

AMANDA M. MARCOTTE, Ph.D.

University of Massachusetts Amherst
154 South Furcolo Hall
Amherst, MA 01003
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EDUCATION

- Ph.D. UNIVERSITY OF MASSACHUSETTS**, Amherst, MA May 2006
School Psychology
Accredited by the American Psychological Association
National Association of School Psychology approved program.
Dissertation: Incremental and Predictive Utility of Formative Assessment Methods of Reading Comprehension.
- M.Ed. UNIVERSITY OF MASSACHUSETTS**, Amherst, MA Jan. 2003
School Psychology
National Association of School Psychology approved program.
- B.A. PROVIDENCE COLLEGE**, Providence, RI May 1996
Bachelor of Arts Degree in Psychology: *Cum Laude*

WORK EXPERIENCE

- University of Massachusetts** Amherst, MA Sept 2008- Present
Assistant Professor and Practicum Director
- University of Massachusetts** Amherst, MA Sept 2007- September 2008
Visiting Assistant Professor
- Johnson and Wales University** Providence, RI August 2007
Adjunct Faculty
- Fall River Public School District** Fall River, MA Sept. 2005-May 2006
School Psychology Doctoral Intern
- University of Massachusetts, Amherst** Amherst, MA Sept. 2001- May 2005
Council for Exceptional Children
Assistant to the Editor
- American Psychological Association** Washington, D.C. July 1999- August 2001
Continuing Professional Education Office
CPE Program Associate

AWARDS AND HONORS

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|--|--------------|
| University of Massachusetts' College of Education Outstanding Teaching Award | 2014 |
| UMass Civic Engagement and Service Learning Fellow | 2014-present |
| Ronald H. Frederickson Center for School Counseling Outcome Research and Evaluation Fellow | 2013-present |
| School Psychology Research Collaboration Conference Early Career Scholarship \$400 | 2011 |
| IES/Northwestern Workshop on Quasi-Experimental Design and Analysis Fellow | 2010 |
| Innovative Instructional Fellowship Program \$3,000 | 2010-2011 |

SCHOLARSHIP

PEER-REVIEWED ARTICLES

- denotes a student at the time of the activity.

Hintze, J. M., Wells, C. S., **Marcotte, A. M.**, & Solomon, B. (Accepted). Decision-making accuracy of CBM progress monitoring time series data. *Journal of Psychoeducational Assessment*.

Marcotte, A. M., *Rick, F., & Wells, C. S. (Accepted). Investigating the Reliability of the Sentence Verification Technique Across Fourth Grade Ability Levels. *International Journal of Testing*.

*Furey, W. M., **Marcotte, A. M.**, & Wells, C. S. (2017). The effects of supplemental sentence-level instruction for fourth grade students identified as struggling writers. *Reading and Writing Quarterly*. 10.1080/10573569.2017.1288591

Lapan, R. T., Poynton, T. A., **Marcotte, A. M.**, *Marland, J., *Milam, C. M., (2017). College and Career Readiness Counseling Support Scales: Factor Structure and Criterion Validity. *Journal of Counseling & Development*, 95, 77-86.

Mooney, P., Lastrapes, R. E., & **Marcotte, A. M.**, Matthews, A. M. (2016). Validity of two general outcome measures of Student Science and Social Studies Achievement. *Baltic Journal of Special Education*, 34 (1).

