Educational Methodology, Policy, and Leadership  
2017-2018 Student Roster Booklet

This is the first annual student roster booklet representing 2017-2018 degree students in Educational Methodology, Policy, and Leadership (EMPL). Students who selected to participate in this year’s booklet are organized alphabetically by degree and then last name.

EMPL focuses on development, implementation, and achievement of results in the organization and management of K–12 education. EMPL’s programs provide researchers and practitioners with the latest methodologies for ensuring effective student learning and professional development in our nation’s K–12 school system. Programs provide educational leaders, policymakers, and researchers with the skills needed to design and implement strategies that improve practices in educational organizations.

EMPL offers the following degrees:

**Doctor of Philosophy (PhD)**

This program is designed to develop researchers and scholars who can apply conceptual and theoretical frameworks, methodological approaches, and analytical skills to improve educational performance. The program focuses on several dimensions of research leadership in Pre-K-12 educational systems, including:

- Development of policies to guide programs
- Creation of organizational structures and functions to facilitate change
- Measurement and analysis of educational outcomes to enact accountability

**Doctor of Education (DEd)**

This program is designed to develop practice-orientated expertise in Pre-K-12 educational issues, including:

- Improving K-12 student learning performance & progress
- Improving effectiveness of professional practice
- Enhancing building/district capacity and capabilities
- Cultivating and sustaining professional communities of practice
- Advancing professional knowledge and analytical expertise

**Master of Science (MS) and Master of Education (MEd)**

The master’s program is designed for understanding and use of educational research to solve problems of practice, and to be well-prepared to apply data-driven methods and strategies to develop, implement, evaluate, and research educational programs.

- Feeder for more advanced work in either of the doctoral programs
- Practice-based experiences with school districts and educational agencies
### PhD Students

**Deb Adkins**  
PhD  
Year of Entry: 2016  
dadkins386@gmail.com  

Deb Adkins began her career in education as a data analyst with the Northwest Evaluation Association (NWEA) and is currently a research scientist on the Advanced Research and Development team of NWEA. She earned a master’s degree in Systems Science from Portland State University and came to the EMPL department to pursue a doctoral degree with an emphasis on methodology, measurement, and assessment. Deb’s research interests include education as a system and innovative assessment practices such as student engagement and learning styles, e-learning, dynamic and embedded assessment, cognitive diagnostic assessment, early learning assessment, and flipped classrooms and assessment/teaching tools that provide teachers with immediate feedback and allow for differentiated instruction. In her spare time, Deb enjoys spending time with her husband Matt, sons Hunter and Chase, daughter-in-law Anna, and granddaughters Chimera and Moya.

**Paul Beach**  
PhD  
Year of Entry: 2015  
ptb@uoregon.edu  

Paul Beach has served in a variety of research roles across multiple social science disciplines, including education, public policy, economics, and political science. Currently, Paul conducts research for Inflexion (formerly the Educational Policy Improvement Center) and is affiliated with the Center for Equity Promotion, having worked for clients such as the National Assessment Governing Board, California Department of Education, and William and Flora Hewlett Foundation. Paul’s research interests include the political and economic conditions that influence educational policy, methodological issues in school accountability systems, and organizational theory as it relates to school improvement and program evaluation. Before pursuing his PhD, Paul earned a Master’s in Public Administration from the University of Oregon and Bachelor Degrees in Political Science and Economics from the University of Wisconsin Oshkosh.

**Frank Bender**  
PhD  
Year of Entry: 2009  
fbender@uoregon.edu  

Frank W. Bender is an ASHA certified speech-language pathologist and clinical professor in the Communication Disorders and Sciences Department in the College of Education. Franklin holds graduate degrees from Portland State University in Speech and Hearing Sciences and the University of Oregon in Educational Methodology, Policy, and Leadership. Franklin has been a licensed speech-language pathologist for 20 years and has worked in K-12 education, served as adjunct faculty at both Portland State University and the University of Oregon, and has served as a national consultant to departments of education and school districts around the country pertaining to best practice and research-based approaches pertaining to evaluating and serving culturally and linguistically diverse students for special education services. Franklin’s additional clinical and research interests include: Childhood speech and language disorders, school-based clinical practice, coordinated services between general and special education programs, and measuring teaching effectiveness. He has been an active participant at both the state and national levels regarding speech and hearing practices and served as the president of the Oregon Speech-Language-Hearing Association in 2004.

