

## Andrew J Coombs, PhD

### Personal Information

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Telephone	709-327-7813	Website	ACoombs.ca
Email	AndrewJC@mun.ca	Twitter	@ajcoombs13

### Current Positions

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2022 – present **Assistant Professor (Teaching)**, Memorial University  
2021 – present **SSHRC Postdoctoral Fellow**, Memorial University

### Current Service Commitments

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2021 – present **Assessment Evaluation and Reporting Committee Member**, Newfoundland & Labrador English District School Board  
2021 – present **Standards-Based Learning Committee Member**, Newfoundland & Labrador English District School Board  
2021 – present **Editorial Advisory Board Member**, *Canadian Journal of Education*  
2021 – present **CERA Executive Member**, Canadian Society for the Study of Education

### Research Interests

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- Teacher education and professional development in classroom assessment and evaluation
- Reconceptualizing assessment constructs (e.g., literacy, competence, capacity, capability, identity)
- Socio-cultural influences on teaching and learning

### Teaching Interests

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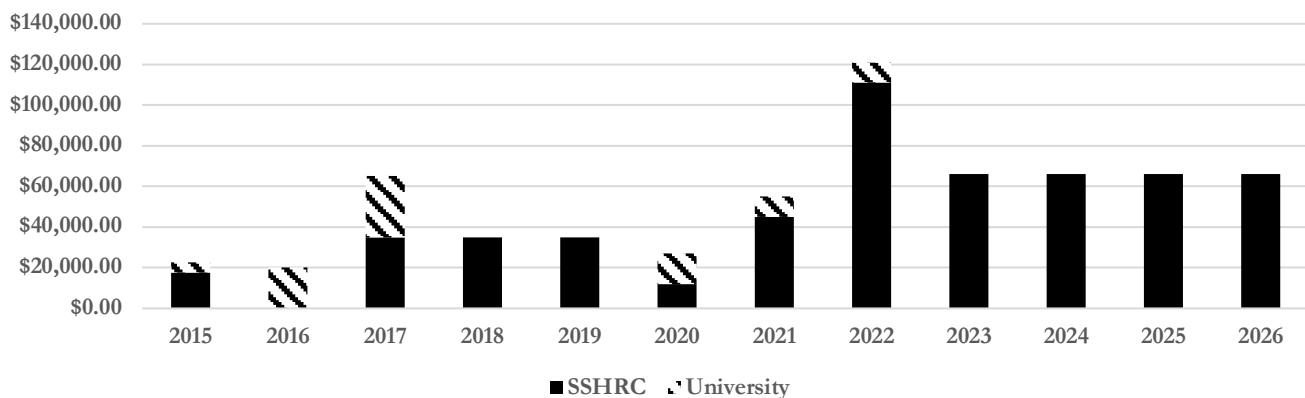
- Classroom Assessment
- Large-Scale Evaluation
- Educational Psychology
- Educational Research Methodologies
- Teacher Education
- Educational Statistics

## Education

- 2017 – 2021 **Doctor of Philosophy**, Faculty of Education, Queen’s University, Ontario, Canada  
*How Early Career Experiences Shape Teachers’ Approaches to Classroom Assessment*  
 Supervisor: Dr. Christopher DeLuca  
 Committee Members: Dr. Michelle Searle, Queen’s University  
 Dr. Eunice Jang, Ontario Institute for Studies in Education  
 Dr. Mary Hill, University of Auckland  
 Examining Members: Dr. Yueting Xu, Guangdong University of Foreign Studies  
 Dr. Sue Fostaty Young, Queen’s University  
 Dr. Holly Ogden, Queen’s University  
 Visiting Student: Ontario Institute for Studies in Education, University of Toronto
- 2015 – 2017 **Master of Education**, Faculty of Education, Queen’s University, Ontario, Canada  
*Examining Teacher Educators’ Approaches to Assessment*  
 Supervisor: Dr. Christopher DeLuca  
 Committee Member: Dr. Lyn Shulha  
 Examiner: Dr. Liying Cheng
- 2012 – 2014 **Bachelor of Education**, Mount Saint Vincent University, Nova Scotia, Canada  
 Concentration: Elementary Education
- 2006 – 2011 **Bachelor of Science with Honours**, Dalhousie University, Nova Scotia, Canada  
*Characterization of the role of notch signaling and hematopoietic stem cells on the mast cell lineage in the zebrafish*  
 Supervisor: Dr. Jason Berman

## Research Grants

Confirmed Research Grant Funding by Year



	Confirmed	Under Review	Total
SSHRC Funding	\$554,800		\$554,800
University Funding	\$117,440		\$117,440
<b>Total</b>			<b>\$672,240</b>

### Research Grants by Project

2022– 2026	<b>Co-Investigator:</b> The Future of Assessment in Canadian Schools: Addressing Systemic Challenges through a Pan-Canadian Study of Teacher Innovation <ul style="list-style-type: none"> <li>• Insight Grant, SSHRC (ranked 3<sup>rd</sup>)</li> </ul>	\$330,300
	<b>Total</b>	<b>\$330,300</b>
2021–2023	<b>Principal Investigator:</b> Exploring Parental Attitudes Towards Classroom Assessment <ul style="list-style-type: none"> <li>• Seed Fund, Memorial University</li> </ul>	\$9,940
	<b>Total</b>	<b>\$9,940</b>
2021–2023	<b>Co-Investigator:</b> Review and Analysis of Education Policy Trajectories in Newfoundland and Labrador: A 25-Year Retrospective <ul style="list-style-type: none"> <li>• Seed Fund, Memorial University</li> </ul>	\$10,000
	<b>Total</b>	<b>\$10,000</b>
2021–2022	<b>Co-Investigator:</b> Classroom Approaches to CLIL [Content Language Integrated Learning] and Translanguaging Inventory <ul style="list-style-type: none"> <li>• Seed Fund, University of Hong Kong</li> </ul>	\$17,500
	<b>Total</b>	<b>\$17,500</b>
2021–2023	<b>Principal Investigator:</b> Supporting Teachers' Assessment Practices: A Longitudinal Examination of Professional Development Models <ul style="list-style-type: none"> <li>• Postdoctoral Fellowship, SSHRC (5<sup>TH</sup>/88)</li> </ul>	\$90,000
	<b>Total</b>	<b>\$90,000</b>
2017–2021	<b>Principal Investigator:</b> How Early Career Experiences Shape Teachers' Approaches to Assessment <ul style="list-style-type: none"> <li>• Joseph-Armand Bombardier CGS Doctoral Scholarship, SSHRC</li> <li>• Arthur B. McDonald Excellence Award, Queen's University (declined)</li> <li>• Ontario Graduate Scholarship, Queen's University</li> <li>• Tri-Agency Recipient Recognition Award – PhD, Queen's University</li> </ul>	\$117,000 \$30,000 \$15,000 \$10,000
	<b>Total</b>	<b>\$172,000</b>
2015–2017	<b>Principal Investigator:</b> Teacher Educators' Approaches to Assessment <ul style="list-style-type: none"> <li>• Joseph-Armand Bombardier Canada Graduate Scholarship-Master's, SSHRC</li> <li>• Ontario Graduate Scholarship, Queen's University</li> <li>• Tri-Agency Recipient Recognition Award – Master's, Queen's University</li> <li>• Queen's Graduate Award, Queen's University</li> </ul>	\$17,500 \$15,000 \$5,000 \$5,000
	<b>Total</b>	<b>\$42,500</b>

