

# Jenelle Stone

(formerly Jenelle Braun-Monegan)

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## Professional Background

### Education

Ph.D., Educational Leadership University of Oregon, Eugene, Oregon <i>Concentration: Learning Assessment/Systems Performance</i>	2007
M.S., School Psychology University of Oregon, Eugene, Oregon	2008
Initial Administrative Licensure Program University of Oregon, Eugene, Oregon	2008
M.S., Special Education University of Oregon, Eugene, Oregon	2005
M.A., Counseling Psychology Lewis & Clark College, Portland, Oregon	2003
B.A., Psychology Lewis & Clark College, Portland, Oregon	2000

### Licensure

School Psychologist License PreK-12	Oregon, California, & Alaska
Administrative License PreK-12	Oregon & California
Licensed Professional Counselor	Oregon & California

## Professional Experience

### Higher Education Teaching Experience

*George Fox University*

Assistant Professor, Educational Leadership

October 2022-Present

*Courses Taught or Slated to Teach:*

ADMIN 541 The Principal: Leading for Inclusion, Equity, and Justice

ADMN 642 Inclusive Systems to Promote Specialized Programs

MEDU 510 Foundations of Educational Practice

MEDU 530 Qual/Quan Research Method

MEDU 540 Action Research I

MEDU 541 Action Research II

EDDL 710 Policial & Social Persp in Ed

EDDL 720 Research in Effective Teaching

EDDL 725 Colloquium

EDDL 741 Ldn Ed Orgnztns thru Prof Dev

EDDL 742 Leading People

EDDL 805 Dissertation Research

*Courses Taught as Adjunct Faculty:*

GCEP 544: Academic Achievement and Process Assessment

GCEP 522 Advanced Clinical Skills

*Pacific University, Eugene Oregon Sampling of Courses taught between 2014 - 2021*

Intelligence Testing & Reporting

Teaching Seminar

Case Management for Special Education

Assessment & Evaluation

Curr & Methds Stdnts with Dis: Acad

Ed Diverse Learn Inclusive Class

Teacher as Researcher I & II

Exceptionalities

Behavior Management

Introduction to Professional Inquiry

The Scholarship of Teaching

I also provided supervision and supposed students with their masters thesis

*University of Oregon, Eugene Oregon, these courses fulfilled a research sequence requirement for Ph.D. students in the area of education.*

Program Evaluation I

Winter 2015

Program Evaluation II

Spring 2015

*Texas Tech, Executive MBA Program, Lubbock, Texas*

Statistics for Management

Winter & Spring 2015

*Walden University, Virtual, Ed.D. Program in Curriculum, Instruction & Assessment*

Dissertation Chair & Committee Member

2010- Spring 2017

EDDD-8050 A Systems Perspective

Winter 2015

EDUC-8012 Leadership for Today's Schools

Summer 2011-2013

EDUC-7223 Using Assessment and Data for School Improvement

Spring 2011

EDUC-7220 Leading Effective Curriculum Design

Spring 2011

EDUC-8102 Applied Research in Education

Fall 2010

*Loyola Marymount University, Los Angeles, California, Hybrid, School Psychology Ed.S. Program*

EDUC 6532 Seminar in School Systems and Psychological Services

Summer 2009-2013

**Higher Education Experience**

*Pacific University, Eugene Oregon*

Visiting Professor

Summer 2016-2021

EdTPA Coordinator

Spring 2016-2018

Practicum Supervisor

Spring 2016-2020

*Northwest Christian University (Now Bushnell), Eugene Oregon*

Fall 2017

Adjunct Professor

<i>Walden University, Virtual</i>	
Senior Colleague	Winter 2015-Spring 2017
Course Lead	Winter 2015- Spring 2017
Subject Matter Expert	Spring 2015-Fall 2015
Virtual Data Creation for Online Simulation	Fall 2015 & Fall 2016

**Public Education Experience**

Program Specialist

<i>Beverly Hills Unified School District</i>	January 2009-July 2011
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School Psychologist

Paisley School District Contract School Psychologist	February 2019-June 2024
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Eugene 4J School District Contract School Psychologist	April 2017-2019
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Linn-Benton-Lincoln ESD Contract School Psychologist	December 2011- June 2023
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Oregon Charter Academy, Public Virtual Charter School	2011-2015 & July 2016-present
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Fern Ridge School District	2021-present
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Evergreen Virtual Academy	September 2023-present
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SERRC Alaska’s Educational Resource	2016-2018
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Lincoln County School District	November 2014-June 2015
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*Linn-Benton-Lincoln ESD*

