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Special Education and Clinical Sciences
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ACADEMIC BACKGROUND

Ph.D.	University of Oregon, Eugene, OR	School Psychology	2001 – 2006
M.S.	University of Oregon, Eugene, OR	Special Education	2001 – 2004
B.S.	Willamette University, Salem, OR	Literature	1994 – 1998
	Willamette University, Salem, OR	Award, Multicultural Scholar	1994 – 1998
	Centro de Lenguas e Intercambio Cultural, Seville, Spain	Guest Student	1997

PROFESSIONAL EXPERIENCE

Research Assistant Professor, University of Oregon	2016 – Present
Assistant Research Scientist, Oregon Research Institute	2015 – 2016
Research Associate, University of Oregon	2008 – 2016
Sentinel Schools Project (SSP)	2011 – 2013
Co-Principal Investigator Effective Behavioral and Instructional Support Systems (EBISS)	2010 – 2016
Co-Principal Investigator Effective Behavioral and Instructional Support Systems (EBISS)	2009 – 2010
Technical Assistance Provider Enhancing Core Reading Instruction (ECRI)	2009 – 2011
Research Coordinator Oregon Reading First	2008 – 2009
Internal Evaluator	
Research Associate, RMC Research Corporation, Center on Teaching and Learning, University of Oregon	2006 - 2008
Western Regional Reading First Technical Assistance Reading Specialist/Technical Assistance Provider	
Education Program Specialist, Reading First Program, Arizona Department of Education, Phoenix, AZ	2005 – 2006
School Psychologist, Maple Elementary School, Springfield, OR	2004 – 2005
High School Counselor, St. Mary's Catholic High School, Portland, OR	1998 - 2001
<u>TEACHING EXPERIENCE</u>	
<i>Instructor</i> , EDLD 618, Data-Based Decision-Making for Literacy University of Oregon, College of Education, Eugene, OR	2012 – 2017

- Adjunct Faculty*, Graduate School of Education. Willamette University, 2010
Salem, OR
- Graduate Teaching Fellow for Doctoral Research*, 2003 - 2005
Seminar: Dr. R. Good & Dr. R. Kaminski. University of Oregon,
Eugene, OR
- Graduate Teaching Fellow for Education Leadership*, 2003 - 2004
Diversity in Education: Dr. C. Martinez. University of Oregon,
Eugene, OR
- Special Education Practicum Teacher Grades 3 - 5*, 2003
Bethel School District, Eugene, OR
- Teaching Assistant for Foundations of Teaching and Interventions*, 2001 - 2002
Dr. M. Shinn, University of Oregon, OR

MEMBERSHIP IN ACADEMIC, PROFESSIONAL, SCHOLARLY SOCIETIES

- Society for Prevention Research
Society for Research on Education Effectiveness
Western Implementation Society for Practice & Research (Founding
Member)
Global Implementation Society (Founding Member)

BOARD, REVIEWING, AND CONSULTING RESPONSIBILITIES

- Consultant, National Research & Development Center for Rural Schools, 2019 – Present
University of Missouri, Columbia
- Scientific Advisory Board, IES Goal 5, Identifying Discrete and Malleable 2018 – Present
Indicators of Culturally Responsive Instruction and Discipline:
PI, Dr. Keith Herman
- Grant Review Panel Member, IES, Reading Writing and Language 2017 – Present
- Implementation Science Consultant, Oregon Department of Education, 2016 – 2017
Dr. Jan McCoy
- Advisory Board Member, IES Goal 2 The Classroom Check-Up: 2013 – 2016
Supporting elementary Teachers in Classroom Management
(CCU) Using a Web-based Coaching System: PI, Dr. Wendy Reinke
- Professional Development Consultant, Region 4 Education Service 2016 – Present
District, Houston, TX
- Advisory Board, Preparing Autism Specialist for Schools Project, 2009 – 2012
University of Oregon, Dr. Cynthia Herr
- Advisory Committee, School of Education, Jones International 2010 – 2011
University, Denver, CO
- Invited Member, State Work Group for Scaling Up Evidence-Based 2008 – 2011
Practices in Education, Oregon Department of Education
- Consultant: Explicit Instruction, New Mexico 2009 – 2010
Public Education Department Summer Conference,
Santa Ana Pueblo, NM
- Contributor, Oregon K-12 Literacy Framework, Oregon Department 2009
Of Education
- Consultant, Effective Instruction for English Language Learners, 2008 – 2009
Colorado Department of Education

