

V I T A

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Education: B.S. Economics; Oregon State University
1982

(All coursework completed toward an MS in Agricultural & Recourse
Economics, OSU: Major in rural development, minor in quantitative
methods)

PROFESSIONAL EXPERIENCE

Project Director/Coordinator The Research Institute, Western Oregon University 2014-
Associate Fellow Teaching Research Institute, Western Oregon University. July 2006 - 2014
Associate Research Professor, Teaching Research Division, Western Oregon University.
(May, 1997 to June 2006)
Assistant Research Professor, Teaching Research Division, Western Oregon State College.
(May, 1986 - May, 1997)
Instructor, Teaching Research Division, Western Oregon State College.
(January, 1985 - May, 1986)
Research Assistant, Teaching Research Division, Western Oregon State College.
(January 1982 - December, 1984)
Teaching Assistant, Department of Economics, Oregon State University.
1981 - 1982

PROJECTS AND ACTIVITIES

Teaching Research Projects

- 2013-** National Center on Deaf-Blindness Coordinator for Data and Evaluation
- 2012- 2016** Co-Director, MCH Qigong Research Project
- 2007-2013** National Consortium on Deaf-Blindness Evaluation and Child Count Coordinator
- 2010** Co-director, OFRI teacher professional development needs assessment project.
- 2008-2012** Third Party evaluator for Oregon State University NSF grant
- 2007-2011** Project Evaluation, PrISM Math-Science Project
- 2007-2012** Cochlear Implant Research Project data analyst/evaluator
- 2006-2012** Researcher, Studies on the effects of using Chinese QiGong Massage on young children with Autism
- 2008** Co-director of statewide survey of teacher professional development experiences and future needs.
- 2007-2008** Co-director, Third Party Evaluation of the *OR-TOSA Program*
- 2003-2008** Project Director, Oregon Special Education Recruitment and Retention Project
- 2006-2007** Staff, ODE Secure Assessment Group Report website development team.
- 2006** Staff, pilot test implementation of Customized Oregon Model and Implementation Plan to support the social emotional development of young children in Early Childhood care and education settings.
- 2005 - 2006** Staff, Development of Customized Oregon Model and Implementation Plan to support the social emotional development of young children in Early Childhood care and education settings.
- 2004 - 2005** Co-director, Third Party Evaluation of *Oregon Forest Education Program*.
- 2002 - 2005** Evaluator, Bridges to Success Project (Rural Early Career Special Education Induction Model)
- 2003 - 2004** Co-director, Third Party Evaluation of *Talk About Trees* Forest Education Program.
- 2003 - 2006** Evaluator, TAPS Project (EI/ECSE para-educator professional development model)
- 2003 - 2006** Evaluator, Project PERC (Head Start, ECE professional development)
- 2002 -2003** Evaluation team member, The Ford Family Foundation's National Board for Professional Teaching Standards Program.
- 2001 -2003** Evaluation consultant, National Technical Assistance Consortium for Deaf-Blindness (NTAC).
- 1999- 2003** Co-director, TEP-II: The Longitudinal Effects of Teacher Preparation.
- 1998- 2003** Third party evaluator, Oregon School Library Information System Projects
- 1999- 2002** Project coordinator and evaluator, Oregon Special Education Recruitment and Retention Project
- 2001 -2002** Evaluation consultant, Western Oregon University Center for Teaching and Learning
- 2000- 2001** Co-Director, EI/ESCE CBA Longitudinal Database Pilot Project
- 2000.** Co-director, evaluation of the Oregon Forestry Education Program
- 1998-1999** Writing Team Member - Oregon Consolidated Professional Development Framework Project

TR Projects, Cont'd

- 1998 Evaluator, Oregon Character Education Consortium Third Party Evaluation
- 1998 Evaluation/research specialist, SOI Third Party Evaluation
- 1998 - 1999. Director, ODE EI/ECSE Child Count and Cost Study
- 1995 - 1999. Co-Director, WOU Teacher Effectiveness Project: Development and Validation of Teacher Work Sample Methodology.
- 1997. Co-Director, PRAXIS Matching Study
- 1993 - 1995. Evaluation specialist for the Teaching Research Inservice Model (TRIM): NDN Revalidation and Case Studies.
- 1990 - 1995. Evaluation specialist for the TRACES technical assistance project for single state and multi-state deaf-blind centers.
- 1989 - 1995. Staff researcher for the Western Oregon State College School of Education long-term research project on predicting teacher effectiveness.
- 1991 - 1993. Cost-effectiveness specialist for a project implementing a community-based employment and service program for criminal and pre-criminal adolescents.
- 1990. Interim Northwest Region Coordinator, TASH Technical Assistance Project for Single State and Multi-State Deaf-Blind Centers .
- 1988. Principal investigator on cost comparisons of institutional and selected community based services for individuals with severe disabilities in Oregon.
- 1982-1988. Staff, Valley Education Consortium.
- 1987. Third party evaluator, COSA Leadership Academy.
- 1987. Principal investigator, ODE Case Studies on benefits and costs of monitoring student progress for making instructional and placement decisions.
- 1986. Principal investigator, ODE Case Studies on benefits and costs of program evaluation, troubleshooting and improvement.
- 1985. Principal investigator, ODE Personnel Incentive Programs Review.

