

Curriculum Vitae

Ross E. Mitchell

Department of Leadership & Higher Education
School of Education
University of Redlands
1200 East Colton Avenue
Redlands, CA, 92374-3720
Voice: 909-748-8819
FAX: 909-335-5204
ross_mitchell@redlands.edu

EDUCATION

Doctor of Philosophy, Education (Administration & Policy), University of California, Riverside

Master of Science, Physical Chemistry, The University of Chicago

Bachelor of Science, Chemistry, University of California, Riverside

EXPERIENCE

CURRENT POSITION

Associate Professor, Department of Leadership & Higher Education, School of Education, University of Redlands, 1200 East Colton Avenue, Redlands, California, 92374-3755. (Promoted to Associate in 2013).

Teaching:

Introduction to Social Justice and Advocacy, CMHC 616 (Summer 2015; Spring 2018);

Educational Foundations, EDUG 401 (May Term 2009);

Multiple Subject Curriculum and Methods I (Math and Science), EDUG 403 (Fall 2012);

Inquiry I: Quantitative Research Methods (formerly Research and Evaluation), EDUC 603 (Fall 2007–2011, 2013–2015; Spring 2008–2013, 2015, 2018; Summer 2008–2013);

Master's Seminar, EDUC 637 (Fall 2009, 2014; Spring 2019; Summer 2010–2013, 2017–2019);

Educator's Workshop (joint development and supervision of an independent study of the work of college study abroad advisors), EDUC 662 (Fall 2013);

Program Administration and Evaluation, EDUC 670 (Summer 2015, Spring 2016–2018);

Curriculum and Program Development, EDUC 675 (Fall 2015, 2017);

Practicum: Fieldwork in Administration, EDUC 678 [or new 678A/678B model starting in 2011] (Fall 2010–2012; Spring 2015–2016);

Educational Policy: A Multiple Perspectives Approach, EDUC 832 (Summer 2016);

Quantitative Research Methods, EDUC 841 (Spring 2008–2011, 2017);

Evidence and Educational Practice, EDUC 843 (Spring 2012, as an Independent Study, and Fall 2012–2014);

Research to Practice Seminar IA/B/C, EDUC 850A/B/C (Fall 2011–2014 [A]; Spring 2012–2013, 2015 [B]; Summer 2012–2013 [C]);

Dissertation Development, EDUC 860C (Summer 2018);

Dissertation Writing, EDUC 861[A/B/C] (Fall 2015–2017 [A]; Spring 2016–2019 [B]; Summer 2016–2019 [C]);

Independent Study (various quantitative research methods related courses), EDUC 870 (Fall 2010; Spring 2012; Summer 2010–2011);

Quantitative Research Methods Workshop Series, unnumbered advanced topics series for doctoral students (Fall 2008–2010; Spring 2009–2011; Summer 2009–2011).

Service:

To the School of Education—

Ad hoc committee on Commencement Speaker identification and selection, School of Education Academic Assembly (2017–2018);

Chair, School of Education Academic Assembly, (2015–2017; the SE Assembly Chair also serves as a member of the SE Dean’s leadership team; further, please note that, as a constitutionally defined faculty governance position, service as the Chair is also service to the University on certain matters: Steering Committee, Nominating Committee, Honorary Degrees Committee, and occasional ad hoc committees);

Chair, Pro Tempore, School of Education Academic Assembly (2015; during sabbatical leave of Prof. Janee Both-Gragg);

Admissions Committee, Graduate Department of Leadership and Counseling, School of Education (2014–2015);

Ad hoc committee on faculty travel and graduate assistantship awards, School of Education Academic Assembly (2014–2017);

School of Education Curriculum Committee (2012–2013; Co-Chair, 2013; please note that, as a constitutionally defined faculty governance committee, service on this committee is also service to the University on certain matters: Steering Committee and Nominating Committee);

Chair, Educational Administration Program, (2012–2013);

Center for Educational Justice advisory committee (2010–2012);

Ad hoc committee on annual tasks of the faculty, School of Education Academic Assembly (2012);

School of Education search committee member: Educational Administration tenure-track faculty (2016–2017), Higher Education tenure-track faculty (2008), Educational Administration tenure-track faculty (2009; cancelled due to budget), and GIS in Education tenure-track faculty (2009);

Course chairperson for EDUC 603 (2008–2015); Program Administration and Evaluation, EDUC 670 (2012–2018); EDUC 843 (2012–2015)

Ad hoc faculty research support committee, School of Education Academic Assembly (2007–2008);

To the University—

Academic Review Board, University Academic Assembly (2018);

Senate Bylaws Task Force, University Academic Assembly (2015–2017);

Educational Assessment Committee, University Academic Assembly (2014–2015);

Personnel Policies Committee, University Academic Assembly (2008–2011);

Institutional Review Board (2010–2012);

University search committee member: Library Director (2011);

Library Advisory Committee (2011–2013, 2016–2017);

Nominating Committee (membership determined by serving as Co-Chair of the School of Education Curriculum Committee, and as Chair of the School of Education Assembly), University Academic Assembly (2013, 2015–2017).

Steering Committee (membership determined by serving as Co-Chair of the School of Education Curriculum Committee, and as Chair of the School of Education Assembly), University Academic Assembly (2013, 2015–2017).

PREVIOUS POSITIONS

Visiting Scholar, Graduate School of Education, University of California, 900 University Avenue, Riverside, California, 92521. 2014 (during sabbatical leave: January 1 – June 30).

Assistant Professor, School of Education, University of Redlands, 1200 East Colton Avenue, Redlands, California, 92373-0999. 2007–2103.