**Tracy Bousselot**  
PhD  
Year of Entry: 2009  
tboussel@uoregon.edu  

Tracy Bousselot is currently a doctoral candidate at the University of Oregon in Educational Methodology, Policy, and Leadership; her dissertation will be an examination of science achievement gaps for students in grades K-2 using the ECLS-K 2011 data set. She holds a master’s degree in Educational Leadership from the University of Oregon and a bachelor’s degree in Biology/Microbiology from Western Illinois University. Tracy enjoyed seven years as a middle and high school science teacher, instilling in her a passion for improving instruction and access in the STEM fields. She is currently a research associate at the Educational Policy Improvement Center, where she works on both program evaluation and research projects that include a formative evaluation of schools in Oregon implementing Achievement Via Individual Determination (AVID), a developmental evaluation of a pilot journalistic learning program, and ArtCore, an arts-integrated teaching and learning research initiative. Other evaluation/research projects have included school-level case studies of best practice in college/career readiness through the Oregon Quality Education Commission, a research project focused on capacity building for Oregon’s STEM Hubs with the Chief Education Office, and external evaluator on an NSF funded study on professional development for elementary science instruction.
Misael Flores
PhD
Year of Entry: 2015
mflores2@uoregon.edu

Misael Flores Gutierrez is a third-year PhD student in the College of Education within the Educational Methodology, Policy, and Leadership department at the University of Oregon. His research is focused on the intersection between school and district leadership and issues of equity and social justice. Prior to becoming a PhD student, Misael served as an assistant school administrator with roles as athletic director and dean of students in rural Oregon, after working as a special education teacher. He holds a BS in business management from Oregon Institute of Technology and a MEd (Special Education, Grades 7-12) and Oregon license in school administration from Southern Oregon University. He is a member of the Oregon Association of Latino Administrators.

Keith Frazee
PhD
Year of Entry: 2016
kfrazee@uoregon.edu

Keith Frazee currently work at the UO in the Division of Student Services and Enrollment Management where he coordinates the orientation and transition of new undergraduate students to the university. Keith has also worked in student affairs in Santa Barbara, California, and at Baylor University in Waco, Texas. He earned his master's degree in Educational Leadership and Policy Analysis from the University of Missouri in 2008, and prior to that taught high school in Dallas, Texas. Keith’s academic interest is in the decision making of prospective college students, specifically how students choose the college they attend after they have been admitted to multiple universities.

Brian Gearin
PhD
Year of Entry: 2014
bgearin@uoregon.edu

Brian Gearin is a doctoral student in Educational Methodology, Policy, and Leadership and a graduate employee at the University of Oregon’s Center on Teaching and Learning. He is pursuing a specialization in quantitative research methods, and is taking coursework in neuroimaging and pupillometry. Brian’s research is broadly focused on the translation and mistranslation of scientific research to educational policy and practice. Substantive areas of interest include cognition and how it relates to socioeconomic status, physical activity, literacy, and mathematics. Brian has published in Trends in Neuroscience and Education, Journal of Education Policy, and in several edited volumes. Prior to his research career, Brian taught high school English at a priority school in Delaware. He received his BA from Brandeis University, and his MEd from the University of Delaware.

Sol Joye
PhD
Year of Entry: 2015
scj@uoregon.edu

Sol Joye is a former high school and middle school educator, currently an Instructional Design Coordinator for Global and Online Education, and Professor of Practice for the Oregon Research Schools Network. His areas of interest include the intersection of educational technologies and effective teaching strategies and its direct effect on diverse school populations. This specifically includes the design and implementation of digital teaching and learning tools and games, the study of effective Career Technology Education, and the evaluation of technology-based school intervention adoption, innovative teacher professional development and the opportunity to develop long-term positive school-university partnerships.
Josh Kahn
PhD
Year of Entry: 2012
jkahn@uoregon.edu

Josh Kahn is a doctoral candidate working on his dissertation, the development and validation of a measure of Administrative Decision-Making in Student Discipline (ADMin-SD). He enjoyed his time working with master’s students as their practicum supervisor as well as his time as a research assistant with Behavioral Research and Teaching (BRT). Currently, Josh is adjunct faculty for Moravian College in Pennsylvania as he finishes his dissertation. Josh hopes his interest and scholarship in educational leadership and decision-making help him secure a tenure-line job in which he can continue working with students and investigating the research questions that drive his curiosity.

