

Adam J. Lekwa, PhD, NCSP

Rutgers, The State University of New Jersey

Graduate School of Applied and Professional Psychology

41 Gordon Road, Suite C

Piscataway, NJ 08854

Office: (848) 202-0942

Mobile: (515) 520-7362

Email: adam.lekwa@rutgers.edu

Education

PhD in Educational Psychology, University of Minnesota, 2012

Dissertation: *Technology-Enhanced Formative Assessment in Mathematics for English Language Learners*. Adviser: Jim Ysseldyke, PhD

MA in Educational Psychology, University of Minnesota, 2008

BS in Psychology, Iowa State University, 2005

Employment

| | |
|-----------------------------|--|
| January, 2015 – Present | Assistant Research Professor, <i>Rutgers, the State University of New Jersey, Piscataway, NJ</i> |
| July, 2013 – January, 2015 | Instructional Services Coordinator, Elementary Literacy Collaborative Planner, Minnesota Reading Corps Master Coach, <i>St. Croix River Education District, Rush City, MN</i> |
| August, 2010 – July 2013 | School Psychologist, <i>Hiawatha Valley Education District, Winona MN</i> |
| August, 2006 – August, 2010 | Graduate Research Assistant, Partnership for Accessible Reading Assessment, <i>National Center on Educational Outcomes, University of Minnesota, Minneapolis, MN</i> |

Peer-Reviewed Publications

Lekwa, A. J., Reddy, L. A., Dudek, C., & Hua, A. (Under review). Predictive Validity of the Classroom Strategies Assessment System – Observer Form for Growth in Reading and Mathematics. *School Psychology Quarterly*

Reddy, L. A., Dudek, C. M., & Lekwa, A. L. (Under review). Measuring Teacher Practices to Inform Student Achievement: A Predictive Validity Study. *Contemporary School Psychology*,

Reddy, L. A., Lekwa, A. J., Shernoff, E. S., Mathews, C., & Davis, W. (Under review), Classroom Strategies Coaching for Teachers in Urban High Poverty Elementary Schools: A Case Study. *School Psychology Quarterly*.

Kettler, R. K., Arnold-Berkovits, I., Kurz, A., Dudek, C., Hua, A., & Lekwa, A. J. (Under review). Predicting Reading and Mathematics Achievement Using a Multiple-Method, Multi-Informant Approach. *Studies in Educational Evaluation*.

Lekwa, A. J., Shernoff, E. S., & Reddy, L. A. (Under review). Predictive validity of the Classroom Strategies Assessment System – Observer Form for student academic behavioral engagement. *School Psychology Quarterly*.

Dudek, C., Reddy, L. A., Lekwa, A. J., Hua, A., & Fabiano, G. (Under review). Improving universal classroom practices through teacher formative assessment and coaching. *Assessment for Effective Intervention*.

Reddy, L. A., & Lekwa, A. J. (Under review). Coaching and formative assessment to enhance Tier-1 Instruction. In F. Worrell & T. Hughes (Eds.) *Cambridge Handbook of Applied School Psychology*.

Van Norman, E. R., Nelson, P. M., Klingbeil, D. A., Cormier, D. C., Lekwa, A. J. (In press). Gated screening frameworks are not equal: The influence of redundant information on diagnostic accuracy outcomes. *Contemporary School Psychology*.

Shernoff, E. S., Lekwa, A. J., & Reddy, L. A., & Coccaro, C. (2017). Examining teachers' attitudes and experiences with coaching to inform research-based practice: An iterative developmental design study. *Journal of Educational and Psychological Consultation*, 27, 459-485.

Reddy, L. A., Dudek, C., & Lekwa, A. J. (2017). Classroom Strategies Coaching Model: Integration of formative assessment and instructional coaching. *Theory into Practice*, 56, 46-55. DOI: 10.1080/00405841.2016.1241944

Lekwa, A. J., Reddy, L. A., & Shernoff, E. S. (2017). Advancing instructional coaching with teacher formative assessment and input. In S. Lawrence, (Ed.), *Literacy Program Evaluation and Development Initiatives for P-12 Teaching*, Hershey, PA: IGI Global.

Nelson, P., Reddy, L.A., Dudek, C., & Lekwa, A. (2017). Observer and student ratings of the classroom environment: A preliminary investigation of convergence. *School Psychology Quarterly*. 32, 465-479. <http://dx.doi.org/10.1037/spq0000176>

Cormier, D. C., Bulut, O., Singh, D., Kennedy, K. E., Wang, K., Heudes, A., & Lekwa, A. J. (2016). A Comprehensive Examination of the Linguistic Demand of Cognitive Test Directions Administered to School-Age Populations, *Journal of Psychoeducational Assessment*, 1-17. doi:10.1177/0734282916678336

Glover, T. A., Reddy, L. A., Kettler, R. J., Kurz, A., & Lekwa, A. J. (2016). Improving high stakes decisions via formative assessment, professional development, and comprehensive educator evaluation: The School System Improvement Project. *Teachers College Record (Yearbook)*, 118 (14).