Senior Research Scientist, and Associate Director of Program, Policy, and Population Studies (PPPS), Gallaudet Research Institute, Gallaudet University, Hall Memorial Building S-438, 800 Florida Avenue, Northeast, Washington, DC, 20002-3600. 2006–2007.

Research Scientist II, Gallaudet Research Institute, Gallaudet University, 800 Florida Avenue, Northeast, Washington, DC, 2001–2006.

Adjunct Instructor, Department of Sociology, Gallaudet University, Washington, DC, Fall 2004 (Course taught: Introduction to Sociology, SOC 101); Department of Social Work, Spring 2003 (Course taught: Research II – Data Analysis, SWK 756).

Research Fellow (Postgraduate Researcher VI), California Educational Research Cooperative, Graduate School of Education, University of California, Riverside, 1997–2001.

Curriculum Coordinator, CPEC Eisenhower Summer Institute for American Indians, University of California, Riverside, 1997. (California Educational Research Cooperative in conjunction with Sherman Indian High School, Riverside, California)

Science Teacher, Pacific High School (1992–1994 & 1995–1997); Serrano Middle School (1994–1995), San Bernardino City Unified School District, San Bernardino, California, 1992–1997.

Science Teacher, Westbury Senior High School, Houston Independent School District, Houston, Texas, 1991–1992.

Instructor (Long-term substitute), Science Department, Inver Hills Community College, Inver Grove Heights, Minnesota, Fall 1990.

PROFESSIONAL AFFILIATIONS

American Educational Research Association (1997–current)

American Sociological Association (1998–current)

Association for Public Policy Analysis and Management (2008–2018)

Fellow, Deaf and Hard of Hearing Institute (formerly Educational Access Research Institute), The Meadows Center for Preventing Educational Risk, The University of Texas at Austin (2013–current)

AWARDS & HONORS

Highlighted Article, with Sen Qi (see Peer-Reviewed Journals, below), in *Journal of Deaf Studies & Deaf Education*, 2012.

Rosemary S. J. Schraer Fellow, Graduate School of Education, University of California, Riverside, 1999–2000.

PROFESSIONAL CREDENTIALS

Clear Single Subject Teaching Credential, Physical Sciences, State of California Commission on Teacher Credentialing (Document No. 170255783)

PUBLICATIONS

BOOKS

Johnson, R. C., & Mitchell, R. E. (Eds.). (2008). *Testing deaf students in an age of accountability*. Washington, DC: Gallaudet University Press.

BOOK CHAPTERS

Mitchell, R. E. (2017). Demographics for deaf education. In S. W. Cawthon & C. L. Garberoglio (Eds.), *Research in deaf education: Contexts, challenges, considerations* (pp. 93–119). New York, NY: Oxford University Press.

Mitchell, R. E., & Romero, L. S. (2015). Responsibility at the core of public education: Students, teachers, and the curriculum. In D. E. Mitchell & R. K. Ream (Eds.), *Professional responsibility: The fundamental issue in education and healthcare reform* (pp. 11–37). New York, NY: Springer.

- Mitchell, R. E., & Mitchell, D. E. (2012). The limits of desegregation accountability. In K. Gallagher, R. Goodyear, D. Brewer, & R. Rueda (Eds.), *Urban education: A model for leadership and policy* (pp. 186–199). New York, NY: Routledge.
- Mitchell, R. E., & Karchmer, M. A. (2011). Demographic and achievement characteristics of deaf and hard of hearing students. In M. Marschark & P. E. Spencer (Eds.), *Oxford handbook of deaf studies, language, and education* (vol. 1, 2nd ed.) (pp. 18–31). New York, NY: Oxford University Press. doi: 10.1093/oxfordhb/9780199750986.013.0003
- Johnson, R. C., & Mitchell, R. E. (2008). Introduction. In R. C. Johnson, & R. E. Mitchell (Eds.), *Testing deaf students in an age of accountability* (pp. 1–15). Washington, DC: Gallaudet University Press.
- Mitchell, R. E. (2008). Academic achievement of deaf students. In R. C. Johnson, & R. E. Mitchell (Eds.), *Testing deaf students in an age of accountability* (pp. 38–50). Washington, DC: Gallaudet University Press.
- Mitchell, R. E., & Johnson, R. C. (2008). Afterword. In R. C. Johnson, & R. E. Mitchell (Eds.), *Testing deaf students in an age of accountability* (pp. 239–244). Washington, DC: Gallaudet University Press.
- Karchmer, M. A. & Mitchell, R. E. (2003). Demographic and achievement characteristics of deaf and hard of hearing students. In M. Marschark & P. E. Spencer (Eds.), *Oxford handbook of deaf studies, language, and education* (pp. 21–37). New York, NY: Oxford University Press.

ENCYCLOPEDIA CHAPTERS

- Mitchell, R. E. (2016). Demographics. In G. Gertz & P. Boudreault (Eds.), *The SAGE deaf studies encyclopedia* (pp. 295–298). Thousand Oaks, CA: Sage Publications.
- Mitchell, R. E., & Cawthon, S. W. (2016). Academic test bias. In G. Gertz & P. Boudreault (Eds.), *The SAGE deaf studies encyclopedia* (pp. 1–4). Thousand Oaks, CA: Sage Publications.
- Mitchell, R. E., & Karchmer, M. A. (2007). Stanford Achievement Test. In N. Salkind (Ed.), *Encyclopedia of measurement & statistics* (pp. 949–950). Thousand Oaks, CA: Sage Publications.

