

CURRICULUM VITAE — ROSS C. ANDERSON

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EDUCATION

- 2019 Ph.D. in Educational Leadership, *University of Oregon (UO)*
 Specialization: Quantitative Research Methods
 Dissertation: *Becoming creative agents: Trajectories of creative development during the turbulence of early adolescence*
- 2004 B.A. in Architecture, *Yale University*
 Emphases: Architecture history, theory, & criticism; Design studio

APPOINTMENTS

- 2014–present *Inflexion, Eugene, OR*
 Principal Researcher; Planning, Research, & Evaluation
- 2019–present *Center for Equity Promotion, University of Oregon, Eugene, OR*
 Research Assistant Professor
- 2018–present *Creative Engagement Lab, LLC, Eugene, OR*
 Co-Founder
- 2014, 2018 *University of Oregon, College of Education, Eugene, OR*
 Graduate Research Fellow
- 2013–14 *University of Oregon, Northwest Indian Language Institute, Eugene, OR*
 Graduate Research Fellow, Grant Writing and Outreach
- 2013–14 *Lane Education Service District, Eugene, OR*
 Grant Writer and Evaluation Specialist
- 2007–13 *Norwich Public Schools, Norwich, CT*
 Director of Strategic Initiatives
- 2004–07 *Independent, Brooklyn and Tivoli, NY*
 Builder and designer

RESEARCH & TEACHING INTERESTS

Content

The arts and creativity in teaching and learning; Motivation and engagement in adolescent development; School culture for equity, cohesion, student agency, creativity, and inclusion; Policies for student-centered and culturally responsive learning;

Methods

Experimental and quasi-experimental design; Program evaluation; Longitudinal latent variable modeling; Measurement of intrapersonal and interpersonal skills and dispositions; Phenomenological and grounded theory;

SCHOLARSHIP

PEER-REVIEWED PUBLICATIONS

- [12] **Anderson, R.C.**, Haney, M., Pitts, C., Porter, L., & Bousselot, T. (in press). “Mistakes can be beautiful”: Creative engagement in arts integration for early adolescent learners. *Journal of Creative Behavior*.
- [11] Katz-Buonincontro, J. & **Anderson, R.C.** (in press). Observation methods for researching creativity: Past approaches and recommendations for advancing the field. *Journal of Creative Behaviors*, <https://doi.org/10.1002/jocb.385>
- [10] **Anderson, R.C.**, Porter, L., & Adkins, D. (in press). A dramatic confrontation: Arts integration teacher development, organizational learning, and school change. *Leadership and Policy in Schools*.
- [9] **Anderson, R.C.**, Graham, M., Kennedy, P., Nelson, N., Stoolmiller, M., Baker, S., & Fien, H. (2019). Student agency at the crux: Mitigating disengagement in middle and high school. *Contemporary Educational Psychology*, 56, 205–217. <https://doi.org/10.1016/j.cedpsych.2018.12.005>
- [8] Madison, E., **Anderson, R.C.**, & Bousselot, T. (2019). Self-determined to write: Catalyzing critical thinking, collaboration, and self-direction in middle school. *Reading and Writing Quarterly*. <https://doi.org/10.1080/10573569.2019.1579127>
- [7] Katz-Buonincontro, J. & **Anderson, R.C.** (2018). How do we go from good to great? The need for better observation studies of creativity in education. [Special Issue] *Frontiers in Psychology*, 9(2342). DOI: 10.3389/fpsyg.2018.02342
- [6] **Anderson, R.C.** (2018). Creative engagement: Embodied metaphor, the affective brain, and meaningful learning. *Mind, Brain, and Education*, 12(2), 72–81. <https://doi.org/10.1111/mbe.12176>
- [5] Pitts, C., **Anderson, R.C.**, & Haney, M. (2018). Measure of Instruction for Creative Engagement: Making metacognition, modeling, and creative thinking visible. *Learning Environments Research*, 21(1), 43–59. <https://doi.org/10.1007/s10984-017-9238-9>
- [4] **Anderson, R.C.**, Pitts, C., & Smolkowski, K. (2017). Creative ideation meets relational support: Measuring links between these factors in early adolescence. *Creativity Research Journal*, 29(3), 244–256. DOI: 10.1080/10400419.2017.1360057.
- [3] **Anderson, R.C.**, Thier, M., & Pitts, C. (2017). Interpersonal and intrapersonal assessment alternatives: Self-reports, situational judgment tests, and discrete choice experiments. *Learning and Individual Differences*, 53, 47–60. DOI: <http://dx.doi.org/10.1016/j.lindif.2016.10.017>
- [2] Thier, M., Smith, J., Pitts, C., & **Anderson, R.C.** (2016). Influential spheres: Examining actors’ perceptions of education governance. *International Journal of Education Policy & Leadership*, 11(9), 1–21. URL: <http://journals.sfu.ca/ijepl/index.php/ijepl/article/view/682>
- [1] **Anderson, R.C.**, Guerreiro, M., & Smith, J. (2016). Are all biases bad? Collaborative grounded theory in developmental evaluation of education policy. *Journal of Multidisciplinary Evaluation*, 12(27), 44–57. URL: http://journals.sfu.ca/jmde/index.php/jmde_1/article/view/449

