Kathleen Ryan Jackson, D.Ed.

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| National Implementation Research Network  Frank Porter Graham Child Development Institute  University of North Carolina at Chapel Hill | [krj@email.unc.edu](mailto:krj@email.unc.edu) |

**ACADEMIC BACKGROUND**

D.Ed. University of Oregon, Eugene, OR Methodology, Policy, Leadership 2012-2014

M.S. University of Oregon, Eugene, OR Special Education 1996-1998

B.S. University of Oregon, Eugene, OR Psychology 1995-1997

**LICENSURE**

Superintendent University of Oregon, Eugene, OR 2012-2014

Initial Administrator University of Oregon, Eugene, OR 2003-2005

Special Education University of Oregon, Eugene, OR 1996-1998

**HONORS**

Carnegie Foundation Honoree: Spotlight on Quality in Continuous Improvement

SOLV Oregon Service Learning Project

**PRIMARY AREAS OF EXPERTISE**

* Implementation Science
* Systems Change and Leadership
* Improvement Science
* Multi-tiered Systems Support and Response to Intervention for SLD Identification
* Equity and Inclusion

**PROFESSIONAL EXPERIENCE**

Present National Implementation Research Network, Frank Porter Graham Child Development Institute, UNC – Chapel Hill, NC

- **Implementation Specialist and Investigator**

* **State Liaison:** State Implementation and Scaling up of Evidence Based Practices National Technical Assistance Center

- Technical Accomplishments

* Published peer reviewed journal articles, white papers, briefs, and eNotes on the use of implementation science research and practice in education systems
* Co-developed the Implementation Start Up Plan
* Co-developed systems of training, coaching and data use for Kentucky’s State Systemic Improvement Plan
* Contributed to the statistical validity of the District Capacity Assessment 2015 revision
* Contributed to the statistical validity of the Observation Tool for Instructional Supports and Systems, 2015
* Co-developed the Observation Tool for Instructional Supports and Systems classroom walkthrough tool, 2013

Present Region 7 Comprehensive Center

* **Co-PI**
* Supported RFP development to secure award
* Co-lead leadership meetings to support Technical Assistance Teams serving Alabama, Florida, and Mississippi
* Co-develop training materials and delivery of professional learning monthly
* Contribute to the completion of required deliverables
* Support the Mississippi team

Sacramento County Office of Education

* **Co-PI**
  + Support capacity development of county office staff in best practices of implementation science to support implementation of improvement strategies within California’s differentiated system of support for local education agencies (LEAs).

Present Western Implementation Society for Practice and Research – Eugene, OR

* **Founder**
* Lead development of an Implementation Society comprised of practitioners, researchers, and organizational leaders from the field of education, public health, child welfare, and socio-behavioral health interested in furthering the knowledge, skills, and use of implementation practice and research

Present Carnegie Foundation

* **Leadership invitation**
* Professional Practice Leadership Group
  + Spotlight honorees meet four times per year in a Community of Practice to share successes and solve dilemmas
* Future of Improvement
  + Collaboration between leaders in improvement to design a process and incubate a national hub of improvement for equity

2019 – 2021 Public Health, College of Education, University of Oregon – Eugene, OR

* **Consultant, Implementation Specialist**
* National Institute of Health, R21Efficacy trial of an Acute Physical Exercise Intervention to Improve the Eating Patterns of Pre-Adolescent Children at High Risk for Obesity

2014 – 2019 Center for School Turnaround

* **Leadership team member**
* Co-developed of three technical papers
  + Four Domains for Rapid School Improvement: An Implementation Framework
  + Four Domains of School Improvement
  + Measuring the Four Domains of School Improvement

2009 – 2017 National Implementation Research Network

* **Principal Investigator:** National Center for Systemic Improvement (NCSI)/SISEP Collaboration

2009 – 2014 Center on Teaching and Learning, College of Education, University of Oregon – Eugene, OR

- **Coordinator**

- **Effective Behavioral and Instructional Support Systems (EBISS)**

- Technical Accomplishments

- Co-author, District Systems Support Plan technical adequacy manuscript used to measure teams’ implementation capacity

- Co-author, three peer reviewed journal articles on the EBISS model and evaluation of the five-year project

- Co-author, Systems Coach Self-Assessment a measure of coaching capacity for action planning

