

EDUCATION	<p>Post Graduate Work, 30 hours, 1985 Murray State University</p> <p>M.A. Special Education, 1983 Murray State University</p> <p>B.S. Elementary Education, 1979 Eastern Kentucky University</p>
PRESENT POSITION	<p>Senior Associate <i>2019 – present</i></p> <p>Directs projects and supports team in the design and execution of project deliverables; Develops innovative assessment designs; Plans and implements methods, techniques, and skills to complete projects in a timely and cost-efficient manner; Manages project team and the work of junior staff to consistently produce deliverables on deadline; prepares high-quality reports and other outputs; Utilizes field expertise to design and implement training workshops as well as evaluate assessment systems; develops corporate knowledge and knowledge of individual program areas and projects.</p>
PROJECTS	<p>Assessment Development</p> <p>Louisiana Education Alternate Assessment Program Design and Management, Louisiana Department of Education (LEAP Connect) Serve as Alternate Assessment Specialist to develop, review, and revise test items aligned to Louisiana Connectors for Students with Significant Cognitive Disabilities; ensured accessibility of items and ELA passages through multiple types of scaffolding; developed and maintained an editorial and graphic style guide; facilitated Louisiana educators in selecting prioritized Louisiana Connectors for the science assessment as well as in reviewing ELA passages and items for content, bias, and sensitivity issues; created assessment guides for grade bands to assist Louisiana educators in understanding the LEAP Connect assessment.</p> <p>Tennessee Comprehensive Assessment Program – Alternate (TCAP-Alt) for Science and Social Studies Served as Alternate Assessment Specialist; reviewed and revised test items to meet the needs of each age group, grade, and difficulty level, and render items adaptable with multiple types of scaffolding; developed content modules to support educators implementing the Tennessee Academic Standards and preparing students for the TCAP-Alt; revised content modules to align to revised science and social studies standards; facilitated</p>

differentiation study meeting to examine the changes in content across grades in the TCAP-Alt. Lead grade 2 ELA item development.

National Center and State Collaborative (NCSC) General Supervision Enhancement Grant

Served as an assessment team member for a multi-state consortium to develop a new comprehensive ELA and math assessment system for students with significant cognitive disabilities; worked with center and state partners to review, monitor, and refine assessment materials as well as supporting curriculum documents; member of the accessibility group within NCSC; gathered information regarding accessibility for students who are blind, deaf, or deaf-blind and helped develop a procedures document to provide additional directions for test administration of the NCSC assessment; gathered research regarding English Language students who were also identified with significant cognitive disabilities.

Indiana Department of Education (IDOE) Assessment and Professional Development Support – ISTEP+, ILEARN, and I AM

Conducted a review of literature on interpreting summative reports and data in preparation for training webinars; Participated in the development and presentation of virtual assessment literacy training for educators and administrators, specializing in topics on interpreting and responding to summative scores for teachers of students with significant needs; Led development of low vision scripts for I AM, Indiana's alternate assessment

New York State Assessment Development – English Language Arts (ELA) and Mathematics

Utilized expertise as ELA Content Specialist to provide New York educators with specialized support in understanding content and interpreting Next Generation State Standards; Participated in the development, presentation, and facilitation of educator training in the development of English language arts items for grades 3 – 8, both online and in-person; Utilized webinar participants' evaluation survey data, presenter feedback, and leadership experience to enhance quality of future webinar training sessions, ensuring effective focus and efficient delivery to meet participant needs; Managed facilitation of educator training at item writing workshops including developing a facilitation plan designed to promote efficient movement through the item writing process for on-site stakeholder meetings and support collaborative environment for educators; Revised assessment materials including item specification documents and test blueprints; Developed and revised assessment items including multiple-choice and constructed-response for large-scale summative assessments that are aligned to standards and item specification documents; Provided feedback and consultation to NYSED with respect to ELA development and reconciliation of educator reviews.