BOOK CHAPTERS

- [6] **Anderson, R.C.** & Karwowski, M. (in press). Creativity and motivation. Runco, M. (Ed.), *Encyclopedia of Creativity*. London, UK: Elsevier.
- [5] Karwowski, M. & **Anderson, R.C.** (in press). Creativity and mastery. Runco, M. (Ed.), *Encyclopedia of Creativity*. London, UK: Elsevier.
- [4] **Anderson, R.C.**, & Beard, N. (2018). Envisioning, feeling, and expressing meaning: Training middle level educators to use tableaux vivants to engage students. In P. Howell, S. Faulkner, J. Jones, & J. Carpenter (Eds.), *Preparing middle level educators for 21st Century schools: Enduring beliefs, changing times, evolving practices* (pp. 271–300). Charlotte, NC: Information Age Publishing.
- [3] **Anderson, R.C.**, & Pitts, C. (2017). Growing sustainable school culture: Arts integration to nourish the soil and the seeds. In R. Rajan and I. Chand O’Neal (Eds.), *Arts evaluation and assessment: Measuring impact in schools and communities* (pp. 117–146). Switzerland: Palgrave MacMillan.
- [2] **Anderson, R.C.** (2017). Brazil: Not all GERMS make you sick. In Y. Zhao and B. Gearin (Eds.), *Dreams and nightmares: Global education reform on the brink of the fourth industrial revolution*. New York, NY: Routledge.
- [1] **Anderson, R.C.** (2015). The makers: Creativity and entrepreneurship. In Y. Zhao (Ed.), *Counting What Counts: Reframing Education Evaluation* (pp. 93-108). Bloomington, IN: Solution Tree Press.

MANUSCRIPTS UNDER REVIEW

- [2] **Anderson, R.C.**, & Haney, M. (second review). Feeling, producing, and reflecting: Studying the creative adolescent self in action.
- [1] **Anderson, R.C.**, Brandel, D., & Martinez, C. (second review). Embodied experience of being black and LGBTQ in school: A contextualized intersectionality perspective.

EXTERNAL FUNDING: \$15 million

GRANTS & CONTRACTS:

MODEL DEVELOPMENT, RESEARCH, & EVALUATION

- [25] 2019–20 Creative Engagement for Health: Designing A Social-Emotional Arts Integrated Curriculum. *Mills Davis Fund of the Edwin W. and Catherine Davis Foundation*. PI, led proposal development; in collaboration with Nate Beard, Mari Livie, and Jess Land) **\$49,525**
- [24] 2018–22 MakeSPACE Project: Schoolwide, Place-based Access to Creative Engagement. *US Department of Education, Assistance in Arts Education Model Development and Dissemination* (PI, led proposal development; in collaboration with Drs. Tracy Bousset and Jen Katz-Buoincontro) **\$2,490,014**
- [23] 2018–21 My STEM Story: Scaling STEM Mentoring and Role Modeling Through Digital Storytelling. *National Science Foundation, Innovative Technology Experiences for Students and Teachers*. (Co-led proposal development; Co-

- PI; in collaboration with Drs. Ed Madison, Jenefer Husman, and Matt Kim)
\$1,200,000
- [22] 2017–19 Journalistic Learning Initiative: Research and Strategic Development. *University of Oregon* (Strategic collaboration on research program, curricular frameworks, and research dissemination with Dr. Ed Madison) **\$125,000**
- [21] 2018–21 The STELLAR 2 Project – Phase 2: Strategies for Technology Enhanced Learning and Literacy through Art. *Institute for Education Sciences, Goal 2: Arts Education special topic area*. (Methodologist and motivation specialist; in collaboration with Drs. Erin Chaparro and Keith Smolkowski) **\$1,400,000**
- [20] 2018–20 Deliberate Reflection for Deeper Learning Project. *William and Flora Hewlett Foundation, Deeper Learning + Diffusion of Innovation and Scaled Impact*. (Substantive contributions to proposal development; strategic support on implementation and research) **\$998,895**
- [19] 2017–19 Success Stories: California’s Local Control and Accountability Plans Achieving Deeper Learning. *William and Flora Hewlett Foundation*. (Supported proposal development; supporting research with Paul Beach and Dr. Matt Coleman) **\$300,000**
- [18] 2016–18 Music at the core. *Mills Davis Fund of the Edwin W. and Catherine Davis Foundation*. (Co-led proposal development; project design, implementation, and support) **\$50,000**
- [17] 2016–17 Developmental evaluation of the Journalistic Learning program: Effects on students’ critical thinking skills, student agency, and collaborative engagement. *Media Arts Institute* (Evaluation oversight; Co-PI; in collaboration with Dr. Ed Madison and Tracy Bousset) **\$20,000**
- [16] 2014–18 ArtCore: An immersive studio-to-school arts integration and school-wide transformation model, *US Department of Education* to Springfield School District, OR. (Led proposal development; Project Director; PI) **\$2,196,212**
- [15] 2014–16 Ichishkiin culture and language as protective factors, *Bill and Melinda Gates Foundation* to Northwest Indian Language Institute, Eugene, OR. (Led proposal development) **\$50,000**
- [14] 2014–17 ArtCore: Middle school arts integration, *Oregon Community Foundation* (funded to Lane Arts Council, Eugene, OR). (Proposal support and evaluation oversight) **\$267,700**
- [13] 2013–15 Chaku-kəmtəks pi Hayu-kəmtəks: The southern Willamette valley project” *Oregon Department of Education (ODE)*. (Led proposal development) **\$97,591**
- [12] 2013–15 ASPIRE: After school program inspiring real-world education (program still in operation), *21st Century Community Learning Center Program (21st CCLC)*, *Connecticut Department of Education (CDE)*. (Project director) **\$400,000**
- [11] 2012–17 BRIDGES: Building readiness for individual discovery to guide every student (program still in operation), *21st CCLC, CDE*. (Project director) **\$807,500**
- [10] 2012–14 Norwich Public Schools Alliance Reform plan (culturally sustaining literacy reform still in operation), *CDE*. (Project director) **\$2,378,224**
- [9] 2012–13 Thrive4Life coordinated school health project (program still in operation), *CDE*. (Project director; PI) **\$100,000**