PEER-REVIEWED JOURNALS

- Mitchell, R. E., Goodyear, R. K., Both Gragg, J., Mirci, P. S., & Morgan, R. (2016). School setting behavior that characterizes social justice: An empirical approach to illustrate the concept. *AERA Open*, 2(3), 1–16. doi: 10.1177/2332858416660054
- Qi, S., & Mitchell, R. E. (2012). Large-scale academic achievement testing of deaf and hard-of-hearing students: Past, present, and future. *Journal of Deaf Studies & Deaf Education*, 17(1), 1–18. doi:10.1093/deafed/enr028
- Mitchell, D. E., Batie, M., & Mitchell, R. E. (2010). The contributions of school desegregation to housing integration: Case studies in two large urban areas. *Urban Education*, 45(2), 166–193.

- Mitchell, R. E., & Karchmer, M. A. (2006). Demographics of deaf education: More students in more places. *American Annals of the Deaf*, 151(2), 95–104.
- Mitchell, R. E., Young, T. A., Bachleda, B., & Karchmer, M. A. (2006). How many people use ASL in the United States? Why estimates need updating. *Sign Language Studies*, 6(3), 306–335.
- Mitchell, R. E. (2006). How many deaf people are there in the United States? Estimates from the Survey of Income and Program Participation. *Journal of Deaf Studies & Deaf Education*, 11(1), 112–119.
- Mitchell, R. E. (2006). Comments on “W(h)ither the Deaf Community?": A normalization juggernaut? *Sign Language Studies*, 6(2), 210–219.
- Mitchell, R. E., & Mitchell, D. E. (2005). Student segregation and achievement tracking in year-round schools. *Teachers College Record*, 107(4), 529–562.
- Mitchell, R. E., & Karchmer, M. A. (2005). Parental hearing status and signing among deaf and hard of hearing students. *Sign Language Studies*, 5(2), 83–96.
- Gournaris, M. J., Leigh, I. W., & Mitchell, R. E. (2005). Consistency of structural summary scores in computerized Rorschach programs. *Journal of Projective Psychology and Mental Health*, 12(1), 20–26.
- Mitchell, R. E. (2004). National profile of deaf and hard of hearing students in special education from weighted survey results. *American Annals of the Deaf*, 149(4), 336–349.
- Mitchell, R. E., & Karchmer, M. A. (2004). When parents are deaf vs. hard of hearing: Patterns of sign use and school placement of deaf and hard-of-hearing children. *Journal of Deaf Studies & Deaf Education*, 9(2), 133–152.
- Mitchell, R. E., & Karchmer, M. A. (2004). Chasing the mythical ten percent: Parental hearing status of deaf and hard of hearing students in the United States. *Sign Language Studies*, 4(2), 138–163.
- Mitchell, D. E., & Mitchell, R. E. (2003). The political economy of education policy: The case of class size reduction. *Peabody Journal of Education*, 78(4), 120–152.
- Zajfman, D., Vager, Z., Naaman, R., Mitchell, R. E., Kanter, E. P., Graber, T., & Belkacem, A. (1991). The structures of C_2H^+ and $C_2H_2^+$ as measured by Coulomb explosion imaging. *Journal of Chemical Physics*, 94(10), 6377–6387.
- Zajfman, D., Belkacem, A., Graber, T., Kanter, E. P., Mitchell, R. E., Naaman, R., Vager, Z., & Zabransky, B. J. (1991). Measurement of the distribution of bond angles in H_2O^+ . *Journal of Chemical Physics*, 94(4), 2543–2547.
- Belkacem, A., Faibis, A., Kanter, E. P., Koenig, W., Mitchell, R. E., Vager, Z., & Zabransky, B. J. (1990). A new type of multiparticle imaging detector. *Review of Scientific Instruments*, 61(3), 945–952.
- Belkacem, A., Kanter, E. P., Mitchell, R. E., Vager, Z., & Zabransky, B. J. (1989). Measurement of the ultrashort bond length in He_2^{++} . *Physical Review Letters*, 63(23), 2555–2558.

OTHER PUBLICATIONS

Mitchell, R. E. (2002, May 27). Peer review: Who is a peer and how should one behave? *Teachers College Record* (Online). Available at <http://www.tcrecord.org/Content.asp?ContentID=10933>.

Mitchell, R. E., & Mitchell, D. E. (2000). Could we imagine buying anything better than class size reduction? *CERC News*, 12(3, Insert), 1–4.

TECHNICAL REPORTS & OTHER MANUSCRIPTS

Mitchell, R. E. (2019, in preparation). Demographics of childhood deafness: Estimates from the National Health Interview Survey, 2009–2015. University of Redlands, Redlands, California.

———. (2019, in preparation). Segregation of Hispanic students in California: A complex interplay of historical prejudices, language priorities, population migrations, and ethnic community formation. University of Redlands, Redlands, California.

Repique, J. K., Harrity, R., & Mitchell, R. E. (2019, in preparation). A policy history and analysis of the Emergency Immigrant Education Act of 1984. University of Redlands, Redlands, California.

Adler, L. with R. E. Mitchell & D. E. Mitchell. (2017, June 26). *Work-based learning study: To develop a regional work-based learning (WBL) intermediary infrastructure to serve East San Gabriel Valley*. (Report prepared for the James Irvine Foundation, grant no. 14-01430.) East San Gabriel Valley ROP/TC, West Covina, California.

Adams, M. W., Moriarty, M. E., Wagner, K., Goodyear, R. K., & Mitchell, R. E. (2013). Ethicality of two levels of leniency in responding to student or teacher sexting incidents: Ratings by district and site administrators. University of Redlands, Redlands, California.

