

**DR. STEVEN STEMLER**  
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### **PROFESSIONAL APPOINTMENTS**

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- 07/05–present *Assistant Professor, Wesleyan University, Department of Psychology*
- 12/02–present *Teaching Faculty, Framingham State College, International Educational Programs*
- 06/03–06/05 *Associate Research Scientist, Yale University, Department of Psychology*
- 01/03–06/05 *Assistant Director, Yale University PACE Center.* Responsible for handling all grants submitted by the PACE Center, monitoring spending on all currently funded grants, collaborating on grant proposals, collaborating on all hiring decisions, and working with visiting scholars.
- 01/02–12/02 *Deputy Assistant Director, Yale University PACE Center.* Responsible for helping to develop budgets and ensure that all guidelines are met for grants submitted by the PACE Center, collaborating on grant proposals, collaborating on all hiring decisions, and working with visiting scholars.
- 09/01–05/03 *Visiting Instructor, Framingham State College, Department of Graduate and Continuing Ed.*

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### **EDUCATION**

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| 2001–2003 | <i>Yale University</i><br>Postdoctoral Associate, Psychology<br>Advisor: Dr. Robert J. Sternberg                  | New Haven, CT     |
| 2001      | <i>Boston College</i><br>Ph.D., Educational Research, Measurement, and Evaluation<br>Advisor: Dr. Ina V.S. Mullis | Chestnut Hill, MA |
| 1997      | <i>Boston College</i><br>M.Ed., Educational Research, Measurement, and Evaluation                                 | Chestnut Hill, MA |
| 1996      | <i>University of Washington</i><br>B.S., Psychology   | Seattle, WA       |

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### **ADVANCED EDUCATIONAL TRAINING**

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- 6/03 *APA Advanced Training Institute in Longitudinal Methods, University of Virginia*  
Selected to participate in an American Psychological Association program working with nationally renowned professionals in the field of longitudinal methods.
- 6/97 *NSF Institute on Evaluation, The Evaluation Center, Western Michigan University*  
Selected as one of 18 scholars to participate in a National Science Foundation program (Project MTS) working with nationally renowned professionals in the field of program evaluation to develop broader approaches to program evaluation with a special emphasis on integrating and evaluating the use of technology.

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### **AWARDS**

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- Pass with Distinction Award* for exceptional performance on the doctoral comprehensive exam in Educational Research, Measurement, and Evaluation (2/00).
- StudyWeb Excellence Award* for outstanding educational website (<http://www.csteep.bc.edu/ctest>) (7/99).

## FUNDED RESEARCH

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**Award Amount:** \$60,000      **PI:** Steven Stemler      06/15/08-8/31/09

**Funding Agency:** University of Central Florida (Office of the Secretary of Defense prime)

**Title:** Measuring Adaptability in Military Personnel

**Summary:** The objective of this research project is to adapt basic cognitive measures of adaptability, creativity, and intelligence into a more applied military context for use in the evaluation of adaptability training and personnel selection.

**Role:** Principal Investigator

**Award Amount:** \$104,797      **PIs:** Steven Stemler and Cynthia Matthew      6/1/07-5/31/08

**Funding Agency:** Army Research Institute

**Title:** Exploring Pattern Recognition as a Predictor of Mental Flexibility

**Summary:** The objective of this research project is to demonstrate that pattern recognition is a basic cognitive process that gives rise to mental flexibility across a variety of domains. We will use a recently developed mental flexibility test battery to test the hypotheses that: i) pattern recognition, operationalized using multiple measures including non-visual measures (decision-making and social judgment), will be a stronger and more significant predictor of mental flexibility than will traditional measures of flexible or fluid cognitive processes; ii) measures of pattern recognition will mediate the relation between accepted measures of fluid cognitive processing and mental flexibility; iii) measures of pattern recognition will be weakly related to measures of analytic cognitive processing, and iv) measures of pattern recognition in the social domain will predict mental flexibility in social judgment.

**Role:** Co-Principal Investigator

**Award Amount:** \$350,000      **PIs:** Robert Sternberg, Steven Stemler, and Elena Grigorenko      4/1/05-9/30/07

**Funding Agency:** National Science Foundation

**Title:** Using the Theory of Successful Intelligence as a Framework for Developing Assessments in AP Physics

**Summary:** The aim of the proposed research project is to create a set of augmented, theory-driven examinations that expand the range of cognitive skills assessed and to examine the impact of this approach on student achievement. We will use the College Board's Advanced Placement (AP) program in Physics as a testing ground for the project. The augmented exams will be based explicitly on Sternberg's construct-validated theory of cognitive processing skills. Specifically, we propose to investigate: (1) individual differences and group differences in cognitive processing skills, (2) ethnic differences in student achievement on the augmented exams, and (3) the comparative validity overall and across ethnic groups of using cognitive subscale scores to predict course grades.