- Marcotte, A. M.**, Clemens, N. Parker, C., & Whitcomb, S. A., (2016). Examining the Classification Accuracy of a Vocabulary Screening Measure with Preschool Children. *Assessment for Effective Intervention*. doi: 10.1177/1534508416632236
- Lapan, R. T., **Marcotte, A. M.**, Storey, R. (2016). Infusing Career Development to Strengthen English Language Arts Middle School Curricula, *Career Development Quarterly*, 64 (2).
- *Furey, W. M., **Marcotte, A. M.**, Hintze, J. M., & *Shackett, C. (2015). Classification Accuracy of Written Expression Curriculum-Based Measures. *School Psychology Quarterly*, doi: /10.1037/spq0000138
- Poynton, T. A., Lapan, R. T., **Marcotte, A. M.** (2015). Financial Planning Strategies of High School Seniors: Removing Barriers to Career Success, *Career Development Quarterly*, 63 (1), 57-73. doi: 10.1002/j.2161-0045.2015.00095.x
- Marcotte, A. M.**, Parker, C., *Furey, W., & *Hands, J. L. (2013). An examination of the validity of the Dynamic Indicators of Vocabulary Skills (DIVS). *Journal of Psychoeducational Assessment*, 32(2), 1-13.
- Methe, S. A., Hojnoski, R., Clarke, B., Owens, B. B., Lilley, P. K., *Politylo, B., *White, K., & **Marcotte, A.M.** (2011). Innovations and Future Directions for Early Numeracy Curriculum-Based Measurement: Commentary on the Special Series. *Assessment for Effective Intervention*, 36 (4). 230-242.
- Marcotte, A. M.** & Hintze, J. M. (2009) Incremental and predictive utility of formative assessment methods of reading comprehension. *Journal of School Psychology*, 46, 315-335.

BOOK CHAPTERS

- Christ, T. J., Margulis-Keller, M., **Marcotte, A. M.** (2014). Basics of curriculum-based assessment. In Little, S. G. & Akin-Little, A. (Eds.) *Academic Assessment and Intervention*. Taylor & Francis: New York.
- Marcotte, A. M.** (2013). Specific learning disabilities: Historical and contemporary perspectives. In Shally-Jensen, M. (Ed.) *Mental health care issues in America: An encyclopedia*. (378-386). Santa Barbara, CA: ABC-CLIO.
- Marcotte, A. M.** & Hintze, J. M. (2010). Assessment of academic skills in reading within a problem-solving model. In E. J. Daly, R. Ervin, & M. McCurdy (Eds.), *Practical handbook of school psychology: Evaluating current science and practice*. (67-85). New York: Guilford Press.
- Hintze, J. M., & **Marcotte, A. M.** (2010). Student assessment and data-based decision making. In T. A. Glover & S. Vaughn (Eds.). *The promise of response to intervention* (57-77). New York: Guilford Press.

ONLINE PUBLICATIONS

- Marcotte, A. M.** (2011). Ethical considerations in the identification of specific learning disabilities. In *The Ethical Practitioner (Revised)*. The Massachusetts School Psychologists Association Online Learning. Retrieved <http://www.mspa-online.com/course.html>

Marcotte, A. M. (2008). Ethical considerations in the identification of specific learning disabilities. In *The Ethical Practitioner*. The Massachusetts School Psychologists Association Online Learning. Retrieved <http://www.mspa-online.com/course.html>

ARTICLES IN REVIEW (Submission date)

*Furey, W.M. & **Marcotte, A.M.** (Submitted March 2017)). Teaching standard conventions and sentence construction to support writers in meeting the language guidelines of Common Core. *Journal of Applied School Psychology*.

ARTICLES IN PREPARATION

Rick, F., **Marcotte, A. M.**, Wells, C. S., Riley, J. M., & Matthews, W. J. (In Preparation). Using Item Response Theory to Develop Parallel Forms for Curriculum-Based Measurement.

Marcotte, A. M., *Meyer, A, *Furey, W. M., & *Fillion, K. (In Preparation). Examining the Concurrent and Predictive Validity of the Developmental Reading Assessment Across the Grade levels.

Marcotte, A. M., & Wells, C. S. (In Preparation). An Investigation of the Reliability, Form Equivalence, and Slope of the Sentence Verification Technique for Measuring Reading Comprehension in a Systematic Formative Assessment Model.

*Politylo, B. & **Marcotte, A. M.** (In Preparation). Investigating the Predictive Validity of Three Measures of Number Sense. (25 pages).

