

DR. ELI ANDREW JONES

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EDUCATION

Doctor of Philosophy Brigham Young University
 Educational Inquiry, Measurement, & Evaluation
 August 2016

Dissertation: *Using Regression Discontinuity with Multiple Cutoffs to Estimate the Effects of Tier 2 Reading Interventions in Elementary School.*

Master of Public Administration Brigham Young University
 Human Resource Management
 April 2009

Bachelor of Arts Weber State University
 Communication Studies, French (Minor)
 May 2006

RELEVANT RESEARCH AND TEACHING APPOINTMENTS

Aug 2020 – Assistant Professor
 Department of Counseling, Educational Psychology & Research
 The University of Memphis

Aug 2018 – Aug 2020 Assistant Professor
 Department of Curriculum, Foundations, and Leadership
 Columbus State University

Jul 2016 – Jul 2018 Postdoctoral Researcher
 Network for Educator Effectiveness
 The University of Missouri

Sep 2015 – Jun 2016 Research & Evaluation Analyst
 Alpine School District

Sep 2013 – Sep 2015 Research Assistant
 Department of Counseling Psychology, Brigham Young University
 (Advisor: K. Richard Young)

Aug 2010 - May 2013 Second Grade Teacher
 Edgemont Elementary, Provo School District
 Grades 1-8 Endorsement, Dual Language Immersion Endorsement

PUBLICATIONS

Jones, E., Wind, S. A. Ge, Tsai, C, & Ge, Y. (*under revision*). Person-fit statistics may complement traditional indices when identifying careless responders. Submitted to *Applied Psychological Measurement*.

- Wind, S. A., **Jones, E.**, & Grajeda, S. (*under revision*). Does sparseness matter? Comparing generalizability theory and many-facet Rasch measurement in sparse rating designs. Submitted to *Applied Psychological Measurement*.
- Bergin, C., Prewett, S., Tsai, C., & **Jones, E.** (*under review*). Effectiveness of a social-emotional learning program for both teachers and students. Submitted to *AERA Open*.
- Jones, E.** Walden, L., Piontek, J, Harrell-Williams, L., & Shipp, P. (2022, *in press*). The association of first-generation status and mentored research with research self-efficacy and outcome expectancy in undergraduate early research experiences. *Innovative Higher Education*, 1-26.
- Jones, E.**, Wind, S. A., Burcham, J., Dailey, T., & Hart, A. (2022, *in press*). A Case Study of a Multi-Faceted Approach to Evaluating Teacher Candidate Rating Quality. *The Teacher Educator*, 1-21.
- Tsai, C., Bergin, C. & **Jones, E.** (2022, *in press*). Students in 4th to 12th grade can distinguish dimensions of teaching when evaluating their teachers: A multilevel analysis of the TESS survey. *Educational Studies*, 1-16.
- Jones, E.**, Bergin, C., & Murphy, B. (2022). Principals may inflate teacher evaluation scores to achieve important goals. *Educational Assessment, Evaluation and Accountability*, 34(1), 57-88.
- Wind, S. A., **Jones, E.**, & Bergin, C. (2021). Rater severity affects teacher evaluation: Statistical adjustments mitigate effects. *School Effectiveness and School Improvement*, 32(3), 413-429.
- Wind, S. A, & **Jones, E.** (2019). Not just generalizability: A case for multi-faceted latent trait models in teacher observation systems. *Educational Researcher*, 48(8), 521-533.
- Jones, E.**, & Bergin, C. (2019). Evaluating Teacher Effectiveness Using Classroom Observations: A Rasch Analysis of the Rater Effects of Principals. *Educational Assessment*, 24, 91-118.
- Wind, S. A., **Jones, E.**, Bergin, C., & Jensen, K. (2019). Exploring patterns of principal judgments in teacher evaluation related to reported gender and years of experience. *Studies in Educational Evaluation*, 61, 150-158.
- Wind, S. A., & **Jones, E.** (2019). The effects of incomplete rating designs in combination with rater effects. *Journal of Educational Measurement*, 56(1), 76-100.
- Jones, E.**, Young, K. R., Gibb, G, Sudweeks, R., & Larsen, R. (2018). Evaluating paraeducator-led reading interventions in elementary school: A multi-cutoff regression-discontinuity analysis. *Journal of Research on Educational Effectiveness*, 11(4), 507-534.
- Wind, S. A., & **Jones, E.** (2018). Exploring the influence of range restrictions on connectivity in sparse assessment networks: An illustration and exploration within the context of classroom observations. *Educational and Psychological Measurement*, 55(2), 217-242.
- Jones, E.** & Wind, S. A. (2018). Using repeated ratings to improve measurement precision in incomplete rating designs. *Journal of Applied Measurement*, 19(2), 148-161.

