

VITA

Ayres, Robert Rogers
Director, Education Evaluation Center
The Research Institute
Western Oregon University

Academic Degrees

Pacific Lutheran University	B.A. 1969	Sociology
Pacific Lutheran University	B.A. 1970	Education
Oregon College of Education	M.S. 1975	Special Education
University of Oregon	Ph.D. 1986	Educational Psychology

Certifications Held

Standard School Psychologist, State of Oregon

Current Professional Assignments

Director, Education Evaluation Center, The Research Institute.

Researcher/evaluator with the ERGo Center, The Research Institute.

Selected Education Evaluation and Research Projects

Current: Director/School Psychologist/Researcher Education Evaluation Center (EEC), The Research Institute, Western Oregon University.

Evaluation Specialist, Center for Research, Evaluation, and Analysis (CREA), The Research Institute, Western Oregon University.

2008-2012 Co-Principal Investigator for evaluation. "Science and Engineering in the Lives of Students," National Science Foundation grant application 0802570. Larry L. Flick, Principal Investigator, Oregon State University.

2007-2010 Researcher. Qigong Autism Project. Teaching Research Institute, Western Oregon University. Louisa M. Silva, MD, Principal Investigator.

2002-2006 Co-Principal Investigator, *Project PERC: Partnerships for Early Childhood Educators in Rural Communities*. Grant application S349A020043. Office of Elementary and Secondary Education. United States Department of Education.

2002-2003 Research Associate, The Ford Family Foundation National Board Certification Project.

- 2000-2002 Project Director, Co-principal evaluator, Evaluation of The 21st Century Community Schoolhouse, a newly chartered alternative public high school in Salem, Oregon.
- 1999-2002 Project Researcher, Teacher Effectiveness Project Phase II: The Longitudinal Effects of Teacher Preparation on the Practice and Beliefs of New Teachers and the Learning of Their Students.
- 2000-2001 Research/Evaluation Associate, Teacher & Principal Professional development, Performance Evaluation, and Recruitment & Retention (ERGO subcontract to Westat for the "Final Evaluation of the City-State Partnership, Senate Bill 795-Improvements in the Baltimore City Public School System (BCPSS) under the New Board of School Commissioners").
- 2000 Evaluation/Research Specialist, Evaluation of Oregon Forestry Education Program Project Learning Tree Workshops.
- 2000 Co-principal evaluator, Evaluation of "Talk About Trees", a grassroots environmental education program sponsored by Oregon Women in Timber.
- 1997-2001 Evaluation/Research Specialist, Third Party Evaluation of Oregon's Structure of Intellect Model Schools Pilot Program (Oregon Department of Education).
- 1995-1999 Research Associate, Teacher Effectiveness Project Phase I.
- 1991- School Psychologist/Researcher Education Evaluation Center, Teaching Research Institute, Western Oregon University.

Publications: Journal Articles

Ayres, R., & Cooley, E. (1986). Sequential versus simultaneous processing on the K-ABC: validity in predicting learning success. Journal of Psychoeducational Assessment, 4, 211-220.

Ayres, R., Cooley, E., & Dunn, C. (1990). Self-concept, attribution, and persistence in learning disabled students. Journal of School Psychology, 28, 153-163.

Ayres, R., Cooley, E., & Severson, H. (1988). Educational translation of K-ABC Mental Processing Scale results: a construct validity study. School Psychology Review, 17, 113-124.

Cooley, E. & Ayres, R. (1985). Convergent and discriminant validity of the mental processing scales of the Kaufman Assessment Battery for Children. Psychology in the Schools, 22, 373-377.

