschool universal screening measure.* Paper presented at the 25th annual Pacific Coast Research Conference, San Diego, CA.
61. Durán, L. & **Wackerle-Hollman, A.** (2016, November). *A Longitudinal Examination of Spanish Speaking DLL's Kindergarten Reading Performance based on Tier Level Status ion the IGDIs.* Poster presented at the American Speech-Language and Hearing Association national conference. Philadelphia, PA.
60. Teran, P., Olszewski, A., Durán, L. & **Wackerle-Hollman, A.** (2016, November). *Spanish narrative language growth in young Spanish-English bilingual preschoolers.* Paper presented at the American Speech-Language and Hearing Association national conference. Philadelphia, PA.
59. Zhou, X., Lee, R. M., Wu, C. S., **Wackerle-Hollman, A.**, Johnson, L., & Pinna, K. (2016, October). *Construction and initial validation of parent regulatory focus scale.* Poster presented at the Institution for Translational Research Symposium, Minneapolis, MN.
58. **Wackerle-Hollman, A.** (2016, July). *Examining the predictive validity of IGDIs-Español on Spanish and English performance in Kindergarten.* Paper presented at the Twenty-Third Annual Meeting of Society for the Scientific Study of Reading, Porto, Portugal
57. Callard, C.*, Durán, L., **Wackerle-Hollman, A.**, Kohlmeier, T.*, Brunner, S.*, & Palma, J.* (2016, July). *IGDIs-Español: How home language exposure, language of instruction and sex correlate with*

- differential tier assignments on three measures of oral language.* Poster presented at the Twenty-Third Annual Meeting of Society for the Scientific Study of Reading, Porto, Portugal.
56. Brunner, S.*, Kohlmeier, T.*, Palma, J.*, **Wackerle-Hollman, A.**, Durán, L., & Callard, C.* (2016, July). *Impact of language of instruction and language modeling on growth trajectories of Spanish-English dual language learner preschoolers' early literacy skills.* Poster presented at the Twenty-Third Annual Meeting of Society for the Scientific Study of Reading, Porto, Portugal.
55. Palma, J.*, Brunner, S.*, **Wackerle-Hollman, A.**, Rodriguez, M. C., Durán, L., Kohlmeier, T.*, & Callard, C.* (July 2016). *Evaluating child responses as a means for validation of construct representation on a Spanish verb task.* Poster presented at the Twenty-Third Annual Meeting of Society for the Scientific Study of Reading, Porto, Portugal.
54. Jacobs, H.*, Wang, Q.*, **Wackerle-Hollman, A.**, Rodriguez, M. & McConnell, S. (2016, February). *Computer Adaptive Testing Adjustments in an Early Literacy Assessment.* Poster presented at the Conference for Research Innovations in Early Intervention. San Diego, CA.
53. Durán, L. & **Wackerle-Hollman, A.** (2016, February). *Developmental Trajectories of Spanish-English Bilingual Preschoolers: Exploring Ability and Language of Instruction.* Paper presented at the Conference for Research Innovations in Early Intervention. San Diego, CA.
52. **Wackerle-Hollman, A.**, Brunner, S.*, Durán, L. & Palma, J.* (2016, February). *Advances in Assessment for Preschool-Age Spanish English Bilinguals.* Paper presented at the Annual conference for the National Association for School Psychologists. New Orleans, LA.
51. **Wackerle-Hollman, A.** & Durán, L. (2015, December). *Establishing comparative score guidelines for supporting high quality English and Spanish early literacy instruction and intervention.* Poster presented at the Institute of Education Sciences annual PI meeting. Washington, D.C.
50. Durán, L. & **Wackerle-Hollman, A.** (2015, December). *The Development of a Spanish Storybook-based preschool Universal Screening Measure.* Paper presented at the conference for the Literacy Research Association. Encinitas, CA.
49. **Wackerle-Hollman, A.**, Palma, J.*, Brunner, S.* & Durán, L. (2015, November). *Developmental Trajectories of Spanish-English Bilingual Preschoolers: Exploring Ability and Language of Instruction.* Poster presented at the American Speech-Language and Hearing Association national conference. Denver, Colorado.- Meritorious Poster Award
48. Durán, L. & **Wackerle-Hollman, A.** (2015, November). *The Development of the Spanish Individual Growth and Development Indicators.* Paper presented at the American Speech-Language and Hearing Association national conference. Denver, Colorado.
47. Zhou, X.*, Morrison-Cohen, S.*, **Wackerle-Hollman, A.** & Lee, R. (2015, August). *Project INTERFACE: A brief engagement intervention for parent education programs.* Paper presented within a symposium: Innovative prevention programs for racially diverse families and youth. At the American Psychological Association National Convention, Ontario, Canada.
46. Brunner, S.* & **Wackerle-Hollman, A.** (2015, July) *Conceptualizations of language and literacy in*