Mitchell, R. E., with R. Winiarczyk, and in cooperation with the Gallaudet Research Institute. (2012, December 7). *Internal report on management of the Annual Survey of Deaf and Hard of Hearing Children and Youth*. Report prepared for Dr. Carol Erting, Director and Dean of the Graduate School, and Dr. Charles Reilly, Associate Director and Senior Research Scientist, Gallaudet Research Institute, Gallaudet University, Washington, DC.

Mitchell, R. E., in cooperation with the Gallaudet Research Institute. (2011, September 27). *High school diversity experiences of entering Gallaudet students*. Report prepared for Dr. Angela McCaskill, Associate Provost for Diversity, Gallaudet University, Washington, DC.

Mitchell, R. E., Qi, S., & Traxler, C. B. (2007). *Stanford Achievement Test, 10th Edition, national performance norms for deaf and hard of hearing students: A technical report*. Unpublished manuscript. Washington, DC: Gallaudet Research Institute, Gallaudet University.

Young, T. A., Mitchell, R. E., & Hochgesang, J. A. (2007). *No relationship between readability and mathematics test item difficulty*. Unpublished manuscript. Gallaudet Research Institute, Gallaudet University, Washington, DC.

Mitchell, R. E., Young, T. A., Hochgesang, J., Bachleda, B., & Karchmer, M. A. (2007, March 2). *Relationship between mathematics test item difficulty and English text for deaf and hard of hearing students: A technical report*. (NSF Science of Learning Center Catalyst Grant

Number SBE-0350277.) Gallaudet Research Institute, Gallaudet University, Washington, DC.

- Mitchell, R. E. (2005, August 25). *The demographics of American deafness from the National Health Interview Survey, 1997–2003*. Unpublished manuscript, Gallaudet Research Institute, Gallaudet University, Washington, DC. (Available at https://www.researchgate.net/publication/257014693_The_Demographics_of_American_Deafness_from_the_National_Health_Interview_Survey_1997-2003)
- Mitchell, R. E. (2005, February 15; first posted January 31, 2002). *Can you tell me how many deaf people there are in the United States?* Informational page on the World Wide Web, Gallaudet Research Institute, Gallaudet University, Washington, DC. (Available at <http://gri.gallaudet.edu/Demographics/deaf-US.php>)
- Mitchell, R. E. (2002, September 25). *Segregation in California's K–12 public schools: Biases in implementation, assignment, and achievement with the multi-track year-round calendar*. (Expert report prepared for plaintiffs' counsel, *Eliezer Williams, et al. v. State of California, et al.*, filed October 10, 2002). Case No. 312236, Superior Court of the State of California, County of San Francisco, San Francisco, California. (Available at http://www.mofo.com/decentschools/expert_reports/mitchell_report.pdf)
- Mitchell, R. E. (2001, November 14). *Pushing the new sociology of childhood: Review of Martha Sheridan's Inner lives of deaf children*. Unpublished manuscript, Gallaudet Research Institute, Gallaudet University, Washington, DC.
- Mitchell, R. E. (2001, March 21). *Class-size reduction policy in the national context*. Unpublished manuscript, Graduate School of Education, University of California, Riverside.
- Mitchell, D. E., & Mitchell, R. E. (2001). *The impact of California's class size reduction initiative on student achievement: Third year evaluation report*. Riverside, CA: University of California, California Educational Research Cooperative. (ERIC Document Reproduction Service No. ED466009)
- Mitchell, D. E., & Mitchell, R. E. (2000). *Class size: An amendment reflecting further research on state policies*. Riverside, CA: University of California, California Educational Research Cooperative. (ERIC Document Reproduction Service No. ED464394)
- Mitchell, D. E., & Mitchell, R. E. (1999). *Class size*. Riverside, CA: University of California, California Educational Research Cooperative.
- Mitchell, R. E., & Mitchell, D. E. (1999, July 12). *Class size reduction policy and research*. Policy brief prepared for the Appalachia Educational Laboratory, Inc., Charleston, West Virginia.
- Mitchell, D. E., & Mitchell, R. E. (1999). *The impact of California's class size reduction initiative on student achievement: Detailed findings from eight school districts*. Riverside, CA: University of California, California Educational Research Cooperative. (ERIC Document Reproduction Service No. ED462757)

PROFESSIONAL PRESENTATIONS

NATIONAL RESEARCH CONFERENCES

- Warshaw, J. S., & Mitchell, R. E. (2014, April 5). *Establishment of American Sign Language content standards in schools for the deaf: The early innovators*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, Pennsylvania.
- Adams, M., Moriarty, M., Wagner, K., Goodyear, R., & Mitchell, R. (2013, May 1). *Factors affecting superintendents' and principals' perceptions of ethical responses to student or teacher sexting*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California.
- Mitchell, R. E., & Mitchell, D. E. (2012, April 15). *Questions of measurement for desegregation accountability*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada. Available at http://bulldog2.redlands.edu/fac/Ross_Mitchell/AERA2012DistributionPaper.pdf
- McGroarty, M., Wagner, K., Adams, M., Funchess, M., Moriarty, M., Goodyear, R., & Mitchell, R. (2012, April 15). *Decisions principals make during their daily work: An experience sampling study*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.
- Repique, J. K., Mitchell, R. E., & Warren-Marlatt, R. (2012, April 13). *A policy history and analysis of the Emergency Immigrant Education Act of 1984*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada. Available at http://bulldog2.redlands.edu/fac/Ross_Mitchell/AERA2012paperRepiqueMitchellWarrenMarlatt.pdf
- Mitchell, R. E., & Mitchell, D. E. (2010, April 30). *Assessing multiethnic school segregation: Measurement and interpretation*. Paper presented at the annual meeting of the American Educational Research Association, Denver, Colorado. Available at http://bulldog2.redlands.edu/fac/Ross_Mitchell/AERA_DistributionPaper.pdf
- Mitchell, D. E., Mitchell, R. E., & Batie, M. (2009, April 15). *Multiethnic metropolitan school desegregation and housing integration*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, California.
- Qi, S., & Mitchell, R. E. (2007, April 10). *Large-scale academic achievement testing of deaf and hard-of-hearing students: Past, present, and future*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.
- Mitchell, R. E., Young, T. A., Guberman, J., Bachleda, B., & Karchmer, M. A. (2006, October 19). *Relationship between mathematics test item difficulty and English text for deaf and hard of hearing students*. Poster presented at the National Science Foundation Science of Learning Centers Annual Meeting, Washington, DC.
- Mitchell, R. E. (2006, July 12). *Getting the count right: Overcoming the limitations of agency-sponsored surveys*. Presentation for panel session, Users and Consumers of Disability Data: What We Have, What We Need, at the Interagency Subcommittee on Disability Statistics State of the Art Conference: Developing Improved Disability Data, Washington, DC.