- Cooley, E. & Ayres, R. (1988a). Cluster scores for the Piers-Harris Children's Self-Concept Scale: Reliability and independence. Educational and Psychological Measurement, 48, 1019-1024.
- Cooley, E. & Ayres, R. (1988b). Self-concept and success-failure attributions of mildly-handicapped and non-handicapped students. Journal of Learning Disabilities, 21, 174-178.
- Cooley, E., Beaird, J. & Ayres, R. (1994). Academic persistence and attributional style in fifth graders. Psychology in the Schools, 31, 156-163.
- McConney, A. & Ayres, R. (1998). Assessing student teachers' assessments. Journal of Teacher Education, 49 (2), 140-150.
- McConney, A., & Ayres, R. (1997). Assessment: Importance, standards, and practices. The Bridge, newsletter of the Oregon Association for Supervision and Curriculum Development
- McConney, A., Ayres, R., Hansen, J. B., & Cuthbertson, L. (2003). Quest for quality: Recruitment, retention, professional development, and performance evaluation in Baltimore City's public schools. *Journal of Education for Students Placed at Risk*, 8(1), 87-116.
- McConney, A., Rudd, A., & Ayres, R. (2002). Getting to the bottom line: A method for synthesizing findings within mixed-method program evaluations. *American Journal of Evaluation*, 23(2), 121-140.
- Schalock, H. D., Schalock, M. D., & Ayres, R. (2006). Scaling up research in teacher education: New demands on theory, measurement, and design. *Journal of Teacher Education*, 57(2), 102-119.
- Silva, L., Ayres, R., & Schalock, M. (2008). Outcomes of a pilot training program in a qigong massage intervention for young children with autism. *American Journal of Occupational Therapy*, 62(5), pp. 538-546.
- Silva, L. M., Schalock, M.D., Ayres, R., Bunse, C. & Budden, S. (2009). Qigong massage treatment of sensory and self-regulation problems in young children with autism: a randomized controlled trial. *American Journal of Occupational Therapy*, 63(4), pp. 423-432.
- Silva, L. M., Schalock, M. & Ayres, R. (2011). A model and treatment for autism at the convergence of Chinese medicine and western science: First 130 cases. *Chinese Journal of Integrated Medicine*, June:17(6): 421-429.

Silva, L., Schalock, M., Ayres, R., Bunse, C., & Budden, S. (under review). Qigong Sensory Training: a controlled study of an early intervention for sensory impairment and autism. *American Journal of Occupational Therapy*.

Technical Reports

Ayres, R. & Schalock, M. (2004). *Third party evaluation of the Talk About Trees Forest Education Program*. Monmouth, OR: Western Oregon University, Teaching Research Division, Evaluation and Research Group.

Ayres, R. & Cuthbertson, L. (2002). *Evaluation of the Effectiveness of the 21st Century Community Schoolhouse: Year 2 Evaluation Report*. Monmouth, OR: Western Oregon University, Teaching Research Division, Evaluation and Research Group.

Ayres, R., McConney, A., Schalock, M.D., Cuthbertson, L., & Bartelheim, F. (1997). *Preliminary Findings from Three Focus Groups Sessions with Recent Western Oregon University Teacher Education Graduates*. Monmouth, OR: Teacher Effectiveness Project, Teaching Research Division, Western Oregon University.

Hansen, J.B., Cuthbertson, L., Schalock, M.D., & Ayres, R. (2003). *Evaluation of the First Year of the Ford Family Foundation's National Board Certification Project in Rural Oregon and Northern California Communities*. Monmouth, OR: Evaluation and Research Group Office, Teaching Research Division. Western Oregon University.

McConney, A. & Ayres, R. (2001). *Evaluation of the Effectiveness of the 21st Century Community Schoolhouse: Year 1 Evaluation Report*. Monmouth, OR: Western Oregon University, Teaching Research Division, Evaluation and Research Group.

McConney, A., Ayres, R., Cuthbertson, L., & Todd-Goodson, D. (2001). *Oregon Structure of Intellect™ (SOI®) Model Schools Pilot Program: Year 4 Third Party Evaluation Report*. (ERIC Identifier: ED466474). Monmouth, OR: Western Oregon University, Teaching Research Division, Evaluation and Research Group.