REVIEWING RESPONSIBILITIES

Journals

Editorial Board, School Psychology Quarterly	2014 – Present
Adhoc Reviewer, Contemporary School Psychology	Present
Adhoc Reviewer, Elementary School Journal	2013 – Present
Adhoc Reviewer, Bilingual Research Journal	2012 – Present
Adhoc Reviewer, Reading and Writing Quarterly	2012 – Present
Adhoc Reviewer, Journal of School Psychology	2010 – Present
Adhoc Reviewer, Reading and Writing Quarterly	2011
Adhoc Reviewer, Psychology in the Schools	2009

STUDENT COMMITTEES

University of Oregon – Doctoral Dissertation Committees

Michelle Massar (2017, Effects of coach-delivered prompting and performance feedback on teacher use of evidence-based classroom management practices and student behavior outcomes)

Allison Blakley (2017, District Capacity and the Implementation of Positive Behavior Interventions and Supports: An Exploratory Study Using Multilevel Modeling)

SELECTED RESEARCH EXPERIENCE ON FEDERALLY FUNDED GRANTS

<i>The STELLAR Project Phase 2.</i>	2017 – 2021
U.S. Department of Education, Institute of Education Sciences, R305A170603, \$1,400,000.00. <u>Principal Investigator.</u>	
<i>TIPS EdTECH: Development Professional Development and Online Applications to Support Team-Initiated Problem Solving (TIPS) and Multi-Tiered Support Systems.</i>	2017 – 2021
U.S. Department of Education, Institute of Education Sciences, R324A170052, \$1,399,996.00. <u>Principal Investigator.</u>	
<i>Oregon Multi-Tiered Systems of Support (MTSS) Project</i>	2016 – 2019
U.S. Department of Education, Office of Special Education Programs, Sub grant to University of Oregon, \$53,000.00. <u>Principal Investigator.</u>	
<i>Oregon Multi-Tiered Systems of Support (MTSS) Project</i>	2016 – 2021
U.S. Department of Education, Office of Special Education Programs, State Personnel Development Grant, \$5,089.992. <u>Lead Grant Writer</u> (with Lisa Darnold, Oregon Department of Education).	
<i>An Investigation of Direct Instruction Spoken English for At-Risk English Learners</i>	2015 – 2019
U.S. Department of Education, Institute of Education Sciences, R305A150325, \$3,495,074.00. <u>Co-Investigator</u> (PI: Dr. Barbara Gunn)	
<i>Next Steps: Oregon's Plan to Improve Personnel Development by Scaling for Content, Depth, and Breadth</i>	2011-2016
U.S. Department of Education, Office of Special Education Programs, Sub grant to University of Oregon, \$745,000.00. <u>Co-Principal Investigator</u> (with Dr. Edward J. Kame'enui)	
<i>SPDG Breadth English Language Learner Professional Development</i>	2015-2016
U.S. Department of Education, Office of Special Education Programs, Sub grant to University of Oregon, \$42,000.00. <u>Principal Investigator</u> (with Dr. Audrey Lucero)	

Effective Behavioral and Instructional Support Systems (EBISS) Literacy Strand 2012-2014

U.S. Department of Education, Office of Special Education Programs, Sub grant to University of Oregon, \$50,000.00.

Principal Investigator

Enhancing Core Reading in First Grade: Evaluating a Response to Intervention System that Incorporates Multiple Tiers of instruction and Data-Based Decision Making Through Comprehensive Professional Development (Project ECRI) 2009-2013

U.S. Department of Education, Institute of Education Sciences, \$5,115,878. Research Coordinator

Oregon Department of Education Personnel Improvement: Effective Behavioral and Instructional Supports for all Students (EBISS) 2010-2012

U.S. Department of Education, Office of Special Education Programs, Sub grant to University of Oregon, \$851,380.