## Academic & Conference Awards

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### Academic Awards & Achievements

2021	Banting Postdoctoral Fellowship Ranked 27 <sup>th</sup> out of 198 applications for this prestigious grant, with the top 23 receiving funding.	
2019	Robert J. Wilson Dissertation Development Award Awarded to a graduate student in the Faculty of Education with a demonstrated research interest in theoretical and practical contributions to the fields of (a) classroom assessment practice, (b) large-scale assessment practice, and/or (c) program evaluation.	\$500
2014	DeWolfe/Fortune Scholarship in Education, Nova Scotia Teachers College Awarded to a Bachelor of Education student in Nova Scotia who excels in math/science education.	\$500
2012	Team Excellence Award for Innovation, Cancer Care Nova Scotia This award recognizes the dedication and accomplishments of those who work to improve cancer prevention and care for patients and their families.	
2007	Academic Scholarship, Dalhousie University This award recognizes academic excellence.	\$1,000

### Conference Presentation Awards

2017	David Bateson New Scholar Award, Canadian Educational Researchers' Association Awarded for the best paper presented by a graduate student in a CERA session (CSSE conference).	\$500
2015	1 <sup>st</sup> Place Poster Presentation Prize, 4 <sup>th</sup> North Atlantic Zebrafish Research Symposium Awarded for the best poster presentation at the conference.	
2012	1 <sup>st</sup> Place Poster Presentation Prize, Interdisciplinary Research Conference Awarded for the best poster presentation at the conference.	
2011	1 <sup>st</sup> Place Paper Presentation, Interdisciplinary Research Conference Awarded for the best poster presentation at the conference.	
2011	2 <sup>nd</sup> Place Poster Presentation Award, Atlantic Provinces Council of the Sciences Conference Awarded for the 2 <sup>nd</sup> best poster presentation at the conference.	
2011	Top 2 Poster Presentation Prize, Dalhousie University Cameron Conference Awarded for one of the best poster presentations at the conference.	
2010	1 <sup>st</sup> Place Poster Presentation Prize, Beatrice Hunter Cancer Research Institute Symposium Awarded for the best poster presentation at the conference.	

### Conference Travel Awards

2020	Queen's University Travel Award, Queen's University	\$600
2019	Queen's University Travel Award, Queen's University	\$600
2018	Queen's University Travel Award, Queen's University	\$600
2017	Classroom Assessment SIG Travel Award, American Educational Research Association (AERA)	\$500
2017	Queen's University Travel Award, Queen's University	\$600
2016	CERA Travel Award, Canadian Educational Researchers' Association (CSSE)	\$200
2016	Queen's University Travel Award, Queen's University	\$500

### Other Awards

2017	Rosa Baier and Luis Bruno Fund Award, Queen's University Awarded on the basis of academic excellence to fund eligible Master's or PhD students enrolled in the Faculty of Education.	\$500
2012	Career Fair Best Booth Award and Top Presenter, IWK Health Centre Annual event for K-12 students to explore careers available in healthcare and medical research.	

## Publications

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### Refereed Papers (22)

- Coombs, A. J., & DeLuca, C.** (2022). Mapping the constellation of assessment discourses: A scoping review study on assessment competence, literacy, capability, and identity. *Educational Assessment, Evaluation and Accountability*. <https://doi.org/10.1007/s11092-022-09389-9>
- Coombs, A. J., Rickey, N., DeLuca, C., & Lui, S.** (2022). Chinese teachers' approaches to classroom assessment. *Educational Research for Policy and Practice*, online. doi: 10.1007/s10671-020-09289-z
- Henderson, G., Beach, P., & **Coombs, A. J.** (2021). Financial literacy education in Ontario: A survey of elementary teachers' perceptions, attitudes, and practices. *Canadian Journal of Education*, 44(2), 308-336. doi: <https://journals.sfu.ca/cje/index.php/cje-rce/article/view/4249/2989>.
- DeLuca, C., Rickey, N., & **Coombs, A. J.** (2021). Classroom assessment and student mobility across learning cultures: A comparison of teachers' approaches to assessment in the U.S., China, and Canada. *Cogent Education*. doi: <https://doi.org/10.1080/2331186X.2021.1921903>
- Schneider, C., DeLuca, C., Pozas, M., & **Coombs, A. J.** (2021). Linking personality to teachers' literacy in classroom assessment: a cross-cultural study. *Educational Research and Evaluation*. doi: <https://doi.org/10.1080/13803611.2021.1902354>
- Gareis, C., Barnes, N., **Coombs, A. J.**, DeLuca, C., & Uchiyama, K. (2020). Exploring the influence of assessment courses and student teaching on beginning teachers' approaches to classroom assessment. *Assessment Matters*, 14, 5-41.
- Coombs, A. J.**, Ge, J., & DeLuca, C. (2020). From sea to sea: The Canadian landscape of assessment education. *Educational Research, Special Issue: Changing times, changing assessments: International perspectives*, online. doi: <https://doi.org/10.1080/00131881.2020.1839353>
- MacGregor, S., Cooper, A., **Coombs, A. J.**, & DeLuca, C. (2020). A scoping review of research-media interactions for research communication. *Helijon*, 6(9), online. doi: <https://doi.org/10.1016/j.helijon.2020.e04836>
- Coombs, A. J.**, DeLuca, C., & MacGregor, S. (2020). A person-centered analysis of teacher candidates' approaches to assessment. *Teaching and Teacher Education*, 87, online. doi: <https://doi.org/10.1016/j.tate.2019.102952>
- Pringle, E., Wertman, J., Melong, N., **Coombs, A. J.**, Young, A., O'Leary, D., Veinotte, C., Robinson, C., Ha, M., Dellaire, G., Druley, T., McCormick, C., & Berman, J. N. (2020). The zebrafish xenograft platform – a novel tool for modeling KSHV-associated diseases. *Viruses*, 12(1), 1-12. doi: <https://doi.org/10.3390/v12010012>
- DeLuca, C., Schneider, C., **Coombs, A. J.**, Pozas, M., & Rasooli, A. (2019). A cross-cultural comparison of German and Canadian student teachers' assessment competence. *Assessment in Education: Principles, Policy & Practice*, 27(1), 26-45. doi: <https://doi.org/10.1080/0969594X.2019.1703171>
- DeLuca, C., **Coombs, A. J.**, & LaPointe-McEwan, D. (2019). Assessment mindset: Exploring teacher mindset and approach to classroom assessment. *Studies in Educational Evaluation*, 61, 159-169. doi: <https://doi.org/10.1016/j.stueduc.2019.03.012>