- Led co-creation of the Early Childhood System Coach Manual

2009 – 2014 Community and Educational Supports, College of Education, University of Oregon – Eugene

- **Research Consultant**

- **Team Initiated Problem Solving (TIPS) IES Grant**

- Evaluated TIPS research materials for Institute of

Educational Science (IES) funded project and use of Decision, Observation, Recording and Analysis (DORA) a research-validated tool to measure effectiveness of TIPS in team meetings

2009 – 2014 Elementary Special Education Teacher Licensure Program, College of Education, University of Oregon – Eugene, OR

- **Supervisor**

- **Special Education Teacher Licensure Program**

**-** Responsible for training, coaching, supervising, and recommending student teachers for licensure

2005 – 2009 Greater Albany Public Schools – Oregon

Springfield Public Schools – Oregon

- **Secondary Principal and Assistant Principal**

* Lead school’s participation in three national research studies; Positive Behavior Interventions and Support (Dr. Jeff Sprague, Institute on Violence and Destructive Behavior, University of Oregon); Youth Transitions Program (Dr. Mike Bullis, College of Education, University of Oregon); Lesson Study (Dr. Susan Lenski, College of Education, Portland State University)

1998 – 2005 Corvallis Public Schools – Oregon

- **Alternative Education Coordinator, Special Education Teacher**

* Lead participation in national study to prevent substance abuse, co-Author and recipient of Substance Abuse Prevention Program with the Commission on Children and Families; Positive Behavioral Interventions and Support School-wide implementation study (Dr. George Sugai, Dr. Terri Palmer, College of Education, University of Oregon)

1995 – 1998 University of Oregon, College of Education – Oregon

-**Research Assistant**

* Active Playground Supervision; Dr. George Sugai, Dr. Geoff Colvin, Dr. Tim Lewis
* Youth Transition Program (YTP) Summer Garden Project; Dr. Mike Bullis
* National Co-Teaching Grant; Jim Knight, Center for Research on Learning, University of Kansas

**PUBLICATIONS**

**Peer-Reviewed Journal Articles**

Ward, C., Ihlo, T., Ryan Jackson, K., Farmer, S. (2022). Effective Implementation Capacity to Impact Change for Students with Disabilities.  Journal of Disability Policy Studies, 10442073221096392.

Chaparro, E. A., Smolkowski, K., & Jackson, K. R. (2020). Scaling Up and Integrating Effective Behavioral and Instructional Support Systems (EBISS): A Study of One State’s Professional Development Efforts. *Learning Disability Quarterly*, *43*(1), 4-17.

Chaparro, E. A., Smolkowski, K., Baker, S. K., Hanson, N. & Ryan Jackson, K. M. (2012). *A Model for System-Wide Collaboration to Support Integrated Social Behavior and Literacy Evidence-Based Practices*. Psychology in the Schools. 49(5), 465-482.

Chaparro, E. A., Ryan Jackson, K.M., Baker, S. K., & Smolkowski, K. (2012). *Effective Behavioral and Instructional Support Systems: An Integrated Approach to Behavior and Academic Support at the District Level*. School Based Mental Health Interventions 5, 161-176.

**Book Chapter**

Ward, C., Farmer, S., Ryan Jackson, K. & Ihlo, T. (2021). *Support for School Change and Improvement*. In McLesky, J., Spooner, F., Algozzine, B. & Waldron, N.L. (Eds.), Handbook of Effective Inclusive Elementary Schools (2nd Edition): Research & Practice. Routlledge: London.

Ryan Jackson, K. & Chaparro, E. A. (2016).  *EBISS Systems Coaches Self-Assessment.* In K. McIntosh & S. Goodman (Eds.), Integrated multi-tiered systems of support: Blending RTI and PBIS (pp.228-233). New York, NY: Guilford Press.

**Technical and Research Reports**

Ryan Jackson, K.M., Ward, C.S., Smolkowski, K., & Gau, J. (2021). Improved Mathematics at Chapel Outcomes using Active Implementation: Kentucky’s Effective and Durable Change [Brief]. National Implementation Research Network, University of North Carolina Hill.

Ryan Jackson, K., Bailey, D., Dilts-Pollack, A., & Williams, D. (2021). *Improving instructional practice to improve outcomes for all students* [Blog & Podcast]. National Implementation Research Network, University of North Carolina at Chapel Hill.

