

CURRICULUM VITAE

Jessica L. Alzen

11061 Gray St. Westminster, CO 80020
Phone: (951) 264-1649 • E-mail: jessica.alzen@gmail.com

EDUCATION

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|-------|---|------|
| Ph.D. | University of Colorado, Boulder
School of Education
Advisor: Derek C. Briggs
Major: Research and Evaluation Methodology
Dissertation: Using Observation Protocol Scores to Make
Inferences about Change in Teacher Practices | 2017 |
| M.A. | California Baptist University
Advisor: DawnEllen Jacobs
Major: English Pedagogy
Thesis: Film Disseminating Folklore: A Contemporary
Genre Shift | 2007 |
| B.A. | California Baptist University
Major: English
Summa Cum Laude | 2005 |
| B.S. | California Baptist University
Major: Mathematics
Summa Cum Laude | 2005 |

RESEARCH INTERESTS

Teacher and Program Evaluation, Higher Education, Teacher Professional Development, STEM Education

PROFESSIONAL EXPERIENCE

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| 2018-present | Research Associate, Center for Assessment Design, Research, and Evaluation, University of Colorado Boulder |
| 2011-present | Adjunct Professor, Online and Professional Studies, California Baptist University |
| 2017-2018 | Post-Doctoral Research Associate, Center for Assessment Design, Research, and Evaluation, University of Colorado Boulder |
| 2011-2017 | Graduate Research Assistant, School of Education, University of Colorado Boulder |

JESSICA L. ALZEN

2015-2016	U.S. Department of Health and Human Services Grant Reviewer
2008-2011	Adjunct Professor, Modern Languages & Literature, California Baptist University
2008-2011	Adjunct Professor, Natural and Mathematical Sciences, California Baptist University
2005-2011	Middle School Mathematics Teacher, Alvord Unified School District

TEACHING EXPERIENCE

- BEH 250: Professional Reading & Writing in the Behavioral Sciences
- BEH 290: Introduction to Research Methods
- BEH 350: Statistics for Behavioral Sciences
- BEH 383: Statistics & Research Methodology I
- BEH 385: Statistics & Research Methodology II
- EDU 519: Subject Area Specialization
- EDUC 8230: Quantitative Methods in Educational Research I Lab
- EDUC 8240: Quantitative Methods in Educational Research II Lab
- ENG 113: Composition
- ENG 123: Intermediate Composition
- ENG 201: Introduction to Literature for Majors and Minors
- ENG 350: Research and Writing in Literature and Language for Undergraduates
- ENG 353: Children's Literature
- HED 4202: Program Evaluation in Higher Education
- MAT 095: Elementary Algebra
- MAT 115: Intermediate Algebra
- 7th-grade Pre-Algebra, Algebra, AVID, & Reading-Language Arts

HONORS/AWARDS

- Emerging Education Policy Scholar, Fordham Institute and the American Enterprise Institute, 2016 – 2017 Cohort
- Measures of Effective Teaching Dissertation Fellowship, American Educational Research Association, 2014
- Miramontes Fellow, University of Colorado Boulder, 2011
- University Distinction, California Baptist University, 2005
- Departmental Distinction in Modern Languages & Literature, California Baptist University, 2005
- Departmental Distinction in Natural & Mathematical Sciences, California Baptist University, 2005