- DeLuca, C., Willis, J., Cowie, B., Harrison, C., **Coombs, A. J.**, Gibson, A., & Trask, S. (2019). Policies, programs, and practices: Exploring the complex dynamics of assessment education in teacher education across four countries. *Frontiers, Special Issue: Teacher Assessment Literacy*. doi: <https://doi.org/10.3389/feduc.2019.00132>
- DeLuca, C., **Coombs, A. J.**, MacGregor, S., & Rasooli, A. (2019). Toward a differential and situated view of assessment literacy: Studying teachers' responses to classroom assessment scenarios. *Frontiers, Special Issue: Advances in Classroom Assessment Theory and Practice*. doi: <https://doi.org/10.3389/feduc.2019.00094>
- Coombs, A. J.**, DeLuca, C., LaPointe-McEwan, D., & Chalas, A. (2018). Changing approaches to classroom assessment: An empirical study across teacher career stages. *Teaching and Teacher Education, 71*, 134-144. doi: <https://doi.org/10.1016/j.tate.2017.12.010>
- DeLuca, C., Valiquette, A., **Coombs, A. J.**, LaPointe-McEwan, D., & Luhanga, U. (2018). Teachers' approaches to classroom assessment: A large-scale survey. *Assessment in Education: Principles, Policy & Practice, 25*(6), 355-375. doi: <https://doi.org/10.1080/0969594X.2016.1244514>
- Youmans, A., **Coombs, A. J.**, & Colgan, L. (2018). Early Childhood Educators' and Teachers' Early Math Education Knowledge, Beliefs, and Pedagogy. *Canadian Journal of Education, 41*(4), 1079-1104. doi: <https://journals.sfu.ca/cje/index.php/cje-rce/article/view/3442>
- Schaeffli, L., Godlewska, A., **Coombs, A. J.**, Rose, J., Morcom, L., & Korteweg, L. (2018). What do first-year university students in Ontario, Canada know about First Nations, Métis and Inuit people and topics? *Canadian Journal of Education, 41*(3), 689-725. doi: <https://journals.sfu.ca/cje/index.php/cje-rce/article/view/3247>
- Fernandez-Murray, P., Prykhozhiy, S., Dufay, J. N., Steele, S. L., Gaston, D., Nasrallah, G., **Coombs, A. J.**, Fernandez, C., Berman, J. N., & McMaster, C. (2016). Glycine and folate ameliorate models of congenital sideroblastic anemia. *PLOS Genetics, 12*(1), e1005783. doi: <https://doi.org/10.1371/journal.pgen.1005783>
- Dhanraj, S., Rao Gunja, S. M., Deveau, A. P., Nissbeck, M., Boonyawat, B., **Coombs, A. J.**, Renieri, A., Mucciolo, M., Marozza, A., Buoni, S., Turner, L., Li, H., Jarrar, A., Sabanayagam, M., Kirby, M., Shago, M., Pinto, D., Berman, J. N., Scherer, S. W., Virtamen, A., & Dror, Y. (2015). A novel syndrome with bone marrow failure and developmental delay caused by mutations in poly(A)-specific ribonuclease. *Journal of Medical Genetics, 52*, 738-748. doi: <http://dx.doi.org/10.1136/jmedgenet-2015-103292>
- Deveau, A. P., Forrester, A. M., **Coombs, A. J.**, Wagner, G. S., Grabher, C., Chute, I., Leger, D., Lewis, S., Look, A. T., & Berman, J. N. (2015). Epigenetic therapy restores normal hematopoiesis in a transgenic zebrafish model of NUP98-HOXA9-induced myeloid disease. *Leukemia, 29*, 2086-2097. doi: <https://doi.org/10.1038/leu.2015.126>
- Da'as, S. I., **Coombs, A. J.**, Balci, T. B., Grondin, C., Ferrando, A., & Berman, J. N. (2012). The zebrafish reveals dependence of the mast cell lineage on notch signaling in vivo. *Blood, 119*(15), 3585-3594. doi: <https://doi.org/10.1182/blood-2011-10-385989>



## Refereed Papers Under Review (2)

- Mendoza, A., Ou, J., Rajendram, S., & **Coombs, A. J.** (Submitted October 2022), Teachers' awareness and management of the social, cultural, and political indexicalities of translanguaging.
- Rodway, J., **Coombs, A. J.**, Espaza-Sosa, K., & Min, L. (Submitted May 2022). Starting off on the right foot: how district leaders support the development of an online learning community.

## Books (1)

- DeLuca, C., Willis, J., Harrison, C., Cowie, B., & **Coombs, A. J.** (Under Contract, Completion June 2022). *Learning to assess: Cultivating assessment capacity in teacher education*. Springer.

## Book Chapters (4)

- Barnes, N., Fives, H. & **Coombs, A. J.** (2022). Classroom assessment tasks as a source of motivational messages. In O'Donnell, Barnes, & Reeves (Eds.), *The Oxford Handbook of Educational Psychology* (pp.1-87). United Kingdom: Oxford.
- MacGregor, S., & **Coombs, A. J.** (2021). Implementing your sample strategy in an educational setting. In A. Harbaugh & U. Luhanga (Eds.), *Basic Elements of Survey Research in Education: Addressing the Problems Your Supervisor Never Told You About*. North Carolina: Information Age Publishing Inc.
- DeLuca C., **Coombs A. J.**, & Sherman A. (2018). Preparing teachers for assessment in schools: The influence of teacher educators In C. Wyatt-Smith & L. Adie (Eds.), *Innovation and Accountability in Teacher Education: Teacher Education, Learning Innovation and Accountability* (pp. 171-186). Singapore: Springer.

## Practitioner Articles (3)

- Piekarski, L., **Coombs, A. J.**, & DeLuca, C. (2021). New teachers and assessment: How can we best support them. *Canadian Teacher Magazine*. <https://canadianteachermagazine.com/2021/04/21/10482/>
- DeLuca, C., **Coombs, A. J.**, & Ge, J. (2019). Former à évaluer les élèves en classe: Une perspective canadienne sur les programmes de formation initiale des enseignants [Training to Assess Students in the Classroom: A Canadian Perspective on Initial Teacher Education Programs]. *Administration et Éducation*, 165(1), 249-255. <https://www.cairn.info/revue-administration-et-education-2020-1-page-249.htm>
- Coombs, A. J.**, DeLuca, C., & LaPointe-McEwan, D. (2018). Beyond trial and error: How early career teachers navigate the challenges of classroom assessment. *Education Canada*, 58(3). <https://goo.gl/qJicHd>

## Evaluative and Technical Reports (6)

- Coombs, A. J.** (2022). *Bachelor of education satisfaction survey pilot study*. A technical report prepared for the Dean of the Faculty of Education (pp. 16).
- Bryne, C., **Coombs, A. J.**, Kenny, R., Nakashima, J., & Sheppard, S. (2022). *Listening to our teachers: Standards based grading pilot (2021-2022)*. A technical report for the Newfoundland and Labrador English School District (pp. 5). (Authors in alphabetical order).
- LaPointe-McEwan, D., **Coombs, A. J.**, & Klinger, D. (2017). *Bachelor of education satisfaction survey: Key findings and recommendations*. A technical report for the Faculty of Education, Queen's University, (pp. 44).

**Coombs, A. J.** (2017). *World YMCA Change Agents*. A technical report for The Students Commission of Canada, (pp. 31).

**Coombs, A. J.** (2016). *OPHEA: Sexual violence prevention*. A technical report for The Students Commission of Canada, (pp. 10).

**Coombs, A. J.** (2016). *YMCA Canada Young Ambassadors Program*. A technical report for The Students Commission of Canada, (pp. 9).

### Editorials (2)

**Coombs, A. J.** (2019). The importance of a supportive collaborative culture. *Canadian Journal for New Scholars in Education* 10(2), 5-6.

**Coombs, A. J.** (2019). 10 Years of CJNSE. *Canadian Journal for New Scholars in Education* 10(1), 1-3.

### Theses and Dissertations (3)

**Coombs, A. J.** (2021). How early career experiences shape teachers' approaches to assessment. (Unpublished Doctoral Dissertation). Queen's University, Kingston, Canada.

**Coombs, A. J.** (2017). Teacher educators' approaches to assessment. (Unpublished Master's Thesis). Queen's University, Kingston, Canada.

