

EDUCATION

Doctor of Philosophy, Educational Psychology
School Psychology Program (NASP approved, APA accredited)
University of Minnesota, Minneapolis
June, 1998

Master of Arts, Educational Psychology
University of Minnesota, Minneapolis
June, 1995

Bachelor of Science, Psychology
University of Wisconsin, Madison
May, 1991

WORK EXPERIENCE

- July, 2005 – Present Director – Educational Psychology Clinic, California State University Long Beach
Administrative duties include establishing policies, procedures, and budgets for an urban clinic that provides academic interventions, counseling and psychoeducational assessments to children in the local community while training graduate students in the College of Education.
- August, 2000 – Present Assistant/Associate Professor – California State University Long Beach
Courses taught include *Functional Analysis and Positive Behavioral Interventions, Orientation to Professional School Psychology, Clinical Assessment, Curriculum Based Assessment and Academic Interventions, and Education of Exceptional Individuals*. Additional responsibilities include advising students, serving on department, college and university committees and conducting research. Benchmarks include: Program coordinator from 2001 to 2005; Tenured and promoted in 2005; and Acting assistant department Chair AY 2006/07.
- July, 1999 – Aug., 2000 Administrative Assistant – Long Beach Unified School District.
Provide direct support to the Assistant Superintendent of Research, Evaluation and Planning and the Assistant Superintendent of Special Education. Responsibilities included: led a district-wide initiative to implement data-based Student Success Teams, trained teachers, administrators and school psychologists in positive behavior management, curriculum-based and functional assessment methodologies, developed policy and trained staff on inclusion and accommodation of students with disabilities in large scale assessment and accountability programs, assisted in developing a district large-scale alternate assessment program for students with significant disabilities, program evaluation, including the Annenberg Grant internal evaluation, and grant proposal writing.
- Aug., 1998 – Dec. 1999 Lecturer – California State University Long Beach
Taught *Assessment of Students with Disabilities* and *Positive Behavioral Management Strategies for the Classroom* as an adjunct faculty member.
- August, 1997–July, 1999 School Psychologist - Long Beach Unified School District
Provided psychological services to two elementary schools. These services include: assessing students' academic, cognitive and behavioral functioning; developing interventions in collaboration with school staff and parents; co-facilitating social skills and anger management groups; and documentation of assessment findings and recommendations

through written reports. In addition, I was often asked to share innovative practices in the field with my colleagues through presentations and consultations.

CREDENTIALS

2000 – Present Nationally Certified School Psychologist (NCSP)

1997 – Present California Pupil Personal Services Credential in School Psychology

AWARDS

1996 Eva O. Miller Fellowship for Excellence in Scholarship.

1995 College of Education and Human Development Alumni Society Advanced Study Scholarship.

1992 Coffman Scholarship and the Graduate School Educational Psychology Fellowship.

PROFESSIONAL APPOINTMENTS/OFFICES/REVIEW BOARDS

2004 – Present President of (Southern) School Psychologist Educators of California (S-SPEC)

2005- Present Editorial Advisory Board for *School Psychology Review* (Ad hoc Reviewer until Feb. 2009)

2008 – Present Editorial Advisory Board for *Journal of School Psychology*

2007 – Present Ad hoc Reviewer for *Journal of Educational and Psychological Consultation*

2006- Present Ad hoc Reviewer for *Exceptional Children*

2005 - 2008 Associate Editor of *The California School Psychologist*

2005- 2007 California Association of School Psychologists (CASP) Response-to-Intervention (RtI) work group

2005 – Present Education Advisory Board, Freedom Writers Foundation

2004 - 2006 Local Chair for the National Association of School Psychologist (NASP) 2006 Annual Convention

2003 – 2008 Reviewer for *Issues in Teacher Education*

2003 - 2006 Greater Long Beach School Psychology Affiliate (GLBASP) Board Member

2002 – 2005 California Association of School Psychologists (CASP) Board Member

2002 - 2005 Editorial Board Member, *The California School Psychologist*

GRANT AWARDS

Training School Psychologists as Instructional Consultants in a Response-to-Intervention Model. Co-authored by Hagans, K., & Powers, K. Funded by the Office of Special Education and Rehabilitative Services (OSERS) for \$755,884 (CFDA # 84.325K). September 2008 – August 2011.

