

Education**Ph.D. Educational Psychology, 2007**

University of Kentucky

Developmental Disabilities Certificate, 2003

University of Kentucky

M.S. Education, 2000

University of Kentucky

B.A. Art and Psychology, *summa cum laude*, 1999

Georgetown College

**Present
Position****Executive Vice President, edCount, LLC***2009 – present*

Provide substantive and managerial leadership on large-scale contracts and tasks. Design and manage research activities; pursue and procure contract and grant funding. Manage staff, budgets, and timelines to ensure that clients receive high-quality deliverables by specified delivery dates. Current and past responsibilities include:

Strengthening Claims-based Interpretations and Uses of Local and Large-scale Science Assessment Scores (SCILLSS): Nebraska Department of Education –

Serve as the Project Director for a three-year, multi-state project using a principled design approach to establish a foundation from which a broad range of valid enhanced science assessments can be built, evaluated, and shared across states, local education agencies, schools, and classrooms. Provide oversight to all project phases, including leadership for the management team, collaborating with four organizational partners, three state departments of education, and a team of experts.

National Center and State Collaborative (NCSC) General Supervision

Enhancement Grant – Served as Process Evaluator to document and analyze project implementation and operations, provide coordination of project management activities, and oversee the external project evaluation. The collaborative consisted of five partner organizations, 18 states, and the six Pacific Rim entities.

Evaluating the Validity of English Language Proficiency Assessments (EVEA) –

Served as Project Director, providing oversight and coordination of project management meetings, leadership for development of project instruments, management of grants and contracts, and oversight of administration and partnerships throughout project duration.

National Alternate Assessment Center (NAAC) General Supervision

Enhancement Grant – Served as Project Director for edCount’s role as validity

evaluation partner to the District of Columbia, including research coordination and design, reporting, and client management with D.C. Office of the State Superintendent of Education (OSSE).

LEAP Connect Assessment for Louisiana Department of Education – Serves as Item Development lead. Provides leadership and management for the item development process, ensuring the completion of all deliverables by the agreed upon timelines; leads communication efforts with project partners.

Louisiana K-12 Science Connector Development – Served as Project Director. Provided management and oversight for the development of science connectors that represent academic expectations for students with the most significant disabilities that align with the Louisiana Student Standards for Science; monitored timelines and review and revision phases.

South Dakota Development of Science Core Content Connectors (CCCs) – Serve as Project Director for this project. Oversee the development of science CCCs utilizing evidence-based practices, research, and theory regarding how students with the most significant cognitive disabilities acquire academic skills and knowledge. Lead collaboration with South Dakota instructional leaders, facilitate Educator Committee meetings, and direct the application of the CCC development model enacted by NCSC.

Tennessee Comprehensive Assessment Program – Alternate (TCAP-Alt) for Science and Social Studies – Serve as Project Director for this project. Provide oversight of all related development and documentation activities for the TN alternate assessment in Science and Social Studies, including but not limited to: content standard prioritization for assessment, item development, item review for content, bias, and sensitivity, test design for the field test and alternate assessment in Spring of 2017 and beyond to 2020, and technical documentation for the alternate assessment in both content areas. Served as Project Director for the development of TCAP-Alt blueprints, passages, and items for mathematics and ELA.

California Science Alternate Assessment – In partnership with Educational Testing Service (ETS) served as Project Director. Led the development of science CCCs. Provided leadership in task development; led collaboration with California instructional leaders.

Tennessee Grade 2 ELA and Mathematics Development and PLD Development – Served as Project Director.

Mississippi Assessment Program – Alternate: Partnership with Questar Assessment – Serve as Project Director including oversight of item development and all virtual and in-person training with Mississippi educators.

Delaware ELA and Mathematics Grade-Band Extensions Linking Study for the Delaware Department of Education – Served as Project Director. Led the linking study to evaluate the extent to which the grade-band extensions for students with significant cognitive disabilities link to Dynamic Learning Maps alternate

assessments; provided oversight on project activities including data collection, analyses, and technical documentation; led team of researchers and panelists.