*Shackett, C., **Marcotte, A. M.** & Hintze, J, M. (In Preparation). Examining the Effects of Mode of Delivery of a Reading Fluency Intervention Using a Randomized Experimental Repeated Measures Design

OTHER PROFESSIONAL WRITING

Tech. Report **Marcotte, A. M.** & Wyman, J. (2014). Evaluating student outcomes based on high school assignment using regression discontinuity analyses. Amherst, MA: University of Massachusetts.

Tech. Report Sireci, S. G., Zenisky, A. L., **Marcotte, A. M.**, Diao, H., Almanzar, J., Curtis, M. B., Jungbluth, J., Teller, L., & Giordano, M. (2014). Test specifications for the Massachusetts Adult Proficiency Test for Reading - College and Career Readiness. [Also [Center for Educational Assessment Report No. 886](#). Amherst, MA: University of Massachusetts, Center for Educational Assessment.]

Tech. Report **Marcotte, A. M.** (2012) Individual Reading Course Assessment Recommendations for Amherst High School: Summary of Summer Planning Meetings.

- Tech. Report **Marcotte, A. M., & *Furey, W.** (April 2015). An Evaluation of a Professional Development Program on Teachers' Use of Comprehension Strategy Instruction. The Key Three Routine for Keys to Literacy, Malden, MA.
- Tech. Report Zenisky, A. L., Copella, J., & **Marcotte, A. M.** (2008). Beginning literacy reading assessment for the Massachusetts Adult Proficiency Test: Assessment design options. Technical report prepared for the Massachusetts Department of Elementary and Secondary Education. [Also Center for Educational Assessment Report No. 693. Amherst, MA: University of Massachusetts, Center for Educational Assessment.]
- Manual **Marcotte, A. M.** (2009). Administration and Scoring Manual for the Teacher Observation Tool (TOT). Amherst, MA: University of Massachusetts.
- Tech. Report CEA-685 Martone, D., **Marcotte, A. M.**, Copella, J., Sireci, S. G., Greene, S., McIsaac, M., Crevison, E., Kocik, J., Haberstroh, S., & Schwerdtfeger, J. Developing test specifications for a beginning literacy reading assessment for adult learners in Massachusetts: Summary of February 2008 meeting.
- Book Review **Marcotte, A. M.** (2004). A critical review of [book] Build your own life: A self-help guide for individuals with Asperger's syndrome. *TEACHING Exceptional Children Plus*, 1 (1), Article 5. from <http://escholarship.bcedu/education/tecplus/vol1/iss1/5>.

GRANTS AWARDED

Assessing Rates of Improvement in Reading Comprehension Using the Sentence Verification Technique and the Maze. (A. M. Marcotte, Principal Investigator.) Awarded \$13,721 over one year. University of Massachusetts College of Education Faculty Research Fellowship Award, May, 2014.

An Investigation of the Reliability, Form Equivalence, and Slope of the Sentence Verification Technique for Measuring Reading Comprehension in a Systematic Formative Assessment Model. (A. M. Marcotte, Principal Investigator.) Awarded \$15,960 over one year. The Society for the Study of School Psychology, May 2010.

GRANTS SUBMITTED

Evaluating the Short-term Effects of the Leveled Literacy Intervention on Reading Achievement of First Graders Struggling Readers. (A. M. Marcotte, Principal Investigator; J. Randall, Co-PI; P. J. Plumer, Co-PI) Proposed Budget \$250,000 over two years. Institute of Education Sciences, August 2016.

Benefits of Added Vocabulary Instruction in Individual Reading Fluency Interventions. (S. H. Mercer, Principal Investigator; A. M. Marcotte, Collaborator). Proposed Budget \$123,747 over three years. The Social Sciences and Humanities Research Council of Canada Insight Grants, October 2015.

Vocabulary Instruction in Individual Reading Interventions. (S. H. Mercer, Principal Investigator; A. M. Marcotte, Collaborator). Proposed Budget \$210,331 over five years. The Social Sciences and Humanities Research Council of Canada Insight Grants, October 2014.

An Examination of Systematic Comprehension Strategy Instruction in Middle School Classrooms: The Key Three Routine. (A. M. Marcotte, Principal Investigator; W. J. Matthews, Co-Principal Investigator). Proposed Budget \$882,256.00 over three years. Institute of Education Sciences, October 2008.