- Karchmer, M. A., & Mitchell, R. E. (2005, June 20). *Accommodations and universal design in the testing of deaf students' academic achievement*. Presentation for panel session, Universal Design and Methods for Test Presentation, at the annual CCSSO National Conference on Large-Scale Assessment, San Antonio, Texas.
- Karchmer, M. A., & Mitchell, R. E. (2005, April 14). *Finding and collecting data from a shrinking and dispersed population*. Paper presented for symposium, Pebbles in the Mainstream: The Future of Research in the Education of the Deaf, at the annual meeting of the American Educational Research Association, Montréal, Québec, Canada.
- Mitchell, R. E., & Young, T. A. (2004, April 13). *Do mathematics test scores depend on item readability for deaf and hard-of-hearing students?* Paper presented at the annual meeting of the American Educational Research Association, San Diego, California.
- Traxler, C. B., & Mitchell, R. E. (2004, April 13). *Validity for deaf students: The 10th edition Stanford Achievement Test and the AERA standards*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, California.
- Mitchell, R. E., Mitchell, D. E., & Corrow, J. (2003, April 21). *Working the system: Dynamics of stratification in multi-track year-round schools*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.
- Mitchell, D. E., & Mitchell, R. E. (2002, April 5). *The political economy of class size reduction*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.
- Mitchell, D. E., & Mitchell, R. E. (2001, April 14). *Competing explanations of class size reduction effects: The California case*. Paper presented at the Annual meeting of the American Educational Research Association, Seattle, Washington. (ERIC Document Reproduction Service No. ED462735)
- Mitchell, R. E. (2000, August 14). *Early elementary class size reduction: A neo-institutional analysis of the social, political, and economic influences on state-level policymaking*. Paper presented at the annual meeting of the American Sociological Association, Washington, DC. (ERIC Document Reproduction Service No. ED466008)
- Mitchell, D. E., & Mitchell, R. E. (2000, April 28). *Class size and achievement: California's massive policy initiative*. Presentation at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.
- Mitchell, R. E., & Mitchell, D. E. (1999, August 6). *Student segregation and achievement tracking in year-round schools*. (Originally submitted as: *Organizational segregation of student achievement in elementary schools: The influence of multi-track year-round schools*) Paper presented at the annual meeting of the American Sociological Association, Chicago, Illinois. (ERIC Document Reproduction Service No. ED462756)
- Mitchell, D. E., & Mitchell, R. E. (1999, April 20). *Student, teacher, and school factors obscuring the effects of California's class size reduction initiative: An exploratory study of eight school districts*. Presentation at the annual meeting of the American Educational Research Association, Montreal, Quebec, Canada.

OTHER PROFESSIONAL PRESENTATIONS

- Mitchell, R. E. (2019, February 15). *Challenging contexts: Battles over the legitimacy of segregated schooling in bilingual and deaf education*. Invited presentation for the Leaders in Education Speaker Series, Sacramento State University, Sacramento, CA.
- Mitchell, R. E. (2009, October 20). *How much desegregation is enough? Policy and measurement issues*. Presentation at the School of Education “brown bag” research seminar, University of Redlands, Redlands, CA.
- Karchmer, M. A., & Mitchell, R. E. (2006, February 28). *Accountability and the academic assessment of deaf and hard of hearing students: Report to NMAP*. Presentation at the annual meeting of the National Mission Advisory Panel (NMAP), Laurent Clerc National Deaf Education Center, Gallaudet University, Washington, DC.
- Karchmer, M. A., & Mitchell, R. E. (2005, May 1). *Diversity and deaf education*. Presentation for panel discussion, Addressing Diversity in Programs for the Deaf, at the annual conference of the Conference of Educational Administrators of Schools and Programs for the Deaf, Atlanta, Georgia.
- Karchmer, M. A., & Mitchell, R. E. (2005, March 6). *Mathematics and the deaf learner: NMAP discussion*. Presentation at the annual meeting of the National Mission Advisory Panel (NMAP), Laurent Clerc National Deaf Education Center, Gallaudet University, Washington, DC.
- Mitchell, R. E. (2004, September 29). Relationship between education research and factors affecting the decision to adopt a year-round calendar. Panel on year-round calendar schooling, Mount Vernon Community School, Alexandria, Virginia.
- Mitchell, R. E. (2004, April 7). *How many people use ASL? And other questions without good answers....* Presentation at the First Wednesday Research Seminar, Gallaudet Research Institute, Gallaudet University, Washington, DC. (Available at <http://gri.gallaudet.edu/Presentations/2004-04-07-1.pdf>)
- Mitchell, R. E. (2003, May 5). Expert testimony given at deposition in the case of *Eliezer Williams, et al. v. State of California, et al.*, Case No. 312236, Superior Court of the State of California, County of San Francisco. Deposition taken in Washington, DC.
- Mitchell, R. E. (2003, March 27–28). Expert testimony given at deposition in the case of *Eliezer Williams, et al. v. State of California, et al.*, Case No. 312236, Superior Court of the State of California, County of San Francisco, San Francisco, California.
- Mitchell, R. E. (2003, January 7–8). Expert testimony given at deposition in the case of *Eliezer Williams, et al. v. State of California, et al.*, Case No. 312236, Superior Court of the State of California, County of San Francisco. Deposition taken in Los Angeles, California. (Available at <http://www.mofo.com/decentsschools/depositions/mitchell-r1.pdf> and <http://www.mofo.com/decentsschools/depositions/mitchell-r2.pdf>)
- Mitchell, R. E., Hotto, S. A., Cole, K. J., Jatho, J., Schlang, D., & Traxler, C. B. (2002, November 15). *Stanford Achievement Test, 10th Edition, national deaf and hard of hearing student norms project*. Paper presented at national conference: High Stakes Testing: Are Deaf and Hard of Hearing Children Being Left Behind?, Washington, DC.