Understanding the role of gender on transition. Funded by the Office of Special Education Rehabilitation Services (OSERS) for \$540,000 (#H32D010026). Primary Investigator: Laurie Powers, Center for Self Determination at Oregon Health Science University (OHSU), Co-Primary Investigators: Sarah Geenen and Kristin Powers (sub-contract to California State University, Long Beach). September 2001 – August 2005.

EVALUATION EXPERIENCE

- 2008 Training School Psychologists as Instructional Consultants. Program evaluator of a 3-year training grant. Director: Kristi Hagans
- 2008- Present Freedom Writers Institute. Lead evaluator of the FWI, including drafting a logic model, conducting focus groups with FW teachers, developing student and teacher surveys, and applying mixed methods to analyze the data, to determine the impact of this teacher training program on the educational outcomes of vulnerable youth. Director: Erin Gruwell.
- 2004 - 2007 Program Assessment and Review Council, CSULB. Chaired the review of Communication Studies graduate program and completed the first expedited review as the sole author of the Masters of Science in Health Care Administration evaluation report. Director of Program Assessment and Review: Michelle Saint-Germain
- 2005 - 2006 Strengthening Student Success and Transfer through a Cooperative Partnership, a US Department of Education Title V grant (# P031S040035) awarded to Long Beach City College for \$700,000 annually for four years. Collect, analyze and report qualitative and quantitative data to provide project team with formative and summative evaluations. Project Director: Paul Creason
- 2003 Beginning Teacher Support and Assessment (BTSA), LBUSD
Researched the technical adequacy of a district developed observation system.
Project Coordinator: Pat Kishi
- 2002 Cross-Age Peer Tutoring, CSULB Department of Teacher Education,
Provided external evaluation of a project funded by the Edison Company. Project Coordinator: Greta Nagel
- 2001 Home Instruction Program for Preschool Youngsters (HIPPY), Ed Track,
Established survey items and sampling procedures for monthly surveys of program participants
Project Coordinator: Ronnie Schnel
- 2001 Student Experiences Revitalizing Education (SERVE), CSULB Center for Collaboration in Education
Conducted program evaluation based on k-5 students' response to SERVE tutors.
Project Coordinator: Hilda Sramek

PUBLISHED SCHOLARSHIP

Powers, K. (under review). Assessments, data-based decision making and interventions for non-responders.

Hagans, K., & **Powers, K.** (under review). Using single-subject research to assess credential candidates' impact on student achievement.

Powers, K., Geenen, S., & Powers, L. (in press). Similarities and differences in the transition expectations of youth and parents. *Career Development for Exceptional Individuals*.

Powers, K., & Gamble, B. (2008). Authentic assessment. In E. M. Anderman (ed.) *Psychology of classroom learning: An Encyclopedia*. Detroit, MI: Macmillan References.

Powers, K., Hagans, K., Busse, R. T. (2008). School psychologists as instructional consultants within a response-to-intervention model. *California School Psychologist*, 13, 41 - 54.

Hogansen, J., Gil-Kashiwabara, E., Geene, S., Powers, L., & **Powers, K.** (Summer/Fall 2008). Why is transition planning different for girls?: Five key reasons. In W. Parent, S.Foley, F. Balcazar, C. Ely, C.Bremer & V. Gaylord (Eds.). *Impact: Feature issue on employment and women with disabilities*, 21(1).

Echevarria, J., Short, D., & **Powers, K.** (2008). Making content comprehensible for non-native speakers: The SIOP model. *International Journal of Learning*, 14(11), 41-50.

Powers, K., Hogansen, J., Geenen, S., Powers, L.W., Gil-Kashiwabara, E. (2008). Gender matters: A survey of adolescents with disabilities and their families. *Psychology in the Schools*, 45(4), 349-364.

Hogansen, J. M., **Powers, K.,** Geenen, S., Gil-Kashiwabara, E., & Powers, L. (2008). Transition goals and experiences of females with disabilities: Perceptions of youth, parents, and professionals. *Exceptional Children*, 74(2), 215-234.