- [8] 2011–13 CHOICES: Creating healthy opportunities to invigorate, challenge, and engage students, *CDE*. (Project director) **\$96,000**
- [7] 2011–13 BRIDGES Summer Learning Center (still in operation), *Community Foundation of Eastern Connecticut*. (Project director) **\$30,000**
- [6] 2010–13 BRIDGES Summer Learning Center, *Liberty Bank Foundation*. (Project director) **\$15,000**
- [5] 2009–14 Greeneville BRIDGES, *21st CCLC, CDE*. (Project director) **\$482,367**
- [4] 2009–10 Student leaders in service, *Institute for Global Education and Service*. (Project director) **\$2,995**
- [3] 2008–13 ASPIRE: Attendance and student performance initiative for responsive education, *21st CCLC, CDE*. (Project director; PI) **\$842,554**
- [2] 2007–12 Norwich BRIDGES, *21st CCLC, CDE*. (Project director) **\$807,500**
- [1] 2007–11 Norwich Kids In Action: Service learning and civic engagement, *CDE*. (Project director). **\$160,000**

GRANTS & CONTRACTS:

ASSESSMENT DEVELOPMENT & THEORY-TO-PRACTICE

- [3] 2016–17 Accountability designs and tools for college and career readiness and deeper learning, *California Education Policy Foundation*. (Measurement design, analysis, and reporting) **\$200,000**
- [2] 2015 Understanding Maine’s Guiding Principles: A developmental framework, *Innovation Lab Network & Maine Department of Education*. (Project director) **\$50,000**
- [1] 2014–16 Accountability designs and tools for college and career readiness and deeper learning, *California Education Policy Foundation*. (Measurement design, analysis, and reporting) **\$600,000**

GRANTS & CONTRACTS:

COMMUNITY & SCHOOL INTERVENTION & SERVICE PROGRAMS

- [13] 2013–15 Lane county youth gang prevention, *Oregon Youth Development Council*. (Led proposal development) **\$99,699**
- [12] 2013–15 Connected lane pathways, *ODE*. (Led proposal development & consulted on implementation) **\$250,000**
- [11] 2013–15 Lane county STEAMOn!, *ODE*. (Led proposal development) **\$225,000**
- [10] 2013–15 Lane County Equity and Achievement Project, *ODE*. (Led proposal development & consulted on implementation) **\$22,000**
- [9] 2012–13 Mediate for success, *Connecticut Office of Policy and Management*. (Project director, PI) **\$40,000**
- [8] 2011–13 Smoke-free schools: Tobacco use prevention for school-aged youth, *Connecticut Department of Health*. (Project director, PI) **\$50,569**

- [7] 2011–12 Diversion.NET, *Connecticut Office of Policy and Management*. (Project director) **\$19,835**
- [6] 2010–11 Know how 2 go: Post-secondary access and success, *African American Affair Commission, Connecticut State Legislature*. (Project director) **\$5,000**
- [5] 2007–11 Norwich Prevention Council, *Southeastern Regional Action Council*. (Project director) **\$18,000**
- [4] 2007–09 Norwich mentoring community collaborative, *Governor’s Prevention Partnership*. (Project director) **\$10,000**
- [3] 2007–08 Global youth citizens, *Teaching Tolerance and Southern Poverty Law Center*. (Project director) **\$2,100**
- [2] 2007–08 GREENS: Growing resources for education and essential needs by students, *Dominion Energy Education Grant*. (Project director) **\$2,300**
- [1] 2007–08 Norwich kids in action, *Youth Service America*. (Project director) **\$1,000**

AWARDS

- 2019 Society for the Neuroscience of Creativity Annual Meeting National Science Foundation Travel Award
- 2018–19 University of Oregon. *The Judy and Rocky Dixon Graduate Student Innovation Award*. To receive guidance from High Tech High leaders in the development of Creative Engagement Lab, LLC—a collaborative design, research, and innovation lab for creative and artistic solutions for educators in marginalized communities.
- 2018–19 University of Oregon. *The Oregon Sasakawa Young Leaders’ Fellowship Fund (SYLFF) Graduate Fellowship for International Research*. To study Escola Culturais (Cultural Schools), a new policy implemented across the Northeastern Brazilian state of Bahia to infuse local arts and culture into 85 schools.
- 2018–19 University of Oregon. *Betty Foster McCue Scholarship for Human Performance and Development*
- 2017 AERA Division C: Learning and Instruction. *Outstanding Poster Award*
- 2017–18 University of Oregon. *Silvy Kraus Presidential Fellowship*
- 2017 University of Oregon College of Education. *Travel Grant Award*
- 2016–17 University of Oregon Graduate School. *Margaret McBride Lehrman Fellowship*
- 2016–17 University of Oregon College of Education. *Paul B. Jacobsen Memorial Scholarship*
- 2016–17 University of Oregon College of Education. *Dynamic Measurement Group Scholarship*
- 2016 Department of Educational Methodology Policy & Leadership, University of Oregon. *Travel Grant Award*
- 2016 University of Oregon College of Education. *Travel Grant Award*
- 2015–16 University of Oregon College of Education. *Dynamic Measurement Group Scholarship*
- 2015–16 University of Oregon College of Education. *Paul B. Jacobsen Memorial Scholarship*
- 2015 2nd Education Policy Academy, American Enterprise Institute. *AEI Ed Policy Academy Student*
- 2015 Roe L. Johns Travel Award. *40th Annual Conference of the Association of the Education Finance and Policy*
- 2015 Department of Educational Methodology Policy & Leadership, University of Oregon. *Travel Grant Award*
- 2013 Eastern CT Chamber of Commerce. *40 Under 40 Award in Southeastern CT*

OTHER PUBLICATIONS

FRAMEWORKS FOR PRACTICE

- [2] Fukuda, E., **Anderson, R.C.**, & Lench, S. (2015). *Understanding Maine's Guiding Principles*. Maine Department of Education & Educational Policy Improvement Center.
- [1] Lench, S., Fukuda, E., & **Anderson, R.C.** (2015). *Essential skills and dispositions: Developmental frameworks for collaboration, creativity, communication, and self-direction*. Lexington, KY: Center for Innovation in Education at the University of Kentucky.