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

– Served as Project Director. In partnership with ACS Ventures, LLC, provided leadership and oversight on alignment study activities including data collection, data analyses, and technical documentation. Led panels of educators and experts; facilitated rating sessions.

Georgia Milestones Assessment System Alignment Study – Serve as Project Director for a thorough alignment evaluation of the components of the Georgia Milestones Assessment System. Convene panels of Georgia educators and outside experts and facilitate their review of components of the assessment system.

Florida Standards Alternate Assessment (FSAA) – Datafolio Alignment and Fairness Evaluation – Served as Project Director. Provided alternate assessment expertise to evaluation phases; managed all evaluation procedures; ensured timely completion of reports and all deliverables.

Florida Standards Assessment (FSA) Validity Evaluation Study/Audit – Served as Project Director. Provided oversight of the study to verify the psychometric validity of the FSA in collaboration with Alpine Testing Solutions; led evaluation of test development and blueprint construction efforts and creation of final evaluation report.

National Council of Architectural Registration Boards (NCARB) Bias and Accessibility Study of the Architect Registration Examination (ARE) – Serves as Project Director. Provides oversight of study to review score performance differences on the ARE exam including facilitation of expert panel, data collection and analyses, and creation of final documentation.

Hawaii Validity Study – Served as Deputy Project Director for edCount’s validity work in Hawaii for the development of a new portfolio-based alternate assessment.

U.S. Virgin Islands Project – Served as Project Manager for technical assistance and alternate assessment reporting for U.S. Virgin Islands Department of Education, including: supervision of production and design of alternate assessment reporting; project direction for Title I Peer Review assistance and submission; and design and final review of technical and interpretive guides to accompany reporting to various stakeholders.

Professional Experience

Research Coordinator, National Alternate Assessment Center Validity General Supervision Enhancement Grant, Lexington, Kentucky

2007 – 2009

Evaluator, National Center for Educational Outcomes General Supervision Enhancement Grant, Lexington, Kentucky

2007 – 2009

Director of Alternate Assessment Research, Project Coordinator, National Alternate Assessment Center (NAAC), Lexington Kentucky

2005 – 2009

Research and Evaluation Specialist for Inclusive Large-Scale Standards and Assessment (ILSSA) Grant, Interdisciplinary Human Development Institute, Center for Excellence in Developmental Disabilities

2004 – 2005

Research and Evaluation Assistant for Inclusive Large-Scale Standards and Assessment (ILSSA) Grant, Interdisciplinary Human Development Institute, Center for Excellence in Developmental Disabilities, Lexington, Kentucky

2002 – 2004

Evaluation Assistant, Mid-South Regional Resource Center (MSRRC), Lexington, Kentucky

May 2002 – September 2002

Evaluation Assistant for Virginia General Supervision Enhancement Grant (VA GSEG), Mid-South Regional Resource Center (MSRRC), Lexington, Kentucky

May 2002 – September 2002

Research Assistant for Including Students with Deaf-blindness in Large-Scale Assessment Grant, Interdisciplinary Human Development Institute, Center for Excellence in Developmental Disabilities, Lexington, Kentucky

2001 – 2002

**Professional
Affiliations &
Organizations**

American Educational Research Association (AERA) – Member (2003 – Present)

Division H AERA – Member (2009 – Present)

Division H AERA – Student Affiliate (2003 – 2008)

National Council on Measurement in Education (NCME) – Member (2014-Present)

TASH – Student Affiliate (2003 – 2008)

Breakthroughs in Inclusive Education Awards Committee for TASH – Committee Chair (2008 – 2010)

Council for Exceptional Children Assessment and Accountability Conference – Proposal Reviewer (2007 to present)

National Association of School Psychologists' Speakers Bureau – Member (2006 to present)

Northeastern Educational Research Association – Member (2017-Present)

Northeastern Educational Research Association – Mentorship Program Mentor (2017-Present)

**Publications
&
Presentations**

Peer Reviewed:

- Kleinert, H., Towles-Reeves, E., Quenemoen, R., Thurlow, M., Fluegge, L., Weseman, L., & Kerbel, A. (2015). Where Students with the most Significant Cognitive Disabilities Are Taught: Implications for General Curriculum Access. *Exceptional Children, 81*(3), 312-328.
- Kearns, J., Towles-Reeves, E., Kleinert, H., Kleinert, J., & Thomas, M. (2011). Characteristics of and Implications for Students Participating in Alternate Assessments Based on Alternate Academic Achievement Standards. *Journal of Special Education, 45*(1), 3-14.
- Musson, J., Thomas, M., Towles-Reeves, E., & Kearns, J. (2010). An analysis of state alternate assessment participation guidelines. *Journal of Special Education, 44*(2), 67-78.
- Kleinert, H., Browder, D., Towles-Reeves, E. (2009). Models of cognition for students with significant cognitive disabilities: Implications for assessment. *Review of Educational Research, 79*(1), 301-326.
- Towles-Reeves, E., Kearns, J., Kleinert, H., & Kleinert, J. (2009). An analysis of the learning characteristics of students taking alternate assessments based on alternate achievement standards. *Journal of Special Education, 42*(4), 241-254.
- Towles-Reeves, E., Kleinert, H., & Muhomba, M. (2009). Alternate assessment: Have we learned anything new? *Exceptional Children, 72*(2), 233-252.
- Towles-Reeves, E., Kleinert, H., & Anderman, L. (2008). Alternate assessments based on alternate achievement standards: Principals' perceptions. *Research and Practice for Persons with Severe Disabilities, 33*(3), 122-133.
- Towles-Reeves, E., Garrett, B., Burdette, P., & Burdge, M. (2006). What are the consequences? Validation of large-scale alternate assessment systems and their influence on instruction. *Assessment for Effective Intervention, 31*(3), 45-57.
- Towles-Reeves, E., Kampfer-Bohach, S., Garrett, B., Kearns, J.F., & Grisham-Brown, J. (2006). Are we leaving our children behind? State deaf-blind coordinators' perceptions of large-scale assessments. *Journal of Disability Policy Studies, 17*(1), 40-47.
- Towles-Reeves, E., & Kleinert, H. (2006). The impact of one state's alternate assessment upon instruction and IEP development. *Rural Special Education Quarterly, 25*(3), 31-39.

Garrett B., Towles, E., Kleinert, H., & Kearns, J.F. (2003). Portfolios in large-scale alternate assessment systems: Frameworks for reliability. *Assessment for Effective Intervention, 28*(2), 17-28.

Kleinert, H., Garrett, B., Towles, E., Garrett, M., Nowak-Drabik, K., Waddell, C., & Kearns, J. (2002). Alternate assessment scores and life outcomes for students with significant disabilities: Are they related? *Assessment for Effective Intervention, 28*(1), 19-30.

Book Chapters:

Towles-Reeves, E. (2008). Alternate assessment: Leaving no child behind amidst standards based reform. In R. Mitchell & R. Johnson (Eds.), *Testing Deaf Students in an Age of Accountability*. Washington, D.C.: Gallaudet University Press.

Kearns, J., Towles-Reeves, E., Kleinert, H., & Kleinert, J. (2009). Who are the children who take alternate achievement standards assessments? In B. Schafer & B. Lissitz (Eds.), *Alternate Assessments based on Alternate Achievement Standards: Policy, Practice, and Potential*. Baltimore, MD: Brookes Publishing.

Kleinert, H., & Towles-Reeves, E. (2010). What we have learned from alternate assessment research and what we still need to know. In J. Kearns & H. Kleinert (Eds.), *Meaningful Outcomes for Students with Significant Cognitive Disabilities: Alternate Assessments on Alternate Achievement Standards*. Brookes Publishing.

Research Reports:

Towles-Reeves, E., Lewis, P., Wickham, D., Thomas, M., Flynn, S., & Jackson, L. (2008). *CATS online learner characteristics inventory report for the Kentucky department of education*. Lexington, Kentucky: University of Kentucky, Georgia Enhanced Assessment Grant.