Co-Principal Investigator (with Dr. Scott K. Baker)

Reading First Sustainability Project and Progress Monitoring Passage Equivalency Project 2008

Sub grant to University of Oregon, \$50,000.

Co-Principal Investigator (with Dr. S. K. Baker)

NON-FEDERAL GRANTS, AWARDS & HONORS

Selected Participant

May 23 – 27, 2016

Institute for Education Sciences and Teachers College, Columbia University, Center for Benefit-Cost Studies of Education Training Institute, Santa Monica, CA

Research Fellowship, Institute for Educational Sciences, Research Training Institute: Within-Study Comparisons and Designs.
Northwestern University, Evanston, Illinois.

August 13 – 17, 2012

Research Fellowship, Institute for Educational Sciences, Research Training Institute: Cluster Randomized Trials
Northwestern University, Evanston, Illinois

June 19 – 30, 2011

Hope Baney Fund Award

2007

Faculty Exchange to Study Mexican Education System, College of Education, University of Oregon

DIBELS Student Research Support Award

2005

College of Education, University of Oregon

Indicadores Dinámicos del Éxito en La Lectura

2002 - 2005

Graduate Teaching Fellowship, University of Oregon

DISSERTATION

Chaparro, E. A. (2006). *Monitoring the early literacy skills of English language learners in kindergarten and first grades*. Ph.D. Doctoral dissertation, University of Oregon, Eugene, OR.

PUBLICATIONS

Peer-Reviewed Journal Articles

- Chaparro, E.A., Smolkowski, K., & Ryan Jackson, K. (2019). Effective behavioral and instructional support systems: A four-year summary of state level professional development efforts. *Accepted for publication, Learning Disability Quarterly*.
- Chaparro, E. A., Stoolmiller, M., Park, Y., Baker, S.K., Basaraba, D., Fien, H., & Mercier Smith, J. (2018). Evaluating Passage and Order Effects of Oral Reading Fluency Passages in Second Grade: A Partial Replication. *Assessment for Effective Intervention*.
Doi:10.1177/1534508417741128
- Park, Y., Chaparro, E. A., Preciado, J., & Cummings, K. D. (2015). Is earlier better? Mastery of reading fluency in early schooling. *Early Education and Development, 26*, 1187-1209.
doi:10.1080/10409289.2015.1015855
- Baker, S. K., Smolkowski, K., Chaparro, E. A., Smith, J. L. M., & Fien, F. (2015). An examination of treatment effects of a first grade literacy intervention using a regression discontinuity design. *Journal of Research on Educational Effectiveness, 8*, 218-244. doi: 10.1080/19345747.2014.909548
- Fien, H., Smith, J., Smolkowski, K., Baker, S. K., Nelson-Walker, N. J., & Chaparro, E. A. (2014). An examination of the efficacy of a multitiered intervention on early reading outcomes for first grade students at risk for reading difficulties. *Journal of Learning Disabilities, 48*, 602-621. doi: 10.1177/0022219414521664
- Preciado, J., Chaparro, E. A., Smith, J. L. M., & Fien, F. (2013). K-3 school-wide reading model to improve literacy outcomes for Latino English learners. *Educational Research Journal, 28*, 51-84.
- Chaparro, E. A., Ryan-Jackson, K., Baker, S. K., & Smolkowski, K. (2012). Effective behavioral and instructional support systems: An integrated approach to behavior and academic support at the district level. *Advances in School Mental Health Promotion, 5*, 161-176.
- Chaparro, E. A., Smolkowski, K., Baker, S. K., Hanson, N., & Ryan-Jackson, K. (2012). A model for system-wide collaboration to support integrated social behavior and literacy evidence-based practices. *Psychology in the Schools, 49*, 465-483. doi: 10.1002/pits.21607
- Fien, H., Smith, J. L. M., Baker, S. K., Chaparro, E. A., Baker, D. L., & Preciado, J. A. (2011). Including English learners in a multi-tiered approach to early reading instruction and intervention. *Assessment for Effective Intervention, 36*, 143-157. doi: 10.1177/1534508410392207

Peer-Reviewed Newsletter Articles

- Chaparro, E. A. (2008). The double-edged sword of immigration. *Communiqué: The Newspaper of the National Association of School Psychologists, 36*.