**Role:** Co-Principal Investigator (Note: When I came to Wesleyan in July '05, my role changed to project consultant)

**Award Amount:** \$1,500      **PI:** Steven Stemler      9/1/06-12/31/06

**Funding Agency:** Wesleyan University Project Grant

**Title:** Social Identity and Interpersonal Conflict Resolution

**Summary:** The proposed study is a pre-study within the context of a larger research program designed to examine the relationship between social identity and interpersonal conflict. The ultimate objective of this research program is to examine the psychometric properties of a newly developed survey instrument capable of measuring the social identities that are most important to Wesleyan students (e.g., ethnicity, gender, place of residence). Participants will be asked to categorize themselves within each social identity group (e.g., White male, living at 200 Church Street) and will then rate the extent to which they affiliate with members of their own and other identity groups. The goal is to assess the extent to which students show (1) ingroup favoritism; (2) outgroup hate, (3) both, (4) neither. We will then administer a situational judgment test describing a conflict between two individuals and ask participants to assign a level of blame of each individual for the conflict. The identities of the individuals described in the scenario will be systematically varied to either match or deviate from the participant's most important reported social identity.

**Role:** Principal Investigator

**Award Amount:** \$175,000      **PI:** Elena Grigorenko

10/1/03-9/30/05

**Funding Agency:** National Institutes of Health (NIH)

**Title:** Epidemiological Survey of Learning Disabilities in Zambia

**Summary:** Zambian children demonstrate some of the lowest levels of achievement in any African country. Although the major cause of this depressed performance is attributable to the weaknesses of the educational system in Zambia, another factor of great importance is that the Zambian school system does not have the capacity to diagnose and address the needs of children with non-specific and specific learning disabilities. Our work intends to provide estimates of prevalence of non-specific and specific learning disabilities among Zambian school-aged children and investigate, in a pilot fashion, various etiologies of learning disabilities.

**Role:** Investigator

**Award Amount:** \$495,927      **PIs:** Robert Sternberg and Elena Grigorenko

1/1/01-12/31/05

**Funding Agency:** Temple University (U.S. Department of Education, IES, prime)

**Title:** The Value of the Theory of Successful Intelligence for Predicting the Effectiveness of Schools as Intelligent Systems

**Summary:** The goal of this project is to examine the emerging properties of schools that are "successfully intelligent" as a system, over and beyond the successful intelligence of, say, the faculty or the students looked at from an individual perspective. The project also aims to explore and empirically validate Sternberg's (2000) theory of school modifiability (e.g., how willing schools will be to adapt to new educational policies). The mineralogical theory suggests that there are eight different profiles of schools based on the extent to which the school: (1) is truly committed to change; (2) is interested in the appearance of change, and (3) believes that it has the power to change. Finally, we will examine whether effective teachers are better able than less effective teachers to adapt their strategies for responding to practical situations depending upon the situational context.

**Role:** Project Director

## **RESEARCH EXPERIENCE**

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- 6/05–present      **Psychometric Laboratory on Human Intelligence & Social Behavior, Wesleyan University**  
*Director.* Responsible for overseeing all aspects of research, test development, and personnel management in a vibrant laboratory whose objective is to develop high quality instruments to measure educationally relevant goals.
- 9/01–9/05      **Center for the Psychology of Abilities, Competencies, and Expertise, Yale University**  
*Project Director, Understanding Schools as Intelligent Systems.* Responsible for coordinating the development of measures of teachers' tacit knowledge and measures of schools as intelligent systems, conducting phone interviews with teachers and administrators, supervising project team in the recruitment of project participants and the process of data collection, developing strategies for recruiting project participants, constructing a database tracking system to monitor contact with teachers, principals, and district officials nationwide, and performing statistical analyses and research reporting (9/01-9/05).  
*Interim Project Director, Teaching for Wisdom.* Responsible for working on the development of reliable and valid techniques for assessing the construct of wisdom as defined by Sternberg's Balance Theory of Wisdom (1/02-7/02).
- 8/99–8/01      **TIMSS International Study Center, Boston College**  
*Research Associate, Third International Mathematics and Science Study (TIMSS).* Co-edited and contributed to Technical Reports documenting the design and implementation of TIMSS 1999 at the international and national levels. Conducted a number of secondary analyses of the TIMSS 1995 data, including explorations of gender differences in achievement and differences in school effectiveness.
- 9/96–7/99      **Center for the Study of Testing, Evaluation, and Educational Policy, Boston College**  
*Research Assistant, National Board on Educational Testing and Public Policy.* Developed a policy analysis of affirmative action. Constructed and maintained a Filemaker Pro database used to track

the reporting of test score use in the U.S. media. Initiated a content analysis study of college admissions literature to detect various presentations of testing and diversity issues (9/98-7/99). *Research Assistant, Consortium for Equity in Standards and Testing (CTEST)*. Co-developed and edited a website devoted to exploring how educational standards, assessments, and tests could be used more fairly: <http://www.csteep.bc.edu/ctest> (1/97-8/98).  
*Research Assistant, Scanning Services Center*. Consulted with various university professors on survey and test construction. Performed data analysis and interpretation of test/survey results (9/96-5/97).

10/97–12/98 **Massachusetts Advocacy Center, Boston**

*Evaluation Associate*. Performed analyses using Stanford 9 Achievement Test data from Boston Public Schools aimed at predicting the number of minority students who would be retained in Boston in light of policy changes calling for the development of a high-stakes testing program.