Sunhi Park
PhD
Year of Entry: 2014
spark8@uoregon.edu

Sunhi Park is in the doctoral program. She worked as a high school teacher in South Korea with a master’s degree in Teaching English to Speakers of Other Languages (TESOL) from the University of Manchester, and participated in writing/reviewing test items for national standardized tests of English for Korean students. These teaching and test development experiences challenged Sunhi to start a doctoral degree at the UO. Her research interests are test development (especially reading comprehension) and noncognitive perceptions of students. Currently, she participates in improving assessment, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), coordinating the Administrator Licensure Program, and entering/analyzing data for Mathematics Self-Math Concept and Middle School Mathematics Achievement.

Lorna Porter
PhD
Year of Entry: 2016
lporter@uoregon.edu

Lorna Porter is a current PhD student in the College of Education - University of Oregon. Lorna’s research in the Educational Methodology, Policy, and Leadership department explores the educational experiences of recently arrived immigrant students in the United States. Her work draws on mixed methodology to critically examine educational policies that shape the migration experience and resulting educational trajectories, with a focus on academic as well as socio-emotional outcomes. Current research focuses more specifically on the intake and enrollment process for adolescent immigrant youth. Lorna received an M.A. in Education Policy from the University of California, Davis and a B.A. from the University of California, Berkeley where she was awarded the Department Citation for Academic Excellence in the Interdisciplinary Studies Field Department.

Michael Their
PhD
Year of Entry: 2013
mthier@uoregon.edu

Michael Thier is a Research Associate jointly appointed to the Educational Policy Improvement Center and the Center for Equity Promotion. With collaborators in 10 countries, he pursues three goals: (a) helping education leaders implement and measure global citizenship education (GCE) programs; (b) comparing GCE programs’ possibilities and constraints internationally/cross-culturally; and (c) discovering opportunities and conditions that enable students, especially attendees of rural and/or remote schools, to avail themselves of GCE programs. He publishes in journals such as Learning and Individual Differences and Psychological Assessment. His research has won awards from the American Educational Research Association and English Journal. At UO, where he is a candidate for a concurrent Ph.D. in Educational Leadership with a specialization in quantitative research methods and a Master’s of Public Administration, Michael teaches courses in research methods, public policy, equity and social justice, and professional writing. Most importantly, he is the proud father of two daughters.
HyeonJin Yoon
PhD
Year of Entry: 2013
hyoon@uoregon.edu

HyeonJin Yoon is a doctoral candidate in the department of educational methodology, policy, and leadership (EMPL) at the University of Oregon. Originally from South Korea, HyeonJin holds a B.A. in English and American literature from the Hankuk University of Foreign studies and M.A. in education from the Hanyang University. Before joining EMPL, HyeonJin worked as a middle school teacher in Korea. Her research interests include quantitative research methods, measurement and assessment, identification of the nature and origins of individual differences in reading comprehension development skills, and evaluation of reading intervention effects using regression discontinuity designs. HyeonJin’s career goal is to work at a university as a research methodologist and faculty.
Molly Anderson
DEd
Year of Entry: 2017
Mander13@uoregon.edu

Molly Anderson’s professional objective is to secure an administrative position in a collaborative learning community dedicated to teaching all students. Speaking both English and Spanish has allowed Molly to connect with students and their families, which is such a critical piece of the work done by educators. Over the last 17 years, she has taught in two different school districts, Salem-Keizer and Beaverton. Being in the classroom teaching kindergarten, teaching English Language Development (ELD), facilitating whole school ELD programs, organizing school wide events, as well as district leadership cadres, have kept Molly focused and moving forward to obtain her DEd.