Towles-Reeves, E. & Kearns, J. (2007). *Alternate assessment impact survey for principals report*. Lexington, Kentucky: University of Kentucky, National Alternate Assessment Center.

Kearns, J., Towles-Reeves, E., Kleinert, H., & Kleinert, J. (2006). *Learner characteristics inventory report*. Lexington, Kentucky: University of Kentucky, National Alternate Assessment Center.

Towles-Reeves, E., & Kearns, J. (2006). *Alternate assessment impact survey report*. Lexington, Kentucky: University of Kentucky, National Alternate Assessment Center.

Instrument Development:

Towles-Reeves, E., Lewis, P., & Wickham, D. (2008). *Learner Characteristics Inventory for Electronic Access to the General Education Curriculum*.

Lexington, Kentucky: University of Kentucky, Georgia Enhanced Assessment Grant.

Towles-Reeves, E. (2007). *Alternate assessment impact survey for principals*. Lexington, Kentucky: University of Kentucky, National Alternate Assessment Center.

Kearns, J., Kleinert, H., Kleinert, J., & Towles-Reeves, E. (2006). *Learner characteristics inventory*. Lexington, Kentucky: University of Kentucky, National Alternate Assessment Center.

Kearns, J., & Towles-Reeves, E. (2006). *Alternate assessment impact survey*. Lexington, Kentucky: University of Kentucky, National Alternate Assessment Center.

National Conference Presentations:

Herrera, B., Turner, C., & Summers, E. (2018). *The Wonder of Science – Creating Readiness for All Children All Along the Way*. Presentation at the California Educational Research Association, Anaheim, CA.

Forte, E., Summers, E., & Deters, L. (2018). *Mini-Hackathon: Assessing Outside the Box*. Workshop Presentation at the Northeastern Educational Research Association Annual Conference, Trumbull, CT.

Wiley, A., Summers, E., & Sireci, S. (2018). *Standard Setting in an Evolving Assessment Environment*. Presentation at the Association of Test Publishers Innovations in Testing Conference, San Antonio, TX.

Forte, E., Summers, E., & Wiley, A. (2018). *Using Principled-Design to Support Coherence in State and Local Assessment Systems*. Presentation at the Association of Test Publishers Innovations in Testing Conference, San Antonio, TX.

Summers, E., Foy, Valorie, Cooper, S., Forte, E., Davis-Becker, S., & Everson, H. (2017). *Strengthening Claims-based Interpretations and Uses of Local and Large-scale Science Assessment Scores: Project Insights*. Presentation at the National Council on Measurement in Education (NCME) Special Conference on Classroom Assessment, Lawrence, KS.

Forte, E., (Towles) Summers, E., Deters, L., & Greninger, E. (2017). *Applications of an Alignment Evaluation Framework*. Workshop Presentation at the Northeastern Educational Research Association Annual Conference, Trumbull, CT.

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

Towles, L. (Chair) (2017). *Development and Implementation of Comprehensive Alignment Evaluation Framework*. Coordinated Session conducted at the annual meeting of the National Council on Measurement in Education, San Antonio, TX.

