CURRICULUM VITAE

CRAIG A. ALBERS

Associate Professor

School Psychology Program

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**EDUCATION**

Ph.D. – Educational Psychology, 2002, Arizona State University

Major: School Psychology

M.A. – Educational Psychology, 1999, Arizona State University

B.A. – Psychology, 1994, University of Minnesota–Twin Cities

**POSITIONS HELD**

2020 – Present, Editor-in-Chief (2020-2024). Journal of School Psychology.

2019 – Present, Ex Officio, Society for the Study of School Psychology Executive Board.

2019 – Editor-Elect. Journal of School Psychology.

2018 – Present, Co-Director, Rural Education Research and Implementation Center (RERIC), Wisconsin Center for Educational Research, University of Wisconsin–Madison.

2016 – Present, Book Series Editor, *Foundations of school psychology research and practice*. Routledge.

2016 – 2019, Director, School Psychology Program, Department of Educational Psychology, School of Education, University of Wisconsin–Madison.

2012 – Present, Associate Professor, School Psychology Program, Department of Educational Psychology, School of Education, University of Wisconsin–Madison.

2012 – Present, Chair/Director, Prevention and Intervention Sciences Interdisciplinary Graduate Training Program, University of Wisconsin–Madison.

2009 – Present, Affiliate Faculty, Department of Population Health Sciences, School of Medicine, University of Wisconsin–Madison.

2006 – 2012, Affiliate Faculty/Executive Committee Member, Prevention Science Interdisciplinary Graduate Training Program, University of Wisconsin–Madison.

2006 – Present, Affiliate Faculty, School of Nursing, University of Wisconsin–Madison.

2004 – 2012, Assistant Professor, School Psychology Program, Department of Educational Psychology, School of Education, University of Wisconsin–Madison.

2003 – 2004, Postdoctoral Research Associate, Wisconsin Center for Education Research, University of Wisconsin–Madison.

2003 – Lecturer, Department of Educational Psychology, University of Wisconsin–Madison.

2001 – 2003, School Psychologist, Kyrene School District, Tempe, AZ.

**HONORS AND AWARDS**

Member, Society for the Study of School Psychology (Nominated/Elected), 2012

Fellow, Teaching Academy, University of Wisconsin–Madison, 2012

Catalyst Scholar, Society for the Study of School Psychology, 2011

Mid-Career Scholar, School Psychology Research Summit, 2010

Recipient, Graduate School Research Competition, University of Wisconsin–Madison, 2006-2007

Recipient, Graduate School Research Competition, University of Wisconsin–Madison, 2005-2006

Early Career Scholar, Society for the Study of School Psychology, 2005-2007

Early Career Scholar, National Institutes of Health, 2005

Magna Cum Laude, University of Minnesota, 1994

**GRANTS & FUNDING**

Albers, C. A., Garbacz, A., Maggin, D., Aloe, A., & Pustejovsky, J. (2020). *A meta-analysis to identify malleable factors impacting social and behavioral outcomes that support learning in rural schools*. Institute for Education Sciences, $1,668,120. Under review (4 years, 2021-2024). Role: Principal Investigator.

Holmes, C., Albers, C. A., Benton, S., & Garbacz, A. (2020). Improving Adams-Friendship students’ mental health through social connectedness. University of Wisconsin–Madison, Wisconsin Partnership Program, Community Impact Grants Program, $999,858. Under review and invited as finalist for funding (3 years, 2021-2023). Role: Co-Principal Investigator.

Garbacz, A., Niehaus, B., Albers, C. A., Doren, B., Leko, M., Ruppar, A., & Grodsky, E. (2019). *Alliance to promote rural youth mental health*. Spencer Foundation, $500,000. Not funded (5 years, 2020-2025). Role: Co-Principal Investigator. Not funded.

Albers, C. A., Garbacz, S. A., Kaplan, D., & Steiner, P. (2018). *National Rural Education Research and Development Center*. U. S. Department of Education, Institute for Education Sciences, $10,000,000. Not funded (5 years, 2018-2023). Role: Principal Investigator.

Albers, C. A. & Garbacz, S. A. (2018). *Rural Education Research and Implementation Center*. University of Wisconsin-Madison, Wisconsin Center for Educational Research. $1,500,798 (direct costs). Funded. (4 years, 2018-2022). Role: Co-Principal Investigator and Co-Director.

Albers, C. A., Garbacz, S. A., & Kratochwill, T. R. (2018). *Preparing school psychologists for research and university faculty careers: The next generation of leaders in school evidence-based prevention practices*. U. S. Department of Education, Office of Special Education & Rehabilitative Services, Office of Special Education Programs. $1,250,000. Funded (5 years, 2019-2024). Role: Principal Investigator.

Brown, H. W. & Albers, C. A. (2018). *Translating an evidence-based in-person health promotion program for digital delivery*. UW Institute for Clinical and Translation Research. $149,500. (direct costs). Funded (18 months, 2018-2020). Role: Co-Principal Investigator.

Albers, C. A., Garbacz, S. A., & Durnan, B. (2018). *FOCUS Partnerships: Enhancing Mental and Behavioral Health for Children and Youth in Rural Wisconsin Communities*. University of Wisconsin-Madison School of Education Grand Challenges. $250,000 (direct costs). Funded (2 years, 2018-2020). Role: Principal Investigator.

Garbacz, S. I., Carl, B., & Albers, C. A. (2018). *Building partnerships to promote mental health for children and youth in rural Wisconsin*. University of Wisconsin-Madison Baldwin Seed Project. $4000. Funded. (1 year, 2017-2018). Role: Co-Principal Investigator.

Albers, C. A. (2013). *Innovation in education: Enhancing and expanding the UW’s Prevention and Intervention Sciences Program*. University of Wisconsin Educational Innovation Award Program. $39,941.00. Funded (2 years, 2013-2014). Role: Principal Investigator, Project Director.