- Mitchell, R. E. (2001, April 24). *A theory-based evaluation of the achievement impacts of California's class size reduction program*. Presentation at the Colloquia on Research in Education Series, Graduate School of Education, University of California, Riverside.
- Mitchell, R. E. (2000, October 21). *Relational structure and self-similarity: Building a synthetic framework for institutional theories of organization*. Paper presented at the annual meeting of the California Sociological Association, Riverside, California.
- Mitchell, R. E., & Mitchell, D. E. (2000, March 10). *Adoption of class size reduction in other states*. Presentation at the Quarterly Meeting of the Research Planning Council, California Educational Research Cooperative, Riverside, California.
- Mitchell, D. E., & R. E. Mitchell. (1999, June 11). *The impact of California's class size reduction initiative on student achievement: Detailed findings from eight school districts*. Presentation at the Quarterly Meeting of the Research Planning Council, California Educational Research Cooperative, Riverside, California.
- Mitchell, R. E. (1999, May 25). *Student, teacher, and school factors affecting the impact of class size on student achievement*. Presentation at the Regular Meeting of the Board, Beaumont Unified School District, Beaumont, California.
- Mitchell, R. E. (1998, November 3). *Evaluating the class size reduction initiative: A preliminary overview*. Presentation at a special joint meeting of the Victor Elementary Teachers Association, Victor Elementary School District Administrative Cabinet, and the CTA High Desert Service Center, Victorville, California.
- Mitchell, R. E., & Mitchell, D. E. (1998, November 2). *Evaluating the class size reduction initiative: A preliminary overview*. Presentation at the Regular Meeting of the Board, Palos Verdes Peninsula Unified School District, Palos Verdes Estates, California.
- Mitchell, R. E., Mitchell, D. E., & Peil C. (1998, October 24). *Evaluating the class size reduction initiative: A preliminary overview*. Presentation at the annual meeting of the California Sociological Association, Riverside, California.
- Mitchell, D. E., & Mitchell, R. E. (1998, September 10). *Class size reduction impact*. Presentation at the Regular Meeting of Riverside County Assessment Network, Riverside, California.
- Mitchell, R. E. (1995, October 18). *How can I make my own ice cream in science class?* Workshop presented at the Annual Symposium of the Region Q Consortium of Middle Schools, West Covina, California.

DOCTORAL DISSERTATION ADVISING

- Beaird, Lisa M. (2019, in preparation). *Special educator retention: Teacher work adjustment in the first year*. Dissertation for the doctorate of education, School of Education, University of Redlands, Redlands, CA. (Chair)
- Kusko, Vaughan. (2019, in preparation). *Allocating opportunity: The role and impact of school counselors in promoting access to AP coursework*. Dissertation for the doctorate of education, School of Education, University of Redlands, Redlands, CA. (Chair)

- Toner, Theodore. (2019). *Southern California public high school teachers' perceptions of justice in work-related scenarios*. Dissertation for the doctorate of education, School of Education, University of Redlands, Redlands, CA. (Chair)
- Kay, Alan. (2017). *Effective schools: A study of the integration of professional learning community principles within teacher evaluations*. Dissertation for the doctorate of education, School of Education, University of Redlands, Redlands, CA. (Co-Chair with Prof. Andrew Wall)
- Krafft, L. R. (2014). *The impact of college students' perceptions of residence hall environment on retention risks, as moderated by attachment style*. Dissertation for the doctorate of education, School of Education, University of Redlands, Redlands, CA. (Committee member; Chair: Prof. Rodney K. Goodyear)
- Ngo-Lopez, Jean. (2013). *Looking to college from the start for immigrant high school students: The relationship between college-directed social capital and building college eligibility in ninth grade*. Dissertation for the doctorate of education, School of Education, University of Redlands, Redlands, CA. (Chair)
- Repique, J. Kathleen. (2013). *The Emergency Immigrant Education Act: Past, present, and future of federal aid for recent immigrant education*. Dissertation for the doctorate of education, School of Education, University of Redlands, Redlands, CA. (Chair)
- Warren-Marlatt, Rebeccah. (2013). *School context and social capital: How immigrant students choose higher education*. Dissertation for the doctorate of education, School of Education, University of Redlands, Redlands, CA. (Chair)
- Warshaw, Janice. (2013). *Using organizational change theory to understand the establishment of kindergarten through 12th-grade American Sign Language content standards in schools for the deaf: A study of the early innovators*. Dissertation for the doctorate of education, School of Education, University of Redlands, Redlands, CA. (Chair)
- Adams, Michael. (2012). *School superintendents' perceptions of ethically just responses to a teacher sexting vignette: Severity of administrator response, superintendent personality, and offender gender and race*. Dissertation for the doctorate of education, School of Education, University of Redlands, Redlands, CA. (Committee member; Chair: Prof. Rodney K. Goodyear)
- Moriarty, Margaret E. (2012). *School principals' perceptions of ethically just responses to a student sexting vignette: Severity of administrator response, principal personality, and offender gender and race*. Dissertation for the doctorate of education, School of Education, University of Redlands, Redlands, CA. (Committee member; Chair: Prof. Rodney K. Goodyear)
- Wagner, Kenneth. (2012). *School principals' perceptions of ethically just responses to a teacher sexting vignette: Severity of administrator response, principals' personality, and offender gender and race*. Dissertation for the doctorate of education, School of Education, University of Redlands, Redlands, CA. (Committee member; Chair: Prof. Rodney K. Goodyear)
- Krizek, Pat. (2011). *The importance of teacher-student conversations in early literacy*. Proposed dissertation for the doctorate of education, School of Education, University of Redlands, Redlands, CA. (Proposal committee member; Chair: Prof. Jose Lalas)