Spanish-English bilinguals: Using IGDI's to examine growth and status through a comparative score rubric. Paper presented within a symposium: Dual language early language and literacy instruction and curriculum-based measurement at the 22nd Annual meeting of the Society for the Scientific Study of Reading, Kona, Hawaii.

45. Callard, C.* Durán, L., & **Wackerle-Hollman, A.** (2015, July). *Differential tier designations of three oral language measures.* Poster presented at the Twenty-Second Annual Meeting of Society for the Scientific Study of Reading, Kona, Hawaii
44. **Wackerle-Hollman, A.** (2015, July). *Understanding level of language exposure through a measurement lens: Spanish Individual Growth and Development Indicators.* Paper presented within a symposium: Dual language measurement of the Spanish early language and literacy development of preschoolers: Challenges and innovation at the 22nd Annual meeting of the Society for the Scientific Study of Reading, Kona, Hawaii.
43. McConnell, S. & **Wackerle-Hollman, A.** (2015, July). *Supporting innovative assessment and data-based decision making with young children: Individual growth and development indicators - automated performance evaluation of early literacy and language.* Paper presented within a symposium: Innovative measures of language and literacy at the 22nd Annual meeting of the Society for the Scientific Study of Reading, Kona, Hawaii.
42. **Wackerle-Hollman, A.**, Durán, L. & Brunner, S.* (2015, March). *The influence of home language exposure on bilingual preschoolers' early language and literacy screening performance.* Poster presented at the Society of Research on Child Development Bi-annual meeting. Philadelphia, PA.
41. **Wackerle-Hollman, A.** & Martin, L. (2014, November) *Family Academy College Bound Babies: A community-based parenting intervention program.* Poster at the Society for Research on Child Development- Special Meeting: Parenting at Risk, San Diego, CA.
40. Martin, L. & **Wackerle-Hollman, A.**, (2014, November). *Community Context: Participatory Research strategies with Low Income African-American Parents to Improve Outcomes for Kids in the Northside Achievement Zone, a Promise Neighborhood.* Poster presented at the Society for Research on Child Development- Special Meeting: Parenting at Risk, San Diego, CA.
39. **Wackerle-Hollman, A.**, Brunner, S.*, Palma, J.* & Durán, L. (2014, October) *Understanding the impact of language acquisition and use on early literacy achievement.* Poster to be presented at the 30th Annual International Conference on Young Children with Special Needs and their Families Division of Early Childhood Council on Exceptional Children, St Louis, MO.
38. **Wackerle-Hollman, A.** & Thomas, T.* (2014, October). *Family Academy College Bound Babies: A community-based parenting intervention program.* Paper to be presented at the 30th Annual International Conference on Young Children with Special Needs and their Families, Division of Early Childhood, Council on Exceptional Children, St Louis, MO.
37. Durán, L. & **Wackerle-Hollman, A.** (2014, October). *An Analysis of English-Influenced Spanish Responses on the S-IGDI's.* Paper to be presented at the 30th Annual International Conference on Young Children with Special Needs and their Families Division of Early Childhood Council on Exceptional Children, St Louis, MO.