An Evaluation of Implementation Fidelity and Decision Making Accuracy on Student Outcomes within the 3-Tier RTI Model (PI: J. M. Hintze; C. S. Wells, Co-Principal Investigator A. M. Marcotte, Co-Principal Investigator). Proposed Budget \$915,732 over three years. Institute of Education Sciences, May 2008.

School Psychology Leadership Specialization in Response-to-Intervention: Related Services in Special Education. Co-Principal Investigator (John M. Hintze, Principal Investigator; W. J. Matthews, Co-Principal Investigator; A. M. Marcotte, Co-Principal Investigator) Proposed Budget \$587,373 over four years, Office of Special Education Programs, USDOE, October 2007.

School Psychology Leadership Specialization in Response-to-Intervention: Practice and Research for Students with Specific Learning Disabilities. (J. M. Hintze, Principal Investigator; W. J. Matthews, Co-Principal Investigator; A. M. Marcotte, Co-Principal Investigator). Proposed Budget \$587,373 over four years. Office of Special Education Programs, USDOE, October 2007.

NATIONAL/INTERNATIONAL PRESENTATIONS

Marcotte, A. M., Meyer, A. M., Furey, W. M., Findley, L. Habib, A. (2017) Evaluating Validity Evidence for One Informal Reading Inventory. Poster presented to the annual conference of the National Association of School Psychologists, San Antonio, TX.

Furey, W., **Marcotte, A. M.** (2017). Examining the Effects of a Supplemental Sentence Construction Intervention for Struggling Writers. Paper presented to the annual conference of the National Association of School Psychologists, San Antonio, TX.

*Furey, W., **Marcotte, A. M.** & Hintze, J. M. (2016). Screening for At-risk Writers: Classification Accuracy of WE-CBM Scoring Metrics. Paper presented to the annual conference of the National Association of School Psychologists, New Orleans, LA.

Marcotte, A. M., *Furey, W. M., & *DeWitt, B. M. (2015). Assessing rates of improvement in reading comprehension. Paper presented to the annual conference of the National Association of School Psychologists, Orlando, FL.

*Furey, W. & **Marcotte, A. M.** (2015). An examination of written expression CBM scoring procedures. Paper presented to the annual conference of the National Association of School Psychologists, Orlando, FL.

Marcotte, A. M. (2013). Developing equivalent forms the Sentence Verification Technique for formative measurement. Paper presented to the annual conference of the National Association of School Psychologists, Philadelphia, PA.

*Klein, S., & **Marcotte, A. M.** (2012). Increasing instructional time through performance feedback in consultation. Paper presented to the annual conference of the National Association of School Psychologists, Philadelphia, PA.

*Solomon, B., *Klein, S., **Marcotte, A. M.**, *Politylo B. (2012) Addressing the first Tier: The measurement of instruction and engagement. Mini-Skills Session presented to the annual conference of the National Association of School Psychologists, Philadelphia, PA.

Marcotte, A. M., *Barry, S., *Klein, S., *Meyer, K., & *White, K. (2011). Meta-analysis of the Key Three reading comprehension routine's instructional components. Symposium presented to the annual conference of the National Association of School Psychologists, San Francisco, CA.

Marcotte, A. M. (2012). The Sentence Verification Technique for formative assessment of reading comprehension. Paper presented to the annual conference of the National Association of School Psychologists, San Francisco, CA.

*Politylo, B., *White, K. & **Marcotte, A. M.** (2011). An investigation of the construct of number sense. Poster presented to the annual conference of the National Association of School Psychologists, San Francisco, CA.

*Solomon, B. *Klein, S. & **Marcotte, A. M.** (2011). The utility of classroom investment as related to Responsive *Classroom*. Paper presented to the annual conference of the National Association of School Psychologists, San Francisco, CA.

Marcotte, A. M., *Solomon, B, *Klein, S. (2009). Quantifying Instructional Time Using the Teaching Observation Tool. Poster presented to the annual conference of the National Association of School Psychologists, San Francisco, CA.