CONTRIBUTIONS TO FUNDING

Major/Lead Author of 33 Funded TRI Grants/Contracts (\$6,056,648)

- 2012 Research grant on QiGong Massage (\$842,193)
- 2010 OFRI Education Programs Needs Assessment (\$30,000)
- 2010 Business Education Compact third party evaluation (\$33,679)
- 2008. OEA/Chalkboard professional development survey (\$13,591)
- 2008. Scholarship program for SLPs (\$78,464)
- 2007. PrISM Project (\$685,685)
- 2007. 2007-2008 R&R Project (\$159,780)
- 2007. 2007 R&R Project (\$159,780)
- 2007 OFRI Third Party Evaluations (\$31,200)
- 2006. 2006-2007 Recruitment & Retention Project (\$298,625)
- 2006. Scholarship program for Speech Language Pathologists (\$110,188)
- 2006. Development of an observational tool to assess dance/creative movement in elementary classrooms (\$15,125)
- 2006. Phase II of Customized Oregon Model and Implementation Plan (\$31,780)
- 2006. Research on QiGong Massage (\$30,000)

- 2005. 2005-2006 Recruitment & Retention Project (\$278,606)
- 2005 Customized Oregon Model and Implementation Plan (\$50,000)
- 2004 2004-2005 Recruitment & Retention Project Extension (\$269,036)
- 2004 Third Party Evaluation of the Oregon Forest Education Program (\$22,529)
- 2004 2003-2004 Recruitment & Retention Project Extension (\$64,789)
- 2003 Third Party Evaluation of the Talk About Trees Forest Education Program (\$10,000)
- 2002 2003-2004 Recruitment and Retention Project (\$186,829)
- 2002. Evaluation of The Ford Family Foundation’s National Board for Professional Teaching Standards Program (\$162,000)
- 2001. Bridges to Success (\$595,126)
- 2001. Evaluation Sub-contract for TLCF Grant (\$10,000)
- 2000. CBA Pilot Project (\$41,643)
- 2000. Evaluation Sub-contract for TLCF Grant (\$7000)
- 1999. Preparing Tomorrow's Teachers to Use Technology: PT3 Capacity Building Grant (\$109,000)
- 1999. TEP-II (\$800,000)
- 1998. SOI Third Party Evaluation (\$175,000)
- 1995. Teacher Effectiveness Project: TEP-I (\$725,000)
- 1987. COSA Leadership Academy Third Part Evaluation (\$5,000)
- 1987. ODE Standard 602 Benefit-Cost Study (\$7,500)
- 1986. ODE Standard 606 Benefit-Cost Study (\$12,500)

Contributing Author of 9 Funded TRI Grants/Contracts (\$17,144,000)

- 2013 NCDB (\$10,500,000)
- 2002 TAPS Project (\$600,000)
- 2002 Project PERC (\$1,400,000)
- 2001 Oregon State Improvement Grant (\$700,000)
- 1999. 1999 ODE Child Count Contract (\$145,500)
- 1999. ODE Recruitment and Retention Contract (\$635,000)
- 1997. PRAXIS matching Study (\$13,500)
- 1993. TRACES Project (\$2,850,000)
- 1989. Advancing Youth Project. (\$300,000)

SCHOLARSHIP

Book Chapters and Journal Articles

- Silva, LMT., Schalock, M., Gabrielsen, K. and Horton-Dunbar, G. (2016). One- And Two-Year Outcomes of Treating Preschool Children with Autism with a Qigong Massage Protocol: An Observational Follow-Along Study. *Alternative & Integrative Medicine*, 5:216. doi:10.4172/2327-5162.1000216
- Silva L, Schalock M (2016) First Skin Biopsy Reports in Children with Autism Show Loss of C-Tactile Fibers. *Journal of Neurological Disorders* 4:262. doi:10.4172/2329-6895.1000262
- Silva, LMT., Schalock, M., Gabrielsen, K. (2015) “About face: Screening for signs of tactile impairment in autism,” *Autism Research and Treatment*, vol. 2015, Article ID 612507, 10 pages, 2015. doi:10.1155/2015/904585