**Coombs, A. J.** (2011). Characterization of the role of notch signaling and hematopoietic stem cells on the mast cell lineage in the zebrafish. (Unpublished Honours Thesis). Dalhousie University, Halifax, Canada.

### Other Articles (7)

**Coombs, A. J.** (2020, June). How does teacher education influence teacher candidates' assessment literacy? *Research in a Nutshell*, 4(3).

**Coombs, A. J.** (2020, January). How do teachers become assessment capable? *Research in a Nutshell*, 4(2).

**Coombs, A. J.** (2019, January). What does math education look like for young students? *Research in a Nutshell*, 3(2).

**Coombs, A. J.** (2018, April). What shapes teachers' approaches to assessment? *Research in a Nutshell*, 2(3).

**Coombs, A. J.** (2018, April). My path to graduate school. *Queen's University: Student Experiences*.  
<http://educ.queensu.ca/student-experiences-my-path-graduate-school>

**Coombs, A. J.** (2017). The impact of cognitive architecture and cognitive load theory on classroom assessment. *Graduate Student Symposium Selected Papers*, 11, 117-129.

**Coombs, A. J.** (2008, October 10th). Russia Plays for Power. *Dalhousie Gazette*, pp. 7.

### Conference Presentations (29)

Schneider, C., DeLuca, C., Müller, V., **Coombs, A. J.**, Letzel, L. (August 2022, Accepted). Longitudinal analysis of teacher candidates' evolving approaches to educational assessment across a teacher education programme. Paper presentation at European Conference for Educational Research, Yerevan, Armenia.

Rickey, N., **Coombs, A. J.**, DeLuca, C., & Baidoo-Anu, D. (April, 2021). Classroom Assessment and Student Mobility: Comparing Teachers' Assessment Approaches in the U.S., China, and Canada. Roundtable presentation at the American Educational Research Association, Virtual Conference.



- Tejpar, S., Silver, K., Rickey, N., **Coombs, A. J.**, & DeLuca, C. (March, 2021). Examining the intersection between teachers' assessment fairness and attitudes towards inclusion. Poster presentation at the Council for Exceptional Children Convention, Virtual Conference.
- Schneider, C., DeLuca, C., Pozas, M., & **Coombs, A. J.** (September, 2020). Do student teachers' personality features impact perceptions and preferences concerning educational assessment? A study on Canadian and German teacher candidates. Paper presented at the European Conference for Educational Research, Glasgow, Scotland. (Conference canceled).
- DeLuca, C., Willis, J., Cowie, B., Harrison, C., **Coombs, A. J.**, & Gibson, A. (June, 2020). Cultivating Assessment Capacity in Teacher Education: Toward a Theoretical Framework. Paper presentation at the Joint SIG1 (Assessment & Evaluation) and SIG4 (Higher Education) Conference, Cadiz, Spain. (Conference cancelled).
- Coombs, A. J.**, Rickey, N., & DeLuca, C. (May, 2020). Assessment cultures as a challenge to student mobility: A cross-cultural comparison of teachers' approaches to assessment. Paper Presentation at the Canadian Society for the Study of Education, London, Canada. (Conference cancelled).
- Coombs, A. J.**, Baidoo-Anu, D., & DeLuca, C. (May, 2020). Canadian teachers' approaches to assessment. Paper Presentation at the Canadian Society for the Study of Education, London, Canada. (Conference cancelled).
- DeLuca, C., Willis, J., Cowie, B., Harrison, C., & **Coombs, A. J.** (April, 2020). Preparing assessment capable teachers: A multi-dimensional framework for initial teacher learning in assessment. Paper presentation at the American Educational Research Association, San Francisco, United States. (Conference cancelled).
- DeLuca, C., & **Coombs, A. J.** (December, 2019). Assessment education across the Canadian landscape: An analysis of pre-service program courses and teacher educator practices. Paper Presentation at the Australia Association for Research in Education Conference, Brisbane, Australia.
- Barnes, N., DeLuca, C., **Coombs, A. J.**, Gareis, C., & Uchiyama, K. (September, 2019). Pre-service Teachers' Approaches to the Importance of Providing Formative Feedback to Students. Paper Presentation at the National Council on Measurement in Education 2<sup>nd</sup> Annual Special Conference on Classroom Assessment, Boulder, United States.
- Coombs, A. J.**, Ge, J., & DeLuca, C. (June, 2019). How teacher educators operationalize assessment policies. Paper Presentation at the Canadian Society for the Study of Education, Vancouver, Canada.
- Coombs, A. J.**, DeLuca, C., & MacGregor, S. (June, 2019). Teacher candidates' approaches to assessment: A latent class analysis. Paper Presentation at the Canadian Society for the Study of Education, Vancouver, Canada.
- Coombs, A. J.**, Lorenz, D., DeLuca, C., & Winchester, I. (June, 2019). Navigating the hidden curriculum of the peer review process. Panel presentation at the Canadian Society for the Study of Education, Vancouver, Canada.
- Bozek, E., & **Coombs, A. J.** (June, 2019). Do chronic health conditions influence adolescents' risk taking behaviours. Poster presentation at the Canadian Society for the Study of Education, Vancouver, Canada.

- Gareis, C. R., **Coombs, A. J.**, Barnes, N., DeLuca, C., & Uchiyama, M. (April, 2019). Assessment literacy development: Exploring the influence of assessment courses and student teaching on beginning teachers. Roundtable presentation at the American Educational Research Association, Toronto, Canada.
- DeLuca, C., & **Coombs, A. J.** (April, 2019). From sea to sea: Assessment education across Canadian preservice programs. Paper presentation at the American Educational Research Association, Toronto, Canada.
- Bozek, E., & **Coombs, A. J.** (April, 2019). Risk taking behaviours of Canadian Adolescents with chronic health conditions. Poster presentation at the American Educational Research Association, Toronto, Canada.
- Henderson, G., Beach, P., & **Coombs, A. J.** (April, 2019). This little piggy went banking: Elementary teachers' perceptions of financial literacy education. Poster presentation at the American Educational Research Association, Toronto, Canada.
- Coombs, A. J.**, DeLuca, C., & MacGregor, S. (October, 2018). Teacher candidates' approaches to assessment: homogeneous population or discrete classes. Paper presented at the Consortium for Research on Educational Assessment and Teaching Effectiveness, Williamsburg, United States.
- Coombs, A. J.**, Gareis, C., DeLuca, C., Uchiyama, K., & Barnes, N. (October, 2018). Exploring the influence of assessment education and student teaching on teacher candidates' assessment literacy. Paper presented at the Consortium for Research on Educational Assessment and Teaching Effectiveness, Williamsburg, United States.
- Schneider, C., DeLuca, C., **Coombs, A. J.**, & Pozas, M. (September, 2018). Exploring the structure and the foundations of assessment literacy: A cross-cultural comparison of German and Canadian Student Teachers. Paper presented at the European Conference for Educational Research, Bolzano, Italy.
- Coombs, A. J.** (October, 2017) Teacher educators' approaches to assessment. Paper presented at the Consortium for Research on Educational Assessment and Teaching Effectiveness, Virginia Beach, United States.
- Coombs, A. J.**, DeLuca, C., LaPointe-McEwan, D., Chalas, A., & Luhanga, U. (May, 2017). Examining variability in teachers' approaches to assessment. Paper presentation at the Canadian Society for the Study of Education, Toronto, Canada.
- Coombs, A. J.** (May, 2017). Examining teacher educators' approaches to assessment. Roundtable presentation at the Canadian Society for the Study of Education, Toronto, Canada.
- DeLuca, C., **Coombs, A. J.**, LaPointe-McEwan, D., & Chalas, A. (April, 2017). Changing approaches to classroom assessment: An empirical study across teacher career stages. Paper presentation at the American Educational Research Association Conference, San Antonio, United States.
- DeLuca, C., LaPointe-McEwan, D., Valiquette, A., & **Coombs, A. J.** (April, 2016). Exploring teachers' approaches to classroom assessment: An instrument development study. Paper presentation at the American Evaluation Research Association Conference. Washington, United States.
- DeLuca, C., LaPointe-McEwan, D., Valiquette, A., & **Coombs, A. J.** (November, 2016). Exploring teachers' approaches to classroom assessment: An instrument development study. Paper presentation at the Association for Educational Assessment – Europe. Limassol, Cyprus.