Albers, C. A., Kratochwill, T. R., & Kaplan, D. (2009). *Improving educational outcomes for English language learners: Validating screening and progress monitoring instruments for use in response-to-intervention models*. U. S. Department of Education, Institute of Education Sciences, $1,600,000. Funded (5 years, 2010-2015). Role: Principal Investigator, Project Director.

Albers, C. A. (2008). *The development of alternate English language proficiency assessment procedures for English Language Learners with significant disabilities*. U. S. Department of Education, $1,300,000. Funded (18 months, 2009-2010). Role: Principal Investigator, Project Director.

Kettler, R. J., & Albers, C. A. (2008). *Early identification of students with learning difficulties*. Society for the Study of School Psychology, Early Career Research Award. $14,900. Funded (1 year, 2008-2009). Role: Co-Principal Investigator.

Kratochwill, T. R., Albers, C. A., Malmgren, K., & McGivern, J. E. (2007). *Response-to-intervention and school reform: Training school psychologists in the Wisconsin REACh prevention project*. U. S. Department of Education, Office of Special Education and Rehabilitative Services, $800,000. Funded (4 years, 2007-2011). Role: Co-Principal Investigator

Kratochwill, T. R., Albers, C. A., McGivern, J. E., & Johnston, H. F. (2007). *Culturally competent evidence-based practices.* U. S. Department of Education, Office of Special Education and Rehabilitative Services, $800,000. Funded (4 years, 2007-2011). Role: Co-Principal Investigator and Co-Director.

Albers, C. A. (2006). *The development of alternate assessment procedures for English Language Learners with significant disabilities*. Graduate School Research Competition, University of Wisconsin-Madison, $27,692. Funded (1 year, 2006-2007). Role: Principal Investigator, Project Director.

Albers, C. A. (2005). *Early identification of learning difficulties experienced by English Language Learners.* Graduate School Research Competition, University of Wisconsin-Madison, $9,428. Funded (1 year, 2005-2006). Role: Principal Investigator, Project Director.

Elliott, S. N., & Albers, C. A. (2004). *Early identification of students with academic and behavior difficulties: Validation of a multiphase universal screening system*. U. S. Department of Education, Office of Special Education and Rehabilitative Services, $899,749. Approved and recommended by peer review panel, not funded.

**PUBLICATIONS**

Books

Kelly, K., Garbacz, S. A., Albers, C. A. (2020). *Theoretical foundations of school psychology research and practice*. Routledge. [https://doi.org/10.4324/9781351064941](https://doi.org/10.4324/9781351064941%20)

Albers, C. A., & Martinez, R. (2015). *Academic success in English: Using response to intervention as best practice for English language learners*. Guilford Press. ISBN 9781462521265

Kettler, R. J., Glover, T. A., Albers, C. A., & Feeney-Kettler, K. A. (Eds.) (2014). *Universal screening in educational settings: Evidence-based decision making for schools.* American Psychological Association. ISBN: 978-1-4338-1550-8

Peer-Reviewed Articles

Hall, G. J., Markham, M. A., McMackin, M., Moore, E. M., & Albers, C. A. (in press). *Predicting interim assessment outcomes among elementary-aged ELLs using M-COMP, R-CBM, and English proficiency*.

Kuhn, J. &Albers, C. A. (in press). Early literacy intervention for culturally and linguistically diverse students across English language proficiency levels. *Journal of Applied School Psychology*.

Kettler, R.J., & Albers, C. A. (2013). Predictive validity of curriculum-based measurement and teachers’ ratings of academic achievement. *Journal of School Psychology, 51*, 499–515.

Albers, C. A. (2012). Alternate English language proficiency assessment for ELLs with significant disabilities: Validity evidence from alignment with alternate English language proficiency standards. *The International Journal of Educational and Psychological Assessment, 10*, 97–124.

Albers, C. A., & Hoffman, A. (2012). Using flashcard drill methods and self-graphing procedures to improve the reading performance of ELL students. *Journal of Applied School Psychology, 28*, 367–388.

Albers, C. A., Floyd, R., Fuhrmann, M. J., & Martínez, R. S. (2011). The peer review process in school psychology: A survey of criteria for publication and recommended areas of improvement. *Journal of School Psychology, 49*, 669–689.

Albers, C. A. (2011). *The Alternate ACCESS for ELLs with Significant Cognitive Disabilities*™. Madison, WI: University of Wisconsin, Wisconsin Center for Education Research.

Grieve, A., Tluczek, A., Racine-Gilles, C., Laxova, A., Farrell, P., Albers, C. A. (2011). Academic achievement of adolescents with cystic fibrosis: Associations with psychosocial variables.  *Journal of School Health, 81*, 713–720.

Albers, C. A., Kenyon, D., & Boals, T. (2009). Measures for determining English language proficiency and the resulting implications for instructional provision and intervention. *Assessment for Effective Intervention, 34*(2), 74–85.

Albers, C. A., Hoffman, A., & Lundahl, A. (2009). Journal coverage of English language learners across student service professions: School psychology, special education, speech-language pathology, and counseling*. School Psychology Review, 38*, 121–134.

Kettler, R. J., Elliott, S. N., & Albers, C. A. (2008). Structured teacher ratings to identify students in need of academic assistance. *Journal of Psychoeducational Assessment, 26*, 260–273.

Albers, C. A., Glover, T. A., & Kratochwill, T. R. (2007). How can universal screening enhance educational and mental health outcomes? *Journal of School Psychology, 45*, 113–116.

Glover, T. A., & Albers, C. A. (2007). Considerations for evaluating universal screening assessments. *Journal of School Psychology, 45*, 117–135.

Albers, C. A., & Grieve, A. (2007). Measuring the cognitive performance of infants and toddlers. *Journal of Psychoeducational Assessment, 25*(2), 1–11.

Albers, C. A., Kratochwill, T. R., & Glover, T. A. (2007). Where are we and where do we go now? Universal screening for enhanced educational and mental health outcomes*. Journal of School Psychology, 45*, 257–263.