Hintze, J. M., Wells, C. S., **Marcotte A. M.** (2008). Decision making accuracy of CBM progress monitoring data. Poster presented at the annual meeting of the American Psychological Association, Boston, MA.

Manchester, K., **Marcotte, A. M.**, & Matthews, W. J. (2004). An Initial Reliability and Concurrent Validity Investigation of the Dynamic Indicators of Basic Early Literacy Skill's Retell Fluency. Paper presented to the annual conference of the National Association of School Psychologists, Dallas, TX.

STATE/REGIONAL PRESENTATIONS

Furey, W., **Marcotte, A. M.** (2017). Testing the Effects of a Supplemental Sentence Construction Intervention Using Regression Discontinuity. Poster presented to the annual conference of the Pacific Coast Research Conference, San Diego, CA.

*Meyer, A. M., **Marcotte, A. M.**, *Fillion, K, & *Habib, A. (2015). Examining the predictive validity of the Developmental Reading Assessment. Paper presented to the annual conference of the Northeastern Educational Research Association, Trumbull, CT

Marcotte, A. M. & Clemens, N. H. (2014). Group differences in vocabulary knowledge and learning trends on a measure of preschool vocabulary skills. Poster presented to the annual conference of the Pacific Coast Research Conference, San Diego, CA.

Marcotte, A. M., & *Furey, W. (2013). An Initial Evaluation of a Professional Development Program on Teachers' Use of Comprehension Strategy Instruction. Paper presented to the annual conference of the Northeastern Educational Research Association, Rocky Hill, CT.

Marcotte, A. M., Whitcomb, S. A., Methe, S. A., & Hintze, J. M. (2012). The Multi-Tiered Intervention Model: What it Means for Literacy, Mathematics, and Behavior Across the Grade Levels. Panel Discussion presented to the annual conference of the Northeastern Educational Research Association, Rocky Hill, CT.

*To, N., & **Marcotte, A. M.** (2012). An investigation of group differences in early vocabulary knowledge and learning trends using the Dynamic Indicators of Vocabulary Skills. Paper presented to the annual conference of the Northeastern Educational Research Association, Rocky Hill, CT.

*Furey, W., *Hands, J. L., & **Marcotte, A. M.** (2012). An examination of Validity of the Dynamic Indicators of Vocabulary Skills. Paper presented to the annual conference of the Northeastern Educational Research Association, Rocky Hill, CT.

Marcotte, A. M. (2009). Assessment of reading problems for adolescents. Paper presented to the regional Adolescent Literacy Conference, Sturbridge, MA.

Manchester, K., **Marcotte, A. M.**, & Matthews, W. J. (2005). Examining the Reliability and Concurrent Validity Investigation of the Dynamic Indicators of Basic Early Literacy Skill's Retell Fluency. Paper presented at the annual conference of the Pacific Coast Research Conference, San Diego, CA.

TEACHING

COURSES TAUGHT

Practicum in School Psychology (EDUC 698Q)

Director of Practicum

As Practicum Director, I am responsible for the programmatic responsibilities of this preliminary professional experience. For first year students, I arrange the pre-practicum, classroom-based site assignments and supervise the graduate Teaching Assistant who facilitates the pre-practicum supervision meetings. For second year students, I arrange all practicum sites with field-based School Psychology supervisors for each student, conduct the three site visits per year for each student, and coordinate the communications between field supervisors, UMass School Psychology faculty and the UMass Educator Licensure Office.

In addition to directing the licensing and programmatic responsibilities for the School Psychology Practicum, this seminar meets as a weekly course designed to address the applications of assessment and intervention to

professional practice, reflect on ethics and law and variations in school-based systems, and provide case supervision and support.

Principals and Practices in School Psychology (EDUC 741)

This course addresses the theory, roles and functions, and ethics of professional school psychology in relation to student learning and development in school settings. Course content includes an examination of the historical and legal events that led to the development of the field, as well as current practices in the field of school psychology and future trends.