National Position Briefs

- Chaparro, E. A., Nese, R. N. T., & McIntosh, K. (2015). *Examples of engaging instruction to increase equity in education*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. Retrieved from www.pbis.org

Manuscripts Submitted for Review

- Nese, R. N. T., Meng, P., Breiner, S., Chaparro, E. A., Algozzine, B. (2019). Using Stakeholder Feedback to Improve Online Professional Development Opportunities. *Under Review*.

Massar, M. M., Chaparro, E. A., & Blakely, A. W. (2019). Examining the Knowledge and Skills of Systems-Level Coaches: Supporting Durable Implementation of Effective Behavioral and Instructional Support Systems in Schools. *Under Review*.

Manuscripts in Preparation

Chaparro, E. A., Carlson, S., & Smolkowski, K. (2018). An examination of multi-tiered systems implementation in rural elementary schools. *Manuscript in preparation*.

Book Chapter

Chaparro, E. A., Helton, S., & Saddler, C. (2016). Oregon effective behavioral and instructional support systems initiative: Implementation from district and state level perspectives. In K. McIntosh & S. Goodman (Eds.), *Multi-tiered systems of support: Integrating academic RTI and school-wide PBIS*. New York, NY: Guilford.

Curricula

McIntosh, K., & Chaparro, E. A. (2007). Lesson 10: Letting go of stress. In K. W. Merrell (Eds.), *Strong Kids for Grades 3 – 5: A social emotional learning curriculum* (pp. 137-146). Baltimore, MD: Paul H. Brookes Publishing.

McIntosh, K., & Chaparro, E. A. (2007). Lesson 10: Letting go of stress. In K. W. Merrell (Ed.) *Strong Kids for Grades 6 - 8: A social emotional learning curriculum* (pp. 137-146). Baltimore, MD: Paul H. Brookes Publishing.

McIntosh, K., & Chaparro, E. A. (2007). Lesson 10: Letting go of stress. In K. W. Merrell (Ed.) *Strong Kids for Grades 9 - 12: A social emotional learning curriculum* (pp. 137-146). Baltimore, MD: Paul H. Brookes Publishing.

Assessments

Fixsen, D., Chaparro, E. A., Ward, C. & Ryan-Jackson, K. (2016). *Observation Tool for Instructional Support Systems (OTISS)*. University of North Carolina, Chapel Hill.

Ryan-Jackson, K. M., & Chaparro, E. A. (2016). Systems Coach Self-Assessment. University of Oregon, Eugene, Oregon. In K. McIntosh & S. Goodman (Eds.), *Multi-tiered systems of support: Integrating academic RTI and school-wide PBIS*. New York, NY: Guilford.

Ward, C., St. Martin, K., Horner, R., Duda, M., Ingram-West, K., Tedesco, M., Putnam, D., Buenrostro, M., & Chaparro, E. A. (2015). District Capacity Assessment. University of North Carolina at Chapel Hill.

Baker, D. L., Good III, R., Mross, A. P., McQuilkin, E., Watson, J., Chaparro, E. A., . . . Sanford, A. K. (2006). Fluidez en la lectura oral IDEL. In Dynamic Measurement Group (Ed), *Indicadores Dinamicos del Exito en la Lectura* (7th ed., pp. 31-40). Eugene, OR: Dynamic Measurement Group.

Manuals

Oregon Coaches Task Force. (2011). K-12 systems coach manual. Center on Teaching and Learning, University of Oregon, Eugene, OR.

PRESENTATIONS

Invited

Chaparro, E. A. (2019) *Evidence-based Practices for Long-Term English Learners*. Oregon Response to Instruction and Intervention Annual Conference. Eugene: Oregon.

Chaparro, E. A. (2018). *Education Research: A could or a rainbow?* Research Showcase, College of Education, University of Oregon.