McConney, A., Ayres, R., Cuthbertson, L., & Todd-Goodson, D. (2000). *Oregon Structure of Intellect™ (SOI®) Model Schools Pilot Program: Year 3 Third Party Evaluation Report* (ERIC Identifier: ED446123). Monmouth, OR: Western Oregon University, Teaching Research Division, Evaluation and Research Group.

McConney, A., Ayres, R., Hansen, J. B., & Cuthbertson, L. (2001). *Findings on Human Resources*. In, Westat (2001). Report on the Final Evaluation of the City-State Partnership (pp. 167-225). Rockville, MD: Author.

McConney, A., Ayres, R., Schalock, M., & Schalock, D. (1997). *The Reliability and Validity of Teacher Work Sample Methodology: A Report to the National Advisory Panel for Western Oregon University's Teacher Effectiveness Project*. Monmouth, OR: Western Oregon University, Teaching Research Division, Teacher Effectiveness Project.

McConney, A., Ayres, R., Schalock, M., & Schalock, D. (1998). *The Reliability and Validity of Teacher Work Sample Methodology: A Synopsis, A Report to the National Advisory Panel for Western Oregon University's Teacher Effectiveness Project*. Monmouth, OR: Western Oregon University, Teaching Research Division, Teacher Effectiveness Project.

McConney, A., Ayres, R., Todd-Goodson, D., & Cuthbertson, L. (1999). *Oregon Structure of Intellect™ (SOI®) Model Schools Pilot Program: Year 2 Third Party Evaluation Report* (ERIC Identifier: ED446122). Monmouth, OR: Western Oregon University, Teaching Research Division, Evaluation and Research Group.

McConney, A., Schalock, M., Ayres, R., & Woods McConney, A. (2000). *Oregon Forestry Education Program, Project Learning Tree Workshops: Program Evaluation 2000*. Monmouth, OR: Western Oregon University, Teaching Research Division, Evaluation and Research Group.

Schalock, M. & Ayres, R. (2005). *Final report: 2005 Third party evaluation: Oregon Forest Education Program*. Monmouth, OR: Western Oregon University, Teaching Research Division, Evaluation and Research Group.

Publications: Chapters

Ayres, R. & Engle, R. (2002). Teacher work sample methodology in middle level/high school preparation: A case study. In Girod, G. R. (Ed.) Connecting teaching and learning: A handbook for teacher educators on teacher work sample methodology. New York: AACTE Publications.

Ayres, R. & Kosko, K. (1999). Report writing. In Bullis, M., and Davis, C. (Eds.), Functional assessment for adolescents and adults with learning disorders. Austin, TX: Pro-ed.

Girod, G. R., & Ayres, R. (2002). Teaching the necessary assessment concepts and skills for a teacher work sample. In Girod, G. R. (Ed.) Connecting teaching and learning: A handbook for teacher educators on teacher work sample methodology. New York: AACTE Publications.

Isaacson, A. & Ayres, R. (1999). Clinical assessment. In Bullis, M., and Davis, C. (Eds.), Functional assessment for adolescents and adults with learning disorders. Austin, TX: Pro-ed.

Presentations/Papers at Professional Meetings

Ayres, R. & Cuthbertson, L. (2005). *Early career teachers' reaction to teaching: Stability over time*. Western Psychological Association, Portland, Oregon.

Ayres, R. & Cuthbertson, L. (2004). *Convergence and divergence of early career teachers' views of and responses to context in the classroom: Implications for teacher preparation?* Teacher Work Samples Emerging Best Practices Conference, Gleneden Beach, Oregon.

Ayres, R., Cooley, E., & Schalock, M. (2003). *Engagement, commitment, and self-efficacy in early career teachers*. Western Psychological Association, Vancouver, British Columbia, Canada.