EVALUATION REPORTS & PUBLIC SCHOLARSHIP

- [4] **Anderson R.C.**, & Haney, M. (2017). *ArtCore: Paving the way for a new education paradigm*. Eugene, OR: Educational Policy Improvement Center. Retrieved from <http://www.artcorelearning.org/research/>
- [3] **Anderson, R.C.**, & Bousselot, T. (2017). *A developmental evaluation of the Journalistic Learning Initiative pilot: An evaluation report for Media Arts Institute*. Eugene, OR: Educational Policy Improvement Center.
- [2] **Anderson, R.C.** & invited contributors (ongoing). ArtCore project blog. Blog site: www.artcorelearning.org/blog/
- [1] **Anderson, R.C.**, & Sponko, L. (2015, June 19). Improve education through the arts and creativity. *The Register-Guard*, pp. A1, p. 9. Retrieved from: <http://registerguard.com/rg/opinion/33189077-78/improve-education-through-arts-and-creativity.html.csp>

MEASURES, OBSERVATION TOOLS, MANUALS, & CODEBOOKS

- [5] **Anderson, R.C.**, Pitts, C., & Smolkowski, K. (2015). *Creative Engagement in Middle School (CEMS) student survey protocol (includes both extant and new instruments)*.
- [4] **Anderson, R.C.**, & Pitts, C. (2015). *Measure of Instruction for Creative Engagement (MICE) teacher self-report*.
- [3] **Anderson, R.C.**, & Pitts, C. (2015). *Perception of Arts Integration Efficacy and Effectiveness teacher self-report*.
- [2] **Anderson, R.C.**, & Pitts, C. (2015). *Measure of Instruction for Creative Engagement (MICE) observation protocol and training*.
- [1] **Anderson, R.C.**, & Beach, P. (2015). *Student MetaSkills Survey: A measure of opportunities to learn and practice essential skills—collaboration, communication, creativity, critical thinking, and self-direction—high school version*.

MANUSCRIPTS IN PREPARATION

- [12] **Anderson, R.C.**, & Beach, P. (in preparation). Measure of responsibility: Assessing students' opportunity-to-learn and apply creativity, critical thinking, and other essential skills.

- [11] **Anderson, R.C.** (in preparation). Afro-Brazilian culture. In V. Glăveanu (Ed.), *Encyclopedia of the possible*. Switzerland: Palgrave MacMillan.
- [10] **Anderson, R.C.** (in preparation). Arts integrated design. In V. Glăveanu (Ed.), *Encyclopedia of the possible*. Switzerland: Palgrave MacMillan.
- [9] Rogh, W. & **Anderson, R.C.** (in preparation). What makes an idea original? An empirical comparison of five different ways to score originality in divergent thinking.
- [8] Porter, L. & **Anderson, R.C.** (in preparation). An exploration of arts-integrated teaching and learning to engage recently arrived English learners.
- [7] **Anderson, R.C.**, Porter, L., & Bousselot, T. (in preparation). Catalyzing creative school identity: A comparative case study of school change through arts integration.
- [6] **Anderson, R.C.** & Graham, M. (in preparation). Latent profiles of creative engagement: Distinct classes of creative, cognitive, and affective factors of early adolescent development.
- [5] **Anderson, R.C.**, Graham, M., & Rogh, W. (in preparation). Originality, fluency, and flexibility: How do they develop and influence each other during early adolescence?
- [4] Perry, L., Thier, M., Beach, P., **Anderson, R.C.**, Roberts, P., and Thoennessen, N. (in preparation). Opportunity and conditions to learn (OCL): A conceptual framework.
- [3] Graham, M., **Anderson, R.C.** (in preparation). Engagement in flux: The dynamic links between persistence, self-sabotage, and failure avoidance from middle-to-high school.
- [2] **Anderson, R.C.**, Pitts, C., & Smolkowski, K. (in preparation). Thinking divergently and finding a flow: Does a supportive school setting matter?
- [1] **Anderson, R.C.** & Oliveira, M. (in preparation). Opening doors to open hearts and minds: The innovative design of the Escola Culturais program in Bahia, Brazil.

PRESENTATIONS

REFEREED PROFESSIONAL PRESENTATIONS

- [37] **Anderson, R.C.**, (2019, July). *Becoming creative agents: Adolescence as a critical stage of creative growth and action*. Paper presented at the Creativity Conference, Southern Oregon University (SOU), Ashland, OR.
- [36] **Anderson, R.C.**, (2019, July). *Artistic thinking in middle school: Multidimensional effects of arts integration across the early adolescent years*. Paper presented at the Creativity Conference, Southern Oregon University (SOU), Ashland, OR.
- [35] Rogh, W. & **Anderson, R.C.** (2018, August). *What makes an idea original? An empirical comparison of five different ways to score originality in divergent thinking*. Paper presented at the Creativity Conference, Southern Oregon University (SOU), Ashland, OR.
- [34] **Anderson, R.C.** (2019, August). *Becoming creative agents: Trajectory profiles of creative development in early adolescence*. Paper to be presented at the annual convention of American Psychological Association (APA), Chicago, IL.
- [33] Manalang, V., Katz-Buonincontro, **Anderson, R.C.** (2019, May). *A mixed-methods comparison of creative engagement in theatre-infused education cases*. Psychology of Aesthetics, Creativity, and the Arts APA Division 10 Colloquium, Pace University, New York, NY (Non-presenting co-author).
- [32] **Anderson, R.C.**, & Graham, M. (2019, April). *Divergent thinking during early adolescence: Changes in fluency, flexibility, and originality*. Paper to be presented at the annual meeting of American Education Research Association (AERA), Toronto, ON, Canada.