Heather Bailey
DEd
Year of Entry: hbailey@uoregon.edu

Heather Bailey is going into her 6th year as principal of Russell Elementary School in the Parkrose District. During her principalship the school has moved from focus status to a success story. Prior to becoming an administrator, Heather was in the classroom for 15 years teaching at both the intermediate and primary grade levels. Her focus is in the area of curriculum and instruction, specifically around instructional interventions for students. Heather believes that; “if we intervene early using research based models and materials we, as an educational system, can change the future trajectory for students.”

Tom Charboneau
DEd
Year of Entry: 2017
tcharbon@uoregon.edu

Thomas “Tom” Charboneau is a DED student in the EMPL program. He is returning to the University of Oregon, where he received his MS in Educational Leadership in 2004. Tom recently returned to Oregon after teaching and serving as an administrator in the Oro Grande School District in Southern California. He is currently the Principal at Forest Ridge Elementary and Optimum Learning Environments Charter Schools in the Salem-Keizer School District. Tom’s research and interests focus on elementary education, assessment, and the predictiveness of new assessments. Tom currently resides in Turner with his wife, two children, and a plethora of animals.

Fabio de Andrade
DEd
Year of Entry: 2017
fabior@uoregon.edu

Fabio de Andrade was born in Brazil where he studied education and public administration and worked as a high school teacher, college instructor, and district manager. He holds an MPA degree from SJSU and an MCRP degree from the UO. Fabio is working in the UO’s Office of International Affairs coordinating study abroad programs in Latin America and exchange programs in Europe and Oceania. He is interested in researching instructional technology and policy analysis.
Lillian Groff
DEd
Year of Entry: 2017
lgroff@uoregon.edu

Lillian Groff completed her Masters Degree in Special Education in conjunction with Project PASS (Preparing Autism Specialists for Schools) at the University of Oregon. For the past four years Lillian has worked as a Special Education Teacher in a Comprehensive Learning Center setting. This year, she is in a new position as a behavior consultant with the 4J School District. Lillian works in the Churchill region, and in a handful of schools in the South region. Her research interests center on Behavior Support Plan implementation, ongoing coaching and support, and how to support schools in effectively implementing research based practices that support all students and improve outcomes.

Bren Kleinfelder
DEd
Year of Entry: 2016
brenk@uoregon.edu

In 2003, Bren Kleinfelder began her work in special education as a professional adaptive ski instructor for Beaver Creek Children’s Ski School, in Vail, Colorado. In 2011, she received a M.S. in Middle/Secondary Special Education at the University of Oregon, Teacher Licensure Program. She worked in special education and taught media arts at the Academy of Arts & Academics in Springfield, Oregon, from 2011 to 2016. Bren is deeply interested in building mental health into the culture of American schools and working in educational policy and equity.

Milan M’Enesti
DEd
Year of Entry: 2017
menesti@uoregon.edu

Milan M’Enesti was born last century in Romania. He grew up in very confused times (under a sovietized political period) but at 32 years of age (in 1992) he got the chance for a new life in North America. In couple of years, Milan became a Canadian and US citizen driving toward finishing what he started in 2008: a Bachelor of Arts, magna cum laude, majoring in Psychology and Sociology and minoring in Philosophy. At the same University of Oregon, he was accepted to work with incredible wonderful people in the College of Education, finishing a Master of Science and a Doctorate of Education (DEd) in 2018.

Matthew Eide
DEd
Year of Entry: 2015
meide@uoregon.edu

Matt Eide is a student in the D.Ed program, focusing on the reengagement behavior of students who have dropped out or disengaged from school. Matt is currently the director of Reconnection Services in Portland Public Schools and administers a small transitional alternative school. Prior to joining Portland Public Schools, Matt was a consultant and researcher at Education Northwest, led an alternative school for homeless youth, and taught high school Social Studies. Matt and his wife have two children, a cat, and some very naughty dogs.
Nuvia Nevarez
DEd
Year of Entry: 2017
nnevarez@uoregon.edu

Nuvia Nevarez received a Bachelor of Arts in Education from Arizona State University and my Master of Arts from New York University. Prior to this year Nuvia was teaching high school in Phoenix, Arizona and was involved in grass-roots community organizing for social justice, specifically undocumented student rights. She recently moved back to her hometown and is currently working as a dual language teacher at French Prairie Middle School in Woodburn, OR. Her interests include participatory action research, underrepresented students, undocumented students, and Latinx students. Nuvia would love to research the impact that family separation (deportations) have on students, as well as, the impact that ethnic studies and dual language programs have on identity development and student achievement.