Mississippi Assessment Program – Alternate: Partnership with Questar Assessment

Served as Alternate Assessment Specialist, developing writing and reading items for ELA assessment in partnership with Questar Assessment

Assessment Alignment and Linking Evaluations

Facilitated educator panels to evaluate the alignment and fairness of state assessments; served on a panel to rate assessment items in English language arts, science, and social studies content areas according to alignment to standards, degree of difficulty, and depth of knowledge; evaluated evidence to measure the degree to which the assessment reached the appropriate population of students, as well as the rationale for the assessment; collaborated with researchers to convey this information to stakeholders within the department of education; supported the development of final documentation. Current and previous alignment studies include:

Alignment Evaluation of Alaska English Language Arts and Mathematics Assessments

Degrees of Reading Power (DRP): Questar Assessment

Georgia Milestones Assessment System for Georgia Department of Education (GaDOE)

Florida Standards Alternate Assessment (FSAA) – Datafolio Alignment and Fairness Evaluation

I LEARN and I AM Assessments for Indiana Department of Education (IDOE)

Mississippi Assessment Program – Alternate: Partnership with Questar Assessment

Washington Access to Instruction and Measurement (WA-AIM) Alignment Study for the Washington Office of Superintendent of Public Instruction (OSPI)

Evaluated the link between grade-band extensions to the Essential Elements for the Dynamic Learning Maps alternate assessment by facilitating panels of educators with extensive, grade relevant content expertise as well as experience teaching and assessing students with the most significant cognitive disabilities; supported the development of the final technical report provided to state department of education. Current and previous linking studies include:

West Virginia’s Alternate Academic Achievement Standards and the Dynamic Learning Maps Essential Elements for West Virginia Department of Education (WVDE)

Evaluation of the Links between Delaware's Grade-Band Extensions and the Essential Elements for the Dynamic Learning Maps Alternate Assessment: ELA and Mathematics

Curriculum Development

Students with Significant Cognitive Disabilities Companion Curriculum Resources for Louisiana Department of Education

Created guidance and a prototype of modified Louisiana curriculum unit for students with significant cognitive disabilities. Conducted virtual trainings for Teacher Leaders to modify grade level units. Provided ongoing feedback for Teacher Leaders.

South Dakota Development of Science Core Content Connectors (CCCs)

Worked with South Dakota instructional leaders to develop science CCCs utilizing evidence-based practices, research, and theory regarding how students with the most significant cognitive disabilities acquire academic skills and knowledge.

Louisiana Connectors for Science in Grades K-12 with the Louisiana Student Standards in Science

Worked with the Louisiana Department of Education and Louisiana stakeholders to develop Louisiana Connectors (LCs) aligned to the Louisiana Student Standards for Science that represent the academic expectations for students with the most significant cognitive disabilities in grades K-12.

Standards and Assessment Implementation Technical Assistance: Puerto Rico Department of Education

Served as Accessibility and Curriculum Specialist for a comprehensive reform of the standards, curricula, and performance task assessments to support technical assistance for the Puerto Rico Department of Education. Developed and implemented trainings for contractors in the development of curricula and assessments using a backward design approach. Worked collaboratively with colleagues to develop an integrated assessment model using dichotomous scoring rubrics aligned to curriculum map standards and acquisition goals. Developed Spanish Language Arts Integrated Assessments and Strategies for Differentiation for students with disabilities for the Puerto Rico Department of Education

Open Education Resources (OER)

Served as a curriculum writer to develop a first-grade unit aligned to the English Language Arts Common Core State Standards using open educational resources.

California Alternate Assessment

Served as an Alternate Assessment Specialist to develop Core Content Connectors linking The California Alternate Assessments for Science to the California Next Generation Science Standards. Developed stimuli and items for elementary and middle school alternate assessments.