Beverly Vista (K-8)	2008-2008
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*Beverly Hills Unified School District*

North Eugene High School & Crest Drive Elementary	2007-2008
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*Eugene School District 4J*

Behavioral Specialist

2018

Jefferson School District -long term substitute

Reading Lab Educational Assistant

Clear Lake Elementary & Meadow View School, Eugene, Oregon	2002-2003
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*Bethel School District*

**Counseling Experience**

Private Practice

August 2018-Present

*Healing Stone Eugene, Oregon*

Central Linn School District Mental Health Counselor

August 2019-March 2022

Halsey, Oregon

## Research Experience

- Paid Consultant 2013  
**Description:** Assisting in conducting a criterion validity study of kindergarten and first grade easyCBM pre-reading measures. Trained data collectors to administer the assessments with fidelity.  
*Behavior Research & Teaching, Eugene OR*
- Temporary Employee 2012-2013  
**Description:** Qualitative data analysis of interviews from school site visits of priority schools.  
*Oregon Department of Education*
- Paid Consultant 2012  
**Description:** Developing the materials for and presenting two online graduate courses: Program Evaluation and Time Series Analysis.  
*Behavior Research & Teaching, Eugene OR*
- Paid Consultant 2010-2014  
**Description:** Generated math items, based on Universal Design, for a state-wide formative assessment in the area of algebra readiness  
*CORE K12, Austin, Texas*
- Paid Consultant 2010  
**Description:** Creation of the National Evaluation Series Test Prep Guide for Special Education licensure assessment.  
*Pearson Education, Inc.*
- Paid Research Consultant 2009  
**Description:** Conducted psychometric evaluation of early numeracy indicators, specifically using Item Response Theory (IRT) to gain item statistics such as item difficulty, item fit, and differential item functioning and to determine equivalency of alternate forms. In addition to IRT analysis Classical Test Theory was also used ~~with analysis such as corrections, ANOVAs, and linear regression.~~ *Early Numeracy Indicators*
- Research Associate 2005-2007  
**Description:** As a psychometrician, I acted as an audit liaison between the evaluation and professional services groups. Assist in the design, development and data collection of evaluations of education programs and improvement initiatives. Analyze data collected (qualitative and/or quantitative) including descriptive statistics, data display, and significance testing. Contributed to the reporting and interpretation of findings. Oversaw the recruitment, training, scheduling, and monitoring of temporary site visitors. Conducting onsite school and district visits as a part of a larger audit or evaluation processes. Evaluations include statewide Reading First initiatives and audits of school districts not making annual yearly progress under NCLB. Leading professional development sessions on using data to improve instruction.  
*Learning Point Associates, Naperville, Illinois*
- Bethel Math Project 2002-2005  
**Description:** Designing and evaluating a district wide math assessment given to all first through eighth grade students 3 times a year. Work included vertical equating and scaling tests to be on the same metric as the Oregon Department of Education's Math Assessment.  
*Bethel School District 52, Eugene, Oregon.*

## Scholarship

### Publications

Stone, J. (in press). The role of critical thinking in social skills. In Duesbery, L. & Twyman, T., Teaching critical thinking: A practical guide volume 1. The Center for Teaching Critical Thinking and Creativity.

Ketterlin-Gellar, L. R., Alonzo, J., Braun Monegan, J., & Tindal, G. (2007). Recommendations for accommodations in IEPs, by regular education teachers, and by the students themselves: Legal and practical implications of (In)consistency. *Remedial and Special Education*, 28 (4), 194-206.

Duesbery, L., Braun-Monegan, J.M., Werblow, J. L. & Braun, D. (2012). Practical issues in field based testing of oral reading fluency at upper elementary grades. *Studies in Educational Evaluation*, <http://dx.doi.org/10.1016/j.stueduc.2012.09.002>

McCoy, J.D., Braun-Monegan, J.M., Bettesworth, L., Tindal, G. (2015). Do scaffolded supports between aspects of problem solving enhance assessment usability? *Journal of Education and Practice*, 6(36) 175-185.