PUBLICATIONS

Reports

1. **Alzen, J.L.** and Shepard, L. (2018). Undergraduate social climate survey spring 2018 technical report. The Center for Assessment, Design, Research and Evaluation (CADRE).
2. **Alzen, J.L.**, Langdon, L., and Otero, V.K. (2018). The relationship between the Learning Assistant Model and failure in STEM gateway courses. The Center for Assessment, Design, Research and Evaluation (CADRE).
3. **Alzen, J.L.**, Langdon, L., Otero, V.K., and Briggs, D.C. (2018). The relationship between the Learning Assistant Model and persistence to graduation. The Center for Assessment, Design, Research and Evaluation (CADRE).
4. Briggs, D.C., Diaz-Bilello, E., Peck, F., **Alzen, J.L.**, Chattergoon, R., & Johnson, R. (2015). Using a Learning Progression Framework to Assess and Evaluate Student Growth. Center for Assessment, Design, Research and Evaluation. Available at http://www.colorado.edu/education/sites/default/files/attached-files/CADRE.CFA-StudentGrowthReport-Final_0.pdf
5. Briggs, D.C., Peck, F., Johnson, R., & **Alzen, J.L.** (2015). The Learning Progression Project Year 2 Pilot Findings: Mathematics. Center for Assessment, Design, Research and Evaluation. Available at <http://www.colorado.edu/cadre/sites/default/files/attached-files/lpy2math-report-r4.pdf>
6. Briggs, D.C., Diaz-Bilello, E., Peck, F., **Alzen, J.L.**, Chattergoon, R., & McClelland, A. (2014). Learning progressions project: Documentation of pilot work and lessons learned in the 2013-2014 school year. Center for Assessment, Design, Research and Evaluation and National Center for the Improvement of Educational Assessment. Available at http://www.colorado.edu/education/sites/default/files/attached-files/CADRE%20LP%20Project%20Y1%20Full%20Report_2014.pdf
7. Briggs, D. C. & **Alzen, J.L.** (2013). Does Taking an Online Version of a Course have a Negative Effect of Student Learning?
8. **Alzen, J.L.** Briggs, D. C., Whitcomb, J., Haug, C., Paterson, W., & Klopfenstein, K. (2012). An Initial Exploration of Colorado-Trained Teachers: Providing Context for Outcomes-Based Teacher Preparation Program Evaluation. Retrieved from http://highered.colorado.gov/Publications/Studies/2012/20120601_TED_PrepEval_CUUNC.pdf
9. **Alzen, J.L.** Briggs, D. C., Whitcomb, J., Haug, C., Paterson, W., & Klopfenstein, K. (2012). Enhancing Colorado Data Systems: Linking Teachers to Preparation Programs. Retrieved from http://highered.colorado.gov/Publications/Studies/2012/20120601_TED_Link_CUUNC.pdf

Papers

1. Briggs, Derek C. & **Alzen, J.L.**, (2019). Making Inferences about Teacher Observation Scores over Time. *Educational and Psychological Measurement*, 0013164419826237.
2. **Alzen, J.L.**, Langdon, L., & Otero, V. (2018). A Logistic Regression Investigation of the Relationship Between the Learning Assistant Model and Failure Rates in Introductory STEM Courses. *International Journal of STEM Education*, 5(56), <https://doi.org/10.1186/s40594-018-0152-1>.

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3. **Alzen, J.L.**, Langdon, L., & Otero, V. (2018). The Learning Assistant Model and DWF rates in introductory physics, A. Traxler, Y. Cao, and L. Ding (Eds.), *2017 Physics Education Research Conference Proceedings*, AIP Press: Melville, NY.
4. **Alzen, J. L.**, Fahle, E. M., & Domingue, B. W. (2017). The Implications of Reduced Testing for Teacher Accountability. *AERA Open*, 3(2), <https://doi.org/10.1177/2332858417704411>.
5. Peck, F.A., **Alzen, J.L.**, Briggs, D.C., and Johnson, R.J. (2015). Developing purposeful questions and analyzing student reasoning: Two tools. *Colorado Mathematics Teachers*. Winter, 2016. 18-24.
6. **Alzen, J.L.**, & Domingue, B. (2013). A Characterization of Sorting and Implications for Value-Added Estimates. *Online Submission*. Available at <http://files.eric.ed.gov/fulltext/ED545383.pdf>