Ysseldyke, J., Lekwa, A. J., Klingbeil, D., & Cormier, D. C. (2012). Assessment of ecological factors as an integral part of academic and mental health consultation. *Journal of Psychological and Educational Consultation*, 22, 1-23. doi: 10.1080/10474412.2011.649641

Lekwa, A. J., & Ysseldyke, J. (2010). Dissertation research in school psychology: changes in topics and methodology over the past 25 years. *Journal of Applied School Psychology*, 26, 17-37.

Moen, R. Liu, K., Thurlow, M., Lekwa, A. J., Scullin, S., & Hausmann, K. (2009). Identifying less accurately measured students. *Journal of Applied Testing Technology*, 10.

Manuscripts in Preparation

Lekwa, A. J., Lefkowitz, R., Reddy, L.A., & Shernoff, E. S. (In preparation). Exploratory Analysis of the Classroom Strategies Assessment System – Observer Form as a General Outcome Measure of Teacher Practice.

Lekwa, A. J., Van Norman, E., Nelson, P., & Reddy, L. A. (In preparation), Contribution of Assessment of Teaching to Screening for Student Risk in Reading and Mathematics.

Reddy, L. A., Shernoff, E. S., & Lekwa, A. J. (In preparation). A randomized controlled trial of the Classroom Strategies Coaching Model.

Shernoff, E. S., Lekwa, A. J., & Reddy, L. A. (In preparation). A mixed-methods analysis of teachers' use and non-use of praise in the classroom.

Kettler, R. K., Lekwa, A. J. (In preparation). A comparison of alternative methods for calculating inter-rater agreement.

Professional Reports

Reddy, L. A., Shernoff, E. S., Lekwa, A. J., & Dudek, C. (2015). *Rutgers Collaborative Coaching to Improve Teacher Practices in High Poverty Schools: Coaching Manual*.

Dillon, D. R., O'Brien, D. G., Thurlow, M., & Lekwa, A. J. (2011). *Report on the PARA motivation study: A technical report*. Minneapolis, MN: University of Minnesota, Partnership for Accessible Reading Assessments.

Moen, R. E., Liu, K. K., Thurlow, M. L., Lekwa, A. J., Scullin, S. B., & Hausmann, K. E. (2010). *Studying less accurately measured students*. Minneapolis, MN: University of Minnesota, Partnership for Accessible Reading Assessment.

Thurlow, M., Moen, R., Lekwa, A. J., & Scullin, S. (2010). *Examination of a reading pen as a partial auditory accommodation for reading assessment*. Minneapolis, MN: University of Minnesota, Partnership for Accessible Reading Assessment.

Professional Presentations

Reddy, L. A., Lekwa, A. L., Crouse, K., Dudek, C. M., Kettler, R. J., Arnold-Berkovit, I., Hua, A., & Kurz, A. (Accepted). *Predictive Validity of Classroom Observations and Self-Reflections for Student Growth*. Paper accepted for publication at the 2018 annual conference of the National Council on Measurement in Education in New York City, NY.

Dudek, C. M., Reddy, L. A., Crouse, K., Arnold-Berkovit, I., Kettler, R. J., Hu, J., & Lekwa, A. J. (Accepted). *Predictive Validity of a Multi-Measure Classroom Observation Approach*. Roundtable presentation accepted for presentation at the 2018 annual conference of the American Educational Research Association in New York City, NY.

Lekwa, A. L., Reddy, L. A., & Shernoff, E. S. (Accepted). *Convergent and Predictive Validity of the Classroom Strategies Assessment System for Student Academic Engagement*. Paper submitted

to the 2018 annual conference of the American Educational Research Association in New York City, NY.

Reddy, L. A., Dudek, C. M., & Lekwa, A. L. (Accepted). *Strengthening Classroom Practices through Coaching and Teacher Formative Assessment*. Mini-skills session accepted for presentation at the 2018 annual meeting of the National Association of School Psychologists, Chicago, IL.

Reddy, L. A., Shernoff, E. S., & Lekwa, A. L. (Accepted). *Enhancing Student Learning with Data-Based Teacher Coaching*. Paper accepted for presentation at the 2018 annual meeting of the National Association of School Psychologists, Chicago, IL.

Shernoff, E. S., Lekwa, A. J., Reddy, L. A., Davis, W., Matthews, C., & Ziemba, H. (Accepted). *A mixed-method study of the impact and consequences of teacher praise*. Paper accepted for presentation at the 2018 annual meeting of the National Association of School Psychologists, Chicago, IL.