Interventions for Achievement and Behavior Problems in Schools (EDUC 794I)

This course focuses on the study, analysis and understanding of the critical features of a range of evidence-based interventions for achievement and behavior problems. The foundational perspectives of this course are in developing an understanding of specific skill deficits for behavioral and academic problems, effective instructional design, learning and behavior theories.

Prevention in School Psychology (EDUC 628)

This course was designed to increase student knowledge of the fields of prevention and prevention science, and the models, methods, and practices within them, specifically as they relate to school-based practice and intervention planning.

School Psychology Educational Assessment (EDUC 705)

The purpose of this course is to provide students with knowledge and training in examples of Curriculum-Based Measurement (CBM), Curriculum-Based Evaluation (CBE), Problem-Solving Assessment, and Response to Intervention (RTI), as it relates to the assessment of academic achievement.

School-based Consultation (EDUC 702)

The purpose of this course is to explore the theoretical models, extant research and practice skills relevant to school-based consultation methods. Students learn critical skills to facilitate a problem-solving framework to effectively consult within school systems, analyze the target behaviors of consultees and clients, and effectively incorporate the voice of all stakeholders in the selection of intervention practices.

Research in School Psychology (EDUC 697M)

This is an elective seminar for students participating in research related to academic assessment, instructional interventions, issues related preventative school climate, and professional School Psychology practice.

DOCTORAL DISSERTATION COMMITTEES (Status of as May, 2016)

IN PROGRESS

Amadee Meyer (Chair)

Brooke M. Dewitt (Member)

Laura Simon (Member)

GRADUATED

Chaired

William (Mac) Furey (2017). *Examining the Effectiveness of a Sentence Construction Intervention Combined with Self-Regulation Instruction Using a Regression Discontinuity Design*

Caroline Shackett (2017). *Examining the Effect of Mode of Delivery of a Reading Fluency Intervention Using a Randomized Experimental Alternative-Treatments Design*

Bethany Politylo (2015). *Investigating the Predictive Validity of Three Measures of Number Sense.*

Elizabeth Barker (2015). *Promoting Positive Teacher-Child Interactions through Implementation of a Social Emotional Learning Curriculum with Performance Feedback.*

Katherine Meyer (2014). *Program Evaluation of the Strong Start Curriculum as a Selected Intervention for Early Elementary Students.*

Suzanne Klein (2012). *Increasing Instructional Time Through Performance Feedback in Consultation.*

Member

Shannon Barry (2015). *Using Social Network Analysis to Investigate the Relationship between Team Communication Networks and Implementation of Positive Behavior Support Systems.*

Sheera Eisen (2015). *Positive Behavioral Interventions and Supports In Out-Of-School Time: Providing Professional Development Via Consultation and Performance Feedback*

Sarah Peller. (2013). *Modeling Reading Achievement Trajectories of Puerto Rican Students in English Immersion*

Abigail Leibovitch (2012) *Perspective-Taking and the Ability to Make Emotion-Based Inferences Among Children with High- Functioning Autism Spectrum Disorders.*

Kira Henninger (2010). *Exploring the Relationship between Factors of Implementation, Treatment Integrity, and Student Outcomes.*

Benjamin Solomon (2010). *A Multi-Level Investigation of Teacher Instructional Practices and the Use of Responsive Classroom.*

SERVICE

SERVICE TO THE PROFESSION

| | |
|---|---------------|
| National Center for Intensive Intervention Technical Review Committee Member | 2016- present |
| Journal of School Psychology Editorial Board Member | 2009-present |
| School Psychology Quarterly Editorial Board Member Editor Nomination (2015) | 2012-present |
| School Psychology Forum Editorial Board Member | 2012-present |
| Journal of Research in Reading Ad Hoc Reviewer | 2017 |
| International Journal of Testing Ad Hoc Reviewer | 2015 |