Kratochwill, T. R., Albers, C. A., & Shernoff, E. (2004). School-based interventions. *Child and Adolescent Psychiatric Clinics of North America, 13*, 885–903.

Dicerbo, K., Oliver, J., Albers, C. A., & Blanchard, J. (2004). Effects of reducing attentional demands on performance of reading comprehension tests by third graders. *Perceptual and Motor Skills, 98*, 561–574.

Roberts, M. L., Marshall, J., Nelson, J. R., & Albers, C. A. (2001). Curriculum-based assessment procedures embedded within a functional behavioral assessment analysis: Identifying escape-motivated behaviors in a classroom setting. *School Psychology Review, 30*, 264–277.

Peer-Reviewed Articles Under Review

Albers, C. A., & Hall, G. J. (under review). *Mathematics screening norms of English language learners*.

Hall, G. J. & Albers, C. A. (under review). *Modeling associations of working memory and English proficiency with mathematics growth: Implications for RTI*.

Hall, G. J., Kaplan, D., & Albers, C. A. (under review). *Bayesian latent change score modeling of triannual growth in elementary mathematics curriculum-based measurement*.

Holmes, C., Kintner, E. K., Willis, D., Snedden, T., & Albers, C. A. (under review). *Integrative review of community-based therapies for children and adolescents with a history of developmental trauma*.

Holmes, C., Kintner, E. K., Willis, D., Snedden, T., & Albers, C. A. (under review). *Representations of attachment, regulation, and competency (ARC) framework concepts in community-based interventions for youth with a history of developmental trauma*.

Holmes, C., Kintner, E. K., Willis, D., Snedden, T., & Albers, C. A. (under review). *Professional stakeholder perceptions on acceptability, appropriateness, and feasibility of community-based intervention for youth with a history of developmental trauma*.

Mission, P., & Albers, C. A. (under review). *Social-emotional and behavioral assessment in culturally and linguistically diverse learner populations: An examination of the validity and reliability of the Social Skills Improvement System in school-aged Spanish-speaking English language learners*.

Moore, E. C., Albers, C. A., & Pustejovsky, J. E. (under review). *A meta-analysis of single-case research designs examining reading interventions for English learners*.

Book Chapters

Albers, C. A., & Kettler, R. J. (scheduled for 2022). Best practices in universal screening. In A. Thomas & P. Harrison (Eds.), *Best practices in school psychology: Data-based and collaborative decision making*. Bethesda, MD: National Association of School Psychologists.

Kelly, K., Garbacz, S. A., Albers, C. A. (2020). Theoretical foundations of school psychology research and practice. In K. Kelly, S. A. Garbacz, & C. A. Albers (Eds.), *Theoretical foundations of school psychology research and practice* (pp. 1-20). New York, NY: Routledge.

Albers, C. A., & Felt, J. (2015). School psychology. In R. L. Cautin & S. O. Lilienfeld (Eds.), *The encyclopedia of clinical psychology* (pp. 1–5). Hoboken, NJ: John Wiley & Sons.

Albers, C. A., & Kettler, R. J. (2014). Best practices in universal screening. In A. Thomas & P. Harrison (Eds.), *Best practices in school psychology: Data-based and collaborative decision making* (pp. 121–131). Bethesda, MD: National Association of School Psychologists.

Albers, C. A., & Mission, P. L. (2014). Universal screening of English language learners: Language proficiency and literacy. In R. J. Kettler, T. A. Glover, C. A. Albers, & K. A. Feeney-Kettler (Eds). *Universal* *screening in educational settings: Evidence-based decision making for schools* (pp. 275–303). Washington, DC: American Psychological Association.

Kettler, R. J., Glover, T. A., Albers, C. A., & Feeney-Kettler, K. A. (2014). An introduction to universal screening in educational settings. In R. J. Kettler, T. A. Glover, C. A. Albers, & K. A. Feeney-Kettler (Eds.), *Universal screening in educational settings: Evidence-based decision making for schools* (pp. 3–16)*.* Washington, DC: American Psychological Association.

Albers, C. A., Elliott, S. N., Kettler, R. J., & Roach, A. T. (2013). Evaluating intervention outcomes. In R. Brown-Chidsey & K. J. Andren (Eds.), *Problem-solving based assessment for educational intervention* (2nd ed., pp. 344–360).New York, NY: Guilford Press.

Albers, C. A., Mission, P. L., & Bice-Urbach, B. J. (2013). Considering diverse learner characteristics in problem-solving assessment. In R. Brown-Chidsey & K. J. Andren (Eds.), *Problem-solving based assessment for educational intervention* (2nd ed., pp. 101–122). New York, NY: Guilford Press.

Kopriva, R., & Albers, C. A. (2013). Considerations for testing students with special needs. In K. F. Geisinger (Ed.), *APA handbook of testing and assessment in psychology: Testing and assessment in school psychology and education* (Vol. 3, pp. 369–390). Washington, DC: American Psychological Association.

Albers, C. A., & Kratochwill, T. R. (2010). Design of experiments. In P. Peterson, E. Baker, & B. McGaw (Eds.), *International* *encyclopedia of education* (Vol. 7, pp. 125–131). Kidlington, Oxford, England: Elsevier.

Albers, C. A., & Kratochwill, T. R. (2006). Teacher and principal consultations: Best practices. In C. Franklin, M. B. Harris, & P. Allen-Meares (Eds.), *The school services sourcebook: A guide for school-based professionals* (pp. 971–976). New York: Oxford University Press.

Albers, C. A., Elliott, S. N., Kettler, R. J., & Roach, A. T. (2005). Evaluating intervention outcomes. In R. Brown-Chidsey (Ed.), *Problem-solving based assessment for educational intervention* (pp. 329–351). New York: Guilford Press.