**PUBLICATIONS** (Wesleyan student coauthors noted by underlining)

**Peer-reviewed journal articles**

- Elliott, J.G., Stemler, S.E., Grigorenko, E.L., Sternberg, R.J., & Hoffman, N. (under review). *The socially skilled teacher and the development of tacit knowledge*.
- Stemler, S.E., Bebell, D., & Sonnabend, L. (revision under review). *Using school mission statements for reflection and research*.
- Kahn, R., Stemler, S.E., Berchin-Weiss, J. (revision under review). *Enhancing parent participation in early intervention through tools that support mediated learning*.
- Stemler, S. E., Sternberg, R.J., Grigorenko, E.L., Jarvin, L., & Sharpes, K. (in press). Using the theory of successful intelligence as a framework for developing assessments in AP Physics. *Contemporary Educational Psychology*, doi: <http://dx.doi.org/10.1016/j.cedpsych.2009.04.001>.
- Wu, M.B., & Stemler, S.E. (2008). Resident advisor general intelligence, emotional intelligence, personality dimensions, and internal belief characteristics as predictors of rated performance. *NASPA Journal*, 45(4), 528-559.
- Sternberg, R.J., and the Rainbow Project Collaborators (2006). The Rainbow Project: Enhancing the SAT through assessments of analytical, practical, and creative skills. *Intelligence*, 34, 321-350.
- Stemler, S. E., Grigorenko, E. L., Jarvin, L., & Sternberg, R. J. (2006). Using the theory of successful intelligence as a basis for augmenting AP exams in psychology and statistics. *Contemporary Educational Psychology*, 31(2), 75-108.
- Stemler, S.E., Elliot, J.G., Grigorenko, E.G., & Sternberg, R.J. (2006). There's more to teaching than instruction: Seven strategies for dealing with the practical side of teaching. *Educational Studies*, 32(1), 85-102.
- Stemler, S.E. (2004). A comparison of consensus, consistency, and measurement approaches to estimating interrater reliability. *Practical Assessment, Research & Evaluation*, 9(4). Retrieved January 27, 2008 from <http://PAREonline.net/getvn.asp?v=9&n=4> . This paper has been viewed 23,346 times since 3/1/2004.
- Stemler, S.E. (2001). An overview of content analysis. *Practical Assessment, Research & Evaluation*, 7(17). Retrieved January 27, 2008 from <http://PAREonline.net/getvn.asp?v=7&n=17>. This paper has been viewed 107,028 times since 6/7/2001.

**Edited books and chapters**

- Stemler, S., Chamvu, F., Chart, H., Jarvin, L., Jere, J., Hart, L., Kaani, B., Kalima, K., Kwiatkowski, J., Mambwe, A., Kasonde-N'Gandu, S., Newman, T., Serpell, R., Sparrow, S., Sternberg, R.J., & Grigorenko, E.L.. (2009). Assessing competencies in reading and mathematics in Zambian children. In E.L. Grigorenko (Ed.), *Multicultural Psychoeducational Assessment* (pp. 157-186). New York: Springer Publishers.
- Elliott, J.G., & Stemler, S.E. (2008). Teacher authority, tacit knowledge and the training of teachers. In T.E. Scruggs and M.A. Mastropieri (Eds.), *Advances in learning and behavioral disabilities: Vol. 21 Personnel Preparation* (pp 75-88). Oxford, UK: Elsevier.
- Stemler, S.E., & Tsai, J. (2008). Best practices in estimating interrater reliability. In J. Osborne (Ed.). *Best practices in quantitative methods* (pp.29-49). Thousand Oaks, CA: Sage publications
- Stemler, S.E., & Birney, D. (2007). Measurement. In N. Salkind (Ed.), *Encyclopedia of Measurement and Statistics, Volume 2* (pp. 582-584). Thousand Oaks, CA: Sage Publications.

