

CURRICULUM VITA**NAME:** Anne Foegen**CURRENT POSITION:** Professor**EDUCATION:**

1995	Ph.D.	University of Minnesota	Educational Psychology, Emphasis in Special Education
1987	M.A.	The Ohio State University	Education
1986	B.S.	Winona State (MN) University	Mathematics Teaching

POSITIONS HELD:

2014-present	Professor and Director of Graduate Education, School of Education, Iowa State University
2012-2014	Associate Professor and Director of Graduate Education, School of Education, Iowa State University
2009-2012	Associate Professor and Director of Graduate Education, Department of Curriculum and Instruction, Iowa State University
2002-2009	Associate Professor, Department of Curriculum and Instruction, Iowa State University
1995-2002	Assistant Professor, Department of Curriculum and Instruction, Iowa State University
1991-1995	Graduate research assistant and practicum supervisor, Special Education Programs, Department of Educational Psychology, University of Minnesota
1990-1991	Teacher, Learning Disabilities (grades 6-8), Dakota Hills Middle School, Independent School District 196, Rosemount/Eagan/Apple Valley, MN
1987—1991	Teacher, Learning Handicapped (grades 6-8), Los Angeles Unified School District, Los Angeles, CA

SELECTED FUNDED RESEARCH PROJECTS:

Foegen, A. & Dougherty, B. (July 2011 – June 2015* no-cost extension through June 2017). *Algebra Screening and Progress Monitoring*. Funded, \$1,510,000. National Center for Special Education Research, Institute for Education Sciences.

Foegen, A. & Stecker, P. M. (August 2009 – July 2012* no-cost extension through July 2014). *Professional Development for Algebra Progress Monitoring*. Funded, \$1,480,000. National Center for Special Education Research, Institute for Education Sciences.

Foegen, A. (November 2003 – October 2008). *Research Institute on Progress Monitoring: Mathematics*. Office of Special Education Programs, U. S. Department of Education. Funded, \$375,000. Awarded as a subcontract from the University of Minnesota (full project total, \$4,500,000).

Foegen, A. (January 2004 – December 2007). *Project AAIMS: Algebra Assessment and Instruction—Meeting Standards*. Field-initiated research competition, Office of Special Education Programs, U. S. Department of Education. Funded, \$473,000.

SELECTED PUBLICATIONS:**Peer-reviewed Journal Papers**

Conoyer, S., Foegen, A., & Lembke, E. (2016). Early Numeracy Indicators: Examining predictive utility across years and states. *Remedial and Special Education*. Available: <http://rse.sagepub.com/cgi/reprint/0741932515619758v1.pdf?ijkey=MNk98WMw0ljq8j&keytype=finite>

Foegen, A., & Morrison, C. (2010). Putting algebra progress monitoring into practice: Insights from the field. *Intervention in School and Clinic*, 46, 95-103.

Impeccoven-Lind, L. S., & Foegen, A. (2010). Teaching algebra to students with learning disabilities. *Intervention in School and Clinic*, 46, 31-37.

Peer-reviewed Journal Papers (continued)

- Lembke, E. S., & Foegen, A. (2009). Identifying early numeracy indicators for kindergarten and grade 1 students. *Learning Disabilities Research & Practice, 24*, 12-20.
- Foegen, A., Olson, J. R., & Impecoven-Lind, L. (2008). Developing progress monitoring measures for secondary mathematics: An illustration in algebra. *Assessment for Effective Intervention, 33*, 240-249.
- Lembke, E. S., Foegen, A., Whittaker, T. A., & Hampton, D. (2008). Establishing technically adequate measures of progress in early numeracy. *Assessment for Effective Intervention, 33*, 206-214.
- Foegen, A. (2008). Algebra progress monitoring and interventions for students with learning disabilities. *Learning Disability Quarterly, 31*, 65-78.
- Foegen, A. (2008). Progress monitoring in middle school mathematics: Options and issues. *Remedial and Special Education, 29*, 195-207.
- Stecker, P. M., Lembke, E. S., & Foegen, A. (2008). Using progress monitoring data to improve instructional decision making. *Preventing School Failure 52*(2), 48-58.
- Foegen, A., Jiban, C., & Deno, S. L. (2007). Progress monitoring in mathematics: A review of the literature. *The Journal of Special Education, 41*, 121-139.
- Wallace, T., Espin, C. A., McMaster, K., Deno, S. L., & Foegen, A. (2007). CBM progress monitoring within a standards-based system: Introduction to the special series. *The Journal of Special Education, 41*, 66-67.
- Foegen, A., & Deno, S. L. (2001). Identifying growth indicators for low-achieving students in middle school mathematics. *The Journal of Special Education, 35*, 4-16.
- Foegen, A. (2000). Technical adequacy of general outcome measures for middle school mathematics. *Diagnostique, 25*, 175-203.