Tests

Albers, C. A. (2011). *The Alternate ACCESS for ELLs with Significant Cognitive Disabilities*™. Madison, WI: University of Wisconsin, Wisconsin Center for Education Research.

Research Publications

Albers, C. A. (2011). *Technical manual for the Alternate ACCESS for ELLs with Significant Cognitive* *Disabilities*™. Madison, WI: University of Wisconsin, Wisconsin Center for Education Research.

Albers, C. A. (2011). *Alternate English language proficiency standards*. Madison, WI: University of Wisconsin, Wisconsin Center for Education Research.

Albers, C. A. (2011). *Alternate English language proficiency standards CAN DO descriptors*. Madison, WI: University of Wisconsin, Wisconsin Center for Education Research.

Albers, C. A. (2011). *Characteristics of ELLs with significant disabilities*. Madison, WI: University of Wisconsin, Wisconsin Center for Education Research.

Albers, C. A. (2011). *Individual education plan ELP goals and objectives for ELL students with significant* *disabilities*. Madison, WI: University of Wisconsin, Wisconsin Center for Education Research.

Albers, C. A. (2011). *Test administration manual for the Alternate ACCESS for ELLs with Significant Cognitive Disabilities*™. Madison, WI: University of Wisconsin, Wisconsin Center for Education Research.

Albers, C. A. (2011). *Communication and language: Considerations for the Alternate ACCESS for ELLs* *with Significant Cognitive Disabilities*™. Madison, WI: University of Wisconsin, Wisconsin Center for Education Research.

Albers, C. A. (2011). *ELL-related services and exit considerations for ELL students with significant cognitive disabilities*. Madison, WI: University of Wisconsin, Wisconsin Center for Education Research.

Albers, C. A. (2009). *Front-end alignment of an alternate English language proficiency measure for ELLs with significant cognitive disabilities*. Madison, WI: University of Wisconsin, Wisconsin Center for Education Research.

Elliott, S. N., & Albers, C. A. (2007). *Technical manual for the Wisconsin Alternate Assessment for Students with Disabilities*. Madison, WI. Wisconsin Department of Public Instruction.

Other Publications

Albers, C. A. (2017). Facilitating EL achievement through prevention, early intervention, and problem-solving models: Best practices for RTI/MTSS. *Student Support Team Association for Georgia Educators (SSTAGE) Newsletter, 4*(1).

Albers, C. A., Wohlford, J., & Fuhrmann, M. (2010). Assessing the English language proficiency of ELLs with significant disabilities*. AccELLerate, 3*(1), 7-9.

Albers, C. A. (2007). *Progress monitoring to determine the response in RTI models*. Palm Beach Gardens, FL: LRP Publications.

Albers, C. A., & Lundahl, A. A. (2007). *The hidden R in RTI: Securing and maintaining regular education support*. Palm Beach Gardens, FL: LRP Publications.

Jimerson, S., & Albers, C. A. (2007). The School Psychology Research Collaboration Conference: Reflections on the past, present, and future. *Trainers of School Psychologists, 61*(3), 76-80.

VanDerHeyden, A. M., & Albers, C. A. (2006). The School Psychology Research Collaboration Conference: Supporting early-career scholars. *Communiqué, 34*(6), 10-11.

Nelson, J. R., Roberts, M. L., Bullis, M., Albers, C. A., & Ohland, B. (1999). Functional behavioral assessment: Looking beyond applied behavior analysis. *Communiqué, 27*(5), 1, 8-9.

**CONFERENCE PRESENTATIONS**

Fitzpatrick, S.A., Floyd, R.G., & Albers, C.A. (2021, February). *Exploratory factor analysis of the criteria for quality manuscripts survey in school psychology.* Poster presented at the annual convention of the National Association of School Psychologists, Virtual.

Godfrey, E., Twombly, T., Collins, B., Davis, E., Porter, J., Fischer, K., Garbacz, A., & Albers, C. A. (2021, February). *Principal perspectives on addressing student mental health*.Poster presented at the annual convention of the National Association of School Psychologists, Virtual.

Twombly, T., Latham, A., Godfrey, E., Davis, E., Garbacz, A., & Albers, C. A. (2021, February). *Teachers’ perspectives on school mental health practices*.Poster presented at the annual convention of the National Association of School Psychologists, Virtual.

Hall, G., & Albers, C. (2020, February). *Associations of English proficiency and working memory with mathematics growth*. Paper presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.

Hall, G., & Albers, C. (2020, February). *Assessing triannual mathematics screening grains with Bayesian latent change modeling*. Paper presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.

Young, K., Godfrey, E., Twombly, T., Porter, J., Collins, B., Latham, A., Wadington, M., Lawlor, K., Li, H., Davis, E., Maggin, D., Albers, C., & Garbacz, S. A. (2020, February). *Rural mental and behavioral health: Preliminary results from a meta-analysis*. Poster presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.

Garbacz, S. A., Albers, C. A., Carl, B. R., Bartley, C., Im, S., & Doren, B. (2019, November). *Aligning and integrating family, school, and community systems to promote mental health in rural communities.* Poster presented at the annual conference on Advancing School Mental Health. Austin, TX.

Im, S., Garbacz, A., Doren, B., & Albers, C. A. (2019, August). *Formative development of a school-based approach to mental health promotion in rural communities*. Poster presented at the annual meeting of the American Psychological Association. Chicago, IL.

Albers, C. A., Benson, N., Demaray, M., Garbacz, A., Jenkins, L., Keller-Margulis, M., Kilgus, S., Pendergast, L, Sanetti, L., & von der Embse, N. (listed in alphabetical order). (2019, February). *Demystifying publishing: Insight from Journal of School Psychology (JSP) editors*. Paper presented at the annual meeting of the National Association of School Psychologists Conference. Atlanta, GA.

Hall, G. J., Markham, M. A., McMackin, M., Moore, E. C., & Albers, C. A. (2019, February). *Predictive validity of elementary mathematics screeners for English language learners*. Paper presented at the annual meeting of the National Association of School Psychologists. Atlanta, GA.