- Silva, L.M.T., Schalock, M., Gabrielsen, K., Budden, S., Buenrostro, M. and Horton, G. (2015) "Early Intervention with a Parent-Delivered Massage Protocol Directed at Tactile Abnormalities Decreases Severity of Autism and Improves Child-to-Parent Interactions: A Replication Study," *Autism Research and Treatment*, vol. 2015, Article ID 904585, 16 pages, 2015. doi:10.1155/2015/904585
- Purvis, B. and Schalock, M.D. (2014). Using evidence-based strategies and technical assistance to improve identification of infants and toddlers with combined vision and hearing loss. *Visual Impairment and Deafblind Education Quarterly*, 59(5), pp. 20-24.
- Silva, L.M.T. and Schalock, M.D. (2013). Treatment of tactile impairment in young children with autism: Results with GiGong massage. *International Journal of Therapeutic Massage and Bodywork*, 6(4), pp. 12-20.
- Silva, L.M.T and Schalock, MD (2013). Prevalence and Significance of Abnormal Tactile Responses in Young Children with Autism. *North American Journal of Medicine and Science*, 6(3), pp. 121-127.
- Wiley, S., Meinen-Derr, J., Stremel-Thomas, K., Schalock, M., Bashinski, S.M. and Ruder, C. (2013). Outcomes for children with deaf-blindness with cochlear implants: A multisite observational study. *Otology and Neurology*, 34(3), pp. 507-515.
- Silva, L. & Schalock, M., Williams, M. (2013). Improved Speech Following Parent-delivered Qigong Massage in Young Children with Down Syndrome: A Pilot Randomized Controlled Trial. *Early Child Development and Care*, 183(12), pp. 1891 – 1905.
- Silva, L. M. T., Schalock, M. D., Garberg, J. and Lammers Smith, C. (2012). Qigong massage for motor skills in young children with cerebral palsy and down syndrome.. *American Journal of Occupational Therapy*, 66(3), pp.348-355.
- Silva, L. M. T. and Schalock, M. D. (2012). Sensory and Self-Regulation Checklist: Initial psychometric evidence and findings. *American Journal of Occupational Therapy*, 66(2), pp. 177-186.
- Silva, L. M. T. and Schalock, M. D. (2012). Autism Parenting Stress Index: Initial Psychometric Evidence. *Journal of Autism and Developmental Disorders*, 42(4), pp. 566 – 574.
- Silva, L. M. T., Schalock, M. D., and Gabrielsen, K. (2011). Parent-delivered home qigong massage program for autism: Pilot study. *American Journal of Occupational Therapy*, 65(5), pp.550-559.
- Schalock, H. D. and Schalock, M. D. (2011). Teacher Work Sample Methodology at Western Oregon University. In H. Rosselli, M. Brodsky, & Girod, M (Eds.) *Connecting Teaching and Learning: History, Evolution and Case Studies of Teacher Work Sample Methodology*. (pp. 1-24) Lanham, MD: Rowman and Littlefield.
- Silva, L. M. T., Schalock, M. D., and Ayres, R.A. (2011). A model and treatment for autism at the convergence of Chinese medicine and neuroscience: first 130 cases. *Chinese Journal of Integrative Medicine*, 7(6), pp. 421-429.
- Silva, L. M. T, Schalock, M.D., Ayres, R., Bunse, C. and 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. T, Ayres, R. and Schalock, M.D. (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.

- Deardorff, P., Glasenapp, G., Schalock, M.D. and Udell, T. (2007). TAPS: An innovative cost-effective professional development program designed specifically for paraeducators working in early Childhood Special Education. *Rural Special Education Quarterly*, 26(3), pp. 3-15.
- Irinaga-Bistolos, C., Schalock, M.D., Marvin, R., and Beck, L. (2007). Bridges to Success: A developmental induction model for rural early career special educators. *Rural Special Education Quarterly*, 26(1), pp. 13-22.
- Schalock, H.D., Schalock, M.D. and Ayres, R.A. (2006). Scaling-up research in teacher education: New demands on theory, measurement and design. *Journal of Teacher Education*, 57(2), pp. 102-119.
- Schalock, M.D. (2002). Collaboration to Promote Information Literacy: A Brief Summary of OSLIS 2000-2001 Evaluation Results. *Interchange*, 30(1), pp. 10-15.
- Schalock, M.D. (2002). Assessing teacher work samples. In G. Girod, (Ed.) *Connecting Teaching and Learning: A handbook for teacher Educators on Teacher Work Sample Methodology*. (pp. 65-89) Washington, D.C.: American Association of Colleges of Teacher Education.
- Girod, G. R. and Schalock, M.D. (2000). Does TWSM Work? In G. Girod, (Ed.) *Connecting Teaching and Learning: A handbook for teacher Educators on Teacher Work Sample Methodology*. (pp. 347-358) Washington, D.C.: American Association of Colleges of Teacher Education.
- Schalock, M.D. (Fall, 1999). OSLIS Brings Information Literacy Resources to Elementary Schools. *Interchange* 28(1), pp. 1-3.
- Schalock, M.D. (1998). Accountability, student learning, and the preparation and licensure of teachers: Oregon's teacher work sample methodology. *Journal of Personnel Evaluation in Education*, 12(3), pp.269-286.
- McConney, A., Schalock, M.D., and Schalock, H.D. (1998). Focusing Improvement and Quality Assurance: Teacher Work Samples as Authentic Performance Measures of Prospective Teacher's Effectiveness. *Journal of Personnel Evaluation in Education*, 11 pp 343-363.
- Schalock, H.D., Schalock, M.D., & Myton, D. (1998). Effectiveness-Along with Quality - Should be the Focus. *Phi Delta Kappan*, 79 (6) pp. 486-470.
- McConney, A., Schalock, M. D. and Schalock, H. D. (1997). Indicators of student learning in teacher evaluation. In J. Stronge (Ed.), *Evaluating Teaching: A Guide to Current Thinking and Best Practice*. (pp. 162-192) Newbury Park, CA: Corwin.
- Schalock, H.D., Schalock, M.D. and Girod, G. (1997). Teacher work sample methodology as used at Western Oregon State College.. In J. Millman (Ed.), *Grading Teachers, Grading Schools: Is Student Achievement a Valid Evaluation Measure?* (pp. 15-45) Thousand Oaks, CA: Corwin Press.
- McConney, A. And Schalock, M.D. (1996). Teacher work sample methodology ... Promise for program and personnel appraisal? *AASPA Report* 3(8), 16-17.
- Schalock, M.D., Alberto, P., Fredericks, H.D. and Dalke, B.A. (1994). The house that TRACES built: A conceptual model of service delivery systems and implications for change. *The Journal of Special Education* 28(2), 203-223.
- Schalock, M.D., Cowart, B. and Staebler, B. (1993). Teacher productivity revisited: Definition, theory, measurement and application. *Journal of Personnel Evaluation in Education*, 7(2), 179-196.