Professional Conference Presentations

1. **Alzen, J.L.**, & Penuel, W. R. (2019). What goes into purposeful sensemaking in the classroom? Theorizing about teacher learning. Paper presented at the annual meeting of the National Association for Research in Science Teaching in Baltimore, MD, April 2, 2019.
2. **Alzen, J.L.** Langdon, L., & Otero, V. (2017). Effect of learning assistants on DWF rates and graduation rates. Paper presented at the annual meeting of the American Association of Physics Teachers in Cincinnati, OH, July 25, 2017.
3. **Alzen, J.L.** Langdon, L., & Otero, V. (2017). Relationship between the Learning Assistant Program and graduation and retention rates. Poster presented at the annual meeting of the Physics Education Research Association in Cincinnati, OH, July 26, 2017.
4. **Alzen, J.L.**, Fahle, E., & Domingue, B. (2016). The implications of reduced testing for teacher accountability. Poster presented at the annual meeting of the annual meeting of the National Council of Measurement in Education in Washington, D.C., April 9, 2016.
5. Johnson, R.J., Peck, F.A., Briggs, D., & **Alzen, J.L.** (2016). A unified framework of teachers' conceptions of learning and assessment. Presented at the National Council for Teachers of Mathematics Research Conference. San Francisco, CA, April 10, 2016.
6. Briggs, D. C., Peck, F., & **Alzen, J.L.** (2015). Implementing a learning progression-based approach to student learning objective development: Results from a pilot test in three schools. Paper presented at the annual meeting of the American Educational Research Association in Chicago, Illinois, April 17, 2015.
7. **Alzen, J.L.** & Domingue, B. (2013). A Characterization of sorting and implications for value-added estimates. Paper presented at the annual meeting of the National Council of Measurement in Education, San Francisco, CA, April 28, 2013.
8. Briggs, D. C. & **Alzen, J.L.** (2013). Does taking an online version of a course have a negative effect on student learning? Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, May 1, 2013.
9. Smith, E. & **Alzen, J.L.** (2010). Middle school teachers' use and perceptions about media in classroom instruction. Paper presented at the annual meeting of the California Educational Research Association, San Diego, CA, Nov. 18, 2010.

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Invited Sessions

1. **Alzen, J.L.** Langdon, L., & Otero, V. (2017). Impacts of the learning assistant model on graduation and retention. Paper presented at the annual meeting of the American Association of Physics Teachers in Cincinnati, OH, July 25, 2017.
2. **Alzen, J.L.**, Langdon, L. & Otero, V. (2016). Effect of the LA Program on Persistence to Graduation. Poster presented at the annual Learning Assistance Conference in Boulder, CO, October 23, 2016.
3. **Alzen, J.L.** (2016). Leveraging observational data to make inferences about growth in teaching quality. Poster presented at the annual meeting of the American Educational Research Association in Washington, D.C., April 11, 2016.
4. **Alzen, J.L.** (2015). Investigating how classroom videos can be used to inform teacher evaluation systems. Poster presented at the annual meeting of the American Educational Research Association in Chicago, Illinois, April 19, 2015.

Selected Working Papers

1. **Alzen, J.L.** & Edwards, K. Deeper Epistemic Agency via Pursuing Collective Enterprise in Science Classrooms.
2. **Alzen, J.L.**, Penuel, W.R., Passmore, C., Reiser, B.J. What goes into facilitating purposeful sensemaking in the classroom? Theorizing about teacher learning

PROFESSIONAL AFFILIATIONS

- American Educational Research Association
- National Association for Research in Science Teaching
- National Council on Measurement in Education
- Physics Education Researchers

PROFESSIONAL SERVICE

- American Educational Research Journal Reviewer
- Educational Researcher Reviewer
- Research & Evaluation Methodology Student Ambassador—2014-2016
- School of Education Dean Search Committee—2015-2016
- Research & Evaluation Methodology Faculty Search Committee—2013-2014
- American Educational Research Journal Graduate Review Board—2011-2012