**Coombs, A. J.** (May, 2016). The impact of cognitive architecture and cognitive load theory on classroom assessment. Poster presentation at the Canadian Society for the Study of Education, Calgary, Canada.

DeLuca, C., LaPointe-McEwan, D., Valiquette, A., **Coombs, A. J.**, Chalas, A. (May, 2016). Measuring teachers' approaches to assessment: An instrument development study. Paper presentation at the Canadian Society for the Study of Education, Calgary, Canada.

Conference presentations at non-educational research conferences are not listed (n=33).

## Current Research Projects

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| 2021 – present | <p><b>Co-Investigator:</b> Addressing Systemic Assessment Challenges and Inequities: A Pan-Canadian Study Mobilizing Teacher-led Assessment Innovation</p> <ul style="list-style-type: none"> <li>• Co-Investigators: Dr. Christopher DeLuca &amp; D. Danielle LaPointe-McEwan (Queen's University)</li> <li>• Funding: <i>Social Science and Humanities Research Council (SSHRC), Insight Grant</i></li> <li>• Methods: survey, case study</li> </ul>                       |
| 2021 – present | <p><b>Co-Investigator:</b> Review and Analysis of Education Policy Trajectories in Newfoundland &amp; Labrador</p> <ul style="list-style-type: none"> <li>• Co-Investigators: Dr. Christine Arnold, Dr. Joelle Rodway, Dr. Gerald Galway, Dr. John Hoben, &amp; Dr. Leslie Redmond (Memorial University)</li> <li>• Funding: <i>Research and Development Grant, Memorial University; Seed Fund Grant, Memorial University</i></li> <li>• Methods: policy analyses</li> </ul> |
| 2021 – present | <p><b>Principal Investigator:</b> Exploring Parental Attitudes Towards Classroom Assessment</p> <ul style="list-style-type: none"> <li>• Co-Investigators: Dr. Joelle Rodway (Memorial University)</li> <li>• Funding: <i>Seed Fund Grant, Memorial University</i></li> <li>• Methods: surveys, interviews, analyses of social media interactions (NodeXL)</li> </ul>  |
| 2021 – present | <p><b>Co-Investigator:</b> Planning for Classroom Assessment in the Post-Covid-19 Era</p> <ul style="list-style-type: none"> <li>• Principal Investigator: Dr. Joelle Rodway (Memorial University)</li> <li>• Funding: <i>Social Science and Humanities Research Council (SSHRC), Partnership Engage Grant</i></li> <li>• Methods: surveys, focus groups</li> </ul>  |
| 2019 – present | <p><b>Co-Investigator:</b> Classroom Approaches to CLIL [Content Language Integrated Learning] and Translanguaging Inventory</p> <ul style="list-style-type: none"> <li>• Co-Investigators: Dr. Anna Mendoza (University of Hong Kong) &amp; Dr. Shakina Rajendram (OISE, University of Toronto)</li> <li>• Funding: Seed Fund, University of Hong Kong</li> <li>• Methods: survey, focus group, instrument creation</li> </ul>  |

2017 –  
present

**Project Manager:** Preparing Teachers for the Age of Accountability: An International Partnership for Enhancing Teacher Education in Assessment

- Co-Investigators: Dr. Christopher DeLuca (Queen’s University), Dr. Bronwen Cowie (University of Waikato), Dr. Jill Willis (Queensland University of Technology), & Dr. Chris Harrison (King’s College London)
- Funding: *Social Science and Humanities Research Council (SSHRC), Partnership Development Grant*
- Methods: surveys, interviews, document analysis, autobiographical reflections
- Role: Contributed to study design, data collection and analysis, manuscript and book preparation, and coordinated research team meetings
- Outputs: 1 peer reviewed manuscript and 1 book (in preparation)

## Previous Research Projects

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2017 – 2021

**Primary Investigator:** How Early Career Experiences Shape Teachers’ Approaches to Assessment

- Funding: *Social Science and Humanities Research Council (SSHRC) Joseph-Armand Bombardier CGS Doctoral Scholarship; Ontario Graduate Scholarship; Tri-Agency Recipient Recognition Award*
- Methods: surveys, interviews, document analysis
- Outputs: 4 peer-review publications

2020 – 2021

**Research Assistant:** Maximizing our investment in Canadian education: Strengthening student outcomes through a national research-practice network for teacher professional learning

- Principal Investigator: Dr. Christopher DeLuca (Queen’s University)
- Co-Applicants: Dr. Liying Cheng (Queen’s University), Dr. Amanda Cooper (Queen’s University), Dr. Michelle Searle (Queen’s University), Dr. Saad Chahine (Queen’s University), Dr. Kristy Timmons (Queen’s University), Dr. Joelle Rodway-Marci (Memorial University), Dr. Judy Halbert (Networks of Inquiry and Innovation), Dr. Lorna Earl (Canadian Assessment for Learning Network), Dr. Lori Jeschke (Prairie Spirit School Division), & Dr. Carol Campbell (University of Toronto).
- Funding: *Social Science and Humanities Research Council (SSHRC), Partnership Grant, Stage 1*
- Role: Contributed to writing and submission of Stage 2 application
- Outputs: *SSHRC Partnership Grant, Stage 2* application

2018 – 2020

**Research Assistant:** This Little Piggy Went Banking: Examining Conflicts of Interest in Financial Literacy Education Resources for Elementary School Teachers