Young, Travas A. (2010, *withdrawn*). *Encoding image schema in ASL word problem questions*. Proposed dissertation for the doctorate of philosophy, Department of Linguistics, Gallaudet University, Washington, DC. (Committee member and GRI work supervisor on NSF grant project; Chair: Prof. Robert E. Johnson)

Gournaris, Michael John. (2004). *Reliability and clinical validity of current computerized Rorschach scoring and interpretive systems*. Unpublished dissertation for the doctorate of psychology (clinical psychology), Department of Psychology, Gallaudet University, Washington, DC. (Committee member; Chair: Prof. Irene Leigh)

GRANTS, CONTRACTS & FELLOWSHIPS

AWARDS RECEIVED:

Gallaudet Research Institute (GRI), Gallaudet University Contract Number 0000021272; Title: *Annual Survey of Deaf and Hard of Hearing Children and Youth: Supplemental Survey of Public and Private Schools*; Role: Survey Research & Statistical Analysis Consultant (GRI Associate Director: Charles Reilly, PhD, Gallaudet University); Award Date: April 30, 2012; Award Period: 3 months.

Texas Education Agency; Title: *Texas Survey of Deaf and Hard of Hearing Children and Youth*; Role: Project Coordinator; Award Date: September 1, 2006; Award Period: 12 months.

NSF Catalyst Grant Number SBE-0350277; Title: *Science of Learning Center on Mathematics and Deaf and Hard-of-Hearing Learners*; Role: Sub-Contract Co-Principal Investigator (PI: Ronald R. Kelly, PhD, National Technical Institute for the Deaf, Rochester Institute of Technology; Sub-Contract PI: Michael Karchmer, PhD, Gallaudet University); Award Date: September 1, 2004; Award Period: 18 months.

NIDRR Project Number H133E00006; Title: *Rehabilitation Engineering Research Center on Hearing Enhancement (RERC-HE)*; Role: Research Design & Statistical Analysis Consultant (PI: Matthew H. Bakke, PhD, Gallaudet University); Award Date: October 1, 2003; Award Period: 60 months.

NIH Grant Number 1R01DC005831-01A1; Title: *Societal Impact of Advances in Genetic Deafness*; Role: Research Design & Statistical Analysis Consultant (PI: Arti Pandya, MD, Virginia Commonwealth University); Award Date: September 1, 2003; Award Period: 48 months.

CERC Research Fellow, California Educational Research Cooperative, Graduate School of Education, University of California, Riverside; Awarded for Academic Years and Summers 1996–1997 (beginning Winter 1997) through 2000–2001.

Fellowship Grant, Graduate School of Education, University of California, Riverside; Awarded for Academic Year 1997–1998.

Proctor & Gamble Research Fellowship, Department of Chemistry, University of Minnesota; Awarded for Summer 1990.

Laboratory Graduate Participantship, Division of Educational Programs and Physics Division, Argonne National Laboratory, and Department of Chemistry, The University of Chicago; Awarded for Academic Year and Summer 1988–1989.

APPLICATIONS PREPARED, BUT NOT FUNDED:

AERA Research Grant Application ID Number 609; Title: Creating Better Federal Education Policy for Immigrant Youth: The Role of Social Capital in Their High School to College Transition; Role: Principal Investigator (Co-PIs: Jean Ngo Lopez, J. Kathleen Repique, and Rebeccah Warren-Marlatt, University of Redlands); Submission Date: September 19, 2012; Proposed Award Date: January 1, 2013; Proposed Total Budget: \$33,595.20; Proposed Award Period: 24 months.

IES-NCER Education Policy, Finance, and Systems Research Grant Application R305A110449; Title: High Performance High Schools: What and How They Produce; Role: Senior Researcher/Sub-Contract PI (PI: Douglas E. Mitchell, PhD, University of California, Riverside; Co-PI: Robert K. Ream, PhD, University of California, Riverside); Submission Date: September 14, 2010; Proposed Award Date: July 1, 2011; Proposed Total Budget: \$544,378.00; Proposed Award Period: 24 months.

IES-NCSEER Assessment for Accountability Grant Application R324A07252; Title: Sign Language and Modified English Adaptations of Mathematics Assessments for Use with Deaf and Hard of Hearing Students; Role: Project Director (Co-PI: Sen Qi, PhD, Gallaudet University; Sub-Contract PI: Jamal Abedi, PhD, University of California, Davis); Submission Date: November 27, 2006; Proposed Award Date: July 1, 2007; Proposed Total Budget: \$1,560,747.00; Proposed Award Period: 48 months.