36. **Wackerle-Hollman, A.**, Martin, L. & Bradfield, T. (2014, May) *Exploring a Culturally-Grounded approach to the College-Bound Babies parenting curriculum: Empowering parents through evidence-based parenting intervention*. Paper presented at the 22nd Annual meeting of the Society for Prevention Research, Washington D.C.
35. Martin, L., **Wackerle-Hollman, A.**, Bradfield, T. & McConnell, S. (2014, May) *The Centrality of Community Context: Participatory Research strategies with Low Income African-American Parents to Improve Outcomes for Kids in the Northside Achievement Zone, a Promise Neighborhood*. Poster presented at the 22nd Annual meeting of the Society for Prevention Research, Washington D.C.
34. Bradfield, T., Martin, L., **Wackerle-Hollman, A.** (2014, May) *Evaluation of a Community-Based Participatory Model of Family Education*. Poster presented at the 22nd Annual meeting of the Society for Prevention Research, Washington D.C.
33. **Wackerle-Hollman, A.**, Durán, L., Pena, E. & LaForett, D. (2014, February). *Examining the Challenges and Current Innovations of Assessing Young Spanish-English-speaking Preschoolers*. Panel presented at the biannual meeting of the Conference for Research Innovation in Early Intervention, San Diego CA.
32. Kohlmeier, T.*, Callard, C.*, Durán, L., Brunner, S.*, & **Wackerle-Hollman, A.** (2014, February) *An Analysis of Spanish Oral Language Measure Responses on the S-IGDIs: Considerations of “Spanglish” as a unique dialect in the U.S.* Poster presented at the biannual meeting of the Conference for Research Innovation in Early Intervention, San Diego CA
31. Bradfield, T., McConnell, S. & **Wackerle-Hollman, A.** (2014, February) *Confident Decision Making: Validation of an Early Childhood Response to Intervention Decision Making Framework*. Poster presented at the biannual meeting of the Conference for Research Innovation in Early Intervention, San Diego CA.
30. Thomas-Mitchell, T.*, Bradfield, T., **Wackerle-Hollman, A.** & Martin, L. (2014, February) *Evaluation of a Community-Based Participatory Model of Family Education*. Poster presented at the biannual meeting of the Conference for Research Innovation in Early Intervention, San Diego CA.
29. Brunner, S.* & **Wackerle-Hollman, A.** (2014, February). *Parenting intervention implementation: Addressing barriers to engagement for families living in poverty through the Northside Achievement Zone's Family Academy* Poster presented at the biannual meeting of the Conference for Research Innovation in Early Intervention, San Diego CA.
28. Palma, J.*, Brunner, S.*, **Wackerle-Hollman, A.**, Kohlmeier, T.*, Durán, L., & Callard, C.* (2014, February). *On the dynamic process of test development and methodological challenges of preschool assessment of Spanish-English bilinguals*. Poster presented at the biannual meeting of the Conference for Research Innovation in Early Intervention, San Diego CA.
27. Bradfield, T., Thomas-Mitchell, T.*, Martin, L. & **Wackerle-Hollman, A.** (2013, April). *Evaluation of a Community-Based Participatory Model of Family Education*. Poster presented at the

biennial meeting of the Society for Research in Child Development, Seattle, WA.