Lekwa, A. L., Reddy, L. A., Shernoff, E. S., & Buscetta, D. (Accepted). *Helping Teachers Help Students: Assessing Teacher Stress and Support*. Poster accepted for presentation at the 2018 annual meeting of the National Association of School Psychologists, Chicago, IL.

Lekwa, A. J., Dudek, C., Arnold-Berkovit, I., Hu, J., Reddy, L. A., & Kettler, R. J. (2017, April). *Predictive Utility of Teacher Practice Assessment for Growth in Achievement*. Paper presented at the annual conference of the National Council on Measurement in Education, San Antonio, TX.

Dudek, C., Lekwa, A. J., & Reddy, L. A. (2017, April). *Teacher Practice Data and Interim Student Assessment in Predicting Statewide Performance*. Paper presented at the annual conference of the National Council on Measurement in Education, San Antonio, TX.

Lekwa, A. J., Reddy, L. A., Lefkowitz, R. L., Shernoff, E.S., Davis, W. & Mathews, C. (2017, February). *Practically and Reliably Measuring Change in Teaching Practices*. Paper presented at the annual meeting of the National Association of School Psychologists, San Antonio, TX.

Lekwa, A. J., Reddy, L. A., & Dudek, C. M. (2017, February). *Coaching and Formative Assessment of Teaching: What Works and How*. Paper presented at the annual meeting of the National Association of School Psychologists, San Antonio, TX.

Reddy, L., Shernoff, E.S., & Lekwa, A. L. (2017, February). Examining the efficacy of the Collaborative Coaching Model implemented in high poverty schools. In A. Holdaway (Chair), *Coaching Teachers in Universal SEB Programming: Promising Research-Practice Models*. Symposium submitted to the annual meeting of the National Association of School Psychologists, San Antonio, TX.

Lekwa, A. J., Buscetta, D., Halberstam, T., & Hawkins, A. (2016, October). Predictive validity of the CSAS-O for academic behavioral engagement in elementary classrooms. In A. Lekwa (Chair), *Advancing Coaching Research and Practice with Formative Assessment of Teacher Practices in High Poverty Schools*. Symposium session presented at the annual conference of the Northeastern Educational Research Association, Trumbull, CT.

Reddy, L. A., Dudek, C., & Lekwa, A. J. (2016, April). *Cross-informant agreement for measuring educators' instructional and behavioral management practices*. Paper presented at the annual meeting of the American Educational Research Association, Washington D.C.

Dudek, C., Reddy, L. A., Lekwa, A. J., & Kettler, R. (2016, April). *Multi-method educator evaluation: Relations between the Danielson Framework for Teaching and Classroom Strategies Scale*. Paper presented at the annual meeting of the American Educational Research Association, Washington D. C.

Lekwa, A. J., Reddy, L. A., Shernoff, E. S., & Glover, T. (2016, February). *Teachers' beliefs about essential skills and characteristics of instructional coaches*. Poster presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.

Shernoff, E.S., Lekwa, A. J., Reddy, L. A., & Eichert, B. (2016, February). *Examining implementation context before deploying coaching in high poverty schools*. Paper presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

Reddy, L. A., Dudek, C., & Lekwa, A. J. (2016, February). *Using coaching and formative assessment to improve classroom practices*. Mini-skills training presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

Lekwa, A. J. (2014, April). *Speech/Language Pathologists across Tiers of Service*. Presentation given at the Minnesota Speech/Hearing Association Annual Convention, Rochester, MN.

Lekwa, A. J. & Vanderwood, M. (2013, February). *Formative Assessment in Mathematics for English Language Learners*. Paper presented at the National Association of School Psychologists Annual Convention, Seattle, WA.

Lekwa, A. J. & Hyson, D., (2013, February). *Using Maze to Assess Reading Skills beyond Oral Reading Fluency*. Paper presented at the National Association of School Psychologists Annual Convention, Seattle, WA.

Lekwa, A. J., & Hyson, D. (2012, August). *Using Data to Guide Intervention*. Symposium session given at Hiawatha Valley Education District Summer Symposium, Winona, MN.

Lekwa, A. J. (2009, February). *The Content and Methodology of Dissertations in School Psychology, 2000-2007*. Poster presented at the National Association of School Psychologists Annual Conference, Boston, MA.

Thurlow, M., Moen, R., Liu, K., Lekwa, A. J., & Scullin, S. (2009, March) *Partial Auditory Accommodation in Large Scale Reading Assessments*. Poster presented at the University of Minnesota College of Education and Human Development Research Day, Minneapolis, MN.