- Ayres, R., McConney, A., & Duman, L. (2001). *Evaluation and Accountability*. Panel presentation at *Charting a New Course*, First Annual Oregon Public Charter School Conference, Salem, Oregon.
- Ayres, R., McConney, A., Schalock, M.D., & Cuthbertson, L. (2001). *Beginning teachers on accountability for student learning*. Paper presented at the symposium The Teacher Effectiveness Project Phase II: A mixed-method study of early career teachers in a standards-based schooling context. American Education Research Association, Seattle, WA.
- Ayres, R. and Cooley, E. (2000). *Teacher beliefs and attitudes after one year of teaching*. Western Psychological Association. Portland, Oregon.
- Ayres, R. and Cooley, E. (1998). *Self-efficacy in beginning and experienced teachers*. Western and Rocky Mountain Psychological Associations Joint Convention. Albuquerque, New Mexico.
- Ayres, R. and Cooley, E. (1999). *Self-efficacy, commitment to teaching, and burnout in beginning teachers*. American Psychological Society (APS). Denver, Colorado.
- Ayres, R., & Cooley, E. (1988). *Self-Concept, attributions, and persistence in learning disabled students*. Paper presented at Western Psychological Association, San Francisco, CA.
- Ayres, R., & Cooley, E. (1986). *Educational translation of K-ABC mental processing scale results: A prediction study*. Paper presented at Western Psychological Association, Seattle, WA.
- Ayres, R., & Cooley, E. (1986). *Self-concept and attribution differences for handicapped and non-handicapped students*. Paper presented at Western Psychological Association, Seattle, WA.
- Ayres, R., Cooley, E., & Schalock, M. (2003). *Engagement, commitment, and self-efficacy in early career teachers*. Western Psychological Association, Vancouver, British Columbia, Canada.
- Ayres, R., Girod, G., McConney, A., Schalock, D., Schalock, M., & Wright, D. (1996). *Teacher work sample methodology in standards-based schools: A promising technology for personnel appraisal and professional development*. American Association of School Personnel Administrators (AASPA), Portland, Oregon..
- Ayres, R., McConney, A., & Duman, L. (2001). *Evaluation and Accountability*. Panel presentation at *Charting a New Course*, First Annual Oregon Public Charter School Conference, Salem, Oregon.
- Ayres, R., Wright, D., Ling, M. (1996). *The development and use of teacher work sample methodology in teacher education and licensure: An effective partnering of teacher educators and researchers?* Northwest Association of Teacher Educators, Coeur d'Alene, Idaho.

Beaird, J., Cooley, E., & Ayres, R. (1989). *Conceptions of ability and persistence in fifth graders*. Paper presented at Western Psychological Association/Rocky Mountain Psychological Association Conference, Reno, Nevada.

Beaird, J., Cooley, E., & Ayres, R. (1994). *Student and parent assessments of learned helplessness as predictors of academic success*. Western Psychological Association, Hilo, Hawaii.

Beaird, J., Cooley, E., Ayres, R., & Mitchell, K. (1994). *School performance characteristics of high and low external students*. Western Psychological Association, Hilo, Hawaii.

Cooley, E., Ayres, R., & Schalock, M. (2002). *Burnout, self-efficacy, and commitment in beginning teachers*. Western Psychological Association. Irvine, California.

Cooley, E., & Ayres, R. (1990). *The Attributional Style for Physical Activity Scale: Preliminary Scale Analysis*. Paper presented at Association for the Advancement of Applied Sports Psychology, San Antonio.

Cooley, E., & Ayres, R. (1985). *Construct validity of the Kaufman Assessment Battery for Children*. Paper presented at American Psychological Association, Los Angeles, CA.

Cooley, E., & Ayres, R. (1988). *Piers-Harris cluster scores: Reliability and independence*. Paper presented at Western Psychological Association, San Francisco, CA.