- Birney, D., & Stemler, S.E. (2007). Intelligence Quotient. In N. Salkind (Ed.), *Encyclopedia of Measurement and Statistics, Volume 2* (pp. 473-476). Thousand Oaks, CA: Sage Publications.
- Stemler, S.E. (2007). Interrater reliability. In N. Salkind (Ed.), *Encyclopedia of Measurement and Statistics, Volume 2* (pp. 484-486). Thousand Oaks, CA: Sage Publications.
- Stemler, S.E. (2007). Profile Analysis. In N. Salkind (Ed.), *Encyclopedia of Measurement and Statistics, Volume 2* (pp. 788-789). Thousand Oaks, CA: Sage Publications.
- Stemler, S.E. (2007). Cohen's kappa. In N. Salkind (Ed.), *Encyclopedia of Measurement and Statistics, Volume 1* (pp. 164-166). Thousand Oaks, CA: Sage Publications.
- Stemler, S.E., & Sternberg, R.J. (2006). Using situational judgment tests to measure practical intelligence. In J. Weekley and R.E. Ployhart (Eds.), *Situational Judgment Tests* (pp. 107-131). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Sternberg, R. J., Birney, D., Jarvin, L., Kirlik, A., Stemler, S. & Grigorenko, E. L. (2006). From Molehill to Mountain: The Process of Scaling Up Educational Interventions (First-Hand Experience Upscaling the Theory of Successful Intelligence). In M. A. Constanas, & R. J. Sternberg (Eds.) *Translating theory and research into educational practice: Developments in content domains, large-scale reform, and intellectual capacity* (pp. 205-221). Mahwah, NJ: Lawrence Erlbaum Associates.
- Sternberg, R.J., & Stemler, S.E. (2004). Wisdom as a moral virtue. In T.A. Thorikildsen, & H.J. Walberg (Eds.), *Nurturing morality* (pp. 187-198). New York: Kluwer Academic/Plenum Publishers.
- Mullis, I.V.S., & Stemler, S.E. (2002). Analyzing gender differences for high-achieving students on TIMSS. In D.F. Robitaille & A.E. Beaton (Eds.), *Secondary Analysis of the TIMSS Results* (pp. 277-290). Kluwer Academic Publishers.
- Martin, M.O., Gregory, K.D., O'Connor, K.M., & Stemler, S.E. (Eds.). (2001). *TIMSS 1999 Benchmarking Technical Report*. Chestnut Hill, MA: Boston College.
- O'Connor, K.M., & Stemler, S.E. (2001). Quality Control in Data Collection for TIMSS 1999 Benchmarking. In M.O. Martin, K.D. Gregory, K.M. O'Connor, & S.E. Stemler (Eds.), *TIMSS 1999 Benchmarking Technical Report*. Chestnut Hill, MA: Boston College.
- Martin, M.O., Mullis, I.V.S., & Stemler, S.E. (2001). TIMSS Questionnaire Development. In M.O. Martin, K.D. Gregory, K.M. O'Connor, & S.E. Stemler (Eds.), *TIMSS 1999 Benchmarking Technical Report*. Chestnut Hill, MA: Boston College.
- Stemler, S.E. (2001). *Examining School Effectiveness at the Fourth Grade: A Hierarchical Analysis of the Third International Mathematics and Science Study (TIMSS)*. (Doctoral dissertation, Boston College, 2001). Dissertation Abstracts International, 62 (03A), p. 919.
- Martin, M.O., Gregory, K.D., & Stemler, S.E. (Eds.). (2000). *TIMSS 1999 Technical Report*. Chestnut Hill, MA: Boston College.
- O'Connor, K.M., & Stemler, S.E. (2000). Quality Control in Data Collection. In M.O. Martin, K.D. Gregory, & S.E. Stemler (Eds.), *TIMSS 1999 Technical Report*. Chestnut Hill, MA: Boston College.
- Martin, M.O., Mullis, I.V.S., & Stemler, S.E. (2000). TIMSS Questionnaire Development. In M.O. Martin, K.D. Gregory, & S.E. Stemler (Eds.), *TIMSS 1999 Technical Report*. Chestnut Hill, MA: Boston College.
- Mullis, I.V.S., Martin, M.O., Fierros, E.G., Goldberg, A.L., & Stemler, S.E. (2000). *Examining Gender Differences in Mathematics and Science Achievement on the Third International Mathematics and Science Study*. Chestnut Hill, MA: Boston College.

### Book reviews

- Stemler, S.E. (2004). Automated essay scoring: A human's review. [Review of the book Automated Essay Scoring]. *PsycCRITIQUES*, 49 (Suppl 14), np.
- Stemler, S.E. (2004). The man in the mirror: reflections on identity formation and intergroup conflict. [Review of the book Social Identity, Interpersonal Conflict, and Conflict Reduction]. *Journal of Contemporary Psychology*, 49(6), 739-742.
- Stemler, S.E. (2003). The social psychology of conflict resolution [Review of the book The handbook of conflict resolution]. *Journal of Contemporary Psychology*, 48(5), 685-687.
- Stemler, S.E. (2003). The undercurrent of American education [Review of the book Images of schoolteachers in America]. *Journal of Contemporary Psychology*, 48(4), 414-416.
- Stemler, S.E. (2003). Toward a theory of cybereducation [Review of the book Cybereducation: The future of long-distance learning]. *Journal of Contemporary Psychology*, 48(3), 251-252.

## Research reports

- Matthew, C.T., & Stemler, S.E. (May, 2008). *Exploring pattern recognition as a predictor of mental flexibility*. Final report submitted to the Army Research Institute for the Behavioral and Social Sciences for Project Award #W91WAW-07-C-00.
- Stemler, S.E., Sharpes, K., Sternberg, R.J., Jarvin, L., & Grigorenko, E.L. (March, 2008). *Using the theory of successful intelligence as a framework for developing assessments in AP Physics*. Final report submitted to the National Science Foundation for Project Award #0710915.
- Stemler, S. E., Sternberg, R. J., Grigorenko, E. L., Jarvin, L., & Merry, K. (December, 2003). *There's more to teaching than instruction: Seven strategies for dealing with the social side of teaching*. Report prepared under subcontract to the Temple University Laboratory for Student Success.
- Stemler, S. E., Grigorenko, E. L., Jarvin, L., Macomber, D., & Sternberg, R. J. (2003). *Examining the utility of the theory of successful intelligence for enhancing the construct validity of the Advanced Placement Psychology exam*. Research Report submitted to the College Board.
- Stemler, S. E., Grigorenko, E. L., Jarvin, L., Macomber, D., & Sternberg, R. J. (2003). *Examining the utility of the theory of successful intelligence for enhancing the construct validity of the Advanced Placement Statistics exam*. Research Report submitted to the College Board.
- Sternberg, R.J., and the Rainbow Project Collaborators (March, 2003). *The Rainbow Project: Enhancing the SAT through assessments of analytical, practical, and creative skills*. Research report prepared under contract to the College Board.
- Stemler, S.E., Sternberg, R.J., Grigorenko, E.L., Jarvin, L., & Macomber, D. (December, 2002). *Policy brief on data analyses and their implications for school policy*. Report prepared under subcontract to the Laboratory for Student Success, Temple University.
- Stemler, S.E., Grigorenko, E.L., Jarvin, L.J., & Sternberg, R.J. (June, 2002). *Tacit Knowledge and its implications for school policy*. Report prepared under subcontract to the Laboratory for Student Success, Temple University.
- Stemler, S.E., Sternberg, R.J., & Grigorenko, E.L. (October, 2001). *Report on the Measurement of Tacit Knowledge*. Report prepared under subcontract to the Laboratory for Student Success, Temple University.
- Stemler, S.E. (August, 1999). *Student Achievement in the District of Columbia's Public Charter Schools*. Report prepared for the District of Columbia Public Charter School Board.
- Stemler, S.E. (March, 1999). *Using Crystal Reports for Data Analysis*. A primer written by the staff of the Massachusetts Board of Higher Education and designed for use by the Institutional Research Offices of the Commonwealth of Massachusetts.
- Stemler, S.E. (December, 1998). *Affirmative Action Policy Analysis*. Report prepared for the National Board on Educational Testing and Public Policy.
- Stemler, S.E. (June, 1997). *Data Collection Techniques and the World Wide Web: Progress and Pitfalls*. Paper prepared for the staff of the Evaluation Institute at Western Michigan University.