- Schalock, M.D., Schalock, H.D., and Edwards, J. (1993). Extending teacher assessment and professional development beyond knowledge and skills: applying student learning gains to a faculty incentive - reward program. *Journal of Personnel Evaluation in Education*, 7(2), 159-178.
- Schalock, H.D., Schalock, M.D., Cowart, B., and Myton, D.V. (1993). Extending teacher assessment beyond knowledge and skills: An emerging focus on teacher accomplishments. *Journal of Personnel Evaluation in Education*, 7(2), 105-134.
- Schalock, H.D. and Schalock, M.D. (1993). Student learning in teacher evaluation and school improvement: An introduction. *Journal of Personnel Evaluation in Education*, 7(2), 103-104.
- Schalock, M.D. (1992). Using a systems approach in restructuring your school. *The Bridge*, 4(3), pp. 2, 10-11.
- Schalock, M.D., and Fredericks, H.D., (1990). Comparative costs for institutional services and services for selected populations in the community. *Behavioral Residential Treatment*, 5(4), 271-286.
- Schalock, M. D., (1987). Teacher productivity: What is it? How might it be measured? Can it be warranted? *Journal of Teacher Education*, 38(5), pp. 59-62.
- Fielding, G., Schalock, M. D., Schalock, H. D., Christensen, P., (1986). Implementing outcome-based instructional programs: The Valley Education Consortium's approach. *Outcomes*, 5 (4), pp. 14-22.
- Schalock, H.D., Fielding, G., Schalock, M.D., Erickson, J., and Brott, M., (1985). Integrating teaching and testing with program management. *Educational Leadership*, 43(2), pp. 55-58.

Presentations/Papers/Posters: National

- Gense, D.J., Purvis, B. and Schalock, M.D. (July, 2013). *Using evidence-based strategies and TA to improve identification of infants and toddlers with combined vision and hearing loss.* Presentation at the 2013 OSEP Project Directors Meeting, Washington, D.C. July 15-17.
- Gense, D.J., Purvis, B. and Schalock, M. (April 2013). *Identifying children with combined vision and hearing loss: Risk factors and resources.* Presentation at the 12th Annual Early Hearing Detection and Intervention Meeting Glendale, AZ April 15-17, 2013.
- Stremel-Thomas, K. and Schalock, M. (July 2011). *Influencing Outcomes for Children Who Are Deaf-Blind With Cochlear Implants.* Poster presented at 2011 OSEP Project Directors Meeting Washington DC July 18-20.
- Cuthbertson, L., Schalock, M.D., Ayres, A. and Deardorff, P. (November 2006). *Confronting the Realities of Scientifically-based Evaluation Requirements in Providing Professional Development to Rural Head Start Agencies: Tensions, Compromises, Lessons Learned, and Implications.* Poster presented at Evaluation 2006 Annual Conference of the American Evaluation Association Portland, Oregon November 1-5, 2006
- Girod, M., Schalock, M.D. and Cohen, N. (January 2006). *The Teacher Work Sample as a Context for Research.* Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, San Diego, CA January 2006.
- Schalock, M.D., and Cuthbertson, L. (July, 2004). *Congruence and divergence in the writing, telling and actions of first year elementary teachers.* Presentation at the joint Western Oregon University, and the American Association of Colleges of Teacher Education Conference on Teacher work Samples: Emerging Best Practices, Glenden Beach, OR.

- Schalock, M.D. (November, 2003). *Evaluating Statewide Programs on a Shoestring: Approaches, Lessons and Results from a Six-Year Collaborative/Participatory Evaluation*. Poster presented at Evaluation 2003: The Annual Conference of the American Evaluation Association. Reno, Nevada November 5-8, 2003
- Schalock, M.D. and Myers, S. (April 2003). *No teacher ever left to do anything more important*. Presentation in the Strand Planning and Implementing Programs To Recruit and Retain Special Education Professionals at the 2003 CEC Annual Convention, Seattle, WA.
- Schalock, M.D., Schalock, H.D. and Ayres, R. (January, 2003). *Teacher preparation effects in the classroom: Findings from a 3-year longitudinal study*. Presentation at the 55th Annual Meeting of the American Association of Colleges of Teacher Education, New Orleans, LA.
- Schalock, M.D., Ayres, R. and Schalock, H.D (January, 2003). *Consistency and change in early career teachers: Findings from a 3-year longitudinal study*. Presentation at the 55th Annual Meeting of the American Association of Colleges of Teacher Education, New Orleans, LA.
- Schalock, M.D., Schalock, H.D, and Brodsky, M. (January, 2003). *Does standards-based teacher preparation make a difference? Program design and supporting evidence*. Presentation at the 55th Annual Meeting of the American Association of Colleges of Teacher Education, New Orleans, LA.
- Ayres, R., McConney, A., Schalock, M.D., & Cuthbertson, L. (April, 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, at the Annual Meeting of the American Education Research Association, Seattle, WA.
- Schalock, M.D., Hansen, J.B., and McConney, A. (April, 2001). *Incorporating multiple data instruments and methods from a research study for use in evaluating teacher proficiency for continuing licensure*. 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, Annual Meeting of the American Education Research Association, Seattle, WA.
- McConney, A. and Schalock, M.D. (April, 2001). *Developing an instrument for observing standards-based teaching*. Paper presented at the Annual Meeting of the American Education Research Association, Seattle, WA.
- Hansen, J.B., Schalock, M.D., McConney, A. and Rudd, A. (April, 2001). *Self-evaluation and peer observation of early career teachers in a standards-based context: preliminary results*. 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, at the Annual Meeting of the American Education Research Association, Seattle, WA.
- Schalock, D., Schalock, M.D., French, R., Hall, G., and Howey, K. (March, 2001). *Research on teacher work sample methodology*. Major Forum at the 53rd Annual Meeting of the American Association of Colleges of Teacher Education, Dallas, TX.
- Schalock, M.D. (1998, November). *Student Effects on Learning*. In Western Oregon University's Research and Policy Network for Connecting teaching and Learning. Seminar at The Education Trust at 9th Annual Conference on Bringing it All Together: Making Standards, Curriculum and professional Development Work for All Students, Kindergarten through College, Washington D.C.