Cooley, E., & Ayres, R. (1991). *Construct validity of the Attributional Style for Physical Activity Scale*. Association for the Advancement of Applied Sports Psychology, Savannah, Georgia.

Cooley, E., & Ayres, R. (1994). *Attributional style influences on physical self-concept, exercise, and fitness*. Association for the Advancement of Applied Sport Psychology, Lake Tahoe, Nevada.

Cooley, E., Ayres, R., & Beaird, J. (1989). *Educational attributions and persistence in fifth graders*. Paper presented at Western Psychological Association/Rocky Mountain Psychological Association Conference, Reno, Nevada.

Cooley, E., Ayres, R., & Schalock, M. (2002). *Burnout, self-efficacy, and commitment in beginning teachers*. Western Psychological Association. Irvine, California.

Cooley, E., Ayres, R., Beaird, J., & Harris, R. (1991). *Parental attributions and student responses to academic successes and failures*. Paper presented at Western Psychological Association, San Francisco.

Cooley, E., Beaird, J., & Ayres, R. (1992). *Attributional style for physical activity: Health and exercise behavior correlates*. Western Psychological Association, Portland, OR.

Cooley, E., Harris, R., Ayres, R., & Beaird, J. (1991). *Parent attributions for student successes and failures: Scale development*. Paper presented at Western Psychological Association, San Francisco.

McConney, A., Ayres, R., & Schalock, M. (1996). *New directions in teacher appraisal: Can work sample assessment serve both program and personnel evaluation?* Northwest Association of Teacher Educators, Coeur d'Alene, Idaho, April 1996.

McConney, A., Ayres, R., & Schalock, M. (2000). *Beginning teachers on accountability for student learning*. Ninth Annual National Evaluation Institute. San Jose, California.

McConney, A., Ayres, R., Schalock, M., & Girod, G. (1997). *Teacher work sample methodology: Rationale, procedures, products, findings*. Workshop presented at the 2nd National Symposium on Reaching World-Class Educational Standards through Standards-Based Teaching and Learning. Portland, Oregon.

McConney, A., Rudd, A., & Ayres, R. (2000). *Getting to the Bottom Line: A Method for Synthesizing Findings from Mixed-Method Program Evaluations*. Paper presented at Evaluation 2000, the annual meeting of the American Evaluation Association, Honolulu, Hawaii.

McConney, A., Schalock, M.D., & Ayres, R. (1996). *An overview of measures used in Western Oregon's teacher work sample methodology. Paper for the 1st National Symposium on Reaching World-Class Educational Standards through Standards-Based Teaching and Learning*. Portland, Oregon.

Perrin, N., Cooley, E., & Ayres, R. (1989). *A factor analysis of K-ABC mental processing subtests*. Paper presented at Western Psychological Association/Rocky Mountain Psychological Association Conference, Reno, Nevada.

Schalock, M.D., Ayres, R., & Schalock, H.D. (2003). *Consistency and change in early career teachers: Findings from a 3-year longitudinal study*. Annual meeting of the American Association of Colleges of Teacher Education, New Orleans, LA.

Schalock, M.D., Schalock, H.D., & Ayres, R. (2003). *Teacher preparation effects in the classroom: Findings from a 3-year longitudinal study*. Annual meeting of the American Association of Colleges of Teacher Education, New Orleans, LA.

Wright, D., Ayres, R., Ling, M., & McConney, A. (1997). *The development and use of work sample methodology in teacher education at Western Oregon State College*. Association of Teacher Educators, Washington, D.C.

Monographs and Papers

Ayres, R., Schalock, M. D., and Rudd, A. (May 2002). *Research Brief 11: The attitudes and beliefs of beginning teachers*. Teacher Effectiveness Project, Phase II: The Longitudinal Effects

of Teacher Preparation on the Practice and Beliefs of New Teachers and the Learning of Their Students. Teaching Research Division, Western Oregon University, Monmouth, OR.