- Principal Investigator: Dr. Pamela Beach & Dr. Gail Henderson (Queen’s University)
- Funding: *Social Science and Humanities Research Council (SSHRC), Insight Grant*
- Method: survey
- Role: quantitative analysis and manuscript preparation
- Outputs: 1 peer-reviewed manuscript
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- 2018 **Research Assistant:** Maximizing our investment in Canadian education: Strengthening student outcomes through a national research-practice network for teacher professional learning
- Principal Investigator: Dr. Christopher DeLuca (Queen’s University)
  - Co-Applicants: Dr. Amanda Cooper (Queen’s University), Dr. Joelle Rodway (Memorial University), Dr. Judy Halbert (Networks of Inquiry and Innovation), Dr. Lorna Earl (Canadian Assessment for Learning Network), Dr. Carol Campbell (University of Toronto), Dr. Don Klinger (University of Waikato), & Dr. Liying Cheng (Queen’s University).
  - Funding: *Social Science and Humanities Research Council (SSHRC), Partnership Grant, Stage 1*
  - Role: Contributed to writing and submission of Stage 2 application
  - Outputs: *SSHRC Partnership Grant, Stage 2* application
- 2017 – 2021 **Project Manager:** Examining the Impact of Canadian and German Teacher Education Programs on Teachers’ Assessment Literacy
- Principal Investigators: Dr. Christopher DeLuca (Queen’s University) & Dr. Christoph Schneider (University of Trier)
  - Method: survey
  - Role: Contributed to study design, data collection and quantitative analysis, manuscript preparation, and coordinated research team meetings
  - Outputs: 2 peer-reviewed manuscripts
- 2017 – 2020 **Project Manager:** A Sociocultural Perspective on American Teachers’ Assessment Literacy
- Principal Investigators: Dr. Christopher DeLuca (Queen’s University), Dr. Nicole Barnes (Montclair State University), Dr. Chris Gareis (College of William & Mary), & Dr. Kay Uchiyama (University of West Florida)
  - Methods: survey
  - Role: Contributed to study design, data collection and quantitative analysis, manuscript preparation, and coordinated research team meetings
  - Outputs: 1 peer-reviewed manuscript
- 2017 **Research Assistant:** Constructing an Integrated Assessment Framework for Play-Based Kindergarten  
Principal Investigators: Dr. Christopher DeLuca (Queen’s University), Dr. Angela Pyle (Ontario Institute of Technology)
- Funding: *Social Science and Humanities Research Council (SSHRC), Insight Grant*
  - Method: video-recording of ECE and kindergarten teachers’ assessment practices during classroom play, focus groups, and interviews
  - Role: In-class observations and video recording
- 2016 – 2017 **Quantitative Consultant:** Sharing the Stories (Student’s Commission of Canada)
- Clients: YMCA Canada, Ontario Physical and Health Association
  - Method: Survey and interviews
  - Role: Quantitative data analysis and report preparation
  - Output: 3 technical reports

- 2015 – 2017     **Principal Investigator:** Teacher Educators’ Approaches to Assessment
- Funding: *Social Sciences and Humanities Research Council (SSHRC), Joseph-Armand Bombardier Canada Graduate Scholarship; Ontario Graduate Scholarship; Tri-Agency Recipient Recognition Award; Queen’s Graduate Award*
  - Output: 1 peer-reviewed manuscript, 1 book chapter, and 1 practitioner article
- 2015 – 2017     **Research Assistant:** Approaches to Classroom Assessment Inventory
- Principal Investigator: Dr. Christopher DeLuca (Queen’s University)
  - Funding: *Social Sciences and Humanities Research Council (SSHRC), Insight Grant*
  - Method: Survey
  - Role: Quantitative analysis and manuscript preparation
  - Outputs: 4 peer-reviewed manuscripts

## Teaching Experience

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### Graduate Student Supervision

- 2022 – present     **Co-Supervisor:** Abdullah, MEd, Faculty of Education, Memorial University
- Thesis Title: *TBD*
  - Co-supervised with Dr. Dale Kirby
- 2021 – present     **Co-Supervisor:** Nevra Ozoren Sener, MEd, Faculty of Education, Memorial University
- Thesis Title: *Understanding Teachers’ Approaches to Assessment and Restorative Justice Practices in Newfoundland and Labrador*
  - Co-supervised with Dr. Dorothy Vaandering
- 2022     **Co-Supervisor:** Madison Long, MEd, Faculty of Education, Memorial University
- Paper Folio Title: *Diving Deeper into Evaluation and Assessment*
  - Co-supervised with Dr. Joelle Rodway
- 2022     **Co-Supervisor:** Stephanie Bourque, MEd, Faculty of Education, Memorial University
- Paper Folio Title: *Understanding Evaluation and Assessment in Canada*
  - Co-supervised with Dr. Joelle Rodway

### Graduate Student Examination

- 2022     **Internal Examiner,** Faculty of Education, Memorial University
- Master of Education (n=1)



## Higher Education Teaching (Course Instructor)

### Graduate

- 2022 ED 6100: **Research Design and Methodology**, Memorial University
- Supported learning of two sections of students (n=9) through *in-person* instruction
  - Topics covered included: research paradigms; quantitative and qualitative methodologies; statistical analyses; qualitative data analyses
- 2022 ED 6100: **Research Design and Methodology**, Memorial University
- Supported learning of two sections of students (n=17) through *online* instruction
  - Topics covered included: research paradigms; quantitative and qualitative methodologies; statistical analyses; qualitative data analyses
- 2022 ED 6100: **Research Design and Methodology**, Memorial University
- Supported learning students (n=15) through *in-person and online* instruction
  - Topics covered included: research paradigms; quantitative and qualitative methodologies; statistical analyses; qualitative data analyses
- 2021 ED 6100: **Research Design and Methodology**, Memorial University
- Supported learning of two sections of students (n=17) through *in-person* instruction
  - Topics covered included: research paradigms; quantitative and qualitative methodologies; statistical analyses; qualitative data analyses
- 2021 ED 6100: **Research Design and Methodology**, Memorial University
- Supported learning of two sections of students (n=39) through *online* instruction
  - Topics covered included: research paradigms; quantitative and qualitative methodologies; and critical approaches to educational research

### Undergraduate

- 2022 ED 4950: **Assessment for Learning**, Memorial University
- Supported learning of students (n=56) through two sections of *in-person* instruction
  - Topics covered included: assessment cultures, learning goals, success criteria, feedback, communication with caregivers, constructing grades, large-scale assessment, and classroom assessment practices
- 2022 SCWK 3410: **Applied Research and Evaluation for Social Work Practice**, Memorial University
- Supported learning of students (n=19) through *in-person and online* (as well as *hybrid*) instruction
  - Topics covered included: research paradigms; quantitative and qualitative methodologies; and critical approaches to educational research
- 2018 FOUN 101: **Foundations of Assessment**, Queen's University
- Co-instructed 599 students with a team of eight graduate student teaching assistants
  - Topics covered included: purposeful classroom assessment; how to enact fair assessment practices; the design, use, and scoring of rubrics; performance assessments; item and test construction; formative assessment practices; and grading and reporting.

## Higher Education Teaching (Teaching Assistant)

### Graduate

- 2019 EDUC 892: **Quantitative Methods**, Queen's University
- Provided in-class support to M.Ed. and Ph.D. students (n=20 students)

### Undergraduate

- 2020 PROF 501: **Building a Professional Career as a Teacher**, Queen's University
- Assessed student assignments and provided in-class support (n=499 students)
- 2020 CURR 386: **Numeracy (Primary/Junior)**, Queen's University
- Assessed student assignments and provided in-class support (n=80 students)
- 2019, 2017, 2016, 2015 FOUN 101: **Foundations of Assessment**, Queen's University
- Instructed one, two, or four tutorial sections (n=40 students per section; number of sections varied by year), and assessed student assignments
- 2019, 2016 FOUN 100: **Psychological Foundations of Education**, Queen's University
- Instructed one or two tutorial sections (n=40 students per section; number of sections varied by year) and assessed student assignments
- 2018, 2017, 2016 CURR 384: **Literacy and Numeracy**, Queen's University
- Assessed student assignments, guided lessons, provided in-class support (n=40 students) and assessed student assignments
- 2017 PROF 500: **Supporting Learning Skills**, Queen's University
- Assessed student assignments and provided in-class support (n=500 students)
- 2013 EDUC 5442: **Teaching English as a Second Language**, Mount Saint Vincent University
- Assisted in revising syllabus and evaluated assignments (n=20 students)