Young, K., Lawlor, K., Im, S., Wadington, M., Markham, M., Hall, G. J., Sullivan, M., Albers, C. A., & Garbacz, S. A. (2019, February). *A systematic review of interventions in rural education*. Poster presented at the annual meeting of the National Association of School Psychologists. Atlanta, GA.

Garbacz, S. A., Young, K., Im, S., Novotnak, T., Albers, C. A., & Seelig, J. (2018, October). Examining barriers and facilitators to implementing integrated school mental health in rural communities. Poster presented at the annual conference on Advancing School Mental Health, Las Vegas, NV.

Moore, E. C., Markham, M. A., McMackin, M., Hall, G. J., & Albers, C. A. (2018, August). *Written expression and reading CBMs: Relationships among outcomes for English language learners.* Poster presented at the 2018 American Psychological Association Convention. San Francisco, CA.

Moore, E. C., Markham, M. A., McMackin, M., Hall, G. J., & Albers, C. A. (2018, February). *Moderating effect of English language proficiency on early literacy screening dimensions*. Paper presented at the annual meeting of the National Association of School Psychologists Conference. Chicago, IL.

Hall, G. J., Moore, E. C., McMackin, M., Markham, M. A., & Albers, C. A. (2018, February). *Predicting ELL success: Summative assessment, CBMs, and English language proficiency.* Poster presented at the annual meeting of the National Association of School Psychologists Conference. Chicago, IL.

Hall, G. J., & Albers, C. A. (2017, August). *Effects of English language proficiency on mathematics universal screening*. Poster presented at the annual meeting the American Psychological Association Convention, Washington, D.C.

Albers, C. A. (2016, September). *Facilitating EL achievement through prevention, early intervention, and problem-solving models: Best practices for RTI/MTSS*. Invited presentation to the Student Support Team Association for Georgia Educators (SSTAGE). Dublin, GA.

Hall, G., & Albers, C. A. (2016, August). *Effects of English language proficiency on mathematics universal screening*. Poster presented at the annual meeting of the American Psychological Association (APA), Denver, CO.

Kuhn, J., Albers, C. A., & Mission, P. (2015, August). *Advancing universal literacy screening procedures for Spanish-speaking English language learners*. Paper presented at the annual meeting of the American Psychological Association (APA), Toronto, Canada.

Mission, P. L. & Albers, C. A. (2014, August). *Curriculum-based measurement of academic skills in Spanish-speaking English language earners: Early findings in multilingual assessment measures*. Poster presented at the annual meeting of the American Psychological Association (APA), Washington, D.C.

Kuhn, J. L., Mission, P. L., D’Costa, S., Borjas, S., Vivyan, E., & Albers, C. A. (2013, August). *Evaluating language intervention efficacy at specific English language proficiency levels.* Poster presentation at the American Psychological Association Annual Convention, Honolulu, HI.

Bice-Urbach, B. J., Mission, P. L., Olarte-DaSilva, S., Kuhn, J., Wood, C., & Albers, C. A. (2013, February). *Oral reading fluency measures for bilingual Spanish-speaking students: Early findings in Spanish curriculum-based measures*. Poster presented at the annual meeting of National Association of School Psychologists (NASP), Seattle, WA.

Albers, C. A. (2012, December). *RTI and ELLs: Ensuring success for all students in Fargo and West Fargo public school*s. Invited two-day workshop provided to the Fargo School District and the West Fargo School District. Fargo, ND.

Albers, C. A. (2012, July). *Data, data, data*. Invited two-day workshop provided to the Richland-Bean Blossom Community School Corporation. Ellettsville, IN.

Mission, P., Bice-Urbach, B., Kuhn, J., D’Costa, S., Olarte-DaSilva, S., Swoboda, C., Albers, C. A., Kratochwill, T., & Kaplan, D. (2012, February). *Oral reading fluency measures for bilingual Spanish speaking students: Early findings in a dual language immersion program*. Poster presented at the annual meeting of National Association of School Psychologists (NASP), Philadelphia, PA.

Mission, P. L., Bice, B., Albers, C. A., Kratochwill, T., Kaplan, D., & Swoboda, C. (2012, February). *Early indicators of oral reading fluency: Assessment utility and usability with English language learners*. Poster presented at the annual meeting of National Association of School Psychologists (NASP), Philadelphia, PA.

Gaebler, E. R., & Albers, C. A. (2011, August). *Development and evaluation of a mathematics universal screening tool for middle school students*. Paper presented at the annual meeting of the American Psychological Association (APA), Washington, DC.

Fuhrmann, M., & Albers, C. A. (2011, February). *Validity* *evidence for scores on the Alternate ACCESS for ELLs*. Paper presented at the annual meeting of the National Association of School Psychologists (NASP), San Francisco, CA.

Albers, C. A., Kettler, R. J., Forman, S. G., Feeney-Kettler, K., & Glover, T. A. (2010, August). *Identifying students in need of assistance: Multi-stage and multi-method screening*. Symposium presented at the annual meeting of the American Psychological Association (APA), San Diego, CA.

Floyd, R. G., Albers, C. A., Martinez, R., & Daly, E. (2010, August). *The process and products of publication in school psychology journals.* Symposium presented at the annual meeting of the American Psychological Association (APA), San Diego, CA.

Albers, C. A., Grieve, A. J., Lundahl, A. A., Hoffman, A. J., & Holtzman, R. A. (2009, August). *Universal screening and progress monitoring of students’ mathematics performance*.Paper session presented at the annual meeting of the American Psychological Association (APA), Toronto, Canada.

Albers, C. A., Lundahl, A. A., & Spalter, A. (2009, April). *The development of English language proficiency alternate assessment procedures for ELLs with significant disabilities*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.