Gil-Kashiwabara, E., Hogansen, J.M., Geenen, S., **Powers, K.,** & Powers, L. (2007). Improving transition outcomes for marginalized youth. *Career Development for Exceptional Individuals*, 30(2), 80-91.

Powers, K., Hagans-Murillo, K. S., & Miller, M. (2007). Using response-to-intervention strategies to promote transition from special education services. In S. Jimerson, A. VanDerHayden, & M. Burns *Handbook of responsiveness to intervention: The science and practice of assessment and intervention* (418-427). New York, NY: Springer Science Inc.

Turley, S., **Powers, K.,** & Nakai, K. (2006). Beginning teachers' confidence pre/post induction. *Action in Teacher Education*, 28(1),

Echevarria, J., Short, D., & **Powers, K.** (2006). School reform and standards-based education: An instructional model for English language learners. *Journal of Educational Research*. 99(4), 195-210.

Powers, K., (2006). An exploratory study of cultural identity and culture-based educational programs for urban American Indian students. *Urban Education*. 41(1), 20 – 49.

Powers, K., Gil-Kashiwabara, E., Powers, L., Geenen, S., Balandran, J., & Palmer, C. (2005). IDEA Mandates and Effective Transition Planning Practices in IEPs. *Career Development for Exceptional Individuals*, 28(1), 47-59.

Powers, K. (2005). Authentic assessment. In S. W. Lee (Ed.). *The encyclopedia of school psychology*. Thousand Oaks, CA: Sage Publications.

Powers, K., Promoting school achievement among American Indian student throughout the school years. (2005). *Childhood Education: Infancy through Early Adolescence*, 81(6), 338-342.

Powers, K., Hagans-Murillo, K., Restori, A. (2004). Twenty-five years after Larry P.: The California response to overrepresentation of African Americans in special education. *The California School Psychologist*. 9, 145-158

Echevarria, J., **Powers, K.,** & Elliot, J., (2004). Promising practices for curbing disproportionate representation of minority students in special education. *Issues in Teacher Education*.

Powers, K., Winters, L., Person, D., & Kim, S. (2004). Collecting and using data in a K-16 collaborative. In J.Houck, K. C. Cohn, & C.A. Cohn (Eds). *University-public school partnerships for systemic educational renewal: The Long Beach Education Partnership* (pp.131-144).. New York: Teachers College Press

Kim, S., **Powers, K.,** Dowell, D., Hansen, J., Flores, G., & Trapp, R. (2004). Accountability for performance: Pre-Kindergarten through graduate school. In J.Houck, K. C. Cohn, & C.A. Cohn (Eds). *University-public school partnerships for systemic educational renewal: The Long Beach Education Partnership* (pp.145-164). New York: Teachers College Press.

Powers, K., Potthoff, S.J., & Bearinger, L.H., & Resnick, M. D., (2003). Does cultural programming improve educational outcomes for American Indian youth? *Journal of American Indian Education*, 42(2), 17-49.

Houck, J.W., & **Powers, K.** (2002). Teacher education and preK-18 collaboration: Assessing impact on student achievement. In *How to find and support tomorrow's teachers* (pp. 97-110). Amherst, MA: National Evaluation Systems, Inc.

Vanderwood, M., & Powers, K. (2002). Best practices in standards based district-wide assessments. In A. Thomas and J. Grimes (Eds.) *Best practices in school psychology, fourth edition* (pp. 255-263). Bethesda, MD: National Association of School Psychologists.

Powers, K. (2001). Problem-solving student support teams. *The California School Psychologist*, 6, 19-30.

Geenen, K., & Ysseldyke, J. (1997). Educational standards and students with disabilities. *Educational Forum*, 61, 220-239

Ysseldyke, J., & Geenen, K. (1996) Integrating the special education and compensatory education systems into the school reform process: A national perspective. *School Psychology Review*, 25(4), 418-430.

Thurlow, M., Ysseldyke, J., & Geenen, K. (1994). Future directions in educational outcomes for students with disabilities. *Special Services in the Schools*, 9(2), 193-208.