- Deters, L., Nebelsick-Gullett, L., Turner, C., Herrera, B., & Towles, E. (2016). *Evaluating the Degree of Coherence between Instructional Targets and Measurement Models*. Paper presented at the annual meeting of the National Council on Measurement in Education, Washington, DC.
- Nebelsick-Gullett, L., Deters, L., Herrera, B., Towles, E., & Turner, C. (2016). *The Alignment of Achievement Level Descriptors to Student Performance*. Paper presented at the annual meeting of the National Council on Measurement in Education, Washington, DC.
- Nebelsick-Gullett, L., Towles-Reeves, E., Perkins, A., Deters, L. (2015). *Evaluating the Quality and Impact of Items, Products, and Procedures: NCSC Writing Alternate Assessment based on Alternate Achievement Standards*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Ahumada, A., Towles-Reeves, E., Flowers, C., & Hagge, S. (2014). *Measuring the Common Core State Standards for Students with Significant Cognitive Disabilities*. Paper presented at the annual meeting of the National Council on Student Assessment, New Orleans, LA.
- Herrera, B., Nebelsick-Gullett, L., Nixon, L., Ahumada, A., & Towles-Reeves, E. (2014). *Using Performance Standards in Next Generation Alternate Assessments: Connecting Instruction and Assessment*. Paper presented at the annual meeting of the National Council on Student Assessment, New Orleans, LA.
- Towles-Reeves, E., Taub, D., & Kappell, A. (2013). *Documenting the Characteristics of Students Participating in State Alternate Assessments*. Presentation to TASH Annual Meeting, Chicago, IL.
- Kearns J., Thurlow M., Towles-Reeves, E. (2009). *Who are the Students in Alternate and Modified Achievement Standards Assessments?* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Kearns, J., Thurlow, M., & Towles-Reeves, E. (2008). *Who are the students in alternate and modified achievement standards assessments?* Presentation at the Office of Special Education Programs (OSEP) Project Directors Meeting, Washington, D.C.
- Davies, S., Towles-Reeves, E., & Plake, B. (2008). *Standard setting approaches for alternate assessment: Building on our experiences and research*. Presentation at the Annual National Student Assessment Conference, Orlando, FL.
- Towles-Reeves, E., Kearns, J., & Stuck, J. (2008). *Understanding the learning characteristics of students taking alternate assessments*. Presentation at the Annual Council for Exceptional Children's (CEC) Conference. Boston, MA.

- Kleinert, J., Towles-Reeves, E., Kearns, J., & Kleinert, H. (2007, November). *Communication characteristics of students in alternate assessments based on alternate achievement standards*. Paper presentation at the annual conference of the American Speech-Language-Hearing Association (ASHA).
- Towles-Reeves, E., Kearns, J., Rogers, P., & Kennedy, S. (2007, June). *What do we really know about students taking alternate assessments based on alternate achievement standards*. Presentation at the Council for Chief State School Officers Annual Large-Scale Assessment Conference (CCSSO), Nashville, TN.
- Towles-Reeves, E., Kearns, J., Kleinert, H., & Kleinert, J. (2007, April). *Learner characteristics inventory: Describing the students taking alternate assessments judged against alternate achievement standards*. Paper presented at the annual conference of the American Educational Research Association (AERA). Chicago, IL.
- Towles-Reeves, E., & Wickham, D. (2006, November). *Crackerbarrel: How to appropriately teach students with significant cognitive disabilities in an age of accountability*. Presentation at the TASH Annual Conference, Baltimore, MD.
- Towles-Reeves, E., & Wickham, D. (2006, November). *NCLB and IDEA focus on grade-level curriculum and the role of alternate assessments*. Presentation at the TASH Annual Conference, Baltimore, MD.
- Burdge, M., & Towles-Reeves, E. (2006, April). *Teacher perceptions of one state's alternate assessment*. Poster presentation at the Council for Exceptional Children's (CEC) Annual Meeting. Salt Lake City, UT.
- Warlick, K., Towles-Reeves, E., Tindal, G., & Browder, D. (2005, July). *Issues in alternate assessments on alternate achievement standards*. Presentation at the Office of Special Education Programs (OSEP) Project Directors' Conference. Washington, D.C.
- Towles-Reeves, E. (2005, July). *Alternate assessments in 2010: What will we know, understand, and be able to do*. Poster presentation at the Office of Special Education Programs (OSEP) Project Directors' Conference. Washington, D.C.
- Towles-Reeves, E., & Burdge, M. (2005, April). *A multi-state examination of the consequential validity of alternate assessments*. Paper presented at the American Educational Research Association (AERA) Annual Conference. Montreal, Canada.
- Towles-Reeves, E., & Kampfer-Bohach, S. (2004, March). *Alternate assessment 101: What school psychologists should know*. National Association of School Psychologists (NASP) Annual Conference. Dallas, TX.