- Chaparro, E. A. (2018). *Equity and Academic Instruction*. National PBIS Leadership Forum, Chicago, IL
- Chaparro, E. A. (2018). *Increasing Equity in Instruction by Using Explicit and Engaging Instruction*. Texas Behavior Conference. Houston, Texas.
- Chaparro, E. A. (2017). *Promote Equity in Your Classroom by Increasing Opportunities for Students to Respond*. Texas Equity Conference. South Padre Island: Texas.
- Chaparro, E. A. (2017). *Increasing Equity in Instruction by using Explicit and Engaging Instruction*. Texas Behavior Conference. Houston, Texas.
- Chaparro, E. A. (2017) *Evidence-based Practices for Long-Term English Learners*. Oregon Response to Instruction and Intervention Annual Conference. Eugene: Oregon.
- Chaparro, E. A., Nakayama, N, Martinez, J., Niedermeyer, H., Winter, L. (2016). *Measuring Fidelity & Action Planning with the Tiered Fidelity Inventory*. 2016 National PBIS Leadership Forum, Chicago, Illinois.
- Chaparro, E. A., & St. Martin, K. (2015). *Using Fidelity Measure for Implementation of Tiered Literacy Practices*. National PBIS Leadership Forum, Chicago, IL.
- Chaparro, E. A., & Helton, S. (2015). *Equity and Academic Instruction: Introducing “Examples of Engaging Instruction to Increase Equity in Education.”* National PBIS Leadership Forum, Chicago, IL.
- Chaparro, E. A. (2015). *Using Fidelity Measures for Implementation of Tiered Literacy Supports*. Guest Lecture for Dr. Hank Fien, SPSY 610, College of Education, University of Oregon.
- Chaparro, E. A. (2015). *Educational Assessment from a Systems-Level Perspective*. Guest Lecture for Dr. Angela Whalen, SPSY 674, College of Education, University of Oregon.
- Chaparro, E. A. (2015). *Evidence-based Literacy Instruction for English Learners: A Summary of the IES Practice Guide*. Invited Presentation at the Oregon RTI Spring Conference, Bend, OR.
- Chaparro, E. A. (2015). *Systems Coaching at the District Level*. Invited Presentation at the Oregon RTI Spring Conference, Bend, OR.
- Chaparro, E. A. (2014). *Explicit and Engaging Literacy Instruction for English Learners*. Invited Presentation at the Oregon RTI Spring Conference, Sun River, OR.
- Goodman, S., & Chaparro, E. A. (2013). *Coaching for Academic and Behavior Integration*. National PBIS Leadership Forum, Chicago, IL.
- Chaparro, E. A. (2011, April 8). *District-wide implementation of school-wide behavior support and reading models*. Keynote speaker at 3rd Annual Educational, School & Counseling Psychology Conference, MO.
- Chaparro, E. A. (2009). *Comprehension Module: Application to State Professional Development*. U.S. Department of Education's National Literacy Leadership Conference on Comprehension, Atlanta, GA.

Chaparro, E. A. (2004). *English Language Learners and Special Education: A Proactive Approach*. Guest Lecture at the University of Oregon Teacher Education Program, ED 607, Instructor Abby Lane.

Chaparro, E. A. (2004). *Effective Interventions and Instruction for use with English Language Learners: Strategies for Teachers*. Presented for Eugene 4J school district, Howard Elementary School and River Road Elementary School, Eugene, Oregon, Dr. Bruce Stiller.

Selected Peer-Reviewed National & Regional

Chaparro, E. A., Smolkowski, K., Dennis, C. & Gunn, B. (2019). *An Investigation of Direct Instruction Spoken English (DISE) on Newcomers in Middle School: Examining Differential Response and Identifying Randomized Controlled Trial Implementation Barriers and Facilitators*. Poster presentation for Annual Principal Investigators Meeting, Institute for Education Sciences (IES), Washington, D.C.

Chaparro, E. A., Meng, P., & Breiner, S., & Todd, A. (2019). *Team-Initiated Problem Solving (TIPS): An Introduction and a Preview of Online Tools for Data Teams*. 17th Annual Northwest PBIS Conference, Portland, OR.