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## PRESENTATIONS

### Paper presentations

- Stemler, S.E., Newman, T., & Tan, M. (June, 2009). *Cross-cultural assessment: the development of a valid and reliable protocol to identify students with learning disabilities in Zambia*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading: Boston, MA.
- Stemler, S.E., & Bar-David, E. (April, 2009). *How can universities measure ethical reasoning?* Roundtable paper presented at the annual meeting of the New England Educational Research Organization: Portsmouth, NH.
- Hartley, A., & Stemler, S.E. (April, 2009). *How can universities assess the development of intercultural literacy?* Roundtable paper presented at the annual meeting of the New England Educational Research Organization: Portsmouth, NH.
- Bar-David, E., Moore, T., & Stemler, S.E. (April, 2008). *Measuring ethical reasoning in higher education*. Paper presented at the annual meeting of the New England Educational Research Organization: Hyannis, MA.
- Koh, S., Sonnabend, L., Sharpes, K., Compton, E., & Stemler, S.E. (April, 2008). *Measuring intercultural literacy in higher education*. Paper presented at the annual meeting of the New England Educational Research Organization: Hyannis, MA.

- Wu, M., Sonnabend, L., Compton, E., Dinsmore, E., & Stemler, S.E. (April, 2008). *Measuring social intelligence in higher education*. Paper presented at the annual meeting of the New England Educational Research Organization: Hyannis, MA.
- Sharpes, K., Bar-David, E., Koh, S., & Stemler, S.E. (April, 2008). *Measuring civic engagement in higher education*. Paper presented at the annual meeting of the New England Educational Research Organization: Hyannis, MA.
- Jarvin, L., & Stemler, S.E. (March, 2008). Using the theory of successful intelligence as a framework for developing assessments in AP physics. Paper presented at the annual meeting of the American Educational Research Association: New York, New York.
- Elliott, J., Stemler, S.E., Grigorenko, E.L., & Sternberg, R.J. (July, 2007). *Practical intelligence in school: A comparison between experienced and novice teachers*. Paper presented at the XI biennial meeting of the International Association for Cognitive Education and Psychology. Knoxville, TN, USA
- Kahn, R., & Stemler, S.E. (July, 2007). *Relationships over time: A model for supporting and implementing parent/professional collaboration*. Paper presented at the XI biennial meeting of the International Association for Cognitive Education and Psychology. Knoxville, TN, USA.
- Stemler, S.E., & Sonnabend, L. (April, 2007). *A large-scale analysis of the purpose of schools in the era of NCLB*. Paper presented at the annual meeting of the New England Educational Research Organization: Portsmouth, NH.
- Stemler, S.E., & Elliott, J. (July, 2005). *Measuring teachers' practical skills*. Paper presented at the X biennial meeting of the International Association of Cognitive Education and Psychology: Durham, England.
- Stemler, S.E., & Grigorenko, E.L., Jarvin, L., & Sternberg, R.J.. (July, 2005). *Measuring thinking skills in AP statistics and psychology*. Paper presented at the X biennial meeting of the International Association of Cognitive Education and Psychology: Durham, England.
- Stemler, S.E., Elliott, J., Grigorenko, E.L., & Sternberg, R.J. (April, 2005). *Practical intelligence and teacher preparation*. Paper presented at the annual meeting of the American Educational Research Association: Montreal, Quebec.
- Stemler, S.E. (April, 2004). *Interrater reliability and the many-facets Rasch model: A comparative example*. Paper presented at the annual meeting of the American Educational Research Association: San Diego, CA.
- Birney, D.P., Stemler, S.E., Grigorenko, E.G., & Sternberg, R.J. (April, 2004). *An application of the many-facet Rasch measurement approach to the evaluation of triarchic instruction*. Paper presented at the annual meeting of the American Educational Research Association: San Diego, CA.
- Bebell, D., & Stemler, S.E. (April, 2004). *Reassessing the objectives of educational accountability in Massachusetts: The mismatch between Massachusetts and the MCAS*. Paper presented at the annual meeting of the American Educational Research Association: San Diego, CA.
- Sternberg, R.J., & the Rainbow project collaborators (April, 2004). *Using measures of creative and practical skills to predict college success*. Paper presented at the annual meeting of the American Educational Research Association: San Diego, CA.
- Sternberg, R.J., Grigorenko, E.L., Jarvin, L., & Stemler, S.E. (April, 2003). *Enhancing higher-order thinking and learning in AP Psychology and Statistics*. Paper presented at the annual meeting of the American Educational Research Association: Chicago, IL.
- Stemler, S. (April, 2003). *Using the many-FACETS Rasch model to "measure" student achievement in AP Statistics*. Paper presented at the annual meeting of the New England Educational Research Organization – Institute for Objective Measurement. Portsmouth, NH.
- Bebell, D., & Stemler, S. (April, 2002). *MCAS and the purpose of school*. Paper presented at the annual meeting of the New England Educational Research Organization: Northampton, MA.
- Stemler, S.E. (April, 2002). *Exploring school effectiveness at the fourth grade on TIMSS*. Paper presented at the annual meeting of the American Educational Research Association: New Orleans, LA.
- Stemler, S.E. (April, 2001). *The design and development of TIMSS 1999*. Paper presented at the annual meeting of the American Educational Research Association: Seattle, WA.
- Stemler, S.E. (April, 2000). *A Rasch analysis of the purpose of school survey*. Paper presented at the annual meeting of the New England Educational Research Organization – Institute for Objective Measurement: Portsmouth, NH.
- O'Connor, K.M., & Stemler, S.E. (April, 2000). *Monitoring quality control in data collection*. Paper presented at the annual meeting of the American Educational Research Association: New Orleans, LA.