Wind, S. A., & **Jones, E.** (2018). The stabilizing influences of linking set size and model–data fit in sparse rater-mediated assessment networks. *Educational and Psychological Measurement*, 78(4), 679-707.

PRESENTATIONS

Walden, L. C. *, **Jones, E.** (November 2022). Examining the measurement qualities and structure of the Academic Locus of Control scale in undergraduate students. Accepted at the Midsouth Educational Research Association, Little Rock, CA (refereed, regional).

Jones, E., Harrell-Williams, L. M., Eldrige, A., Piontek, J., & Walden, L. (November 2022). Measurement Issues Regarding Academic and Research Self-efficacy in College Students. Accepted at the Midsouth Educational Research Association, Little Rock, CA (refereed, regional).

Jones, E., Wind, S. A. Ge, Tsai, C, & Ge, Y. (April 2022). Person-fit statistics may complement traditional indices when identifying careless responders Accepted at the National Council on Measurement in Education, San Diego, CA (refereed, national).

Tsai, C., **Jones, E.**, & Bergin, C. (April 2022). Teacher surveys may provide quality principal evaluations: A multilevel case study. Accepted at the American Educational Research Association, San Diego, CA (refereed, national).

Walden, L. *, Shipp, P. **Jones, E.**, Harrel-Williams, L. M., & Piontek, J. (April 2022). Does first generation status influence research self-efficacy during undergraduate early research experiences? Accepted at the American Educational Research Association, San Diego, CA (refereed, national).

Piontek, J. *, **Jones, E.**, Harrell-Williams, L. M., Walden, L., & Shipp, P. (April 2022). Preliminary work on measuring the sources of research self-efficacy in college students' early research experiences. Accepted at the American Educational Research Association, San Diego, CA (refereed, national).

Jones, E. (April 2021). Validation evidence for observation protocols. Presented at the American Educational Research Association, Online (refereed, national).

Jones, E., Wind, S. A., Burcham, J., Dailey, T., & Hart, A. (April 2021). Are teacher candidate ratings reliable? What many-facet Rasch measurement says about preservice teacher supervisor ratings. Presented at the American Educational Research Association, Online (refereed, national).

Wind, S. A., **Jones, E.**, & Grajeda, S. (April 2021). Does sparseness matter? Comparing generalizability theory and many-facet Rasch measurement in sparse rating designs. Presented at the American Educational Research Association, Online (refereed, national).

Jones, E., Seamon-Lily, K. & Izumi, M. (February 2020). Patterns of problem solving in college students: Validation and latent clases of ability. Presented at the Eastern Educational Research Conference, Orlando, FL (refereed, regional).

Tsai, C., **Jones, E.** & Bergin. C. (April 2019). The Leader in Me effectiveness study. Presented at the American Educational Research Association, New York, NY (refereed, national).

Wind. S. A., **Jones. E.**, & Bergin, C. (April 2019). The practical impact of differences in rater severity in classroom observations for teacher evaluation. Presented the American Educational Research Association, New York, NY (refereed, national).