Tobin, T., Chaparro, E. A., & Vincent, C. (2015). *Exploring Ideas for Improving School Outcomes for Native Americans*. Northwest Positive Behavioral Interventions and Supports (NWPBIS) Fall Conference, Seattle, WA.

Chaparro, E. A. (2014). *Data-Based Decision Making for Behavior and Academic Teams*. Northwest Positive Behavioral Interventions and Supports (NWPBIS) Fall Conference, Portland, OR.

Tobin, T., & Chaparro, E. A. (2014). *Culturally Responsive Teaching and Academic Success*. Northwest Positive Behavioral Interventions and Supports (NWPBIS) Fall Conference, Portland, OR.

Chaparro, E. A., Ryan Jackson, K., McIntosh, K., Reinke, W., Herman, K., & Smolkowski, K. (2013). *A Tale of Three Measures: Validating Fidelity of Implementation Tools*. Symposium at the Annual National Association of School Psychologist Convention, Seattle, WA.

Ryan Jackson, K., & Chaparro, E. A. (2013). *Blending PBIS and the School-wide Reading Model: A District Self-Assessment*. Paper presentation at the Annual National Association of School Psychologist Convention, Seattle, WA.

Chaparro, E. A., Smokowski, K, Baker, S. K., Fien, H., & Smith, J. L. M. (2012). *An Examination of Treatment Effects of a First Grade Literacy Intervention Using a Regression Discontinuity Design*. Poster presentation at the Spring Conference of the Society for Research on Educational Effectiveness: Understanding Variation in Treatment Effects.

Chaparro, E. A., Smolkowski, K., Fien, H., Baker, S. K., & Smith, J. L. M. (2012). *Using Regression Discontinuity Design to Evaluate Early Literacy Instruction in an RTI System*. Poster presentation at the 20th Annual Pacific Coast Research Conference.

Park, H., & Chaparro, E.A. (2011). *The Importance of Early Mastery of Basic Reading Skills*. Round table presentation for the American Educational Researcher Association Annual Meeting, New Orleans, LA.

- McIntosh, K., Reinke, W., Herman, K., Chaparro, E. A., & Merrell, K. (2010). *Enhancing School Readiness: Preventing Multiple Challenges in Preschool and Kindergarten*. Symposia for the American Psychologist Association Annual Conference, San Diego, CA.
- Basaraba, D. Chaparro, E. A., & Travers, T. (2010). *Making Sense of Nonsense Word Fluency: Tools for Interpreting Student Performance*. Poster presentation for the American Educational Researcher Association Annual Meeting, Denver, CO.
- Chaparro, E. A., Smith, J. L., Baker, D. L., Sanford, A., Park, H., & Travers, T. (2010). *When the Growing Gets Tough: A Discussion About Growth Measures*. Symposia for the National Association of School Psychologists Annual Conference, Chicago, IL.
- Fien, F., Smith-Mercier, J. L., & Chaparro, E. A. (2009). *Evaluating the Effectiveness of the Oregon Reading First Program*. Paper presentation at the National Association of School Psychologists Annual Conference, Boston, MA.
- Chaparro, E. A., & Carnine, L. (2009). *Just Right Fluency Instruction and Assessment*. Featured Speaker at the Annual DIBELS Summit, Albuquerque, NM.
- Chaparro, E. A. (2008). *Response to Instruction: Making the Connection between Rtl and Reading First*. Presentation for the Alaska Department of Education at the Annual Reading First Summit, Anchorage, AK.
- Chaparro, E. A. (2007). *ABC's of Assessment with English Language Learners*. Presentation for U.S. Department of Education at the National Reading First Conference, St. Louis, MO.
- Chaparro, E. A. (2007). *What's working: Teaching Reading to English Language Learners*. Presented at the National Association of School Psychologists Annual Conference, New York City, NY.
- Chaparro, E. A., & Smith, J. L. M (2006). *What's the Word? The Latest Research on ELL Literacy Development and Interventions*. Presented at the National Association of School Psychologists Annual Conference, Anaheim, CA.
- Denning, A., & Chaparro, E. A. (2006). *Implementing Progress Monitoring at the State-wide Level*. Presented at the Annual DIBELS Summit, Albuquerque, NM.
- Chaparro, E. A. (2006). *Reading First and English Language Learners: Is it Working?* Presented at the National Association of School Psychologist Annual Conference in Anaheim, CA.
- Smith, J. L., & Chaparro, E. A. (2005). *The Importance of Spanish Phonological Awareness Skills for English and Spanish Reading Outcomes*. Presented at the National Association of Bilingual Education Annual Conference in San Antonio, TX.
- Chaparro, E. A., & Castro Olivo, S. (2004). *Effective Interventions and Instructional Practices for English Language Learners*. Mini-skills workshop presented for the National Association of School Psychologists Annual Conference, Dallas, TX.
- Chaparro, E. A., & McIntosh, K. (2004). *Monitoring Response to Intervention: Implications for Academic and Behavioral Assessment*. Mini-skills workshop presented for the National Association of School Psychologists Annual Conference, Dallas, TX.