- Stemler, S.E., & Bebell, D. (April, 1999). *An empirical approach to understanding and analyzing the mission statements of selected educational institutions*. Paper presented at the annual meeting of the New England Educational Research Organization: Portsmouth, New Hampshire.
- Stemler, S.E. (April, 1998). *The purpose of school in American society: An analysis of school mission statements*. Paper presented at the annual meeting of the New England Educational Research Organization: Portland, ME.

### **Invited presentations**

- Stemler, S.E. (March, 2009). *Does practical intelligence predict teacher effectiveness?* Invited presentation given at the Educational Testing Service, Center for New Constructs: Princeton, NJ.
- Stemler, S.E. (March, 2009). *From working "at cross purposes" to working across purposes: How testing can enhance higher education's simultaneous quest for merit and diversity*. Paper presented at the Liberal Educational and Effective Practice conference at Clark University: Worcester, MA.
- Stemler, S.E. (July, 2008). *Metrics and Measures of Adaptability*. Fostering Adaptive Performance Workshop: Taking the Next Steps. Sponsored by the Department of Defense, the University of Central Florida RETRO Lab, RDECOM, and the ADL Co-Lab Hub: Alexandria, VA.
- Stemler, S.E. (November, 2004). *Seven practical strategies teachers use when dealing with others*. Invited presentation given at the Abilities and Expertise Seminar. Yale University, Department of Psychology.
- Stemler, S.E. (September, 2004). *Building a research culture: The PACE Center at Yale*. Invited presentation given to the Department of Education: University of Durham, UK.
- Stemler, S.E. (March, 2003). *Enhancing the construct validity of Advanced Placement examinations in Psychology*. Invited presentation given at the Abilities and Expertise Seminar: Yale University, Department of Psychology.
- Stemler, S.E. (July, 2002). *Understanding schools as intelligent systems*. Invited presentation given at the annual meeting of the Appalachian Intermediate Unit 8 Leadership Academy. College Station, PA.
- Stemler, S.E. (March, 2002). *Fumbling towards equity: An investigation into the factors associated with school effectiveness internationally*. Invited presentation given at the Abilities and Expertise Seminar: Yale University, Department of Psychology.
- Jordan, J., & Stemler, S.E. (March, 2002). *Teaching for wisdom: A program for schools*. Invited presentation given at the annual conference on Gifted Education, sponsored by college-gifted programs. Fairfield University: Fairfield, CT.
- Stemler, S.E. (May, 2001). *Exploring the potential uses of the TIMSS 1999 database*. Invited presentation given at the TIMSS 1999 Benchmarking Database Training Session: Potomac, MD.
- Stemler, S.E. (April, 2001). *Demystifying the data from TIMSS 1999*. Keynote address presented at the annual meeting of the Eisenhower Consortium Association on Research for Better Schools: Cherry Hill, NJ.
- Stemler, S.E. (April, 2001). *Benchmarking to the world in mathematics and science*. Invited presentation given at the annual meeting of the Eisenhower Consortium Association on Research for Better Schools: Cherry Hill, NJ.
- Stemler, S.E., & Henderson, S. (August, 1998). *Interpreting the results of the Massachusetts Teacher Test*. Invited presentation given to the staff members of the Education Committee of the Massachusetts House of Representatives: Boston, MA.
- Shasby, K., Stemler, S.E., Horn, C., & Bebell, D. (November, 1998). *Interpreting standardized test results*. Invited presentation given to the Brookline Parents Association: Brookline, MA.

### **Poster Presentations**

- Kahn, R., Berchin-Weiss, J., & Stemler, S.E. (July, 2007). *Enhancing parent participation in early intervention by using tools for mediated learning*. Poster presented at the XI biennial meeting of the International Association for Cognitive Education and Psychology. Knoxville, TN, USA.