26. **Wackerle-Hollman, A.**, Durán, L., McConnell, S., & Rodriguez, M. (2013, April). *Spanish-English Bilingual Language Development and Implications for Assessment*. Poster symposium presented at the Society for Research in Child Development, Seattle, WA.
25. **Wackerle-Hollman, A.**, Bradfield, T., Spencer, T., & McConnell, S. R., (2012, November). *Measuring a Response to Intervention Model in Early Childhood: Examining Assessments for Identification, Decision Making and Progress Monitoring*. Poster presented at the 29th Annual International Conference on Young Children with Special Needs and their Families, Division of Early Childhood, Council on Exceptional Children, Minneapolis, MN.
24. McConnell, S. R., Seiwert, M., **Wackerle-Hollman, A.**, & Bradfield, T. A. (2012, November). *Early childhood in Promise Neighborhoods: Northside Achievement Zone's Early Childhood Action Team*. Spotlight symposium presented the 29th Annual International Conference on Young Children with Special Needs and their Families, Division of Early Childhood, Council on Exceptional Children, Minneapolis, MN.
23. Durán, L., **Wackerle-Hollman, A.**, McConnell, S. (2012, September). *All New Spanish-IGDIs: Bilingual Measurement Considerations & S-IGDI Development*. Paper presented at the Fourth Annual Summit on Response to Intervention in Early Childhood, Santa Ana Pueblo NM.
22. McConnell, S., **Wackerle-Hollman, A.** & Bradfield, T. (September, 2012). *RTI: IGDIs and Beyond: Measurement and Considerations in Early Childhood*. Workshop presentation at Fourth Annual Summit on Response to Intervention in Early Childhood, Santa Ana Pueblo NM.
21. Potter, L.*, Clayton, K.*, Rodriguez, M.*, Schmitt, B.*, **Wackerle-Hollman, A.** & McConnell, S. (2012, March). *IGDIs 2.0: Practitioner Judgments of feasibility, functionality and validity*. Poster presented at the annual meetings of the National Association of School Psychologists, Philadelphia PA.
20. **Wackerle-Hollman, A.**, Carta, J. & Kaminski, R. (2012, February). *Examining the Challenges of RTI for Young Children in Need of Special Education Services*. Symposium panel presented at the biannual meeting of the Conference for Research Innovation in Early Intervention, San Diego CA.
19. Bradfield, T. A., **Wackerle-Hollman, A.**, & McConnell, S. R. (2011, September). *Using IGDIs to identify children for tiered intervention: Update on CRTIEC measurement research*. Paper presented at the Third Annual Summit on Response to Intervention in Early Childhood, Santa Ana Pueblo, New Mexico.
18. Albano, A. D.*, Rodriguez, M. C., McConnell, S., Bradfield, T., & **Wackerle-Hollman, A.** (2011, April). *Scaling with measures of early literacy*. Paper presented at the meeting of the National Council for Measurement in Education, New Orleans, LA.
17. **Wackerle-Hollman, A.**, Bradfield, T., McConnell, S., Albano, A. D.*, & Rodriguez, M. C. (2011, April). *Task development and item analysis in innovative measures of early literacy*. Paper presented at the meeting of the National Council for Measurement in Education, New

Orleans, LA.

16. Rodriguez, M. C., Albano, A. D.*, McConnell, S., **Wackerle-Hollman, A.** & Bradfield, T. (2011, April). *Standard setting with innovative measures of early literacy: Contrasting Groups*. Paper presented at the meeting of the National Council for Measurement in Education, New Orleans, LA.
15. Bradfield, T., **Wackerle-Hollman, A.**, McConnell, S., Rodriguez, M. C. & Albano, A. D.* (2011, April). *Construct identification to support early literacy measurement*. Paper presented at the meeting of the National Council for Measurement in Education, New Orleans, LA.
14. McConnell, S., Schmitt, B.*, Rodriguez, M., Bradfield, T. & **Wackerle-Hollman, A.** (2011, February). *Early childhood response to intervention: Using second-generation IGDI's*. Paper presented at the annual meeting for the National Association of School Psychologists, San Francisco, CA.
13. Rodriguez, M., Schmitt, B.*, Bradfield, T., **Wackerle-Hollman, A.** & McConnell, S. (2010, October) *Measuring Growth in Language and Literacy Development for Young English Language Learners*. Poster presented at the 27th Annual International Conference on Young Children with Special Needs and their Families, Division of Early Childhood, Council on Exceptional Children, Kansas City, MO.
12. McConnell, S. R., Bradfield, T.A., Greenwood, C.R., Rodriguez, M., & **Wackerle-Hollman, A.** (2010, October). *Refining and improving measures for Response to Intervention in early childhood*. Symposium presented at the annual meetings of the Division of Early Childhood, Council for Exceptional Children, Kansas City MO.
11. **Wackerle-Hollman, A.**, Bradfield, T. & McConnell, S. (2010, October). *Developing a new set of early literacy and language IGDI's*. Paper presented at the Third Annual Summit on Response to Intervention in Early Childhood, Kansas City, MO.
10. Hays, A.*, & **Wackerle-Hollman, A.** (2010, February). *What is the meaning of comprehension for preschools? Pioneering progress monitoring tools in a disputed domain*. Poster presented at the biannual meeting of the Conference for Research Innovation in Early Intervention, San Diego CA.
9. McConnell, S., Missall, K., Rodriguez, M., & **Wackerle-Hollman, A.** (2010, February). *Monitoring Progress on Progress Monitoring: Recent Innovations in the Design and Evaluation of Individual Growth and Development Indicators*. Symposium panel presented at the biannual meeting of the Conference for Research Innovation in Early Intervention, San Diego CA.
8. Bradfield, T., Besner, A.*, **Wackerle-Hollman, A.**, McConnell, S., Jones, K.* (2010, February). *How do we best measure Alphabet Knowledge? The development of new Individual Growth and Development Indicators (IGDI's)*. Poster presented at the biannual meeting of the Conference for Research Innovation in Early Intervention, San Diego CA.
7. Hays, A.*, **Wackerle-Hollman, A.**, Bradfield, T. & McConnell, S (2010, February). *What is the meaning of comprehension for preschools? Pioneering progress monitoring tools in a disputed domain*. Poster presented at the biannual meeting of the Conference for Research Innovation in Early