## Invited Lectures and Panel Presentations

### In-service Educators

- 2022 **From IQ to emotional and multiple intelligences: A critical examination of alluring ideas**  
ULearn, Newfoundland and Labrador English School District
- 2022 **Support students, teachers, administrators, and parents in new directions for standards-based learning and classroom assessment**  
Collaboration Day, Newfoundland and Labrador English School District

## Graduate

- 2022 **Excel-erate your data analysis!**  
CLT 30001, OISE, University of Toronto
- 2022 **How early career experiences shape teachers' approaches to classroom assessment**  
Doctoral Seminar, Faculty of Education, Memorial University
- 2021 **Probability or non-probability, that is the question: An introduction to survey design and sampling**  
MSL 2302H, OISE, University of Toronto
- 2021 **Survey Research: From Design to Dissemination**  
CLT 30001, OISE, University of Toronto
- 2019 **Foundations of Reliability**  
EDUC 940, Queen's University
- 2018 **Classroom Assessment Research**  
EDUC 809, Queen's University

## Undergraduate

- 2020 **Classroom Assessment**  
PROF 310 (Aboriginal Teacher Education Program), Queen's University
- 2020 **Academic Research and Conferences: Tips and Tricks**  
EDUC 805, Queen's University
- 2019 **Test and Item Design for K-12 Teachers**  
FOUN 101, Queen's University
- 2019 **Classroom Assessment for English Language Learners**  
PROF 506, Queen's University
- 2019 **Understanding How Your Teaching Experience Have Shaped your Approach to Assessment**  
FOCI 210, Queen's University
- 2019 **How Policy Shapes Teachers' Approaches to Assessment**  
EDST 210, Queen's University
- 2019 **Exploring your Approaches to Assessment**  
EDST 210, Queen's University
- 2017 **Classroom Assessment**  
PROF 310, Queen's University

## General Public

- 2018 **The Promise and Peril of Global Data Collection**  
4<sup>th</sup> Annual Data Day, Queen's University
- 2018 **Diversity of Voices**  
Celebrating Graduate Studies, City of Kingston/Queen's University
- 2015 **Journey of Hope**  
Leukemia and Lymphoma Society of Canada, Halifax

## Workshops

### Graduate

- 2022 **Transitioning from Graduate Studies to a Professional Context**  
Faculty of Education, Queen's University
- 2021 **How to prepare for your comprehensive exams**  
Faculty of Education, Queen's University
- 2020 **Statistically Significant or Practically Significant?**  
Statistical Teaching and Training for Students (S.T.A.T.S.), Queen's University
- 2020 **Setting up for Success in Assessment & Evaluation Research**  
Faculty of Education, Queen's University
- 2020 **Latent Class Analysis Crash Course**  
Statistical Teaching and Training for Students (S.T.A.T.S.), Queen's University
- 2018 **Demystifying Statistics: You have data, now what?**  
Statistical Teaching and Training for Students (S.T.A.T.S.), Faculty of Education,  
Queen's University
- 2017 **The Ins and Outs of Conferences**  
Rosa Bruno-Jofre Symposium, Queen's University
- 2016 **How to Create and Present a Conference Poster**  
Rosa Bruno-Jofre Symposium, Queen's University

### Undergraduate

- 2020 **Accommodating and Modifying Assessment**  
Practical Assessment Strategies Series, Faculty of Education, Queen's University
- 2020 **Answering Your Frequently Asked Classroom Assessment Questions**  
Practical Assessment Strategies Series, Faculty of Education, Queen's University
- 2018 **Contemporary Classroom Assessment**  
Concurrent Education Association, Queen's University

### K-12 Classroom Teaching

- 2014, 2011 **Substitute Teacher**  
Armbrae Academy, Halifax, Nova Scotia, Canada  
Fulfilled regular duties of full-time teacher
- 2013 **Elementary Teacher (Practicum)**  
Armbrae Academy, Halifax, Nova Scotia, Canada  
Grade 3 class with 15 students, 3 advanced mathematics students
- 2012 – 2013 **Elementary Teacher (Practicum)**  
South Woodside Elementary School, Dartmouth, Nova Scotia, Canada  
Grade 5 class with 20 students and Grade 4 class with 27 students

## Non-Classroom Teaching

- 2009 – 2015     **Pediatric Oncology Research Associate**  
 Berman Laboratory/IWK Health Centre, Halifax, Nova Scotia, Canada  
 Interim lab manager (2011, 2013) and trained new lab members (Post-Doctoral, PhD, Master's, undergraduate Honours, and undergraduate co-operative education students)
- 2014 – 2015     **Red Cross First Aid Instructor**  
 Canadian Red Cross, Dartmouth, Nova Scotia, Canada  
 Instructed Emergency, Standard, and Health Care Professional First Aid
- 2014 – 2015     **Halifax Grammar School Science Fair Mentor**  
 Halifax Grammar School, Halifax, Nova Scotia, Canada  
 Mentored three Grade 8 students who went on to Winner the Halifax Grammar School Science Fair and receive the Medal of Excellence at the Halifax Sci-Tech Expo
- 2012             **Atlantic Region Women in Science and Engineering Camp Organizer**  
 Women in Science and Engineering, Halifax, Nova Scotia, Canada  
 Created camp schedule and helped to design lesson plans and activities

## Service

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### Editorships

- 2021 – present     Editorial Advisory Board Member, *Canadian Journal of Education*  
 2019                 Managing Editor, *Canadian Journal of New Scholars in Education*  
 2018                 Associate Editor, *Canadian Journal of New Scholars in Education*  
 2016 – 2018        Founder & Managing Editor, *Research in a Nutshell*  
 2015 – 2017        Editor, *Graduate Student Symposium Selected Papers*

### Peer Review Activities

#### Academic Manuscripts

- 2022                 *La Revue L'Evaluation en Education* (n=1)  
 2022                 *Assessment & Education: Principles, Policy and Practice* (n=2)  
 2022                 *Journal of Teacher Education* (n=1)  
 2021– 2022         *Journal of Teaching and Learning* (n=3)  
 2017 – 2022        *Studies in Educational Evaluation* (n=6)  
 2020 – 2022        *Teaching & Teacher Education* (n=7)  
 2021                 *Social Science Research* (n=1)  
 2021                 *Helijon* (n=1)  
 2021                 *Alberta Journal of Educational Research* (n=2)  
 2017 – 2021        *The Teacher Educator* (n=7)  
 2020                 *Educational Assessment* (n=2)  
 2020                 *Educational Psychology Review* (n=1)  
 2020                 *SAGE Open* (n=1)  
 2018                 *Teaching Education* (n=1)  
 2015                 *Disease Models & Mechanisms* (n=1)  
 2013                 *Experimental Hematology* (n=1)  
 2010                 *BioTechniques* (n=1)

## Book Chapters

- 2020 V. Tavares (Ed.) (2020). *Multidisciplinary Perspectives on International Student Experience in Canadian Higher Education*. Pennsylvania: IGI Global. (1 chapter).
- 2019 G Harbaugh & U. Luhanga (Eds.) (2020). *Basic Elements of Survey Research in Education: Addressing the Problems Your Advisor Never Told You About*. North Carolina: Information Age Publishing Inc. (1 chapter).