- [31] **Anderson, R.C.** (2019, March). *Creative engagement to make meaning: Metaphorical thinking through the affective body-mind*. Paper to be presented at the annual meeting of the Society for the Neuroscience of Creativity, San Francisco, CA. Recording at <https://www.youtube.com/watch?v=xSN1GzhviGg>
- [30] Beach, P. & **Anderson, R.C.** (2019, April). *Measuring students' metacognitive opportunities across content areas: The short-form Student Meta-Skills Survey*. Paper to be presented at the annual meeting of American Education Research Association (AERA), Toronto, ON, Canada.
- [29] **Anderson, R.C.**, & Graham, M. (2018, August). *Profiles of creative engagement: Exploration of creative and motivational factors in adolescence*. Paper presented at the Creativity Conference, Southern Oregon University (SOU), Ashland, OR.
- [28] **Anderson, R.C.**, & Haney, M. (2018, August). *Feeling, producing, reflecting: An approach to studying creative self-beliefs and production*. Paper presented at the Creativity Conference, SOU, Ashland, OR.
- [27] **Anderson, R.C.**, Beard, N., Land, J., & Livie, M. (2018, August). *Pedagogical artists: Developing the creative resources and leadership of teachers in arts integration*. Compilation of research presented at the Creativity Conference, SOU, Ashland, OR.
- [26] **Anderson, R.C.**, & Graham, M. (2018, August). *Clusters of creative engagement: Exploration of creative and motivational factors in adolescence*. Paper presented at the annual convention of the American Psychological Association, Division 10: Society for the Psychology of Aesthetics, Creativity, and the Arts, San Francisco, CA.
- [25] **Anderson, R.C.**, & Haney, M. (2018, August). *Feeling, producing, reflecting: An approach to studying creative self-beliefs and production*. Poster presented at the annual convention of the American Psychological Association, Division 10: Society for the Psychology of Aesthetics, Creativity, and the Arts, San Francisco, CA.
- [24] **Anderson, R.C.**, Porter, L., & Adkins, D. (2018, April). *A dramatic confrontation of frames: Arts integration school reform and organizational learning*. Paper presented at the annual meeting of American Education Research Association (AERA), New York City, NY.
- [23] **Anderson, R.C.** & Beach, P. (2018, April). *Differences in the development of essential SEL skills across typical high school curriculum*. Paper presented at the National Council on Measurement in Education (NCME), New York City, NY.
- [22] Porter, L. & **Anderson, R.C.** (2018, April). *An exploration of arts integrated teaching and learning to engage recently arrived English learners*. Paper presented at the annual meeting of American Education Research Association (AERA), New York City, NY.
- [21] Graham, M., **Anderson, R.C.**, & Husman, J. (2018, April). *Differently disengaged: Evaluating heterogeneous subgroups using growth mixture modeling and longitudinal K-mean analyses*. Paper presented at the annual meeting of American Education Research Association (AERA), New York City, NY.
- [20] Boussetlot, T., & **Anderson, R.C.** (2017, November). *Ready, set, evaluate: Using developmental evaluation strategies to identify evidence of promise in a pilot journalistic learning program*. Paper presented at Evaluation 2017 of the American Evaluation Association, Washington, DC (non-presenting author).
- [19] Perry, L., Thier, M., Beach, P., **Anderson, R.C.**, Roberts, P., and Thoennessen, N. (2017). *Opportunity and Conditions to Learn (OCL): A conceptual framework*. Australian Association for Research in Education, November 27 – December 1, Canberra (non-presenting author).
- [18] **Anderson, R.C.** (2017, August). *Creative engagement: An embodied approach to making meaning in learning*. Poster presented at the annual convention of the American

Psychological Association, Division 10: Society for the Psychology of Aesthetics, Creativity, and the Arts, Washington, DC.

- [17] Graham, M. & **Anderson, R.C.** (2017, August). *Engagement in flux: The dynamic relations of factors across the middle-to-high school transition*. Poster presented at the annual convention of the American Psychological Association, Division 15: Educational Psychology, Washington, DC.
- [16] **Anderson, R.C.** & Graham, M. (2017, August). *Self-belief and engagement at the crux: Latent growth curve analysis across the transition to high school*. Poster presented at the annual convention of the American Psychological Association, Division 15: Educational Psychology, Washington, DC.
- [15] Pitts, C., **Anderson, R.C.**, & Haney, M. (2017, April). *'It's like you fall and there's a \$20 bill in front of you': Creative engagement of the self and others in arts integrated learning*. Paper presented at the annual meeting of American Education Research Association (AERA), San Antonio, TX.
- [14] **Anderson, R.C.** & Graham, M. (2017, April). *Motivation and engagement at the crux: Latent growth curve analysis across the transition to high school*. Poster presented at the annual meeting of AERA, San Antonio, TX.
- [13] **Anderson, R.C.**, & Beach, P. (2017, April). *Student MetaSkills Survey: Measuring opportunity to learn, practice, and demonstrate essential skills*. Paper presented at the annual meeting of AERA, San Antonio, TX.
- [12] **Anderson, R.C.**, & Pitts, C. (2017, April). *Thinking divergently and finding a flow: Does a supportive school setting matter?* Poster presented at the annual meeting of AERA, San Antonio, TX.
- [11] Thier, M., **Anderson, R.C.**, & Pitts, C. (2016). *Evaluating bias: Considering alternative measures of global citizenship*. Paper presented at the annual meeting of the Australian Association of Research in Education, Fremantle, Australia (non-presenting author).
- [10] **Anderson, R.C.**, Pitts, C., & Smolkowski, K. (2016, April). *Creative engagement through the arts: Measuring the effects on teaching, learning, and student outcomes in school*. Poster presented at the annual meeting of AERA, Washington, DC.
- [9] Pitts, C., **Anderson, R.C.**, & Haney, M. (2016, April). *Measures of instruction for creative engagement (MICE): Capturing what eludes traditional teacher observation measures*. Paper presented at the annual meeting of AERA, Washington, DC.
- [8] **Anderson, R.C.**, Pitts, C., & Smolkowski, K. (2016, March). *Creative engagement in learning: A new way to conceptualize and measure the middle school experience*. Paper presented at the Association for Education Finance & Policy (AEFP) annual meeting, Denver, CO.
- [7] Guerreiro, M., **Anderson, R.C.**, & Smith, J. (2016, March). "Are all biases bad? Collaborative grounded theory in developmental evaluation of education policy." Poster presented at the annual meeting of the AEFP, Denver, CO.
- [6] **Anderson, R.C.**, & Brandel, D. (2015, April). *Intersectionality at School: Accrual of negative experiences and perceptions of school climate and culture for racial/ethnic and sexual minority students*. Paper presented at the annual meeting of AERA, Chicago, IL.
- [5] Smith, J., Thier, M., Gasparian, H., **Anderson, R.C.**, & Pitts, C. (2015, April). *Development of a typology of education governance in the 50 states*. Paper presented at the annual meeting of AERA, Chicago, IL.