Intervention, San Diego CA.

6. Bradfield, T., Besner, A.*, **Wackerle-Holman, A.**, Schmitt, B.*, McConnell, S., & Jones, K. (2010, February). *Moving beyond picturing naming: The next generation of oral language IGDI's*. Poster presented at the biannual meeting of the Conference for Research Innovation in Early Intervention, San Diego CA.
5. **Wackerle-Hollman, A.** Schmitt, B.*, Bradfield, T., & McConnell, S. (2010, February). *How do we best measure Phonemic Awareness? The development of new Individual Growth and Development Indicators (IGDI's)*. Conference on Research Innovations in Early Childhood, San Diego, CA.
4. Bradfield, T., **Wackerle-Hollman, A.**, & McConnell, S. (October, 2009). *All New IGDI's: Development and Application within an EC RtI Model*. Paper presentation the 25th Annual International Conference on Young Children with Special Needs and their Families, Division of Early Childhood, Council on Exceptional Children, Albuquerque, NM.
3. McConnell, S., **Wackerle-Hollman, A.**, Bradfield, T., Cadigan, K & Missall, K. (2008, October). *Individual Growth and Development Indicators: What's Up?* Division of Early Childhood Conference, Minneapolis, MN.
2. **Wackerle-Hollman, A.** & McConnell, S. (2008, February). *Early Literacy Progress Monitoring: Individual Growth and Development Indicators*. presented at the annual meeting for the National Association of School Psychologists, New Orleans, LA.
1. McConnell, S., **Wackerle, A.**, Wagner, A., Hays, A., Roverud, J. (2007, March). *Recent Assessment and Intervention Research in Early Literacy Development*. Paper presented at the annual meeting for the National Association of School Psychologists, New York City, NY.

REFEREED LOCAL & REGIONAL PRESENTATIONS

13. Thomas, T., Castelman, A. & **Wackerle-Hollman, A.** & Martin, L. (April, 2014). *Collaboration in Context: The Northside Achievement Zone's Family Academy College Bound Babies program*. Paper presented at the annual conference of the Minnesota Association for Family and Early Education, St. Cloud, MN.
12. Brunner, S., Palma, J., & **Wackerle-Hollman, A.** (pending acceptance, 2014, March). *Attending to continuums of language exposure when designing Spanish Individual Growth and Development Indicators (S-IGDI)*. Poster presented at the Educational Psychology Graduate Student Research Day, Minneapolis, MN.
11. Brunner, S., Palma, J. & **Wackerle-Hollman, A.** (2014, January). *Minimizing bias in early literacy assessments for Spanish-English bilingual preschool students*. Poster presented at the Minnesota School Psychologists Association Midwinter Conference, Minneapolis, MN.
10. Palma, J., Brunner, S., **Wackerle-Hollman, A.**, Rodriguez, M. C., & McConnell, S. (2013, March). *Comparing simultaneous and sequential bilingual children's item interpretations: Validity evidence for the Spanish Individual Growth and Development Indicators (S-IGDI) Picture Naming task*. Poster presented at the Educational Psychology Graduate Student Research Day, Minneapolis, MN.
9. Clayton, K., McConnell, S., Martin, L., Bradfield, T. & **Wackerle-Hollman, A.** (2012, April).