## Mentoring Activities

- 2016 – 2021 Graduate Student Mentor, Queen’s University  
 Nathan Rickey, MEd Student  
 Sunaira Tejpar, MEd Student  
 Emma Bozek, MEd Student  
 Jenny Ge, PhD Student/Candidate  
 David Baidoo-Anu, PhD Student/Candidate
- 2014 – 2015 Emma Cummings (B.Sc. Honours Student), Dalhousie University
- 2013 – 2014 Katherine Fraser (University Cooperative Student), IWK Health Centre
- 2012 – 2014 Gretchen Wagner (Research Technician), IWK Health Centre

## K-12 School and District Involvement

- 2021 – present Assessment Evaluation and Reporting Committee (Member), Newfoundland & Labrador English District School Board (NLESD)
- 2021 – present Standards-Based Grading Practices Data Committee (Member), Newfoundland & Labrador English District School Board (NLESD)
- 2021 – 2022 Public Exams Advisory Committee to the Minister of Education (Member), Department of Education

## University and Academic Community Involvement

- 2021 – present Member, Executive Board, Canadian Educational Researchers’ Association (CERA, CSSE)
- 2019 – 2020 Member, Faculty Board, Queen’s University
- 2018 – 2020 Graduate Student Representative, Classroom Assessment Special Interest Group, American Educational Research Association (AERA)
- 2018 – 2019 Member, Graduate Studies and Research Committee, Queen’s University
- 2019 Social Media Coordinator at AERA 2019 for Faculty of Education, Queen’s University
- 2018 – 2019 Member, Library Advisory Committee, Queen’s University
- 2018 Founder, Statistical Teaching and Training for Students, Queen’s University
- 2017 – 2018 Coordinator, Assessment and Evaluation Group, Queen’s University
- 2016 – 2018 Founder & Coordinator, Assessment & Evaluation Roundtables, Queen’s University
- 2017 Host, Webinar for Prospective M.Ed. Students, Queen’s University
- 2016 – 2017 Member, Renewal, Tenure, and Promotions Committee, Queen’s University
- 2016 Reader, Teacher Candidate Personal Statements of Experience, Queen’s University
- 2015 Reviewer, Research Ethics Review Board, Dalhousie University
- 2013 – 2016 Member, Hiring Committee, Dalhousie University Medical School Core Facility



### Conference and Event Facilitation

2019	Submissions Committee Chair, Rosa Bruno-Jofre Symposium, Queen's University
2017	Advisory Committee, Kindergarten Forum for Action, University of Guelph
2017	Planning Committee, Academic Research Showcase, Queen's University
2016 – 2017	Advisory Committee, Rosa Bruno-Jofre Symposium, Queen's University
2016	Planning Committee, Schiralli Graduate Student Forum, Queen's University
2015 – 2016	Workshop Committee, Rosa Bruno-Jofre Symposium, Queen's University
2015 – 2016	Advisory Committee, Let's Talk Cancer, Queen's University
2015 – 2016	Advisory Committee, Canadian Assessment for Learning Network Conference (CA/LN), Queen's University

### Discussant, Chair, and Conference Reviewer

2019 – present	Conference Reviewer, American Educational Research Association (AERA) <ul style="list-style-type: none"> <li>• Classroom Assessment Special Interest Group</li> <li>• Educational Statisticians Special Interest Group</li> <li>• Division K – Section 5: Preservice Teacher Education Coursework</li> </ul>
2016 – present	Conference Reviewer, Canadian Society for the Study of Education (CSSE) <ul style="list-style-type: none"> <li>• Canadian Educational Researchers' Association (CERA)</li> <li>• Canadian Association for Teacher Education (CATE)</li> </ul> Canadian Committee of Graduate Students in Education (CCGSE)
2019	Paper Session Chair, Rosa Bruno-Jofre Symposium, Queen's University
2018	Paper Discussant, EDUC 895 Roundtables, Queen's University
2017	Paper Session Chair, CERA-CSSE, University of Toronto
2017, 2016	Roundtable Session Chair, Rosa Bruno-Jofre Symposium, Queen's University
2017	Roundtable Discussant, Research Roundtable, Queen's University
2016	Conference Proposal Reviewer, Jean-Paul Dionne Symposium, University of Ottawa

### Community Involvement

2018	Community Partner, Steer Clear of Drugs
2015 – 2016	Outreach Leader, Let's Talk Science
2015	LTRC Volunteer, International Language Testing Association
2014, 2013, 2012	Medical Research Representative, IWK Career Fair
2014, 2012	Discovery Days Consultant and Presenter, Dalhousie University
2012	IWK Representative, Halifax Chamber of Commerce

### Professional Affiliations

2016 – present	American Educational Research Association (AERA) <ul style="list-style-type: none"> <li>• Classroom Assessment Special Interest Group</li> <li>• Educational Statisticians Special Interest Group</li> <li>• Research on Teacher Induction Special Interest Group</li> <li>• Division D - Measurement and Research Methodologies</li> <li>• Division H – Research, Evaluation, and Assessment in Schools</li> <li>• Division K – Teaching and Teacher Education</li> </ul>
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2015 – present	Canadian Society for the Study of Education (CSSE)
	<ul style="list-style-type: none"> <li>• Canadian Association for Educational Psychology (CAEP)</li> <li>• Canadian Association for Teacher Education (CATE)</li> <li>• Canadian Educational Researchers' Association (CERA)</li> <li>• Comparative and International Education Society of Canada (CIESC)</li> </ul>
2015 – present	Queen's University, Assessment and Evaluation Group (AEG)
2016 – 2021	Queen's University Education Graduate Student Society (EGSS)
2017 – 2019	Consortium for Research on Educational Assessment and Teaching Effectiveness (CREATE)
2015 – 2016	National Council on Measurement in Education (NCME)

### Media Appearances

2021	Expanding knowledge: Education researcher lands SSHRC post-doctoral fellowship, <i>Memorial University Gazette</i> (September 1), <a href="https://gazette.mun.ca/research/expanding-knowledge/">https://gazette.mun.ca/research/expanding-knowledge/</a>
2018	Interview with <i>Teaching Academia</i> . June 1 <sup>st</sup> . <a href="https://goo.gl/Utpv3U">https://goo.gl/Utpv3U</a>
2018	Queen's researchers to discuss ways they give VOICE to their research. <i>Queen's Gazette</i> , May 1. <a href="https://goo.gl/nqny9q">https://goo.gl/nqny9q</a>
2017	Graduate Student Spotlight. Canadian Educational Researchers' Association. <a href="https://goo.gl/qQborv">https://goo.gl/qQborv</a>
2017	Interview with Colette Steer, CFRC 101.9FM on April 18 <sup>th</sup> . <a href="https://goo.gl/C4a1Kj">https://goo.gl/C4a1Kj</a>

### Certifications

2021	COVID-19 Awareness Training, Memorial University
2021	Workplace Violence Prevention Training, Memorial University
2016	TCPS 2: CORE, Panel of Research Ethics, Queen's University
2016	Ethical Conduct for Research Involving Humans, Queen's University
2016	Human Rights 101, Queen's University Equity Office
2016	Accessible Instruction for Educators, Queen's University Equity Office
2016	Employment Equity Training, Queen's University Equity Office
2015	Health and Safety Awareness Training, Queen's University Equity Office
2014	First Aid Instructor (EFA, SFA, HCP-FA), Canadian Red Cross
2014	Beyond the Hurt Prevention Educator, Canadian Red Cross
2014	10 Steps to Creating a Safe Environment, Canadian Red Cross
2014	Respect in Schools, Canadian Red Cross
2013	Improving Student Body Image and Mental Health, Mount Saint Vincent University
2013	Working with Challenging Parents, Mount Saint Vincent University