- Bartelheim, F., Brodsky, M., Dohrn, E., McConney, A., Murray, T. and Schalock, M.D. (Feb., 1997). *A systems approach towards standards-based teacher education: A multi-perspective story of collaborative change*. Presentation at the 49th Annual Meeting of the American Association of Colleges of Teacher Education, Phoenix, AZ.
- McConney, A. & Schalock, M. D. (1996, July). *Connecting teacher preparation and licensure to progress in student learning: The evolution of work sample methodology*. In *Implications of Standards-Based Schooling for the Preparation, Licensure, and Professional Development of School Personnel*. Panel presentation at the 5th Annual National Evaluation Institute, Bethesda, MD.
- Schalock, H.D., Schalock, M.D. and Ayres, R. (January, 2004). *Scaling-Up Research in Teacher Education: Contributions to Theory and Methodology from a Longitudinal Study of Preparation Program Effects*. Presentation at the 56th Annual Meeting of the American Association of Colleges of Teacher Education, Chicago, IL.

Presentations/Papers/Posters: Regional/State/Local

- Schalock, M.D, and Cuthbertson, L. (February 2011). *Teacher professional development preferences for forestry topics: A qualitative study*. Presentation to the Oregon Forest Resources Institute board of directors, Salem, Oregon.
- Schalock, M.D. (June 2006). *Teacher Induction and Mentoring In Rural Schools: Lessons From A Decade Of Research and Development*. Presentation at the Oregon Mentoring Academy, Monmouth, OR.
- Schalock, M.D. (September 2005). *Supporting and retaining new special education teachers*. Presentation at the 2005-2006 Fall Administrators' Conference, Eugene, OR.
- Regional/State/Local, Cont'd
- Sherman, K. and Schalock, M.D (September, 2004). *Closing the Achievement Gap in Special Education: Instruction and Teacher Retention*. Presentation at the 2004-2005 Fall Administrators' Conference, Eugene, OR.
- Sherman, K. and Schalock, M.D (August, 2004). *Closing the Achievement Gap in Special Education: Instruction and Teacher Retention*. Presentation at the COSA Summer Administrators Conference, Eugene, OR.
- Schalock, M.D. and Udell, T. (September 2002). *Results From A Statewide Survey On Special Education Recruitment and Retention Issues: Implications and Resources*. Presentation at the Fall Special Education Administrators Workshop, Eugene, OR.
- Cooley, E., Ayres, R., & Schalock, M. (2002). *Burnout, self-efficacy, and commitment in beginning teachers*. Paper presented at the Western Psychological Association Annual Conference. April, 2002. Irvine, California.
- Johnson-Dorn, N. and Schalock, M.D. (March, 2001). *Curriculum Based Assessment Pilot Sites Update*. Presentation at the 9th Annual Oregon Division of Early Childhood Conference, Eugene, OR. March, 2001.
- Piazza-Templeman, T., Schalock, M.D., Bistolas, C., Udell, T., & Marvin, R. (Sept. 1999). *The Recruitment and Retention Project*. Presentation at the 1999 Special Education Administrators Workshop, Eugene, OR.
- Schalock, M.D., and Pardew, M. (1998, April). *The Teacher Effectiveness Project*. Poster session at the joint NCATE and TSPC accreditation visit orientation meeting, Monmouth, OR.

- Schalock, M.D. and Schalock, H.D. (Sept. 1997). *Interim report on the PRAXIS Matching Study*. Presentation to the Oregon teacher Standards and Practices Commission, Salem, OR.
- Schalock, M.D., McConney, A., & Brott, M. (November, 1996). *Using Teacher Work Sample Methodology to Troubleshoot and Improve Instructional Programs*. Paper for the 1st national symposium on Reaching World-Class Educational Standards through Standards-Based Teaching and Learning, Portland, OR.
- McConney, A., Ayres, R., & Schalock, M.D. (April, 1996). New directions and issues in teacher appraisal: can work sample assessment serve both program and personnel evaluation? In *The Collaborative Redesign of Teacher Education and Appraisal at Western Oregon State College*. Panel presentation at the regional conference of the Northwest Association of Teacher Educators, Coeur d' Alene, ID.
- Girod, G. & Schalock, M.D. (July, 1994). *WOSC research on beginning teacher competence*. Presentation to the Oregon Teacher Standards and Practices Commission, Salem, OR.
- Cowart, B. & Schalock, M.D. (Sept., 1990). *An outcome-based and context embedded theory of teacher effectiveness: implications for teacher preparation, licensure and permanent status*. Paper presented at the forty-first annual meeting of the Southwestern Philosophy of Education Society, Fort Worth, TX.
- Schalock, M.D. (Apr., 1989). *The meaning of reflective practice*. Reaction panel member at the spring conference of the Oregon Education Research Association, Newport, OR.
- Schalock, M.D. (Oct., 1987). *Case studies on monitoring student progress in the classroom for making instructional and placement decisions*. Presentation to the fall conference of the Oregon Educational Research Association, Welches, OR.
- Schalock, M.D. (Oct., 1987). *Case studies on implementing Standard 602*. Presentation at the Oregon Department of Education conference on individual student assessment, Salem, OR
- Schalock, M.D. (Jan., 1986) *Student learning as a measure of teacher effectiveness*. Presentation to the winter conference of the Oregon Educational Research Association, Newport, OR