Ryan Jackson, K.M., Ward, C., Waldroup, A., Sullivan, V., & Craig, A. (2020). *Co-creation of Kentucky’s Usable Innovation: A How-To-Guide*. National Implementation Research Network, University of North Carolina at Chapel Hill.

Ryan Jackson, K., & Ward, C. (2019). A Tale of Two States: Alignment and Cohesion to close long-standing disparities in student outcomes. National Implementation Research Network.

Ryan Jackson, K.M., Fixsen, D.L., Ward, C, Waldroup, A, & Sullivan, V. (2018). *Accomplishing effective and durable change to support improved student outcomes.* National Implementation Research Network, University of North Carolina at Chapel Hill. Retrieved from: <https://nirn.fpg.unc.edu>

Ryan Jackson, K.M., Fixsen, D.L., & Ward, C. (2018). *Four domains for rapid school improvement: An implementation Framework.* National Implementation Research Network, University of North Carolina at Chapel Hill. Retrieved from: https://nirn.fpg.unc.edu

Blase, K, Fixsen, D., & Ryan Jackson K. (2017). *Brief: Cascading Theory of Change.* National Implementation Research Network, University of North Carolina at Chapel Hill. http://implementation.fpg.unc.edu

Ryan Jackson, K.M. & Fixsen, D.L. (2016). *Overcoming Barriers to Improving the Capacity of SEAs to Support Effective Teacher Practice.* DOE: IES Spotlight.

**Manuscripts in Preparation**

Ryan Jackson, K., Gau, J., & Ward, C. (in progress). *Madison School District’s Implementation Journey to improved Outcomes.* National Implementation Research Network, University of North Carolina at Chapel Hill. http://implementation.fpg.unc.edu

**Assessments and Manuals**

Ward, C., Fixsen, D.L., Ryan Jackson, K.M., Chaparro, E. (2014). *Observation Tool for Instructional Supports and Systems* (2014). University of North Carolina at Chapel Hill and University of Oregon.

Chaparro, E. A., Park, Y., Baker, S. K., & Ryan Jackson, K. M. (2011). *District System Support Plan: A District Level Self-Assessment Tool.* (Report No. 1104). Eugene, OR: Center on Teaching and Learning, University of Oregon.

Oregon Coaches Task Force. (2011). *K-12 and Early Childhood Systems Coach Manual*. Center on Teaching and Learning, University of Oregon, Eugene, OR.

**PRESENTATIONS (ABBREVIATED)**

**Invited: International & National Presentations**

Ryan Jackson, K., Groff, L., Pizzuto, J., Schantin, T., & Stegenga, S. (2023). *Data in the Implementation.* Webinar and Community of Practice. Western Implementation Society for Practice and Research & the Global Implementation Society.

Ryan Jackson, K.M. & Ogden, Terje (2019). *Building organizational and system capacity to scale-up through the development of implementation teams.* Glasgow, Scotland: Pre-Conference Global Implementation Conference.

Ryan Jackson, K.M., Anderson, G., Kahn, M., Waldroup, A., Montgomery Armstrong, J, Boothroyd, R., and Reed, J.J. (2019). *Building and Measuring Capacity for Continual Change and the Impact on Readiness.* Glasgow, Scotland: Panel Global Implementation Conference.

Ryan Jackson, Waldroup, A., and Sullivan, V. (2019). Durable Systemic Change to Scale-up and Sustain Improved Outcomes. Glasgow, Scotland: Storyboard Global Implementation Conference.

Ryan Jackson, K.M., & Waldroup, A. (2019). *Systemic Change for Improved Mathematics Outcomes.* San Francisco CA: Carnegie Summit

Ryan Jackson, K.M. (2019). *Creating Implementation and Improvement Capacity: Effective Support for Teachers and School Staff to Solve Social Issues and close longstanding disparities in educational outcomes.* Fort Worth, TX: Texas Applied Behavior Analysis

Ryan Jackson, K.M., & Waldroup, A. (2019). *Systemic Change for Improved Mathematics Outcomes.* Washington D.C.: Office of Special Education

Ryan Jackson, K.M., & Waldroup, A. (2018). *Systemic Change for Improved Mathematics Outcomes.* Washington D.C.: Carnegie Symposium

Ryan Jackson, K.M., Waldroup, A., & Groff, Lillian (2018). *If we build it, we will use it, and we will improve outcomes.* Eugene, Oregon: Oregon RTI Conference

Ryan Jackson, K.M. (2017). *The Active Implementation Frameworks.* Eugene, OR: College of Education, Public Health.