Albers, C. A., & Horner, J. (2009, March). *Implementing a comprehensive screening and progress monitoring system*. Mini-skills session presented at the annual meeting of the National Association of School Psychologists (NASP). Boston, MA.

Lundahl, A. A., & Albers, C. A. (2009, March). *Early identification of reading difficulties experienced by English language learners*. Paper presented at the annual meeting of the National Association of School Psychologists (NASP). Boston, MA.

Ray-Subramanian, C., & Albers, C. A. (2008, April). *Including English Language Learners with disabilities in large-scale assessments: The need for alternate English language proficiency assessment procedures*. Paper presented at the annual meeting of the American Educational Research Association (AERA), New York, NY.

Gaebler, E. R., & Albers, C. A. (2008, February). *Current social-emotional/behavioral practices with ELL students*. Poster presented at the annual meeting of National Association of School Psychologists (NASP), New Orleans, LA.

Albers, C. A., Lundahl, A. A., & Spalter, A. (2007, August). *Consideration of exclusionary criteria in special education eligibility*. Poster presented at the annual meeting of the American Psychological Association (APA), San Francisco, CA.

Albers, C. A., Humphries, J., Halley, K., Hanson, J., Iribarren, J., Heus, D., & Grieve, A. (2007, March). *Exclusionary criteria: Definition, role, current practice, and educational trends*. Symposium presented at the annual meeting of the National Association of School Psychologists (NASP), New York, NY.

Chandler, D., & Albers, C. A. (2007, March). *Proactively addressing the shortage of African Americans in school psychology*. Poster presented at the annual meeting of the National Association of School Psychologists (NASP), New York, NY.

Serdula, A. J., & Albers, C. A. (2007, March). *The folding-in technique: Improving English Language Learners’ reading performance*. Poster presented at the annual meeting of the National Association of School Psychologists (NASP), New York, NY.

Albers, C. A., & Ray, C. E. (2006, August). *Alternate assessment procedures for English Language Learners with significant disabilities.* Paper presented at the annual meeting of the American Psychological Association (APA), New Orleans, LA.

Albers, C. A., Serdula, A., & Lundahl, A. (2006, August). *Journal coverage of English Language Learners across student service professions: School psychology, special education, speech-language pathology, and counseling*. Paper presented at the annual meeting of the American Psychological Association (APA), New Orleans, LA.

Albers, C. A., & Cleereman, K. L. (2006, April). *Universal screening: The predictive accuracy of teacher ratings*. Paper presented at the annual meeting of the National Association of School Psychologists (NASP), Anaheim, CA.

Huai, N., Durbin, K., Albers, C. A., & Kettler, R. J. (2006, April). *Using teacher nominations for early identification of at-risk elementary students.* Poster presented at the annual meeting of the National Association of School Psychologists (NASP), Anaheim, CA.

Glover, T. A., Albers, C. A., Elliott, S. N., Huai, N., Roach, A. T., Severson, H., Levitt, J. M., Hunter, L., & Hoagwood, K. (2006, April). *Enhancing student outcomes through academic, behavioral, and mental health screening*. Symposium presented at the annual meeting of the National Association of School Psychologists (NASP), Anaheim, CA.

Albers, C. A., Huai, N., & Elliott, S. N. (2005, April). *Implementing a multi-phase screening procedure to facilitate intervention for at-risk students.* Paper presented at the annual meeting of the Council for Exceptional Children (CEC), Baltimore, MD.

Albers, C. A., & Kettler, R. J. (2005, March). *Universal screening: Teacher ratings to identify academic difficulties.* Paper presented at the annual meeting of the National Association of School Psychologists (NASP), Atlanta, GA.

Zambo, D., Albers, C. A., Atwill, K., & Blanchard, J. (2004, May). *Cognitive load demands and early phonological awareness assessment: Are we measuring what we think we are?* Paper presented at the annual meeting of the International Reading Association (IRA), Toronto, Ontario, Canada.

Dicerbo, K., Albers, C. A., Atwill, K., & Blanchard, J. (2003, July). *The effects of reducing attention demands on standardized reading test performance.* Paper presented at the annual meeting of the Learning Conference, Institute of Education, London, England.

Albers, C. A., & Blanchard, J. (2002, April). *Accommodations for improving the standardized test performance of Hispanic LEP students: The role of selective attention*. Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA.

Albers, C. A., Dicerbo, K., & Blanchard, J. (2002, April). *The effects of a modified administration format on the standardized test performance of third grade students.* Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA.

Albers, C. A., & Blanchard, J. (2002, March). *Sustained attention, high-stakes testing, and the reading comprehension performance of third-grade students.* Paper presented at the annual meeting of the National Association of School Psychologists (NASP), Chicago, IL.

Laczko, I., Blanchard, J., Albers, C. A. (2001, July). *The promise of web-based learning.* Paper presented at the annual meeting of the United Kingdom Reading Association, Canterbury, Kent.

Laczko, I., Blanchard, J., Albers, C. A. (2001, July). *Beyond skill and drill: Web-based learning.* Paper presented at the annual meeting of the 12th European Conference on Reading, Dublin, Ireland.

Blanchard, J., DiCerbo, K., Oliver, J., & Albers, C. A. (2001, June). *Can divided-time administration raise test scores? The relationship between attention and standardized reading comprehension tests.* Paper presented at the Society for the Scientific Study of Reading (SSSR), Boulder, CO.

Barona, A., Albers, C. A., DiCerbo, K., & Santos de Barona, M. (2001, January). *High stakes testing: A potential for continued separate and unequal educational policies for ethnic minorities in the United States.* In V. Ota Wang, S. Hood, & A. Barona (Co-chairs), RACE 2001: Relevance of Assessment & Culture in Evaluation (RACE). Symposium conducted at the meeting of RACE 2001, Tempe, AZ.

Albers, C. A., Roberts, M. L., & Nelson, J. R. (2000, April). *The extent to which environmental factors are causally linked to problem behaviors.* Poster session presented at the annual meeting of the Council for Exceptional Children (CEC), Vancouver, Canada.