Webinars and Workshops

- Schalock, M. (October 2017). *National Deaf-Blind Child Count Q&A*. Webinar
- Schalock, M. (December 2016). *National Deaf-Blind Child Count Q&A*. Webinar
- Schalock, M. (October 2015). *National Deaf-Blind Child Count Q&A*. Webinar
- Schalock, M. (February 2015). *National Deaf-Blind Child Count Q&A*. Webinar
- Schalock, M. (April 2014). *Annual Performance Reporting Q&A*. Webinar
- Schalock, M. (March 2014). *National Deaf-Blind Child Count Q&A*. Webinar
- Gense, D.J., Purvis, B. and Schalock, M. (January 2013) *Early Identification and Referral Self-Assessment Guide: An Introduction*. Webinar
- Stremel-Thomas, K. and Schalock, M.D. (March, 2011). *The Use of Cochlear Implants and their Impact on Children who are Deaf-Blind: Research Findings and Implications*. Webinar
- Schalock, M.D, Bull, R. and Gense, D.J. (June, 2010). *Using the Deaf-Blind Child Count Graphic Mapping Tools and the Deaf-Blind Child Count Pivot Tables to Analyze and Report Deaf-Blind Child Count Data*. Webinar
- Schalock, M.D., Glasenapp, G. and Piazza-Templeman, T. (August, 2008). *Sweethome School District Title II-a Mentor Training*.
- Schalock, M.D. and Jon Harding (February, 2008). Deaf-Blind Census Pivot Table Webinar.

- Schalock, M.D. and Jon Harding (January, 2008). Deaf-Blind Census Pivot Table Webinar.
- Johnson, B., Johnson, P., Feux, A. and Schalock, M.D. (Nov., 2007). *ODE Office of Student Learning and Partnerships staff training on the 2006 Multi-year Database (MYDB) CD and "enhanced" MYDB CD version Pivot Charts/Tables*. Mandatory ODE staff training conducted in Monmouth, OR
- Schalock, M.D. (August 2002). *Developing Evaluation Questions*. Workshop conducted at the NTAC Topical Workshop, Collecting Service Implementation and Child/Youth Outcome and Impact Data. Atlanta, GA.
- Schalock, M.D. (Jan. 2000). *The Merit and Worth of Teacher Work Sample Methodology*. Workshop conducted at the Renaissance Workshop, Salem, OR.
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- Schalock, M.D. (May, 1992). *Developing an evaluation plan: Clarifying decision makers, questions and decisions*. Workshop for North Central Section 622 - C coordinators, Reno, NV.

Products and Tools

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Technical Reports, Papers and Web Page Content Development

2011-present

- Silva, LMT., Schalock, M., Gabrielsen, K. and Horton-Dunbar, G. (2016). Window of Opportunity Remains Open for Successful Treatment of Tactile Impairment in 6- to 11-Year-Old Children with Autism Spectrum Disorder. The Research Institute, Western Oregon University.

- Schalock, M.D. (2017). *The 2016 National Child Count of Children and Youth who are Deaf-Blind*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute, Western Oregon University.
- Schalock, M.D. (2016). *The 2015 National Child Count of Children and Youth who are Deaf-Blind*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute, Western Oregon University.
- Schalock, M.D. (2015). *The 2014 National Child Count of Children and Youth who are Deaf-Blind*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute, Western Oregon University.
- Schalock, M.D. and Bull, R. (2014). *The 2013 National Child Count of Children and Youth who are Deaf-Blind*. Monmouth, OR: National Consortium on Deaf-Blindness, Teaching Research Institute, Western Oregon University
- Purvis, B., Malloy, P. Schalock, M., Stremel Thomas, K. Davies, S. and Udell, T. (2014). *Early Identification of Infants Who Are Deaf-Blind*. Monmouth, OR: National Consortium on Deaf-Blindness, Teaching Research Institute, Western Oregon University
- Schalock, M.D. and Bull, R. (2013). *The 2012 National Child Count of Children and Youth who are Deaf-Blind*. Monmouth, OR: National Consortium on Deaf-Blindness, Teaching Research Institute, Western Oregon University
- Schalock, M.D. and Bull, R. (2012). *The 2011 National Child Count of Children and Youth who are Deaf-Blind*. Monmouth, OR: National Consortium on Deaf-Blindness, Teaching Research Institute, Western Oregon University