**PROFESSIONAL
EXPERIENCE**

Technical Assistance Specialist, National Center and State Collaborative (NCSC): University of Kentucky

2010 – 2013

Trained PACIFIC Project stakeholders on the purposes, materials, and trainings developed by NCSC including Common Core State Standards, English/Language Arts and Mathematics curriculum, instruction, assessment, and communication with an emphasis on access for students with significant disabilities. Developed strategies and samples of accessing the NCSC Universally Designed Instructional Units

Alternate Assessment Consultant: Keystone Assessment LLC

2010–2013

Developed process for designing Hawaii’s alternate assessment based on alternate achievement standards. Wrote sample mathematics items for the assessment, led the mathematics item writing, Edited and revised mathematic and reading items for the assessment. Developed and trained on accessing grade specific mathematics content through scaffolding and supports, Aligned quarterly submissions with state recommended curriculum map. Facilitated stakeholder groups to write items, create Performance Level Descriptors, and Standard Setting. Provided ongoing training and technical assistance in the area of content standards, curriculum, and assessment to the PACIFIC Project. Provided workshop trainings to DC Public Schools: Trained on a process to deconstruct the Common Core State Standards, facilitated the use of UDL principles to identify barriers and provide appropriate supports to increase access to grade level curriculum for students with significant disabilities, and provided information on formative assessment, reading complexity, use of matrices to plan for integration of IEP skills into academic instruction.

Technical Assistance Specialist, Inclusive Large-Scale Standards and Assessment Project (ILSSA): University of Kentucky

2001 – 2009

State coordinator for Kentucky Alternate Assessment Project, developed a systematic process to address the general curriculum for students with significant disabilities. Consulted, trained, and coached stakeholders from three US territories and three Freely Associated States as part of the PACIFIC project. Developed model for Iowa’s alternate assessment based on alternate achievement standards, developed support materials and trained on Maine’s alternate assessment based on alternate achievement standards. Created lesson plans for Puerto Rico PACs, reviewed teacher created tasks for Maryland Alternate Assessment, operated DoDEA’s alternate assessment scoring and provided training on curriculum, developed content area extensions (reading and science) with sample activities for Washington and Minnesota, trained on accessing the general curriculum for Delaware and Georgia.

Special Education Teacher, Kenton County Board of Education

1982 – 2001

Taught students with significant cognitive disabilities in a fully inclusive elementary school, served as a technology resource teacher with a focus on assistive technology, taught students with significant cognitive disabilities in an integrated middle school, taught students with significant cognitive disabilities in a self-contained school, and served as a resource teacher in the Kentucky Teacher Internship Program.

Special Education Teacher, Trigg County Board of Education

1981 – 1982

Special Education Teacher, Dawson Springs Independent Board of Education

1980 – 1981

Elementary School Teacher, Estill County Board of Education

1979 – 1980

**PROFESSIONAL
AFFILIATIONS &
CERTIFICATIONS**

TASH 1991 – Present

Association of Supervision and Curriculum Development 2006 – Present

Council for Exceptional Children 2002 – 2006

Commonwealth of Kentucky Teaching Certificate:

Provisional Elementary Certificate, Grades 1–8: 1978—Present

Provisional Certificate for Teachers of Exceptional Children—Students with Moderate Disabilities K—12: 1983—Present

Endorsement for Teaching Students with Significant Cognitive Disabilities: 1985—Present