Roberts, M. L., Marshall, J., Nelson, J. R., & Albers, C. A. (2000, April). *Identifying escape-motivated behaviors in classroom settings using curriculum-based assessment.* Paper presented at the annual meeting of the National Association of School Psychologists (NASP), New Orleans, LA.

Oliver, J., DiCerbo, K., Albers, C. A., Blanchard, J., & Benavides, A. (2000, April). *Reduction of test time: Effects on standardized reading comprehension performance of third-grade bilingual Hispanic students.* Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA.

Albers, C. A., Roberts, M. L., & Nelson, J. R. (2000, March). *The knowledge base surrounding school uniforms: Fact, fiction, or unknown?* Poster session presented at the annual meeting of the National Association of School Psychologists (NASP), New Orleans, LA.

Albers, C. A., Roberts, M. L., & Nelson, J. R. (1999, April). *A meta-analysis of functional assessment procedures: What are the implications for school psychologists?* Poster session presented at the annual meeting of the National Association of School Psychologists (NASP), Las Vegas, NV.

**Keynotes, Invited Talks, Presentations, and Workshops**

Albers, C. A. (2018, January). *Prevention, intervention, and meeting the educational needs of rural English Language Learners*. Minnesota School Psychologists Association Annual Conference. Plymouth, MN.

Albers, C. A. (2016, September). *Facilitating ELL achievement through prevention, early intervention, and problem-solving models: Best practices for RTI/MTSS*. Student Support Team Association for Georgia Educators (SSTAGE) Statewide Conference. Dublin, GA.

Albers, C. A. (2012, December). *RTI and ELLs: Ensuring success for all students in Fargo and West Fargo public schools*. Two-day workshop provided to the Fargo School District and the West Fargo School District. Fargo, ND.

Albers, C. A. (2012, July). *Data, data, data*. Two-day workshop provided to the Richland-Bean Blossom Community School Corporation. Ellettsville, IN.

Albers, C. A. (2011, November). *Enhancing language proficiency and facilitating academic achievement for ELLs*. Invited Keynote Address for the 2011 Indiana State EL Conference. West LaFayette, IN.

Albers, C. A. (2009, August). *Professional issues in conducting research as a school psychologist in Institutes of Higher Education*. Panelist for the Student Affiliates in School Psychology Mini-Convention. Toronto, Canada.

Albers, C. A., & Kohl, R. F. (2009, February). *Maximizing educational opportunities for English Language Learners*. Full-day workshop presented at the annual meeting of the National Association of School Psychologists (NASP). Boston, MA.

Albers, C. A., & Martinez, R. (2009, January). *Perils of special education for ELLs: Emerging opportunities for ensuring equal education opportunities*. Invited presentation at the annual meeting of the Illinois Resource Center (IRC). Arlington Heights, IL.

Albers, C. A. (2008). *The Alternate ACCESS for ELLs with significant disabilities*. Invited presentation at the Annual Statewide Conference for Teachers of Linguistically and Culturally Diverse Students, Des Plaines, IL.

Albers, C. A. (2008). *Monitoring student progress & fidelity of implementation*. Invited presentation and workshop for the Connecticut State Education Resource Center. Middleton, CT.

Albers, C. A. (2007). *Progress monitoring to determine the response in RTI models*. LRP Publications. (Webcast presentation/Webinar).

Albers, C. A. (2007). *Intervention delivery in a time of educational change*. Invited presentation for the Dallas MetroPlex Public Schools. Richardson, TX.

Albers, C. A. (2007). *Intervention provision within RTI models*. Invited presentation for the Milwaukee Public School District. Milwaukee, WI.

Albers, C. A. (2007). *Educational connections between language instruction and special education for English Language Learners with significant disabilities*. Invited presentation for CESA 4 (WI). La Crosse, WI.

Albers, C. A. (2007). *Alternate assessment and accommodations for ELLs with significant disabilities*. Invited presentation at the Tenth Annual WCER Conference for Wisconsin CESAs, Madison, WI.

Albers, C. A., Christ, T., & Sander, J. (2007). *Balancing early career and family*. Invited presentation at the annual meeting of the National Association of School Psychologists (NASP), New York, New York.

Albers, C. A., & Kratochwill, T. R. (2006, March). *Universal screening and progress monitoring in response-to-intervention models*. Invited presentation at the annual meeting of the Wisconsin School Psychologist Association (WSPA), Wisconsin Rapids, WI.

Albers, C. A. (2006). *The Alternate ACCESS for ELLs with significant disabilities*. Invited presentation at the Annual Statewide Conference for Teachers of Linguistically and Culturally Diverse Students, Des Plaines, IL.

Albers, C. A. (2006). *Using IDEA’s Exclusionary Factors in Special Education Evaluation: Developing an IEP Team Toolkit*. Invited presentation at the 2006 DPI Summer Institute: Addressing Disproportionality, Green Bay, WI.

Albers, C. A. (2006). *World-Class Instructional Design and Assessment*. Invited presentation at the WCER External Review Panel, Madison, WI.

Albers, C. A., Glover, T., Auster, E., Lucas, R., & Newell, M. (2004, March). *Universal intervention programs*. Invited presentation at the annual meeting of the Wisconsin School Psychologists Association (WSPA), Wisconsin Rapids, WI.

**TEACHING**

University of Wisconsin – Madison (Instructor, 2004 – Present)

Ed Psych 540: Introduction to Professional School Psychology

Ed Psych 699: Independent Reading (Undergraduate)

Ed Psych 741: Social, Emotional, and Behavioral Assessment

Ed Psych 745: Advanced Assessment Techniques

Ed Psych 880: Introduction to Prevention and Intervention Sciences

Ed Psych 881: Capstone Seminar in Prevention Sciences

Ed Psych 946: Advanced Assessment and Intervention Techniques

Ed Psych 948: Seminar in School Psychology – Research Techniques

Ed Psych 990: Research or Thesis

Ed Psych 999: Independent Reading

Seminar: Training Grant - Evidence-Based Practices

Seminar: Training Grant - Response-to-Intervention

Arizona State University (Instructor, 1997-1998)

Ed Psych 510: Introduction to Educational Psychology

**SERVICE**

Public

Member, Wisconsin Governor’s Read to Lead Council, Wisconsin Department of Children and Families, 2018-2021.