Invited Book Chapters

- Espin, C., Chung, S., Foegen, A., & Campbell, H. (submitted). Curriculum-based measurement for secondary students. Chapter to be included in *Handbook on Response to Intervention and Multi-Tiered Systems of Support* (M. Kennedy and P. Pullen, Eds.).
- Foegen, A., & Dougherty, B. (in press). Instruction that meets the needs of students with mathematics disabilities and difficulties. Chapter to be included in the *First Compendium for Research in Mathematics Education* (J. Cai, Ed.)
- Foegen, A. (2012). Big ideas and core values: The influence of Stanley Deno's work on secondary mathematics progress monitoring. In C. A. Espin, K. L. McMaster, S. Rose, & M. M. Wayman (Eds.), *A measure of success: The influence of curriculum-based measurement on education* (pp. 139-174). Minneapolis, MN: University of Minnesota Press.
- Foegen, A. (2006). Evaluating instructional effectiveness: Tools and strategies for monitoring student progress. In M. Montague and A. Jitendra (Eds.), *Teaching Mathematics to Middle School Students with Learning Difficulties* (pp. 108-132). New York: Guilford Press.

Other Publications

- Star, J., Caronongan, P., Foegen, A., Keating, B., Larson, M., Lysakawa, J., McCallum, W., Philip, A., Porath, J., & Zbiek, R. M. (2015). *Teaching strategies for improving algebra knowledge in middle and high school students*. (NCEE TBD). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Available: <http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=20>
- Foegen, A., & Stecker, P. M. (2009). *An introduction to progress monitoring in mathematics* [Presenter's Manual and PowerPoint slides]. Portsmouth, NH: RMC Research Corporation, Center on Instruction.
- Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). *Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools* (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Available: <http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=2>

PEER-REVIEWED SCHOLARLY PRESENTATIONS AT PROFESSIONAL MEETINGS:

Selected National/International Presentations

- Foegen, A., & Genareo, V. (2016, April). *Progress monitoring of conceptual understanding in algebra: Champions and challenges*. Session presented at the Annual Conference of the Council for Exceptional Children, St. Louis, MO.

Selected National/International Presentations (continued)

- Stecker, P. M., Foegen, A., & Genareo, V. (2016, April). *Online professional development for algebra progress monitoring: Teacher knowledge, use, and satisfaction*. Session presented at the Annual Conference of the Council for Exceptional Children, St. Louis, MO.
- Genareo, V., DeLeeuw, W., Foegen, A., Dougherty, B., & Olson, J. (2016, April). *Opening the gate: Technical adequacy of procedural and conceptual assessment measures in high school algebra*. 2016 American Educational Research Association (AERA) Conference, SIG: Research in Mathematics Education, Washington, D.C.
- Burns, M., Parker, D., Zaslofsky, A., Dougherty, B., & Foegen, A. (2016, February). *Understanding mathematical concepts: Assessment, intervention, and relationship to growth and mathematics proficiency*. Session presented at the Pacific Coast Research Conference, San Diego, CA.
- Foegen, A., DeLeeuw, W., & Genareo, V. (2015, April). *Procedures AND concepts: New developments in algebra progress monitoring*. Session presented at the Annual Conference of the Council for Exceptional Children, San Diego, CA.
- Foegen, A., & Lyskawa, J. (2015, April). *Teaching strategies for improving algebra knowledge in middle and high school students*. Session presented at the Annual Conference of the Council for Exceptional Children, San Diego, CA.
- Foegen, A., Dougherty, B., Pedrotty Bryant, D., & Bryant, B. (2015, February). *Bridging special and general education: Collaborative research on mathematics assessment and instruction*. Session presented at the Pacific Coast Research Conference, San Diego, CA.
- Stecker, P. M., Simpson, A., Lyons, R., Genareo, V., & Foegen, A. (2015, February). *Teacher use and satisfaction with online professional development for algebra progress monitoring*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
- Foegen, A., & Dougherty, B. (2014, April). *Looking beyond skills: Supporting learners who struggle*. Session presented at the Annual Meeting of the National Council of Teachers of Mathematics, New Orleans, LA.
- Dougherty, B., & Foegen, A. (2013, November). *Looking beyond an answer: Supporting learners who struggle*. Session presented at Regional Meeting of the National Council of Teachers of Mathematics, Louisville, KY.