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| School Psychology Review Ad Hoc Reviewer | 2013 - 2016 |
| Journal of Special Education and Rehabilitation Ad Hoc Reviewer | 2012 |
| Educational Assessment Journal Ad Hoc Reviewer | 2012 |
| SpringerPlus Ad Hoc Reviewer | 2013 |
| American Psychological Association's Division 16 Conference Proposal Reviewer | 2011-present |
| Northeastern Educational Researchers Association Conference Proposal Reviewer | 2012-2013; 2016 |
| Regional Adolescent Literacy Conference, Sturbridge, MA Organizer | 2009 |
| National Assessment of Educational Progress' National Literacy Frameworks Expert Panelist | 2008 |

SERVICE TO THE DEPARTMENT/COLLEGE/UNIVERSITY

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|---|---------------|
| University of Massachusetts Amherst Faculty Senate District #24 Representative | 2016-present |
| College of Education Dean's Leadership Council Member | 2014-present |
| College of Education Educator Licensure Advisory Committee Member | 2007-present |
| Student Development Department Academic Matters Committee Member | 2014- present |
| University of Massachusetts Institution Review Board Ad Hoc Research Protocol Reviewer | 2015 |
| Social Justice Education Program Search Committee Member | 2013-2014 |

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| College of Education Building Committee Member | 2013-2014 |
| College of Education Academic Matters Committee Member | 2010-2012 |
| Ad Hoc Student Development Department Merit Committee Member | 2010-2011 |
| School Psychology Search Committee Member | 2009 |
| School Psychology Search Committee Member | 2010 |

SERVICE TO THE COMMUNITY

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| America Read/America Counts Faculty advisor to the Five Colleges America Reads/America Counts undergraduate work-study program to support the implementation of the program across five campuses- Mt. Holyoke College, Hampshire College, Amherst College, Smith College and the University of Massachusetts Amherst. This position includes the supervision of one graduate assistant and the facilitation of a full-day tutor training workshop each semester. | 2013-present |
| Early Childhood Center, Lynn, MA Provided professional development and technical support for the improvement of their early literacy practices to the Early Childhood Center | 2015- present |
| Hampden-Wilbraham Public School District Consultant for data based decision-making in all elementary and middle schools to support the implementation of the Formative Assessment System for Teachers, including data use, interpretation and planning. | 2014-present |
| Springfield Public School District Consultant for data analyses and summarization using regression discontinuity in the high school assignment decisions. | 2013-2014 |
| South Hadley Public School District Consultant for RTI procedures, differentiated instruction for struggling readers and data screening models. | 2013-2014 |
| Amherst Public School District Consultant to the reading interventions at Amherst High School for strategic planning about program implementation. | 2012 |
| Southbridge Public School District | 2012 |

Provided professional development regarding systems for response to intervention and multi-tiered systems of academic support.

Massachusetts Department of Elementary and Secondary Education's Adult and Community Learning Services: 2009, 2010, 2015

Consulted on the development of curriculum frameworks for adult basic education and the assessment that is presently used for measuring outcomes for adult learners based on these standards.

Greenfield Public School District 2009-2010

Consultant to support the implementation of a school reading improvement mode across the elementary schools.

Hadley Public School District 2008-2009

Consultant for RTI implementation for the district, including monthly professional development and technical support.

Quabbin Regional Public School District 2008-2009

Provided various professional development opportunities regarding prevention of reading failure, pre-referral data-based decision-making, and the promotion of positive behavioral supports.

Granby Public School District 2008-2009

Consultant for RTI procedures, differentiated instruction for struggling readers and data screening models.

Pittsfield Public School District 2007-2009

Consultant to apply screening and MTSS to drop-out prevention programming.

Walpole Public School District 2007-2009

Consultant to support the implementation of a school reading improvement mode across the elementary schools.

IN-SERVICE TRAININGS

Marcotte, A. M. (2016). *MTSS Implementation Toolbox*. Inservice training provided to the Wilbraham Hampden-Wilbraham Public School District, Wilbraham, MA.

Marcotte, A. M. (2016). *Mentoring and Teaching: Remediation and Due Process in Field-based Experiences*. Inservice training provided to the Field Supervisor Institute for the Massachusetts School Psychology Trainers committee; Newton, MA.

