

Kathleen Ryan Jackson, D.Ed.

National Implementation Research Network
Frank Porter Graham Child Development Institute
University of North Carolina at Chapel Hill

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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 SOLV	Honoree: Spotlight on Quality in Continuous Improvement Oregon Service Learning Project
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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
	- Leadership Team: National Center for School Turn Around
	- Technical Accomplishments
	- Published white papers on the use of implementation science research and practice in education systems
	- Co-developed the Implementation Start Up 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 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 Public Health, College of Education, University of Oregon – Eugene, OR
- **Consultant, Implementation Specialist**
 - National Institute of Health, R21 Efficacy trial of an Acute Physical Exercise Intervention to Improve the Eating Patterns of Pre-Adolescent Children at High Risk for Obesity
- 2009 – 2017 National Implementation Research Network
- **Principal Investigator:** National Center for Systemic Improvement (NCSI)/SISEP Collaboration
- 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
- 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
- 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 schools 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

Chaparro, E.A., Smolkowski, K., & Ryan Jackson, K.M., (in press). *Scaling-Up and Integrating Effective Behavioral and Instructional Support Systems (EBISS): A Study of One State's Professional Development Efforts*. Learning Disabilities Quarterly, Special Issue.

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

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., Fixsen, D.L., Ward, Caryn, 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, Caryn (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.M., Waldroup, A., & Sullivan, V. (in process). *Kentucky's Usable Innovation Process*. National Implementation Research Network, University of North Carolina at Chapel Hill. <http://implementation.fpg.unc.edu>

Ryan Jackson, K.M., Waldroup, A., & Sullivan, V. (in process). *How Kentucky Shareholders put into practice a Usable Innovation: Measuring the Independent Variable*. National Implementation Research Network, University of North Carolina at Chapel Hill. <http://implementation.fpg.unc.edu>

Ryan Jackson, K.M., Waldroup, A., & Sullivan, V. (in progress). *Trial and Learning in Kentucky's Transformation Zone*. National Implementation Research Network, University of North Carolina at Chapel Hill. <http://implementation.fpg.unc.edu>

Ryan Jackson, K.M., Blase K., Fixsen., Waldroup, A., & Sullivan, V. (in progress). *The State Systemic Improvement Plan: Kentucky's Implementation Journey to Achieving Educationally Significant Outcomes for Students with Disabilities*. Manuscript in development for submission to Council for Exceptional Children.

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

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

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

Ryan Jackson, K.M., (2014). *Effective Implementation of Response to Intervention Systems*.
Presentation for Oregon Response to Intervention, Bend, Oregon.

Selected: International & National Presentations

Ryan Jackson, K.M. & 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.M., & 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.