- [4] Pitts, C., Smith, J., Thier, M., & **Anderson, R.C.** (2015). *Comparing accountability perspectives: Local control in a participatory state*. Paper presented at the annual meeting of AERA, Chicago, IL.
- [3] Smith, J., Thier, M., **Anderson, R.C.**, Gasparian, H., & Pitts, C. (2015, February). *Influential spheres: Examining actors' perceptions of educational governance*. Paper presented at annual conference of the AEPF. Washington, DC.
- [2] Pitts, C., & **Anderson, R.C.** (2015, February). *Beyond achievement: Exploring academic, school-based behavior, and home and community factors that predict student engagement*. Poster presented University of Oregon Graduate Research Forum, Eugene, OR.
- [1] **Anderson, R.C.**, & Pitts, C. (2015, February). *Creative engagement for middle schools*. Poster presented at University of Oregon Graduate Research Forum, Eugene, OR.

INVITED PROFESSIONAL PRESENTATIONS

- [18] **Anderson, R.C.** (2019, March). *Becoming creative agents: Trajectories of creative development during the turbulence of early adolescence*. EMPL Seminar Series, University of Oregon, Eugene, OR.
- [17] **Anderson, R.C.** (2018, April). *Arts integration, Brazilian Capoeira, and the future of learning*. Opening address and Capoeira demonstration at the Pacific Northwest Arts Integration Conference, Eugene, OR.
- [16] **Anderson, R.C.** (2018, April). *Creative engagement: How and why arts integration works for middle schoolers*. Compilation of research presented at the Pacific Northwest Arts Integration Conference, Eugene, OR.
- [15] **Anderson, R.C.** (2017, May). *21st Century skills as a function of metacognition in learning*. National Center for the Improvement of Educational Assessment Colloquium on 21st Century Skill Development and Measurement in K-12 Education, Sanibel Island, FL.
- [14] **Anderson, R.C.** & Beard, N. (2017, March). *Organizational culture for deeper learning: How to saturate your school through a unifying framework*. Three-hour workshop and presentation at Deeper Learning Conference, San Diego, CA.
- [13] **Anderson, R.C.**, & Lench, S. (2015, April). *ArtCore: Integration of creative dispositions to go deeper*. Project presented at Deeper Learning Conference, San Diego, CA.
- [12] Lench, S., **Anderson, R.C.**, & Pittenger, L. (2015, April). *Like learning to play jazz: Developmental progressions for essential skills and dispositions*. Frameworks presented at Deeper Learning Conference, San Diego, CA.
- [11] **Anderson, R.C.**, & Fukuda, E. (2015, March). *Policy & prototype: Operationalizing essential skills & dispositions*. Frameworks presented at Sanborn Regional School District, Kingston, NH.
- [10] **Anderson, R.C.** (2015, January). *Grants and partnerships: Insights into successful strategies*. National Network of State Directors for Career Information Systems, Eugene, OR.
- [9] **Anderson, R.C.**, Coleman, C., & Pittenger, L. (2014, November). *From abstract concepts to actionable skills: Cultivating critical skills and dispositions in classrooms and beyond*. Frameworks presented at International Association for K-12 Online Learning (iNACOL) Blended and Online Learning Symposium, Palm Springs, CA.

- [8] **Anderson, R.C.** (2013, March). *Developing academically engaging service experiences in school gardens*. Project presented at Virginia Department of Education 21st CCLC Annual Conference, Roanoke, VA.
- [7] **Anderson, R.C.** (2013, August). *Got dirt: Start a garden in your school and watch your students grow*. Project presented at U.S. Department of Education 21st CCLC Summer Institute, New Orleans, LA.
- [6] **Anderson, R.C., & Crichton, A.** (2012, November). *Implementation of the Principal Matters pilot project and its impact on program effectiveness*. Presented project at CDE After School Networking Summit, Hartford, CT.
- [5] **Anderson, R.C., Abreu, K. & Wagner, K.** (2011, November). *Cross-cultural curriculum for after school programs*. Presented at CDE After School Networking Summit, Hartford, CT.
- [4] **Anderson, R.C.** (2010, May). *Project-based learning in after school programs*. Project presented at CDE After School Networking Summit, Hartford, CT.
- [3] **Anderson, R.C.** (2010, January). *Service learning best Practices and Implementation*. Project presented at School of the 21st Century National Conference, Yale University, New Haven, CT.
- [2] **Anderson, R.C.** (2009, November). *Best practices for staffing in after school programs*. Project presented at CDE After School Networking Summit, Hartford, CT.
- [1] **Anderson, R.C.** (2009, October). *Building a successful and lasting mentoring collaborative*. Project presented at Connecticut Governor's Prevention Partnership Annual Conference, Hartford, CT.

