

# DR. ELI ANDREW JONES

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## EDUCATION

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**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  
   April 2009

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

## RELEVANT RESEARCH AND TEACHING APPOINTMENTS

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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

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Tawfik, Ketter, & Jones (*under review*). Exploring the shift in growth mindset during inquiry-based learning: a longitudinal analysis. *Submitted to Innovations in Education and Teaching International.*

- Walden, L.C.\*, Jones, E. (*under review*) Dubious dimensionality: a Rasch analysis of two dichotomous locus of control scales in higher education. *Journal of Psychoeducational Assessment*.
- Jones, E., Tsai, C., Bergin, C. (*under review*) Teachers can differentiate between effective leadership skills in principal evaluation surveys: A multilevel analysis. Submitted to *School Effectiveness and School Improvement*.
- Harrell-Williams, L., Wind, S. A., Abell, C. H., & Jones, E. A. (*under review*). Practical guidance and suggestions for best practices for gathering validity evidence based on assessment type. Submitted to the *Journal of Applied Measurement*.
- Bergin, C., Prewett, S., Tsai, C., & Jones, E. (2024, *in press*). Effectiveness of a social-emotional learning program for both teachers and students. *AERA Open*.
- Jones, E., Piontek, J., Walden, L.C., & Harrell-Williams, L., (2024) Development and validation of the Sources of Research Self-Efficacy Scale. *Journal of Psychoeducational Assessment*, 42(1), 29-45.
- Jones, E., Wind, S. A., Tsai, C., & Ge, Y. (2023). Comparing person-fit and traditional indices across careless response patterns in surveys. *Applied Psychological Measurement*, 47 (5-6) 365-385.
- Wind, S.A., Jones, E., & Grajeda, S. (2023). Does sparseness matter? Examining the use of Generalizability Theory and Many-Facet Rasch Measurement in sparse rating designs. *Applied Psychological Measurement*, 47 (5-6), 351-364.
- Jones, E. A., Walden, L., Piontek, J., Harrell-Williams, L., & Shipp, P. (2023). The association of first-generation status and mentored research with research self-efficacy and outcome expectancy in undergraduate early research experiences. *Innovative Higher Education*, 48(3), 389-414.
- Jones, E., Wind, S. A., Burcham, J., Dailey, T., & Hart, A. (2023). A Case Study of a Multi-Faceted Approach to Evaluating Teacher Candidate Rating Quality. *The Teacher Educator*, 58(2), 109-129.
- Tsai, C., Bergin, C. & Jones, E. (2022). 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). Principal 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

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- Jones, E., A., Harrell-Williams, L. M., Walden, L. C.\*, & Piontek, J.\* (April, 2024). A differential item functioning analysis of the Sources of Research Self-Efficacy. Presented at the American Educational Research Association, Philadelphia, PA (refereed, national).
- Walden, L. C.\*, Jones, E., A., Harrell-Williams, L. M., & Piontek, J.\* (April, 2024). Multiple learning experiences predict undergraduate students' research self-efficacy and research outcome expectancy. Presented at the American Educational Research Association, Philadelphia, PA (refereed, national).
- Harrell-Williams, L. M., Jones, E. A., Walden, L. C., Ayers, K., Pennella, R., Mulé, T., & Piontek, J. (April, 2024). An interactionist approach to exploring identity development and engagement during a stem club experience. Presented at the American Educational Research Association, Philadelphia, PA (refereed, national).
- Ge., Y., Wind, S. A., Jones, E. A., & Tsai, C.L. (April 2024) Identifying careless responses in surveys with missing data. Presented at the National Council on Measurement in Education Conference, Philadelphia, PA (refereed, national).
- Pennella, R., Mulé, T., Walden, L.C., Piontek, J., Harrell-Williams, L., Jones, E., & Ayers, K A. (October 2023). Five years of the St. Jude STEM Club: Lessons learned. Presented at the International Cancer Education Conference, Toronto, CA (refereed, international)
- Pennella, R., Mulé, T., Walden, L.C., Piontek, J., Harrell-Williams, L., Jones, E., & Ayers, K A. (May 2023). St. Jude afterschool STEM clubs. Presented at the National Institute of Health SciED Conference 2023, Washington, DC (refereed, national).

- Jones, E., Piontek, J., Walden, L. C.\*, & Harrell-Williams, L. (April 2023). Development and Validation of the Sources of Research Self-Efficacy Scale. Presented at the American Educational Research Association, Chicago, IL (refereed, national)
- Ge, Y., Wind, S.A., Jones, E., & Tsai, C. (April 2023). Identifying careless responses in surveys with missing data. Presented at the International Objective Measurement Workshop, Chicago, IL (refereed, international).
- Jones, E., Walden, L. C.\*, Piontek, J.\*, & Harrell-Williams, L. (January 2023). The association of first-generation status and mentored research with research self-efficacy and outcome expectancy in undergraduate early research experiences. Presented at the Council of University Directors of Clinical Psychology Midwinter Meeting. (invited, national).
- Piontek, J.\*, Walden, L. C., Harrell-Williams, L. M., & Jones, E. A. (August 2022). Structural validity evidence for the Self-Efficacy in Research Measure with undergraduate students. Presented at the American Psychological Association Convention, Minneapolis, MN, (refereed, national).
- Walden, L. C.\*, Jones, E. (November 2022). Examining the measurement qualities and structure of the Academic Locus of Control scale in undergraduate students. Presented at the Midsouth Educational Research Association, Little Rock, CA (refereed, regional).
- Jones, E., Harrell-Williams, L. M., Eldrige, A., Piontek, J.\*, & Walden, L.C.\* (November 2022). Measurement Issues Regarding Academic and Research Self-efficacy in College Students. Presented 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 Presented 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. Presented 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? Presented 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. Presented 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 classes 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 at 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**

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- Jones, E., Harrell-Williams, L., Ayers, K., Piontek, J., & Walden, L. C. (July 2022) Evaluation of an after-school STEM club for fifth graders Community Engagement Grant for \$12,500. Funded.
- Jones, E. (July 2021). Faculty Research Grant: Development Submitted to the University of Memphis College of Education for \$5,900. Funded.
- Sabatini, J., O'Reilly, T., Greenberg, D., Hollander, J., Wang, Z., Smith, E. H., Telfer, B., Jones, E., Cao, M., & Feller, D. (2016-2020). Developing and validating web-administered, reading for understanding assessments for adult education. Submitted to the US Department of Education Institute for Education Sciences. Submitted for \$1,394,982. Co-investigator. 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**

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- 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*

2022 – Present    Ad hoc Reviewer for *Journal of Applied Measurement*

2023 – Present    Ad hoc Reviewer for *Journal of Research on Educational Effectiveness*

2023 – Present    Ad hoc Reviewer for *Practical Assessment, Research, and Evaluation*

2015 – Present    American Educational Research Association (Division D)

2017 – Present    American Educational Research Association Rasch Special Interest Group