Consultant, Wisconsin Department of Public Instruction, English Language Learners and Progress Monitoring Committee, 2016-17.

Mentor, Wisconsin Department of Public Instruction, Early and Ongoing Collaborative Assistance project. Served as a mentor to two inner-city Milwaukee schools, School District of Waukesha, and the Dodgeville School District. 2004-05, 2005-06, 2006-07, 2007-08, 2008-09, 2009-10.

Facilitator, Researcher, Author, Wisconsin Department of Public Instruction, Disproportionate Representation and Non-Biased Assessment Workgroup, 2006-2008.

Member, Wisconsin Department of Public Instruction, Progress Monitoring Committee, 2008-2010.

Member, Wisconsin Department of Public Instruction, Response to Intervention Committee, 2008-2010.

University

Committee on Access and Accommodation in Instruction (2013-14)

Educational Innovation Design Team: Self-Paced, Modularized Learning (2013-14)

Senator, Faculty Senate (2006-07, 2007-08, 2008-09, 2010-11, 2011-12)

Senator (Alternate), Faculty Senate (2005-06; 2012-13; 2016-17)

School of Education

Committee on Awards and Honors (2004-05, 2005-06, 2006-07)

Gertrude Anthony Scholarship Selection Committee (2006)

Equity and Diversity Committee (2014-15)

Information Technology Policy Advisory Committee (2009-10, 2010-11)

Department

Chair, Recruitment, Admissions, and Fellowships (2012-13)

Chair, Faculty Affairs Committee (2007-08)

Member, Faculty Affairs (2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11)

Chair, Educational Psychology Department Chair Selection Committee (2005-06)

Member, Faculty Search Committee (2005-06)

Member, Recruitment, Admissions, and Fellowships (2004-05, 2011-12, 2013-14, 2014-15)

Member, Faculty Search Committee (2004-05)

Chair, School Psychology Admissions Committee (Program; 2004-05)

Chair (Faculty), School Psychology Student Association Committee (2005-06)

Co-Chair (Faculty), School Psychology Student Association Committee (2004-05, 2005-06, 2006-07)

Co-Chair, Curriculum Integration Task Force (Program; 2004-05, 2005-06, 2006-07)

Member, Development and Evaluation Committee (Program; 2004-05, 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, 2011-12, 2012-13 (Chair), 2013-14, 2014-15; 2016-17)

Member, Internship Program Committee (Program; 2004-05, 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, 2011-12, 2012-13, 2013-14, 2014-15; 2016-17)

Member, Diversity Committee (Program; 2004-05, 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, 2011-12, 2012-13, 2013-14, 2014-15; 2016-17)

Professional

Chair, SSSP Early Career Research Award Committee (2016-17, 2017-18)

Lightner Witmer Award Committee (2014, 2015, 2016)

Futures Development Team, Critical Skills, SSSP Representative (2013-present)

Scholar, 2011 School Psychology Research Collaboration Conference (SPRCC), San Francisco, CA.

Planning Committee Member, 2010 School Psychology Summit for Collaborative Scholarship, Chicago, Il.

Chair, 2009 School Psychology Research Collaboration Conference (SPRCC), Toronto, Canada.

Co-Chair, 2007 School Psychology Research Collaboration Conference (SPRCC), New York City, NY.

Member, NASP Position Statement Task Force (2007)

Founding Member, School Psychology & English Language Learners (SPELLs) Research Workgroup, University of Wisconsin – Madison (2005-06).

Early Career Scholar, Society for the Study of School Psychology (2004-05).

Site Coordinator, BASC-II Standardization Project (2003-04).

Professional (Editorial) (2004 – Present)

Editor, *Journal of School Psychology.* (2020-24).

Editor Elect, *Journal of School Psychology.* (2019).

Associate Editor, *Journal of School Psychology.* (2010-19).

Member, Editorial Advisory Board, *School Psychology Quarterly*. (2011-present).

Member, Editorial Advisory Board, *Assessment for Effective Intervention*. (2011-present).

Member, Editorial Advisory Board, *School Psychology Review*. (2010-present).

Member, Editorial Advisory Board, *Journal of School Psychology*. (2006-present).

Member, Editorial Board, *Journal of Applied School Psychology*. (2005-present).

Guest Action Editor, *Journal of School Psychology*. (2007-2010).

Ad-Hoc Reviewer, *School Psychology Quarterly*. (2005-2009).

Guest Editor, *Journal of School Psychology*.

Reviewer, *The Handbook of Responsiveness of Intervention: The Science and Practice of Assessment and Intervention*.

Reviewer, *Current Issues in Education*.

Reviewer, 2010 Annual NASP Conference.

Reviewer, 2009 Annual NASP Conference.

Reviewer, 2008 Annual NASP Conference.

Reviewer, *2006 Annual APA (Division 16) Conference*.

Reviewer, *2005 Annual APA (Division 16) Conference*.

Thesis and Dissertation Committees (2004 – Present)

Ph.D. Dissertation Committees (Completed): 60 (16 advisees)

Ph.D. Dissertation Committees (Not Completed): 7 (8 advisees)

Thesis Committees (Completed): 26 (9 advisees)

Preliminary Examination Committees: 47 (19 advisees)

**PROFESSIONAL MEMBERSHIPS**

American Educational Research Association (AERA).

American Psychological Association (APA).

APA Division 15 (Educational Psychology).

APA Division 16 (School Psychology).

National Association of School Psychologists (NASP).