OTHER RESEARCH ACTIVITIES

2018–present	Technical Advisory Board member: Consulting for The Enrollment Management Association's (EMA) <i>Character Technical Advisory Board</i> to guide the EMA's assessment programs for character and social-emotional learning skills in K-12 schools.
2014–present	Principal researcher: development of teacher creativity; school leadership coaching models; development and research of arts integration school model; investigation of processes to sustain schoolwide change; new measurement and instructional approaches for metacognitive competencies; brief social-psychological intervention design and research; development of external funding for program of research; technological solutions for scaling of best practices (with Drs. Matt Coleman, Kristine Chadwick, and Tracy Boussetot)
2018–present	Graduate research assistant: development of arts integrated argumentative writing assessment and other measures, research design, data analysis, research reporting, and consulting on design and implementation of quasi-experimental pilot for the STELLAR 2 IES Goal 2 project (with Dr. Erin Chaparro, Dr. Keith Smolkowski, and Lisa Abia-Smith).
2014	Assessment item writer: Oregon Extended Assessments aligned to the English Language Arts Common Core Standards for Grades 3-12 (with Drs. Dan Farley and Steve Jonas).
2013–14	Graduate research assistant: grant proposal writing to support Native language revitalization efforts in Northwest Tribal communities (with Dr. Janne Underriner).
2014	Graduate research assistant: conducting interviews of policy actors across the country on impact of different state governance models; coding data; preparing final report and publications (with Dr. Joanna Smith).

TEACHING

SUPERVISED TEACHING

Overall mean evaluation rating from students: 3.70 out of 4.00

Spring 2017	Advanced Measurement and Assessment	Dr. Kathleen Scalise
Spring 2017	Hierarchical Linear Modeling II	Dr. Mark Van Ryzin
Fall 2016	Scholarly Writing	Dr. Michael Bullis
Winter 2016	Educational Policy Analysis	Dr. Joanna Smith
Summer 2015	Equity Leadership	Drs. Charles Martinez & Heather McClure

PROFESSIONAL DEVELOPMENT DESIGN & FACILITATION

Over 100 hours of workshops and institutes designed and facilitated for Oregon educators since 2014. Currently, online courses under development for educators to understand and apply creativity theory, principles of creative engagement, and research-based arts integration strategies

- [11] **Anderson, R.C.**, Beard, N., Land, J., & Livie, M. (2019, July). *MakeSPACE Online Foundation Course for Arts Integration for Creative Engagement*. Eight-hour self-directed online course with microcredentialing badge offered upon completion of creative routines in the classroom. (All course designers contributed equally)
- [10] Land, J., Beard, N., & **Anderson, R.C.**, (2018, February). *ArtCore 2018 Winter Institute*. One-day design and facilitation for 45 middle school teachers and teaching artist professionals.
- [9] Land, J., Beard, N., & **Anderson, R.C.**, (2017, August). *ArtCore 2017 Summer Institute*. Four-day design and facilitation for 45 middle school teacher and teaching artist professionals.
- [8] Beard, N., Land, J., & **Anderson, R.C.**, (2017, February). *ArtCore 2017 Winter Institute*. One-day design and facilitation for 45 teacher and teaching artist professionals.
- [7] **Anderson, R.C.**, Costa, A., Swanson, M., & Suveges, L. (2016, August). *ArtCore 2016 Summer Institute*. Three-day design and facilitation for 40 teacher and teaching artist professionals.
- [6] Lench, S., & **Anderson, R.C.** (2015, October). Facilitation for state of Maine. *Council of Chief State School Officers Innovation Lab Network Annual Convening*.
- [5] **Anderson, R.C.** & Fukuda, E. (2015, August). Facilitation for *Groundtruthing Sessions* of Maine's Guiding Principles developmental frameworks with over 50 teachers, curriculum specialists, and state leaders.
- [4] Fukuda, E., & **Anderson, R.C.** (2015, August). Introduction to beginner-to-expert framework for metacognitive skills webinar.
- [3] **Anderson, R.C.**, Suveges, L., Wolfston, B., & Cosgrave, T. (2015, November). *ArtCore 2015 Fall Institute*. One-day design and facilitation for 40 teacher and teaching artist professionals.
- [2] **Anderson, R.C.**, Suveges, L., Wolfston, B., & Cosgrave, T. (2015, August). *ArtCore 2015 Summer Institute*. Three-day design and facilitation for 40 teacher and teaching artist participants.

- [1] **Anderson, R.C.** (2012, August). Service learning in out-of-school time training for 12 extended learning professionals.

WORKSHOPS & GUEST LECTURES

Winter 2019	Get grounded in grounded theory technique	Dr. Joanna Smith
Winter 2019	Applying the organizational learning frames to educator development	Dr. Joanna Smith
Fall 2018	Writing techniques for conceptual clarity at the macro- and micro-levels, <i>guest lecture for Scholarly Writing graduate class</i>	Dr. Ilana Umansky
Spring 2018	Creative engagement: An affective process of embodied metaphor, <i>guest lecture for Art and Education class for pre-service elementary school teachers</i>	Lisa Abia-Smith
Fall 2017	Alternatives to typical self-report scales, <i>guest lecture for Advanced Survey Design graduate class</i>	Dr. Mark Van Ryzin
Fall 2017	Adventures of a junior scholar in professional writing, <i>guest lecture for Scholarly Writing graduate class</i>	Dr. Jerry Tindal
Fall 2017	Designing figures 101, <i>College of Education, Department of Counseling Psychology Pre-Term Writing Workshop for graduate students</i>	Drs. Ellen McWhirter & Michael Bullis
Spring 2017	Two-study approach to confirmatory factor analysis for construct validity of measures, <i>guest lecture for Advanced Measurement and Assessment graduate class</i>	Dr. Kathleen Scalise
Spring 2017	Evaluating response biases in measures used in educational research, <i>guest lecture for Advanced Measurement and Assessment graduate class</i>	Dr. Kathleen Scalise
Spring 2017	Situational judgment tests and forced choice: Two alternatives to typical self-report, <i>guest lecture for Advanced Measurement and Assessment graduate class</i>	Dr. Kathleen Scalise
Fall 2016	Designing the Student MetaSkills Survey, <i>guest lecture for Advanced Survey Design graduate class</i>	Dr. Michael Bullis
Fall 2016	Designing figures 101, <i>College of Education, Department of Counseling Psychology Pre-Term Writing Workshop for graduate students</i>	Drs. Ellen McWhirter & Michael Bullis
Spring 2016	Measurement innovations of noncognitive skills, <i>Educational Methodology, Policy, & Leadership PhD liaison group</i>	Dr. Gina Biancarosa
Fall 2015	Developmental frameworks for policy and practice, <i>Office Hours with the Experts at Innovation Lab Network Convening.</i>	Linda Pittenger
Spring 2015	Defining equity: A discussion of equity implications in education, <i>guest lecture for Leading for Equity class</i>	Dr. Charles Martinez
Fall 2014	The ArtCore school change model, <i>guest lecture for introductory research design course</i>	Dr. Mark Van Ryzin