Marcotte, A. M. (2015) *Goal-setting and Progress Monitoring Using AIMSWeb*. Inservice training provided to the Boylston-Berlin Public School District; Berlin, MA.

Marcotte, A. M. (2015) *An Introduction to AIMSWeb: Charting the Course*. Inservice training provided to the Boylston-Berlin Public School District; Berlin, MA.

Marcotte, A. M. (2015) *What is FAST, MTSS and RTI and Why are They Important?* Inservice training provided to the Hampden-Wilbraham Public School District; Wilbraham, MA.

Marcotte, A. M. (2015) *Preventing Reading Failure Using FAST and MTSS*. Inservice training provided to Mile Tree Elementary School in the Wilbraham Hampden-Wilbraham Public School District, Wilbraham, MA.

Marcotte, A. M. (2014) *Examining the Ethical Implications of SLD Disability Determination Across Multiple Models of Assessment Practices*. Inservice training provided to Western Chapter of the Massachusetts School Psychology Association, Hadley, MA.

Marcotte, A. M. (2014) *What is RTI and How Does it Affect General Educational Practices?* Inservice training provided to the South Hadley Public School District; South Hadley, MA.

Marcotte, A. M. (2014) *What is RTI and What Are the Implications for School Personnel?* Inservice training provided to the South Hadley Public School District; South Hadley, MA.

Marcotte, A. M. (2012) *What is RTI and How Does it Affect General Educational Practices?* Inservice training provided to the Southbridge Public School District; Southbridge, MA.

Marcotte, A. M. (2012) *What is RTI and What Are the Implications for School Personnel?* Inservice training provided to the Southbridge Public School District; Southbridge, MA.

Marcotte, A. M. (2012) *Using Functional Behavior Analysis to Design Intensified Behavior Support Plans for Students*. Inservice training provided to the Quabbin Regional Public School District; Ware, MA.

Marcotte, A. M. (2009) *Using Functional Behavior Analysis to Design Intensified Behavior Support Plans for Students*. Inservice training provided to the Quabbin Regional Public School District; Ware, MA.

Marcotte, A. M. (2009) *Targeting Students' Instructional Needs through Differentiating Instruction in Tier I Programming*. Inservice training provided to the Mansfield Public School District; Mansfield, MA.

Hintze, J.M. & Marcotte, A. M. (2008-2009). *Interpreting Curriculum-based Measurement for Instructional Planning: Initial Steps for the Implementation of Response to Intervention*. Inservice training series provided to the Granby Public School District; Granby, MA..

Marcotte, A. M. (2008-2009). *The Three Essential Components of Response to Intervention: Introduction and Implementation of Curriculum-Based Measurement, Systematic Problem-Solving and Multi-Tiered Service Delivery*. Inservice training series provided to the Hadley Public School District; Hadley, MA.

Marcotte, A. M. (2008) *Introduction to Response to Intervention*. District Orientation Day Keynote Address; Chicopee, MA.

Marcotte, A. M. (2008) *Using Systematic Problem-Solving within Instructional Support Teams*. Inservice training provided to the Walpole Public School District; Walpole, MA.

Marcotte, A. M. (2008) *Interpretation of Oral Reading Fluency and Maze Data for Students in Third through Fifth Grades*. Inservice training provided to the Auburn Public School District; Auburn, MA.

Marcotte, A. M. (2008) *Explicit Instruction in Phonemic Awareness, Phonics and Fluency*. Inservice training provided to the Quabbin Regional Public School District; Ware, MA.

Marcotte, A. M. (2008) *Advanced Interpretation of the Dynamic Indicators of Basic Early Literacy Skills*. Inservice training provided to the Walpole Public School District; Walpole, MA.

Marcotte, A. M. (2006-2007). *The Three Essential Components of Response to Intervention: Introduction and Implementation of Curriculum-Based Measurement, Systematic Problem-Solving and Multi-Tiered Service Delivery*. Inservice training series provided to the Providence Public School District.

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