Orton, K., Putnam, L., Nakayama, N., Chaparro, E. A., Sanford, A., Flindt, N., & Good, R. H. (2003). *Leave No Child Behind: DIBELS Assessment to Support Reading Health*. Two day workshop at the National Direct Instruction Conference and Institutes, Eugene, OR.

Isava, D., McGraw, K., Chaparro, E. A., & Kaminski, R. (2003). *Cooperative Activities for Problem Solving: A Case Study of First Graders*. Presented at the National Association of School Psychologists Annual Conference, Toronto, Canada.

Selected National & Regional Training Workshops

Chaparro, E. A. (2011). *Effective Instructional Strategies for Elementary English Learners*. One-day workshop for the Read To Achieve Colorado State Initiative Professional Development Conference, Denver, CO.

Chaparro, E. A. (2011). *Elementary ELs: What's the word?* Half-day workshop for Desert Canyon Best Practices Institute, Cambium Learning Group, Tucson, AZ.

Chaparro, E. A. (2010). *Effective and Explicit Instructional Strategies for 3-5th grades*. The New Mexico State Performance Plan Improvement Project Summer Institute hosted by the Northeast Regional Education Cooperative, Las Vegas, NM.

Chaparro, E. A. (2009). *Effective and Explicit Vocabulary Instruction*. The New Mexico State Performance Plan Improvement Project Summer Institute hosted by the Northeast Regional Education Cooperative, Las Vegas, NM.

Jankowski, E. A., Chaparro, E. A., & Carnine, L. (2007). *Effective Vocabulary and Comprehension Instruction for Elementary Students At-Risk of Reading Failure*. Three-day workshop for New Mexico Public Education Department, Santa Ana Pueblo, NM.

Chaparro, E. A., Jankowski, E. A., & Carnine, L. (2007) *Effective Vocabulary and Comprehension Instruction for Elementary Students At-Risk of Reading Failure*. Three-day workshop for Bureau of Indian Education, Phoenix, AZ.

Bronaugh, L., & Chaparro, E. A. (2006). *DIBELS Administration and Scoring*. For Olympia School District, WA.

Chaparro, E. A., Carrizales, D., McKenna, M. (2004). *Now What? How to Use DIBELS to Inform Instructional Practices*. Two-day workshop for the School District of Philadelphia, PA.

Mercier, J., & Chaparro, E. A. (2004). *Dynamic Indicators of Basic Early Literacy Skills: Using DIBELS to Improve Reading Outcomes*. Two-day workshop for teachers, administrators, and school psychologists in Portland, OR.

Mercier, J., Chaparro, E. A., & Sanford, A. (2003). *An Introduction to DIBELS and IDEL: What It Really Means to Leave No Child Behind*. Two-day workshop for Region 19 of the Texas Reading Initiative. Participants from 44 school districts, El Paso, TX.

Mercier, J. L., & Chaparro, E. A. (2003). *Using DIBELS and IDEL to Plan and Evaluate Instructional Support for Grades 1-3*. Four day training for Canutillo School District Teachers of Grades K - 3, Canutillo, TX.