Schalock, M. D., Ayres, R., and McConney, A. (May 2002). *Research Brief 13: Beginning teacher beliefs on accountability for student learning*. Teacher Effectiveness Project, Phase II: The Longitudinal Effects of Teacher Preparation on the Practice and Beliefs of New Teachers and the Learning of Their Students. Teaching Research Division, Western Oregon University, Monmouth, OR.

Ayres, R. and Schalock, M. D. (December 2001). *Research Brief 3: Diversity in the elementary classroom*. Teacher Effectiveness Project, Phase II: The Longitudinal Effects of Teacher Preparation on the Practice and Beliefs of New Teachers and the Learning of Their Students. Teaching Research Division, Western Oregon University, Monmouth, OR.

Products

Ayres, R., Girod, G., McConney, A., Schalock, M. D., Schalock, D., and Wright, D. (1996). *A Guide to Teacher Work Sample Methodology*. Monmouth, OR: Teaching Research Division and School of Education, Western Oregon State College.

Girod, G., Ayres, R., Ling, M., McConney, A., Schalock, M.D., and Wright, D. (1996). *The use of work samples at Western Oregon State College*. Monmouth, OR: Teaching Research Division and School of Education, Western Oregon State College.

Previous Professional Activities

1975-1999 Western Oregon State College/Western Oregon University School of Education
Assistant/Associate Professor of Special Education (1975-1996)
Associate Professor of Elementary/Secondary Education (1996-1999)

Western Oregon University Courses Taught

Psy	523	Individual Intelligence Testing
Psy	524	Advanced Intelligence Testing
Ed	512	Research Procedures in Education
Psy	311	Developmental Psychology
Psy	520	Theories of Learning
Ed	426	Professional Development Seminar
Ed	432	Role of the Teacher*
Ed	433	Human Development/Classroom Learning

Service to The Research Institute and Western Oregon University

The Research Institute

2014- Director, The Education Evaluation Center, EEC)

- 2012** Director, The Evaluation and Research Group office (ERGo now Center for Research, Evaluation, and Analysis [CREA])
- 2011** Member, Teaching Research Institute Center Team
- 2003** Member, Teaching Research Advisory Team
- 2003** Member, Teaching Research Leadership Team
- 2003** Teaching Research Representative, Western Oregon University, Institutional Review Board
- 2002** Member, Teaching Research Management Team

Western Oregon University

1983-1984 Western Oregon University Faculty Senate

Faculty Senate Committees:

	<u>Dates</u>
▪ Professional Concerns Committee	1980-1981
▪ Academic Requirements Committee	1982-1985
Recorder	1984-1985
▪ International Education & Services Committee	1985-1988
▪ President's Ethical Issues Committee	1988- 1991
▪ Budget Committee	1989- 1990
▪ Curriculum Committee	1996- 1999
▪ Center for Teaching & Learning/Strategic Planning	1996- 1999

1981-1996 Western Oregon State College Division of Special Education

▪ Personnel Review Committee	1981- 1990
▪ Recorder	1981-1982;1984-1985
▪ Chairperson	1982-1983;1986-1990

1996-1999 Western Oregon University Division of Elementary/Secondary Education

Budget Committee	1996-1997
Personnel Review Committee	1997-1998
Travel Committee	1997-1999

Professional Service

1995-1997 Oregon Department of Education Office of Assessment and Evaluation Accommodations and Review Panel.

1996-2002 Oregon Department of Education Office of Special Education State Advisory Council for Special Education.

1997-1998 City of Monmouth Parks and Recreation Board.

1998--2003 Oregon Department of Education Office of Special Education Cooperative Personnel Planning Council/Professional Development Committee.

2001-2002 Oregon Department of Education Office of Special Education Continuous Improvement Review Process.

Awards

Western Oregon State College Faculty Honors Award. May 1991.

Professional Memberships

American Evaluation Association

American Educational Research Association

National Council on Educational Measurement