2006-2010

- Schalock, M.D. and Bull, R. (2011). *The 2010 National Child Count of Children and Youth who are Deaf-Blind*. Monmouth, OR: National Consortium on Deaf-Blindness, Teaching Research Institute, Western Oregon University
- Ayres, R., Schalock, M.D, and Cuthbertson, L. (2011). *Teacher professional development preferences for forestry topics: A qualitative study*. Teaching Research Institute, Western Oregon University
- Schalock, M.D. and Bull, R. (2010). *The 2009 National Child Count of Children and Youth who are Deaf-Blind*. Monmouth, OR: National Consortium on Deaf-Blindness, Teaching Research Institute, Western Oregon University.
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- Schalock, M.D. Beaird, S., and Killoran, J. (2008). *The 2007 National Child Count of Children and Youth who are Deaf-Blind*. Monmouth, OR: National Consortium on Deaf-Blindness, Teaching Research Institute, Western Oregon University.
- Schalock, M.D. and Ayres, R. (2008). *Final Report on the 2007-2008 Third Party Evaluation: Oregon Teacher on Summer Assignment Program*. Monmouth, OR: Evaluation and Research Group Office, Teaching Research Institute, Western Oregon University.
- Schalock, M.D. Beaird, S., and Killoran, J. (2007). *The 2006 National Child Count of Children*

and Youth who are Deaf-Blind. Monmouth, OR: National Consortium on Deaf-Blindness, Teaching Research Institute, Western Oregon University.

2000-2005

Schalock, M.D. and Ayres, R. (2005). *Final Report 2005 Third Party Evaluation of the Oregon Forest Education Program*. Monmouth, OR: Evaluation and Research Group Office, Teaching Research Institute, Western Oregon University.

Ayres, R. & Schalock, M.D. (2004). *Third Party Evaluation of the Talk About Trees Forest Education Program: Impact Evaluation Report*. Monmouth, OR: Evaluation and Research Group Office, Teaching Research Institute, Western Oregon University.

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Ayres, R. & Schalock, M.D. (2003). *Third Party Evaluation of the Talk About Trees Forest Education Program: Consumer Satisfaction: 2001 – 2003*. Monmouth, OR: Evaluation and Research Group Office, Teaching Research Division, Western Oregon University.

Schalock, M.D., Dearthoff, P. and Fewx, A. (2003). *Paraeducator Professional Development Needs Assessment Survey*. Prepared for the Professional Development Committee, Oregon State Interagency Coordinating Council. Monmouth, OR: Teaching Research Division, Western Oregon University.

Schalock, M.D. (2003). *Final Evaluation Report for the Oregon School Library Information System 2002-2003 LSTA Grant - The Last Mile: Extending OSLIS to All Oregon Schools*. Monmouth, OR: Evaluation and Research Group Office, Teaching Research Division, Western Oregon University.

Hansen, J.B., Cuthbertson, L., Schalock, M.D. and 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.

Schalock, M.D. (May, 2002). *Results From A Survey Of Recently Hired Special Education Professionals In Oregon: Detailed Report on Effective Recruitment Strategies*. Monmouth, OR: Oregon Special Education Recruitment and Retention Project, Teaching Research Division, Western Oregon University.

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Schalock, M.D. (2002). *Final Evaluation Report for the Oregon School Library Information System TLCF Project of Statewide Significance*. Monmouth, OR: Teaching Research Division, Western Oregon University.

Schalock, M.D., Johnson, P., Fewx, A. and Johnson, B., (2001). *Final report on a pilot study for the development of a longitudinal curriculum based assessment database*. Monmouth, OR: Teaching Research Division, Western Oregon University

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Schalock, M.D. (2000). *Evaluation of the Oregon School Library Information System: Elementary Pilot Project*. Monmouth, OR: Teaching Research Division, Western Oregon University.

Hansen, J.B., McConney, A., and Schalock, M.D. (2000). *Review of the SUN Evaluation Plan for the Multnomah County Research and Evaluation Unit*. Monmouth, OR: Teaching Research Division, Western Oregon University.

Before 2000

Schalock, M.D. (1999). *Developing Quality TLCF Evaluation Plans*. [On-line]. <http://www.ode.state.or.us/cifs/TLCF/TechResourcePacket.pdf>

Schalock, M.D., & Leslie, G. (1999). *Evaluation of the Oregon School Library Information System: Phase I Pilot Project*. Monmouth, OR: Teaching Research Division, Western Oregon University.

Schalock, M.D., Killoran, J., Johnson, P., Johnson, B., Brame, S. (1998). *Oregon Early Intervention Program Consumer Satisfaction Survey Report*. Monmouth, OR: Teaching Research Division, Western Oregon University.

McConney, A., Schalock, M.D., Todd-Goodson, D., & Cuthbertson, L. (1998). *Oregon Structure of Intellect (SOI) Model Schools Pilot Project Program: Year 1 Third Party Evaluation Report*. Monmouth, OR: Teaching Research Division, Western Oregon University.

McConney, A., Ayres, R., Schalock, M.D., & Schalock, H.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: Teacher Effectiveness Project, Teaching Research Division, Western Oregon University.

Schalock, M.D., McConney, A., McConney, A.W., Schalock, H.D. (1997). *Matching Study between the Oregon Benchmarks and ETS PRAXIS Content Examinations*. Monmouth, OR: Teaching Research Division, Western Oregon University.

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

Schalock, M.D., Garrick, M., & Miller-Jones, C. (1995). *Cost-Effectiveness Study of the Newberg, OR School District Remedial Reading Programs*. Newberg, OR: Newberg School District.