Moving toward community-based response to intervention: In-home language assessments with the Language Environment Analysis (LENA). Poster presentation at Graduate Student Research Day, University of Minnesota.

8. Bradfield, T., Clayton, K. & **Wackerle-Hollman, A.** (2011, April) *Individual Growth and Development Indicators (IGDIs): Data based decision-making in an early literacy Response to Intervention (RTI) model.* Poster presentation at the Minnesota Association for Family and Early Education, St Cloud, MN.
7. McConnell, S., Bradfield, T. & **Wackerle-Hollman, A.** (2011, March). *An Overview of the Center for Response to Intervention in Early Childhood and Expanding and Improving Assessment of Early Literacy and Language Development in Preschool: IGDIs 2.0.* Paper presentation at the Minnesota School Psychology Association Conference, Bloomington, MN.
6. McConnell, S., **Wackerle-Hollman, A.**, Rodriguez, M. & Bradfield, T. (2011, March). *Assessment of Language and Early Literacy development in preschool: new and improved individual growth and development indicators: frameworks and tools for practitioners.* Minnesota Preschool Applications of Response to Intervention Institute presented by the Midwest Instructional Leadership Council, St Paul, MN.
5. Bradfield, T. & **Wackerle-Hollman, A.** (2010, November). *Considering Tier 1: Using the CLASS to understand classroom performance.* Paper presented at the "Minnesota's Got CLASS" conference, St. Paul, MN.
4. Rodríguez, M. & **Wackerle-Hollman, A.** (2010, June). *QME Summer Institute: An item response theory (IRT) model approach to constructing measures.* Paper presented at the Quantitative Methods and Evaluation Summer Institute, University of Minnesota, Minneapolis, MN.
3. McConnell, S., **Wackerle-Hollman, A.**, Bradfield, T., Besner, A., Schmitt, B., Hays, A., Jones, K. & Rodriguez, M. (2010, January). All New IGDIs: Development and Application within an EC RtI Model. Panel presented in a Colloquium Series, Educational Psychology, University of Minnesota, MN.
2. McConnell, S. R., & **Wackerle-Hollman, A.** (2008, November). *Theoretical, practical and contemporary issues in early literacy development.* Paper presentation to the Institute of Child Development Brown Bag Series, Minneapolis MN.
1. McConnell, S. & **Wackerle, A.** (2006, May). *Advances in Progress Monitoring in Early Literacy.* Paper presented at the Conference on Advances in Progress Monitoring: Curriculum Based Measurement Research and Innovations. University of Minnesota, St. Paul, MN.

TEACHING & MENTORING

COURSES

| | |
|--------------------|---|
| May term 2012 | EPSY 5849 Observation and Assessment of the preschool child |
| 2017-2018 (winter) | EPSY 8600 Special Topics: Grant Writing |
| 2018-2019 (winter) | EPSY 5849 Early Childhood Multi-tiered systems of support |
| 2020-current | EDHD 8300 Grant Writing |

INVITED GUEST LECTURER

| | |
|---------------------|--|
| 2007 | Course: Observation and Assessment of the preschool child (EPSY 5849) |
| 2009 | Course: School Psychology Assessment Sequence (EPSY 8811) |
| 2011 | Course: Research Methods in Special Education (EPSY 8694) |
| 2013 | Course: Parenting Parent Learning and Development: Implications for Parent Education (FSOS 5943) |
| 2013 | Course: Special Topics in School Psychology: Contemporary Issues in Early Childhood: Engaging with Community (EPSY 8800) |
| 2015, 2016, 2019 | Engaging Diverse Families (EPSY 8800) |