SERVICE & MEMBERSHIP

Guest Reviewer (2016–present), *Psychology of Aesthetics, Creativity, and the Arts*, *Creativity Research Journal*, *Journal of Creative Behavior*, *Journal of Multidisciplinary Evaluation*, *Journal of Education Psychology*, *Journal of Engineering Education*, *AERA Open*, and *Personality and Social Psychology Bulletin*

Section Editor (2018–2021), *Encyclopedia of the possible* (Edited by Vlad Petre Glăveanu)

Graduate Student Senior Representative (2016–18), *American Education Research Association (AERA) Division H—Research, Evaluation, and Assessment in Schools*

Session Chair (2018), *AERA Division H Fireside Chat*, *AERA Division H Early Career/Graduate Student In-Progress Research Roundtable*, *AERA Invited Graduate Student Poster Session*

Session Chair (2016), *Association of Education Finance and Policy (AEFP) symposium on Measurement of Non-cognitive Skills*

Member (2014–present), *AERA Division C & Division H. Special Interest Groups (SIG): Arts and Inquiry; Leadership for Social Justice; Mixed Methods; Motivation in Education; Research on Giftedness, Creativity, and Talent; and Social and Emotional Learning*

Peer Reviewer (2015–present), *AERA Division H, Research on Giftedness, Creativity, and Talent SIG, Social and Emotional Learning SI, Middle Level Education Research, Educational Change SIG*

Member (2015–17), *AEFP*

Member (2015–present), *American Psychological Association, Divisions 10 and 15*

Mentor and Supervisor (2015–17), *University of Oregon Architecture and Allied Arts student internship program*, Eugene, OR

Volunteer (2015–2016), *Youth basketball coach, Kids Sports*, Eugene, OR

Coordinating Committee (2015), *University of Oregon Graduation Success Summit*, Eugene, OR

Invited Reviewer & Panelist (2015), *Arts in Learning Grant Panel*, Oregon Arts Commission, Eugene, OR

Invited Review & Panelist (2014), *Community Arts Project Grant Panel*, Lane Arts Council, Eugene, OR

Invited Judge (2014), *Students for the Advancement of Global Entrepreneurship Annual USA Expo*, Pittsburgh, PA

Member, (2013-2017) *University of Oregon Educational Methodology, Policy, and Leadership Colloquia Committee*, Eugene, OR

Board Chairman (2010–13), *Community Coalition for Children*, Southeastern CT

Member (2007–10), *Community Coalition for Children*, Southeastern CT

Member (2012–13), *Norwich District Data Team*, Norwich, CT

Member (2010–13), *Norwich Education Excellence for Today and Tomorrow Redesign Committee*, Norwich, CT

Member (2008–10), *Board of Directors, YMCA of Southeastern Connecticut*, Norwich, CT

Member (2008–10), *Norwich District Equity Leadership Team*, Norwich, CT

Junior Varsity/Varsity Soccer Coach (2008–10), *Norwich Free Academy Soccer Program*, Norwich, CT

Volunteer (2003), *Las Quintas Chavalos and Escuela de Comedia y El Mimo*, Granada, Nicaragua

Volunteer/Documentarian (2003), *International Solidarity Movement*

TRAINING & SKILLS

ADDITIONAL TRAINING

2018	Using improvement science techniques to target intervention, <i>Deeper Learning</i> , San Diego, CA
2017	Strategies for sharing your research, <i>AERA</i> , San Antonio, TX
2016	Use of research and tools from implementation science to design more useful evaluations of education initiatives, <i>AERA</i> , Washington, DC
2016	Propensity score matching using R, <i>AERA</i> , Washington, DC
2015	Education Policy Academy, <i>American Enterprise Institute</i> , Washington, DC
2015	How to get published, <i>AERA</i> , Chicago, IL
2015	National Center for Education Statistics data tools, <i>AEFP</i> , Washington, DC
2015	Hacking for school-wide change in deeper learning with IDEO and Stanford d.school, <i>Deeper Learning</i> , San Diego, CA

QUANTITATIVE METHODS

Proficient	Analysis of variance, multiple linear and logistic regression frameworks
Proficient	Structural Equation Models (e.g., factor analysis, latent growth modeling, dual change score models, & latent profile analysis)
Proficient	Hierarchical Linear Models (e.g., fixed- and random-effects models, multi-level moderation, and growth models)

QUALITATIVE METHODS

Proficient	Grounded theory; phenomenology; conditional-consequential paradigm; developmental evaluation
Proficient	Case study, interview, nominal group technique, observation, data coding and memoing

RESEARCH PACKAGES

Proficient	SPSS, HLM, R, Mplus, SAS, G*power, Atlas.ti, Dedoose, Optimal Design, SPSS Amos, NVivo
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