Schalock, M.D. & Girod, G.R. (1994). *Relationships Between teacher education program*

Entrance measures and Measures of Success in Student Teaching. Monmouth, OR: Teaching Research Division, WOSC.

- Templeman, T. P. and Schalock, M.D. (1994). *Submission for Revalidation to the Program Effectiveness Panel of the Teaching Research Inservice Model.* Monmouth, OR: Teaching Research Division, WOSC.
- Schalock, M.D. (1993). *Third Party Evaluation of the COSA Institute for the Advancement of Leadership: Year 5 Report.* Monmouth, OR: Teaching Research Division, WOSC.
- Schalock, M.D. (1990). *VEC Writing Assessment Procedures, Results, and Needed Improvements: 1989-90.* Monmouth, OR: Teaching Research Division, WOSC.
- Schalock, M.D. (1989). *VEC Writing Assessment Procedures, Results, and Needed Improvements: 1988-89.* Monmouth, OR: Teaching Research Division, OSSHE.
- Schalock, M.D. (1987). *The benefits and costs associated with implementing Standard 602: Case studies on monitoring student progress for making instructional and placement decisions.* Monmouth, OR: Teaching Research Division, OSSHE.
- Schalock, M.D. (1986). *The benefits and costs associated with implementing Standard 606: Case studies on program evaluation, troubleshooting and improvement.* Monmouth OR: Teaching Research Division, OSSHE.
- Schalock, M.D. (1986). *Guide to Choosing and Using Standardized Tests.* Monmouth, OR: Valley Education Consortium, Teaching Research Division, OSSHE.
- Schalock, M. D. (1985). *Developing school personnel incentive programs: policy and practice.* Monmouth, OR: Teaching Research Division, OSSHE.
- Shaughnessy, J., Schalock, M.D., Schalock, D., and Fielding, G. (1985). *Improving the transition from middle school to high school: A study of student placement in ninth grade classes.* Monmouth, OR: Teaching Research Division, OSSHE.

PROFESSIONAL SERVICE

Service to the Research Institute

- 2014-** Member, TRI Annual Performance Review Committee
- 2014** Bagel and Bytes presentation on online surveys (SurveyGizmo)
- 2006 – 2013** Member, TRI Promotion Review Committee
- 2010-2011** Member TRI Director search committee
- 1998-2011** Co-director, Evaluation and Research Group Office (now CREA)
- 1998-2007** Member, Teaching Research Management/Leadership Team
- 2005-2007** Member, TRI Promotion Committee II Development of a Specialist Track
- 2004** TR Promotion Criteria Revision Workgroup
- 2002** Member TRI Director search committee
- 2000-2001** Chair, TR Promotion Criteria Revision Workgroup
- 2000.** Presenter at TR/ERGO Evaluation Seminar
- 1999.** Chair, TR faculty search committee
- 1998.** Member, Teaching Research Grants Committee
- 1997.** Member TRI Director search committee

1985. Work group member, Teaching Research Promotion Criteria
Service to Western Oregon University
- 2003 Member Western Oregon University DELTA Group
1997. Contributor to School of Education Addendum to the NW Accreditation report.
1996. Member of ad hoc planning committee for the Center for Teaching and Learning.
1995. Analysis and Report of LACC Evaluation results for Provost.
1995. Reviewer/minor contributor to NSF/FIPSE grant applications.
1994. Third party evaluator, CSMT100 pilot project (OSSHE Productivity Grants).
1994. Analysis of LACC Evaluation results for Provost.
1994. Data analysis and reporting for School of Education NCATE Accreditation documentation.
1993. Design consultant for Speech program assessment as part of LACC assessment.
- 1992 - 1993. Masters Thesis Committee member for WOSC School of Education: Tim Goforth, Handicapped Learner Program.

Service to the Profession

- 2013-2016 Invited member of Westat Technical Work Group for OSEP TA&D Network evaluation
- 2010 Invited manuscript reviewer for *Journal of Teacher Education*
- 2006-2007 Technical advisor, Doctoral Dissertation for George Fox University: Janine Allen.
- 2007 Participant, Oregon IDEA State Performance Plan stakeholders meeting
- 2004 Member of Central School District Facilities Future Ad Hoc Subcommittee
- 2004 Invited manuscript reviewer for *Journal of Personnel Evaluation in Education*
- 2003-2005 Member of Oregon Mentoring Initiative workgroup
- 2003 Invited manuscript reviewer for *Educational Evaluation and Policy Analysis*
- 2003 Research Team Member: OUS/PASS Study on *The First Year: Student Performance on 10th Grade Benchmark Standards and Subsequent Performance in the First Year College* (2001-2002).
- 2002 Overview and informational support on Teacher Work Sampling to faculty from Hyogo University of Teacher Education (Japan). (With Robert Ayres)
- 1999-2003 Member and Secretary for Central High School Panther Club
- 1998-2004 Member, Oregon Department of Education EI/ESCE Evaluation Taskforce
- 1997 - 1998. Talmadge Middle School Site Council Member: Parent representative.
1997. Informational support concerning SBS implementation, accountability programs, incentive/reward programs; teacher performance evaluation to: Governor's Task Force on Quality Education; House Minority Leader.
- 1994-1995. Third party evaluator of the Oregon Teacher Standards and Practices Commission (TSPC) Beginning Teacher Evaluation Model
1993. Field reader, Office of Special Education and Rehabilitative Services: Applications for Model Inservice Training Projects.
- 1988-1990. Member, Oregon Educational Research Association Executive Committee.