### **TEACHING EXPERIENCE**

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- 9/05-present     **Wesleyan University, Department of Psychology**  
*Assistant Professor, (a) Foundations of Contemporary Psychology, (b) Psychological Measurement, (c) Advanced Seminar in Psychological Measurement, (d) Introductory Statistics, (e) Psychology of Conflict Resolution*. Responsible for course development, instructional delivery,

assessment of student performance, and supervision of graduate and undergraduate teaching assistants.

- 12/02–present **Framingham State College, International Education Program.**  
*Faculty, Research and Evaluation Methodology.* Responsible for delivering onsite instruction in Research and Evaluation Methodology to K-12 teachers and administrators working in overseas schools (e.g., Dominican Republic, Costa Rica) and pursuing their Masters degree in Education.
- 9/01–5/03 **Framingham State College, Division of Graduate and Continuing Education**  
*Visiting Instructor, Research and Evaluation.* Developed the curriculum, conducted interactive and asynchronous lessons, and evaluated student performance for this online, graduate level course.
- 1/00–5/01 **Boston College, Lynch School of Education**  
*Teaching Assistant, Large-Scale Assessment and Quantitative Data Collection Procedures.* Co-develop syllabus, graded papers, and taught various sessions of this graduate level course (with Prof. Ina V.S. Mullis) (1/00–5/00 and 1/01–5/01).  
*Teaching Assistant, Classroom Assessment.* Co-develop syllabus, graded papers, and taught various sessions of this undergraduate level course (with Prof. Ina V.S. Mullis) (9/00–12/00).

## **CONSULTING EXPERIENCE**

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### **Research Organizations**

- Assessment Consultant, Yale University PACE Center.* Coordinated item development, item review, and statistical analyses of data (n~1,500) for a project aimed at creating new versions of Advanced Placement Physics examinations employing Sternberg's triarchic theory of intelligence (8/05-3/08).
- Assessment Consultant, Successful Intelligence, LLC.* Coordinated item development, item review, and statistical analyses of data (n~2,000) for a project aimed at creating new versions of Advanced Placement Psychology and Statistics examinations employing Sternberg's triarchic theory of intelligence (10/01-9/04).
- Consultant in Policy and Planning, Massachusetts Board of Higher Education.* Worked with representatives from community colleges, state colleges, and state university branches to identify data analysis needs. Developed and authored a Technical Report to accompany the Higher Education Institutional Research System (HEIRS). Performed institutional research using the Integrated Post-secondary Education Data System (IPEDS). Invited to speak to the staff of the Education Committee for the Massachusetts House of Representatives about the validity and reliability of the Massachusetts Teacher Test (5/98-9/98).

### **School Districts**

- Statistical Consultant, Lexington School for the Deaf.* Performed data analysis and interpretation of results of results; assisted with development of grant proposal to study mediated learning strategies and parent-child interactions (1/1/07-present).
- Statistical Consultant, District of Columbia Public Charter School Board.* Performed data analysis and interpretation of results of the Stanford 9 Achievement Test for all Charter Schools in the District of Columbia. Developed a summary report for the DCPCSB putting their results into a national context (8/99).
- Statistical Consultant, Naperville County Public School District.* Performed data analysis and interpretation of results of the TIMSS 1999 Benchmarking test for all schools in the Naperville County, IL (8/01-Present).

### **Higher Education Institutions**

- Workshop Instructor, Suffolk University.* Taught a series of one-day workshops on the use of Microsoft Excel for Introductory, Intermediate, and Advanced level students (10/00-2/01).
- Survey Consultant, Boston College Dining Services.* Provided technical assistance related to survey design and layout. Created SPSS syntax files for analysis. Provided technical support in the interpretation of the findings (5/97-6/97).
- Survey Consultant, HealthQuest Project at Boston College.* Provided technical assistance related to survey design and layout. Created SPSS syntax files for analysis. Provided technical support in the interpretation of the findings (4/97-5/97).

## **Doctoral Dissertations**

- Statistical Consultant, Martin Pierre.* Created SPSS syntax files for analysis. Provided technical support in the interpretation of the findings (4/01-9/01).
- Statistical Consultant, Ellen Keene.* Provided technical assistance related to survey design and layout. Created SPSS syntax files for analysis and assisted with interpretation of findings (4/00-9/00).
- Statistical Consultant, Maryanne Prevetti.* Created SPSS syntax files for analysis. Provided technical support in the interpretation of the findings (2/98-4/98).

## **SCHOLARLY ACTIVITIES**

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### **Editorial Boards of Professional Journals**

- Learning and Individual Differences (7/2006 – present)

### **Executive committees**

- New England Educational Research Organization (NEERO)*  
Board of Directors – CT State Representative (2007-2010)
- Rasch Measurement Special Interest Group of AERA*  
Secretary/Treasurer (2004-2006). Developed a permanent website for the SIG ([www.raschsig.org](http://www.raschsig.org)) and led a membership recruiting campaign that increased membership from 136 to 188 (38% increase).