Moen, R., Liu, K., Thurlow, M., Lekwa, A. J., Scullin, S., & Hausmann, K. E. (2008, June). *Non-Cognitive Factors in Less Accurately Measured Students*. Presented at The National Conference on Student Assessment (NCSA) in affiliation with the Council for Chief State School Officers (CCSSO), Orlando, FL

Moen R., Scullin, S., & Lekwa, A. J. (2008, February) *Test Accessibility and Less Accurately Measured Students*. Poster presented at the University of Minnesota College of Education and Human Development Research Day, Minneapolis, MN.

Lekwa, A. J. (2008, February) *Addressing Accessibility in Large Scale Reading Assessments*. Poster presented at the National Association of School Psychologists Annual Conference, New Orleans, LA.

Teaching

Rutgers University

- Consultation Methods (Fall, 2017)
- Research in Psychology (Psych 391/495; Fall 2015 – Spring 2018)

St. Croix River Education District, Rush City, MN

- Professional development workshops in assessment, data-based decision making, and academic intervention:
 - General Outcome Measurement Training (Fall, 2013; Fall, 2014)
 - Elementary Reading Intervention Training (Fall, 2013; Fall, 2014)
 - Problem Solving Team Training (5 day sequence; Fall, 2013; Fall, 2014)
 - Grade Level Data Team Training (Fall, 2013; Fall, 2014)

University of Minnesota, Minneapolis, MN

- Teaching Assistant, Assessment in School Psychology I (Fall, 2007)
- Teaching Assistant, Assessment in School Psychology II (Spring, 2008)

Service

Peer-Reviewed Journals

- Editorial Board Member, School Psychology Quarterly, January 2016-Present
- Editorial Board Member, Psychology in the Schools, January 2016 – March 2017
- Reviewer, Exceptionality
- Reviewer, Assessment for Effective Intervention

University Service (Rutgers University, Graduate School of Applied and Professional Psychology)

- Masters in Applied Psychology Admissions Committee (Spring, 2018)
- School Psychology Program Admissions Committee (2015-2016; 2016-2017; 2017-2018)
- School Psychology Faculty Search Committee (Fall, 2015)
- Mentorship to School Psychology graduate student research fellows (Fall, 2015 – Present)

Funding

“A Program to Develop GSAPP’s Internal Capacity in Using and Evaluating Single Case Design Methods”, Graduate School of Applied and Professional Psychology Collaborative Initiative Grant (\$5,800.00). January, 2018. Role: Principal Investigator.

“Predicting Student Academic Growth with Formative Teacher Assessment”, Rutgers University Research Council (\$900). 2015-2016. Role: Principal Investigator.

Awards & Recognitions

Selected to participate in Rutgers Preparation for Research Excellence Program (Spring, 2016). Research development program designed to assist new faculty to gain skill in securing external funding.

Invited to attend the Early Career School Psychology Research Retreat (2016, August), Minneapolis, MN.

Student Dissertations

Rutgers University, Graduate School of Applied and Professional Psychology

- Alexander Alperin, Psy.D., June, 2016, Committee Member
- Liat Zilberstein, Psy D., April, 2017, Committee Member
- Rebecca Lefkowitz, Committee Member
- Deanna Buscetta, Committee Member

Invited Presentations and Guest Lectures

- Lekwa, A. J. (2016, April), *Research Strategies, Part 2*. Guest lecture for Advanced Statistics and Research Design, Graduate School of Professional and Applied Psychology, Rutgers University, Piscataway, NJ.
- Lekwa, A. J. (2016, March), *Validity in Educational and Psychological Research*. Guest lecture for Advanced Statistics and Research Design, Graduate School of Professional and Applied Psychology, Rutgers University, Piscataway, NJ.
- Lekwa, A. J., & Davie, J. (2014, December). *School psychologists in multi-tiered systems of service delivery*. Invited presentation for to the West Metro School Psychologists Association, Minnetonka, MN.
- Lekwa, A. J. (2014, June). *Scientific Reasoning in School Psychology*. Guest lecture for Research and Program Evaluation in Schools, University of Wisconsin – La Crosse, La Crosse, WI.
- Lekwa, A. J. (2011, February). *Applications of Measurement and Assessment in the Practice of School Psychology*. Guest lecture for Psychological Testing and Measurement, Winona State University, Rochester, MN.
- Lekwa, A. J. (2011, November). *Intervention and the Problem-Solving Process*. Staff development session presented at Winona Area Public Schools, Winona, MN.

Professional Memberships

American Educational Research Association

National Council on Measurement in Education

National Association of School Psychologists

Northeastern Educational Research Association

Licensure & Certifications

Nationally Certified School Psychologist

Minnesota Department of Education, School Psychologist