COURSES DEVELOPMENT

EPSY 5849 Early Childhood Multi-tiered Systems of Support

MENTORSHIP & SUPERVISORY EXPERIENCES

| | |
|---------------|---|
| 2009- current | <p>I have supervised and contributed to the mentorship of:</p> <ul style="list-style-type: none">- 14 school psychology graduate students (Amber Hays, Megan Rodriguez, Braden Schmitt, Kate Clayton, Elena Kwong, Stephanie Brunner, Amanda Hensgen, Hannah Jacobs, Laura Potter, Kristin Schuster, Kristin Running, Alyssa Schardt, Rachel Knowles, Megan Onesti).- 12 students in other educational psychology departments (Jose Palma [QME], Kory Vue [QME], Tisa Thomas-Mitchell [FSOS], Qinjun Wang [QME], Maggie Airress [HCRC], Anne Larson [SPED], Jeanette Vyhanek [CSPP], Kelsey Will [Psych Foundations], Mireya Smith [QME], Alejandra Miranda [QME], Carlos Chavez [QME]; Youngsoon Kang [QME])- 3 social work students (Alyson Castleman [Social Work], Maya Buckner [Social Work]; Nicki Cupit [Social Work]).- 2 clinical psychology students (Xiang Zhou & Sarah Nelson) |
| 2010-2020 | <p>I have contributed as a voting member of the following educational psychology and clinical psychology student's master's and oral prelim and dissertation committees.</p> <ul style="list-style-type: none">- Megan Rodriguez- Stephanie Brunner |

- Laura Potter
- Anne Larson
- Leila Jones
- Elyse Farnsworth
- Kevin Frank
- Xiang Zhou
- Abby Weiers
- Rebecca Edmunds
- Kelsey Will
- Kristin Running
- Marianne Elmquist
- Madeline Larson
- Kelsey Will
- Jose Palma
- Ellina Xiong

Certifications

- Nationally Certified School Psychology (NCSP)
- Incredible Years Certified Facilitator

PROFESSIONAL SERVICE

PEER REVIEW COMMITTEES

- 2007-2008 Ad hoc reviewer for *International Journal for Research and Practice*
- 2010- current Ad hoc reviewer for *Journal of Early Intervention*
- 2010- current Ad hoc reviewer for *Early Education and Development*
- 2012- 2018 Ad hoc reviewer for *Assessment for Effective Intervention*
- 2014-current Ad hoc reviewer for *Topics in Early Childhood Special Education*

INSTITUTE OF EDUCATION SCIENCES

- 2018-2022 Early Intervention Panel Review member

UNIVERSITY SERVICE COMMITTEES

- College of Education and human development Professional and Administrative Council (CPAC)
- Educational Psychology Research Committee- Chair

COMMUNITY SERVICE

- Volunteer story hour facilitator- Roseville public library, Roseville MN
- Early childhood family education and school readiness advisory council, Roseville public schools, Roseville, MN
- Family Academy Facilitator- North Minneapolis, MN

UNIVERSITY-BASED SCHOLARSHIP GROUPS

- Early career investigator network (ECIN) through the Center for personalized prevention research (CPPN)
- Center for personalized prevention research culture and prevention working group

(CPPN-CWG)

- Center for early education and development research group (CEED- RG)
- Institute for Translational Search faculty and staff (ITR)

Applied & Clinical experiences

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| 2008-2009 | School Psychology Intern Stillwater Public Schools |
| 2007-2008 | Washburn Guidance Clinic Therapist Intern, Minneapolis, MN |
| 2004-2008 | Research Assistant, Research Institute on Progress Monitoring |
| 2007-2008 | School Psychology Practicum Student, Mounds View Early Childhood Education |
| 2007-2008 | Early Childhood Special Education Teacher, Mounds View Public Schools |
| 2006-2007 | Early Childhood Special Education Para-Professional, Mounds View Public Schools |
| 2002-2004 | Home-based Therapist, Community Mental Health, St Joseph County, Three Rivers, Michigan |
| 2003-2004 | Emotional/Behavioral Disordered Interventionist and Case Worker, Community Mental Health, St Joseph County, Three Rivers, Michigan |
| 2001-2004 | Assistant Director, Calico Corners Private Preschool |
| 1999-2004 | Teacher, Calico Corners Private Preschool |

Professional Affiliations

- National Association of School Psychology (NASP)
- Council for Exceptional Children- Division of Early Childhood (CEC-DEC)
- Minnesota School Psychology Association (MSPA)
- Society Research on Child Development (SRCD)
- National Conference on Measurement and Evaluation (NCME)
- Society for Prevention Research (SPR)
- Society for Scientific Study of Reading (SSSR)