Kraig Sproles
DEd
Year of Entry: 2015
Kraig.sproles@gmail.com

Kraig Sproles is currently working as an elementary principal in the Greater Albany School District. Kraig has also worked as an administrator in the Tigard-Tualatin SD and as a middle school/elementary teacher in the David Douglas SD. As both a school administrator and in his research, Kraig is deeply invested in understanding how school-level factors impact teacher and student well-being. He believes that schools can both be academically rigorous and joyful communities where engaged teachers and students are encouraged to flourish. In the future, Kraig hopes to continue his work as a public school administrator promoting the creation of flourishing school communities.

Christina Struyk-Bonn
DEd
Year of Entry: 2015
christina.struykbonn@gmail.com

Christina Struyk-Bonn lives in Portland, Oregon, but originally is from Iowa. She has been in the Pacific Northwest for so long she can hardly claim to be a midwesterner anymore. Christina has been in education for more than 20 years and is currently the Associate Principal at a small online charter school in the Gresham-Barlow School District where her focus is on curriculum development. Her heart is in alternative education; she believes in offering different types of programs for students who don’t fit the traditional system. Christina also has an MFA in fiction writing which she earned from PSU in 2011 and has two young adult novels published, the last which came out in 2016.
Lauren Witherspoon
DEd
Year of Entry: 2015
lwither6@uoregon.edu

Lauren Witherspoon is expected to graduate Spring 2018 with her Doctorate of Education in Educational Leadership. She currently is an academic advisor at the University of Oregon. Lauren holds a Master of Business Administration degree and Bachelor of Science degree. Prior to being an academic advisor she was a high school math teacher and coach. During her teaching career she started a pre-collegiate tutoring business to help young adults pursue post-secondary education. She also started an organization named: SCHOLARS (Students Changing History Onward Leading as leaders Academically, Respectfully, and Successfully), which focused on pre-collegiate skills and social capital, in hopes to increase student success post-secondary. Post graduation Witherspoon wants to work in higher education administration around equity and inclusion in Student Affairs, Academic Affairs, or in College of Education.
Jill Elizabeth
MS
Year of Entry: 2017
jille@uoregon.edu

Jill Elizabeth is the Academic Affairs Manager at the UO School of Law. In this position, Jill manages the academic policies and operations for the School of Law’s four curricular programs - JD, LLM, CRES Master’s, and Legal Studies minor. As the delegate Director of Graduate Studies for the School of Law, Jill acts as the liaison between the Graduate School and the School of Law, promoting opportunities and connections for students across programs. Jill also supports the JD clinics and externships offerings and serves as the Professional Development Liaison for the Officers of Administration Council, an elected committee of the UO Senate. All these efforts are to further the excellence of the UO School of Law and to support the enrichment and success of the three small humans under her care. Jill holds a BA in Philosophy and German from Calvin College.

Yan Feng
MS
Year of Entry: 2017
yfeng@uoregon.edu

Yan Feng is a current first-year MS student in the College of Education - University of Oregon. She has worked in sales at an international trading company for 12 years. Yan holds an undergraduate degree in chemistry from Tianjin University in China.

Cui Xiaoli
MS
Year of Entry: 2016
mcui@uoregon.edu

Cui Xiaoli a student from China who has four years of working experience in education management field, and two years in retail business in Beijing. Cui enjoys working with students, teachers, and schools, which brought her to Eugene about one and a half years ago to pursue a deep understanding of education. Study and work experience in Eugene has broadened her view horizontally, affirming her belief that providing high-qualified and suitable service for learners is always beneficial. Cui worked as a project assistant, a customer manager, a study abroad consultant and a business development manager. However, none of these labels sufficiently describe her as the person who embraces opportunities and challenges.