Ryan Jackson, K.M. (2017). *The Four Domains and Implementation Science.* San Francisco, CA: Center on School Turn Around, WestEd

Ryan Jackson, K.M. (2017). *Implementation Science 101.* CEEDAR Cross State Convening. Chicago, IL. CEEDAR

Ryan Jackson, K.M. (2017). *It is all About Supporting School Staff: Using the Research Evidence from Implementation Science to Produce and Sustain Equitable Outcomes*. Oregon RTI Conference, Eugene, OR.

Ryan Jackson, K.M. (2016). *Combined Federal Programs Meeting. Using Evidence in SEAs to strengthen Education Investments and Achieve.* US Department of Education, Washington, D.C.

Ryan Jackson, K.M. (2016). *Using Evidence in SEAs to strengthen Education Investments and Achieve.* Two Part National Webinar Series, US Department of Education.

Ryan Jackson, K.M. (2016). *Integrating Implementation Research and Practices in a Multi-Tiered System of Support.* Keynote, Pennsylvania Training and Technical Assistance Network, Harrisburg, PA.

Ryan Jackson, K. (2016). *Frameworks for Implementation of Effective Evidence Based Practices.* Introduction to the SISEP Center, Comprehensive Center Directors, US Department of Education, Washington, D.C.

Ryan Jackson, K. (2016). *Using Implementation Research to close the Research Practice Gap*. Keynote, REL Southwest Governing Board, New Orleans, LA.

Ryan Jackson, K. (2015). *Using Implementation Science to Build Capacity and Move the Indicators.* Keynote, REL Mid-Atlantic Cross-Research Alliance, Philadelphia, PA.

Ryan Jackson, K. (2015). *Usable Interventions and the Kentucky Story*. Presentation for IDEA conference, Albuquerque, NM.

Ryan Jackson, K. (2014). *Effective Implementation of Response to Intervention Systems*.

Presentation for Oregon Response to Intervention, Bend, Oregon.

**Selected: International & National Presentations**

Ryan Jackson, K., Anderson, G., Kahn, M., Craig, A., (2020). *Building and Measuring Capacity for Continual Change and the Impact on Readiness. Carnegie Summit on Continuous Improvement. San Fransicso Ca. Virtual Presentation.*

Ryan Jackson, K., & VanDyke, M. (2018). *Systemic Change to Close the Knowing – Doing Gap: Empirical Evidence from Real World Practice*. Copenhagen, Denmark: Nordic Implementation Conference.

Ryan Jackson, K., & Pierce, J. (2018). *What is Fidelity and Why Does it Matter?* Tampa, Florida: Council for Exceptional Children Conference.

Ryan Jackson, K.M. (2015). *Roles, Functions, Structures: An Implementation Start-up Plan.*

Presentation for the Global Implementation Conference, Dublin, Ireland.

Ryan Jackson, K.M. (2015). *Building Capacity to Move the Indicators.* Presentation for Continuous Improvement Summit, Kentucky Department of Education, Lexington KY.

Ryan Jackson, K.M. (2014). *Building Staff Competency to Support Each and Every Student*. Presentation for Northwest PBIS Network, Portland, Oregon.

Chaparro, E. A., Ryan Jackson, K., McIntosh, K., Reinke, W., Herman, K., & Smolkowski, K. (2013). *A Tale of Three Measures: Validating Fidelity of Implementation Tools.* Symposium at the Annual National Association of School Psychologist Convention. Seattle, WA.

Ryan Jackson, K. & Chaparro, E. A. (2013). *Blending PBIS and the School-wide Reading Model: A District Self-Assessment.* Paper presentation at the Annual National Association of School Psychologist Convention. Seattle, WA.

Ryan Jackson, K. & Chaparro, E. A. (2012). *Blending the Teaching Pyramid and Early Literacy.* Paper presentation at the Annual National Association of School Psychologist Convention. Philadelphia, PA.