- Jones, E.,** Bergin, C. & Murphy, B. (April 2018). Why principals rate teachers leniently during classroom observations: A focus group study. Presented at the American Educational Research Association, New York, NY (refereed, national).
- Bergin, C., Tsai, C. & **Jones, E.** (April 2018). Agreement between students' and principals' ratings of teachers' effectiveness. Presented at the American Educational Research Association, New York, NY (refereed, national).
- Wind, S. A., Bergin, C. & **Jones, E.** (April 2018). The effects of principal and teacher characteristics on evaluation of teaching effectiveness. Presented at the American Educational Research Association, New York, NY (refereed, national).
- Jones, E.,** & Wind, S. (April, 2018). Using repeated ratings to improve measurement precision in incomplete rating designs. Presented at the National Council on Measurement in Education, New York, NY (refereed, national).
- Jensen, K., & **Jones, E.** (February 2018). The effect of gender stereotypes and congruence in principal evaluation of teacher effectiveness. Presented at the Society for Research on Educational Effectiveness, Washington, DC (refereed, national).
- Bergin, C. & **Jones, E.** (August 2017). The principal effect: Detecting principal error in classroom observations. Presented at the European Association for Research on Learning and Instruction (EARLI), Tampere, Finland (refereed, international).
- Bergin, C., Bergin, D., & **Jones, E.** (August 2017). Agreement between students' and principals' ratings of teacher's use of motivational strategies. Presented at the European Association for Research on Learning and Instruction (EARLI), Tampere, Finland (refereed, international).
- Bergin, C., Chapman, S., **Jones, E.,** Tsai, C., Prewett, S. (April 2017). Principals' accuracy in evaluating teachers' SEL effectiveness. Presented at the American Educational Research Association, San Antonio, TX (refereed, national).
- Chapman, S., Bergin, C., **Jones, E.,** Tsai, C. (April 2017). Reliability and factor structure of a student survey of teacher effectiveness. Presented at the American Educational Research Association, San Antonio, TX (refereed, national).
- Jones, E.,** Sudweeks, R., Young, K. R., Gibb, G. & Larsen, R. (April 2016). Using regression discontinuity with two cutoffs to estimate the effects of tier 2 reading interventions in elementary school. Presented at the American Educational Research Association, Washington, DC (refereed, national).
- Young, K. R., Gibb, G., & **Jones, E.** (November 2015). Evaluating the effects of multiple tier 2 elementary school reading interventions. Presented at the Utah Multi-Tiered Systems of Support Annual Conference, Layton, UT (refereed, local).
- Jones, E.** (March 2015). A review of the research on the effectiveness of ability grouping in schools. Presented to Brigham Young University-Public School Partnership representatives, Provo, UT (invited, local).

Jones, E. (March 2014). Research trends in formative assessment. Presented to Brigham Young University-Public School Partnership representatives, Provo UT (invited, local).

Young, K. R., Gibb, G., **Jones, E.** & Ottehenning, L. (October 2014). Evaluating the effects of multiple tier 2 elementary school reading interventions. Presented at the Teacher Educators for Children with Behavioral Disabilities Annual Conference, Tempe, AZ (refereed, national).

Jones, E. (February 2006). The goldilocks rulebook: A guide to positive and negative communication in the workplace. Presented at the Western States Communication Association Annual Conference, Palm Springs, CA (refereed, national).

** indicates student advisee or graduate assistant.*

GRANTS AND AWARDS

Jones, E. (July 2021). Faculty Research Grant: Development Submitted to the University of Memphis College of Education for \$5,900. Funded.

Bergin, C., Huang, F., **Jones, E.**, Chapman, S., Bergin, D., Tsai, C., Doss, M. (August, 2016). Validation of a student survey to evaluate teachers. Submitted to the US Department of Education Institute of Education Sciences CFDA 84.305A. Submitted for \$1.4 million. Co-investigator. Non-funded.

Bergin, C, **Jones, E.**, Tsai, C., Murphy, B., Hill, S., Prewet, S. (2017-2018). Franklin/Covey Education: The Leader in Me Effectiveness Study for \$220,000. Co-investigator. Funded.

CURRENT PROFESSIONAL AFFILIATIONS AND SERVICE

2022 – Present Treasurer, Rasch Special Interest Group, American Educational Research Association

2020 – 2022 Secretary, Rasch Special Interest Group, American Educational Research Association

2020 – 2022 Chair, SETE Workgroup, the University of Memphis

2019 – Present Ad hoc Reviewer for *Journal of Educational Measurement*

2018 – Present Ad hoc Reviewer for *Educational Assessment*

2015 – Present American Educational Research Association (Division D)

2017 – Present American Educational Research Association Rasch Special Interest Group