Duesbery, L., Brandon, R., Liu, K., Braun-Monegan, J. (2016). Transitioning to online courses in higher education. *Journal of Instructional Technology and Distance Learning*, 12(4), 7-15.

Liu, K., Robinson, Q., Braun-Monegan, J.M. (2016). Pre-service teachers identify connections between teaching-learning and literacy strategies. *Journal of Education and Training Studies*, 4(8), 93-98.

Duesbery, L., Liu, K., Braun-Monegan, J. & McCoy, J.D., (2017). Thinking critically about data displays. *Journal of Visual Literacy*, 36(1).

Massar, M.M, Knowles, C., & Braun-Monegan, J.M. (Accepted with Revisions). Conducting needs assessments to Support the implementation of evidence-based practices in alternative educational settings. *Beyond Behavior*.

**Dissertation** Braun-Monegan, J. M. (2007). *A method for setting and evaluating passing scores on a district developed interim math assessment*. UNIVERSITY OF OREGON. Committee members: Jerry Tindal, Paul Yovanoff, and Joe Stevens.

### Presentations

April 2019 Duesbery, L., Liu, K., & Braun-Monegan, J.M., *A Comparison of General and Special Education Response to Intervention Models*. Poster presented at the Annual American Educational Research Association Conference, Toronto, Canada.

April 2018 Robinson, Q., Liu, K., & Braun-Monegan, J.M., *Unpacking "Social" and "Justice" in an Effort to Change the Equity Landscape on University and College Campuses*. Paper presented at the Annual American Educational Research Association Conference, New York, NY.

- April 2016 Liu, K., Robinson, Q., & Braun-Monegan, J.M., *Making Unseen Transformation Visible: Pre-service Teachers Identify Connections Between Teaching-Learning and Literacy Strategies*. Poster presented at the Annual American Educational Research Association Conference, Washington, DC.
- February 2016 Duesbery, L., Braun-Monegan, J.M., & Liu, K., *A Tier-2 CRA Based Unit in Fractions*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
- February 2013 Braun-Monegan, J., Schulte, R., Twyman, T., Duesbery, L., & Braun, D., *Replication of Bridging Research and Practice: Administration of the Test of Oral Reading Fluency*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
- April 2011 Braun-Monegan, J., Braun, D., Smith, L. *The Relationship Between Oral Reading Fluency Rate and Accuracy on Predicating State Assessment Performance*. Poser presented at the Annual American Educational Research Association Conference, New Orleans, LA.
- February 2011 Braun-Monegan, J., & Tsuruta, J. *Cyberbullying: Interventions to Promote Safe and Positive schools*. Presented at the National Association of School Psychologists Annual Conference, San Francisco, CA.
- March 2010 Braun-Monegan, J., Khastedai, K, Tsuruda, J, & Olmos, V. *The Comparability of Time and Passages used to Measure ORF*. Paper presented at the National Association of School Psychologists Annual Conference, Chicago IL.
- February 2010 Lembke, E, Foegen, A, Richards, C, & Braun-Monegan, J. *TIPS for early numeracy indicators: Teacher use, Item level analysis, Predictive validity, and use with Second-language learners*. Paper presented at the Pacific Coast Research Conference, Coronado, CA.
- February 2009 Duesberry, L., Block, N., & Braun-Monegan, J. *Is RTI A Suitable Instructional Model for General Education, Too?* Pacific Coast Research Conference, Coronado, CA.
- February 2007 Braun-Monegan, J.M., *Using Data to Drive Curricular Alignment for Improvement*. Midwest Education Technology Conference, St. Louis, MO.
- July 2006 Braun-Monegan, J.M., & Braun, D.H. *Using Formative Assessment at the Systems Level to Prevent Achievement Gap for Subgroups*. Workshop at Using Data to Improve Instruction: New Strategies and Tools put on by CCSSO, Boulder, CO.  
Money, G., Braun-Monegan, J.M., & Pelleiter, P. *Professional Development Model Utilizing Best Practices and SEC Data*. Workshop at Using Data to Improve Instruction: New Strategies and Tools put on by CCSSO, Boulder, CO.
- April 2006 Braun-Monegan, J.M. *Method for Setting and Validating Passing Scores*. Graduate poster session at the National Counsel of Educational Measurement, San Francisco, CA.