PUBLICATIONS & PRESENTATIONS

Publications

- Clayton, J., Phlegar, J., Turner, C., and Summers, E., (2019). Promoting Opportunity to Learn: Rationale and Resources for Science Instruction. *Tash Connections*, 44(1), 27-34.
- Spencer, M. L., Burdge, M., DeLeon, J., Clayton, J., Quitugua, J., Guerrero, A., San Nicolas, H., & Macapinlac, J. (2012). Facilitating program improvement for students with significant cognitive disabilities: Baseline documentation of instructional programs in six Pacific entities. *Micronesian Educator*.
- Hess, K., Burdge, M., & Clayton, J., (2011). Challenges to developing alternate assessments based on alternate achievement standards. In M. Russell & M. Kavanaugh, *Assessing students in the margins: Challenges, strategies, and techniques*. Charlotte: Information Age Publishing.
- Ahlgren-Dezell, L., Rickelman, R.J., & Clayton, J. (2010). Reading Instruction and Assessment Linked to Grade-Level Standards. In H. Kleinert & J. Kearns, *Alternate assessment for students with significant cognitive disabilities*. Baltimore: Paul Brookes.
- Clayton, J., Burdge, M., Denham, A., Kleinert, H., & Kearns, J. (2006). A four-step process for accessing the general curriculum for students with significant cognitive disabilities. *Teaching Exceptional Children*, 38(5), 20-27.
- Kearns, J., Burdge, M., Clayton, J., Denham, A., & Kleinert, H. (2006). How students demonstrate academic performance in portfolio assessment. In D.M. Browder & F. Spooner, *Teaching language arts, math, and science to students with significant cognitive disabilities*. Baltimore: Paul Brookes.
- Burdge, M., Groneck, V., Kleinert, H., Longwill, A., Clayton, J., Denham, A., & Kearns, J. (2001). Integrating alternate assessment in the general curriculum. In H. Kleinert & J. Kearns, *Alternate assessment: Measuring outcomes and supports for students with disabilities*. Baltimore: Paul Brookes.
- Clayton, J., Burdge, M. & Kleinert, H. (2001). Integrating alternate assessment with ongoing instruction. In H. Kleinert & J. Kearns, *Alternate assessment: Measuring outcomes and supports for students with disabilities*. Baltimore: Paul Brookes.
- Kleinert, H., Denham, A., Groneck, V., Clayton, J., Burdge, M., Kearns, J., & Hall, M. (2001). Systematically teaching the components of self-determination. In H. Kleinert & J. Kearns, *Alternate Assessment: Measuring outcomes and supports for students with disabilities*. Baltimore: Paul Brookes.
- Kleinert, H., Hurte, M., Groneck, V., Fay, J., Roszmann-Millican, M., Hall, M., Clayton, J., Lester, J. (2001). Demonstrating Performance Across Multiple Environments. In H. Kleinert & J. Kearns, *Alternate*

Assessment: Measuring outcomes and supports for students with disabilities. Baltimore: Paul Brookes.

Kearns, J., Kleinert, H., Clayton, J., Burdge, M., & Williams, R. (1998). Inclusive educational assessments at the elementary level: Perspectives from Kentucky. *Teaching Exceptional Children*, 31(2), 16-23.

Peer Power Manual – Peer Tutoring Program for Middle School Students. (1993). Invited. Kentucky Systems Change Project

Presentations

Burdge, M. & Clayton, J. (2005, June). *Developing Standards-based Instruction for students in Alternate Assessments on Alternate Achievement Standards – 4-Step Process*. Presentation at CCSO Pre-Session, San Antonio, TX.

Clayton, J., DeLeon, J., Quitugua, J., & Spencer, M. (2009, December). *Teaching Students with Significant Cognitive Disabilities in the 21st Century*. Presentation at the Pacific Rim International Conference on Disabilities, Honolulu, HI.

Clayton, J. & Taub, D. (2011, December). *Yes, We Can Develop Aligned Grade Level Content*. Presentation at the International TASH conference, Atlanta, GA.

Forte, E., Greninger, E. & Clayton, J. (2015, February). *Valuing Teacher-Decision Making in Differentiating Instruction*. Presentation at the National Title I Conference, Salt Lake City, UT.

Summers, L., Fox, C., Gauld, A., Herrera, B., Turner, C., & Clayton, J. (2017, December). *Supporting Access to Science and Social Studies Using Content Modules*. Presentation at the International TASH conference, Atlanta, GA.