OTHER SCHOLARLY ACTIVITIES:**Editorial and Review Board Membership**

- Journal of Research on Educational Effectiveness*, 2010 - present
- Learning Disabilities Quarterly*, 2001-present
- The Journal of Special Education*, 2001-2006; 2010 - present
- Learning Disabilities Research and Practice*, 2009 - 2015

Ad/Hoc Reviewer

- Assessment for Effective Intervention*, 2014-present
- School Psychology Review*, 2015
- Journal of Mathematics Education Leadership*, 2014-15
- TEACHING Exceptional Children*, 1996-present
- Journal of Educational Psychology*, 2002-present
- Remedial and Special Education*, 2006 - present
- Learning Disabilities: A Multidisciplinary Journal*, 2013
- American Educational Research Journal*, 2012
- Journal of Teacher Education*, 2011
- Journal of Learning Disabilities*, 2009
- Exceptional Children*, 2006, 2008
- The Journal of Special Education*, 2000-2001
- Learning Disabilities Research & Practice*, 1999
- Journal of Technology and Teacher Education*, 1997

Selected Grant Review Panels

- 2016 (June) Panelist, National Science Foundation Grant Review Panel.
- 2016 (February) Scientific Review Panel Member, Mathematics and Science, Institute for Education Research, U.S. Department of Education

Selected Grant Review Panels (continued)

- 2015 (February) Scientific Review Panel Member, Mathematics and Science, Institute for Education Research, U.S. Department of Education
- 2014 (February) Scientific Review Panel Member, Mathematics and Science, Institute for Education Research, U.S. Department of Education
- 2013 (February) Scientific Review Panel Member, Accelerating Academic Achievement for Students with Learning Disabilities, Institute for Education Research, U.S. Department of Education

Selected Regional/National Consulting

- 2015 – present Expert consultant, ServeMN. Project Leader: Dr. David Parker. Implementation of a randomized control trial study of the Minnesota Math Corps intervention for grades 4 to 8.
- 2012 – 2016 Member, Technical Review Committee for Academic Progress Monitoring Tools, National Center on Intensive Interventions. Project Leader: Dr. Lou Danielson, American Institutes for Research.
- 2009 – 2010 Expert on Screening and Progress Monitoring for Doing What Works multimedia implementation support for the Response to Intervention practice guide on mathematics [Videotaped interview, reviewed supporting materials] Available: http://dww.ed.gov/Response-to-Intervention-Math/Screening-and-Monitoring/learn/?T_ID=28&P_ID=69
- 2009 - 2010 Consultant, Florida Response to Intervention, Teaching Learning Connections. Project Leader: Dr. Mary Little, University of Central Florida.
- 2009 – 2010 Technical Advisory Group member, National High School Center, Tiered Interventions Initiative. Project Leader: Dr. Lou Danielson, American Institutes for Research.

Selected Outreach Activities

- Foegen, A., & Olson, J. (2016, June) *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for the St. Croix River Education District, North Branch, MN.
- Foegen, A., & Olson, J. (2015, October). *Project AAIMS Algebra Progress Monitoring*, a 2 day workshop and training session presented for SSTAGE (Student Support Team Association for Georgia Educators). Macon, GA.
- Foegen, A., & Olson, J. (2015, September). *Project AAIMS Algebra Progress Monitoring*, a 1 day training session provided for TIER at the University of Southern Mississippi to train doctoral students to score the measures for a research project. Hattiesburg, MS.
- Olson, J., & Foegen, A. (2015, February). *Project AAIMS Algebra Progress Monitoring*, a 1.5 day workshop and training session presented for Charlottesville City Schools, Charlottesville, VA.

HONORS AND AWARDS**National/International**

- 2009 Fellow, Meadows Center for Preventing Educational Risk, Mathematics Institute for Learning Disabilities and Difficulties; University of Texas-Austin

State

- 2015 Elected member, Iowa Academy of Education

University

- 2008 Mid-Career Achievement in Research Award. College of Human Sciences, Iowa State University

SELECTED SERVICE TO PROFESSIONAL ORGANIZATIONS: Conference Proposal Reviewer

- 2016, Council for Exceptional Children conference, Division on Learning Disabilities
- 2015, Council for Exceptional Children conference, Division on Learning Disabilities
- 2014, Council for Exceptional Children conference, Division on Learning Disabilities
- 2014, National Council of Teachers of Mathematics, Research Conference
- 2013, Council for Exceptional Children conference, Division on Learning Disabilities
- 2013, National Council of Teachers of Mathematics, Research Conference
- 2012, Council for Exceptional Children conference, Division on Research
- 2012, Council for Exceptional Children conference, Division on Learning Disabilities
- 2011, National Council of Teachers of Mathematics, Research Pre-session
- 2011, Council for Exceptional Children conference, Division on Research
- 2011, Council for Exceptional Children conference, Response to Intervention strand
- 2010, Council for Exceptional Children conference, Division on Research
- 2010, Council for Exceptional Children conference, Response to Intervention strand