INVITED PRESENTATIONS/PUBLIC SPEAKING EVENTS

2009 *Overview of Student Support Services in the United States and School Psychology Education and Training Programs in the United States*. Needs, Direction, and Training of School Psychology in Vietnam Conference, Hanoi, Vietnam, August 3rd.

2006 Facilitator for *Conversations with Colleagues on Response to Interventions (RtI) Acceptability*. NASP Annual Convention, March 30th

2005 *Where are you on the road to the reauthorization of IDEA?* CASP Summer Institute, Del Mar, June 24.

2005 Thriving as a New Psychologist. CASP Annual Convention, March 5, Riverside, CA.

2004 *Gender and Transition Study*. CSULB President Maxon's guest on *Beach View*, aired Fall 2004 on local cable channel.

2003 *Where are you on the Road to the Reauthorization of IDEA?* November 15, GLBASP workshop.

2003 Co-facilitator of the on-line forum: *Transition: Managing Change Through and After School*. December 1 – 5. National Institute for Urban School Improvement.

2003 *Creating Classroom Assessments for Progress Monitoring*, Teacher Training Institute (TTI) California State University Long Beach, July 30, 2003

2002 *Behavior Management Through the Arts: Strategies for Preschool Programs*, B.E.S.T Arts Conference, Long Beach City College, April 13

2001 *Professional School Psychology*, Korean American Educators Association, 16th Annual Conference, March 30.

2000 *Standardized Testing in California Schools*, guest appearance on KALCS's *Connections*, November 19.

CONFERENCE PRESENTATION OF JURIED PAPERS

Velasco, V. & Powers, K. (Accepted for 2010). *Efficacy of Touch Math for teaching addition skills to Kindergarten students*. National Association of School Psychologist Annual Convention, Chicago, IL.

Powers, K., Cordova, M. (2009). *The impact of individual teachers on student engagement*. National Association of School Psychologist Annual Convention, Boston, MA.

- Rhime, W. J. & Powers, K. (2009). *Advancing research on brief experimental analysis*. National Association of School Psychologist Annual Convention, Boston, MA.
- Powers, K., Hagans, K., & Olaya, C. (2007). *School psychology in secondary education: Maximizing students' responsiveness*. A workshop presented at the National Association of School Psychologist Annual Convention, New York, NY
- Miller, M., & Powers, K. (2007). *The efficacy of two interventions for transitioning students with disabilities to adulthood*. National Association of School Psychologist Annual Convention, New York, NY
- Hagans-Murillo, K., & Powers, K. (2005). *Where are you on the road to reauthorization of IDEA?* California Association of School Psychologists Annual Conference, Riverside, CA.
- Balandran, J. & Powers, K. (2004). *Enhancing the transition planning process of students with disabilities*. California Association of School Psychologists Annual Convention, Burlingame, CA and the National Association of School Psychologists Annual Conference, Houston, TX
- Lynch, M., Powers, K., Hagans-Murillo, K., (2004). *The Impact of problem-solving pre-referral interventions on student achievement*. National Association of School Psychologists Annual Conference, Houston, TX and California Association of School Psychologists Annual Convention, Burlingame, CA
- Balandran, J. & Powers, K. (2004). *Enhancing the transition planning process of students with disabilities*. National Association of School Psychologists Annual Conference, Houston, TX and California Association of School Psychologists Annual Convention, Burlingame, CA
- Balandran, J. & Powers, K. (2003). *Transition planning and K-16 partnerships*. K-16 Partnership Conference, California State University, Long Beach.
- Powers, K., (2003). *A preliminary validity study using personal digital assistants (PDAs) to conduct functional behavioral assessments (FBAs)*. National Association of School Psychologists Annual Convention, Toronto, Canada.
- Balandran, J. & Powers, K. (2003). *Multicultural aspects of transition planning for high school students with low incidence disabilities*. California Association of School Psychologists Annual Convention, Los Angeles, CA
- Powers, K., Surfas, S., & Kim, S. (2003). *Putting the "scientist" back into the scientist/practitioner model of school psychology*. California Association of School Psychologists Annual Convention, Los Angeles, CA
- Powers, K., Hagans-Murillo, K., & Restori, A. (2003). *Intelligence testing of African American students*. California Association of School Psychologists Annual Convention, Los Angeles, CA
- Powers, K., (2002). *How effective is your SST? A self-study guide to implementing problem-solving SSTs*. California Association of School Psychologists Annual Convention, Sacramento, CA.
- Powers, K. (2002). *The California alternate assessment system: An important source of information for conducting triennial evaluations*. California Association of School Psychologists Annual Convention, Sacramento, CA.
- Powers, K., Yugar, J., & McBride, J. (2002). *A guide to implementing problem-solving SSTs* National Association of School Psychologists Annual Conference, Chicago, IL
- Powers, K., Anderson, G., & Roach, A. (2002). *Making data-based decisions about inclusion and accommodation in large-scale testing*. National Association of School Psychologists Annual Conference, Chicago, IL
- Powers, K., Vanderwood, M., & Yugar, J. (2001). *Problem-solving about problem-solving*. National Association of School Psychologists Annual Conference Washington D.C.
- Powers, K., Roach, A., & Brown, T. (2001). *Alternate assessment systems: Tools for conducting functional three-year re-evaluations*. National Association of School Psychologists Annual Conference Washington D.C.