### **Reviewer**

- Scholarly Journals (ad hoc reviewer)*  
Psychological Methods (3/09)  
Teachers College Record (8/08)  
Urban Education (3/04)  
Educational Evaluation and Policy Analysis (8/03)  
Intelligence: A Multidisciplinary Journal (7/02)  
European Journal of Psychological Assessment (5/02)
- Grant Proposals*  
National Science Foundation REESE program (1/09)  
Qatar National Research Fund (11/07; 02/09; 03/09)  
Research Grants Council (RGC) of Hong Kong (2/03; 3/07)
- Conference Proposals*  
American Educational Research Association  
Division D (1999–present)  
School Effectiveness and School Improvement Special Interest Group (2001–present)  
Rasch Measurement Special Interest Group (2003–present)  
Multiple Intelligences Special Interest Group (2005–present)  
Moral Development and Education Special Interest Group (2005)
- Professional Standards*  
The Personnel Evaluation Standards – Joint Committee on Standards, Western Michigan University (2004)

### **Discussant**

- Stemler, S.E. (April, 2006). *Probes and reflections in multiple intelligences.* Annual meeting of the American Educational Research Association: San Francisco, CA.
- Stemler, S.E. (April, 2006). *A comparative study on measurement instruments for moral judgment: Selecting an appropriate instrument.* Annual meeting of the American Educational Research Association: San Francisco, CA.
- Stemler, S.E. (April, 2005). *Reframing the study of “intelligence”: Looking more closely at human abilities.* Annual meeting of the American Educational Research Association: Montreal, Quebec.
- Stemler, S.E. (April, 2004). *Practical applications of Rasch measurement: Part II.* Annual meeting of the American Educational Research Association: San Diego, CA.
- Stemler, S.E. (April, 2004). *Multiple intelligences: Selected dynamics.* Annual meeting of the American Educational Research Association: San Diego, CA.

- Stemler, S.E. (April, 2003). *The district and the school: District level effects on school effectiveness and school improvement*. Annual meeting of the American Educational Research Association: Chicago, IL.
- Stemler, S.E. (April, 2003). *Improving schools, improving learning*. Annual meeting of the American Educational Research Association: Chicago, IL.

### **Session Chair**

- Stemler, S.E. (April, 2008). *Developing New Measures of Higher Education Outcomes*. Annual meeting of the New England Educational Research Organization: Hyannis, MA.
- Stemler, S.E. (April, 2006). *Rasch measurement investigations of DIF and scaling*. Annual meeting of the American Educational Research Association: San Francisco, CA.
- Stemler, S.E. (April, 2004). *School effects: An international perspective*. Annual meeting of the American Educational Research Association: San Diego, CA.
- Stemler, S.E. (April, 2003). *The district and the school: District level effects on school effectiveness and school improvement*. Annual meeting of the American Educational Research Association: Chicago, IL.
- Stemler, S.E. (September, 2002). *Personal responsibilities and impediments to moral functioning*. National Invitational Conference on Nurturing Morality: Racine, WI. Sponsored by The Johnson Foundation and the Laboratory for Student Success: The Mid-Atlantic Regional Educational Laboratory at Temple University Center for Research in Human Development and Education.

### **Invited Panelist**

- Stemler, S.E. (May, 2009). *Science of Human Measures Workshop*. Sponsored by the Army Research Institute: Newport News, VA.

## **SOFTWARE PROFICIENCY**

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### **Statistical Analysis**

SPSS, SAS, Amos, Mplus, Mx, HLM

### **Measurement**

WinSteps/Bigsteps (Rasch), Facets (Rasch), Quest/ConQuest (Rasch), Multilog (IRT), Rule Space

### **Qualitative Analysis**

NVivo (formerly known as NUD\*IST)

### **Database Design**

Microsoft Access, FileMaker Pro

## **UNIVERSITY SERVICE**

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Search Committee (2006-2007) for Biological Psychology position in the Department of Psychology  
Search was ultimately successful in identifying and recruiting appropriate candidate.

Search Committee (2005-2006) for Cognitive Psychology position in the Department of Psychology  
Search was ultimately successful in identifying and recruiting appropriate candidate.

### **Graduate Student Thesis Committees**

- Lauren Sonnabend (2009) – primary advisor
- Steven Wengrovitz (2007) – reader
- Stephanie Marshall (2007) – reader

### **Undergraduate Thesis Committees**

- Kirsten Sharpes (2008) – primary advisor
- Max Wu (2008) – primary advisor
- Rebecca Littman (2008) – primary advisor
- Laura Fogliano (2006) – reader

## **NEWS/MEDIA**

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National Public Radio (September 17, 2007). Interviewed on *Where We Live* regarding funded research on mental flexibility. [http://www.publicbroadcasting.net/wnpr/news.newsmain?action=article&ARTICLE\\_ID=1149048](http://www.publicbroadcasting.net/wnpr/news.newsmain?action=article&ARTICLE_ID=1149048)

Begley, Sharon (August 20-27, 2007). The Puzzle of Hidden Ability. *Newsweek Magazine* (p. 50). Online version downloaded from <http://www.newsweek.com/id/32250> on August 13, 2007.

## **PROFESSIONAL ASSOCIATIONS**

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American Educational Research Association (AERA)

Division D (Measurement & Research Methodology)

Division J (Postsecondary Education)

Cognition and Assessment Special Interest Group

Moral Development and Education Special Interest Group

Multiple Intelligences Special Interest Group

Rasch Measurement Special Interest Group

Test Validity Research and Evaluation Special Interest Group

American Psychological Association (APA)

Division 2 (Society for the Teaching of Psychology)

Division 5 (Evaluation, Measurement, and Statistics)

Division 14 (Society for Industrial and Organizational Psychology - SIOP)

Division 15 (Educational Psychology)

Association for Psychological Science (APS)

International Association for Cognitive Education and Psychology (IACEP)

New England Educational Research Organization (NEERO)