CONSULTANCIES

NDC Engage for Change | Assessment Task Force, National Center for Educational Outcomes, University of Minnesota, and The Meadows Center for Preventing Educational Risk, The University of Texas at Austin, independent contractor number rm49555 (2017–current). Area of expertise: Assessment and postsecondary outcomes for deaf individuals.

National Deaf Center on Postsecondary Outcomes (NDC), The Meadows Center for Preventing Educational Risk, The University of Texas at Austin, independent contractor number rm49555 (2017–current). Area of expertise: Demographics for deaf education and survey research. [This consultancy was specified as part of the original center proposal submitted to and subsequently funded by the US Department of Education, Office of Special Education Programs.]

School Improvement Research Group (SIRG), under contract with East San Gabriel Valley ROP to evaluate US Department of Labor and Irvine Foundation grant-funded Youth Career Connect (YCC) Project (2014–2019). Area of expertise: Survey research and statistical data analysis, database development and management, focus group interviews, and report preparation.

Gallaudet Research Institute, Gallaudet University, contract for professional services number 0000021934 (2013). Area of expertise: Survey research and statistical data analysis, and the demographics of deaf and hard of hearing students.

Gallaudet Research Institute, Gallaudet University, contract for professional services number 0000020915 (2012). Area of expertise: Survey research and statistical data analysis, and the demographics of deaf and hard of hearing students.

School Improvement Research Group (SIRG), under contract with Colton-Redlands-Yucaipa ROP to evaluate CTE TEACH (2011–2012). Area of expertise: Internet survey research and statistical data analysis, and focus group interviews.

Associate Provost for Diversity, Gallaudet University, contract for professional services number 0000020421 (2011). Area of expertise: Demographics and achievement of deaf and hard of hearing students.

Partnership for Accessible Reading Assessment (PARA), National Center for Educational Outcomes, University of Minnesota, contract for professional services number 303F3823512 (2007–2008). Area of expertise: Assessment research with students with hearing impairment or deafness.

Educational Testing Service (2007). Area of expertise: Assessment accommodations and standardized academic achievement testing of deaf and hard of hearing students.

RAND Education, RAND Corporation, under contract with California Department of Education to evaluate Beginning Teacher Support and Assessment and Intern Alternative Certification (2007). Area of expertise: California education data management and analysis.

National Center for Educational Outcomes, University of Minnesota, contract for professional services number 303F3823512 (2007). Area of expertise: Assessment decisions for English language learners with hearing impairment or deafness.

Plaintiff's counsel, *Boltz v. Buena Vista, et al.*, Case No. 323842, Superior Court of the State of California, County of Los Angeles (2005–2006). Area of expertise: Demographics of deafness in the United States.

Plaintiffs' counsel, *Eliezer Williams, et al. v. State of California, et al.*, Case No. 312236, Superior Court of the State of California, County of San Francisco (2001–2004). Area of expertise: Multi-track year-round calendar schooling.

PROFESSIONAL SERVICE

American Educational Research Association (AERA)

Special Interest Group: Research on the Education of Deaf Persons

Chairperson (2014–2017)

Annual Meeting

Proposal Reviewer for Divisions: A (Administration [2001–2003, 2006]), G (Social Context of Education [2001–2002]), H (School Evaluation & Program Development [2001–2002, 2008]), and L (Educational Policy & Politics [2001–2002, 2005–2006]); and Special Interest Groups: Large Scale Assessment (2005–2006, 2008), Research on the Education of Deaf Persons (2002–2003, 2013), and Inclusion and Accommodation in Educational Assessment (IAEA) (2005–2006, 2012)

Session Chairperson for Division L (Educational Policy & Politics [2006]) and Special Interest Group: Research on the Education of Deaf Persons (2003)

Session Discussant for Special Interest Group: Research on the Education of Deaf Persons (2006, 2015)

Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD)

Contributing Participant: CEASD Assessment and Accountability Summit for Deaf and Hard of Hearing Children, Newark, Delaware (2005), and follow-up, Washington, DC (2006).

National Accessible Reading Assessment Projects (NARAP)

General Advisory Committee member (2006–2007)

Ad Hoc Service

Panelist for Bureau of Labor Statistics (BLS) projects: Questions to identify population with disabilities (2003); Current Population Survey (CPS) disability supplement (2006)

Reviewer

American Annals of the Deaf (2005),

Educational Researcher (2012),

International Social Science Journal (2017),

Journal of Deaf Studies and Deaf Education (2002–2003, 2014, 2017),

Oxford University Press (2006–2007),

Sign Language Studies (2005–2006),

Social Problems (2006),

Sociological Theory (2002),

Teachers College Record (2002–2003, 2005),

Urban Education (2006, 2009–2010, 2012, 2014, 2016–2017, 2019)

SPECIAL SKILLS & TRAINING

OSEP SEELS & NLTS-2 Training Workshop, 2007, Bethesda, Maryland

CDC/NCHS National Health Interview Survey Workshop, 2004, Hyattsville, Maryland

AERA Institute on Statistical Analysis for Education Policy, 2004, San Diego, California

AEA Focus Group Interview Workshop, 2002, Arlington, Virginia

Computer Software/Applications: SurveyGizmo, Stata, HLM, SPSS, Amos, AnswerTree, VBA, ArcGIS, Microsoft Office (Access, Excel, PowerPoint, Word)...

American Sign Language: Conversational fluency.