- Vanderwood, M., & Powers, K. (2000). *Standards referenced individualized assessment*. National Association of School Psychologists Annual Conference. Las Vegas, NV
- Grenot-Scheyer, M., & Geenen, K. (1998). *Standards for all*. TASH. Seattle, WA
- Geenen, K., & Anderson, G. (1998). *Including and accommodating students with disabilities in large scale assessments*. California Educational Research Association. San Diego, CA
- Geenen, K. (1997). *Including students with disabilities in accountability systems*. California Educational Research Association. Santa Barbara, CA
- Geenen, K. (1997). *A model of school success for American Indian youth*. National Association of School Psychologists Annual Conference. Anaheim, CA
- Geenen, K., & Ysseldyke, J. (1996). *Using federal and state educational reform policy to expand the role of school psychologists*. National Association of School Psychologists Annual Conference. Atlanta, GA.
- Vanderwood, M., & Geenen, K. (1996). *Including students with disabilities in large scale assessments*. Minnesota Council for Exceptional Children Annual Conference.
- Geenen, K., & Shin, H. (1994) *The implications of federal education reform for special educators*. Minnesota Council for Exceptional Children Annual Conference.

INSERVICE PRESENTATIONS

- 2006 Response-to-Intervention, Rialto School District, July 17th.
- 2006 The Four Rs of Classroom Management, Project REACH/APPLE, Bellflower Unified School District, Jan. 13.
- 2005 Beyond the Basics of Behavior Management, Collaborative After School Project, Cal Poly Pomona
- 2004 Behavior Management, Project Reach/Apple, Bellflower Unified School District, January 7th
- 2004 Behavior Management, Orange County Department of Education, April 30.
- 2002 Standards-based IEP Goals and Objectives, La Habra City School District, February 1.
- 2002 Behavior Management, San Diego County Office of Education, January 12.
- 2002 Behavior Management for After School Programs , Kidspace, September 6th & October 4th, 2001, & January 11.
- 2001 Behavior Management for After School Programs , Los Angeles County Office of Education, November 30 & December 1.
- 2001 Effective Student Support Teams, La Habra City School District, September 27 & October 4.
- 2001 Behavior Management for After School Programs , Los Angeles County Office of Education, March 27.
- 2001 Behavior Management for After School Programs, University of California, Irvine Collaborative After School Project, January 10, 11, & 17.
- 2000 Behavioral Assessment and Interventions for Student Support Teams, Long Beach Unified School District (LBUSD) Student Success Team Initiative, September 15 & 22.

RESEARCH POSITIONS

1995-97 The Indian Youth Resiliency Impact Study (IRIS), University of Minnesota,
Research Assistant; P.I.: Dr. Linda Bearinger, Dr., Michael Resnick

1992-96 The National Center on Educational Outcomes (NCEO), University of Minnesota,
Research Assistant; P.I.: Dr. James Ysseldyke, Dr. Martha Thurlow

1993-95 Project Turn Around, Minneapolis Citizen Council,
Research Consultant; P.I.: Dr. Geraldine Brookins