- August 2005 Braun-Monegan, J.M., Duesbery, L., Braun, D., & Werblow, J., *Best Practice Assessing Oral Reading Fluency*. American Psychological Association, Washington D.C.
- April 2005 Sanford, A., Braun-Monegan, J.M, & Florence, K. *The house that DIBELS built: Organizing a DIBELS benchmark assessment*. Session at the National Association of School Psychologists Annual Conference, Atlanta Georgia.
- February 2005 Braun-Monegan, J.M., & Bettsworth, L.R. *Teaching Content Knowledge & Problem Solving in the Classroom*. Oregon Conference, Eugene Oregon.
- April 2004 Gerard, V., Flindt, N., Braun-Monegan, J.M., & Castro Olivo, S. *A Review and Evaluation of Three Parent Training Programs*. Poster presented at the National Association of School Psychologists Annual Conference, Dallas Texas.
- February 2004 Braun-Monegan, J.M., Alonzo, J. & Duesbery, L. *Filling the Assessment Gap. CBMs: A Meaningful Complement to State Assessments*. Presentation presented at the Oregon Conference, Eugene Oregon.
- April 2002 Braun, J.M., & Emanuel K. *Simultaneous System Activation*. Poster presented at the Western Psychological Association, Irving California.

#### **Doctoral Study Committee Chair Graduates**

Clawson, S. (2024). *The Impact of Strategic, Skill-Focused Intervention on First Grade Students Identified As “At Risk” for Dyslexia: An Improvement Science Dissertation in Practice*. (Doctoral dissertation, GEORGE FOX UNIVERSITY).

Duncan, A. (2024). *The Influence of Peer Feedback on Office Discipline Referrals in Unstructured Settings*. (Doctoral dissertation, GEORGE FOX UNIVERSITY).

Ryerson, A. (2024). *Impact of South Coast to Valley (SC2V) Regional Educator Network on Educator Personal and Professional Practice: A Program Evaluation Study*. (Doctoral dissertation, GEORGE FOX UNIVERSITY).

Wood, B. (2024). *Enhancing Staff Satisfaction: Exploring the Efficacy of Peer Observation as an Improvement Science Approach to Professional Learning for Elementary Educators*. (Doctoral dissertation, GEORGE FOX UNIVERSITY).

Avery, K. (2016). *Factors that Cause Repeated Referral to the Disciplinary Alternative Education Program*. (Doctoral dissertation, WALDEN UNIVERSITY).

Blust, K. E. (2016). *Middle School Teachers' Perceptions of Bullying and Their Practices in Reporting Bullying Incidents*. (Doctoral dissertation, WALDEN UNIVERSITY).

Moore, P. (2016). *Fresh Fruits and Vegetables in a Rural Elementary School: A Mixed-Methods Program Evaluation*. (Doctoral dissertation, WALDEN UNIVERSITY).

McAtee, C. (2015). *Increasing School Commitment by Listening to Veteran Teachers, Questions Needs and Concerns*. (Doctoral dissertation, WALDEN UNIVERSITY).

Meester, J. K. (2012). *Elementary Teachers' Perceptions Regarding Response to Intervention*. (Doctoral dissertation, WALDEN UNIVERSITY).

### **Doctoral Study Committee Second Member Graduates**

McCullough, S.M. (2011). *The Effects of Differentiated Instruction on Academic Achievement of Struggling Second-Grade Readers*. (Doctoral dissertation, WALDEN UNIVERSITY).

Stanford, T.N. (2011). *The Relationship Between Gender and Race and the Successful Transitioning of Urban Middle School Students*. (Doctoral dissertation, WALDEN UNIVERSITY).

O'Connor, J. (2012). *Participant Perceptions on the Need for an Anti Bullying Program in Elementary School: A Case Study*. (Doctoral dissertation, WALDEN UNIVERSITY).

Serrano, V. (2012). *Teachers' Perception of team Teaching in Middle School Mathematics in Urban Schools: A Q-Methodology Study*. (Doctoral dissertation, WALDEN UNIVERSITY).

Murry, V. (2013). *Middle School Mathematics Teachers' Perceptions of Differentiated Instruction for English Language Learners*. (Doctoral dissertation, WALDEN UNIVERSITY).

Garrett, S.S. (2014). *Teacher, Counselor, and Administrator Perceptions of Why Students Fail Freshman Language Arts*. (Doctoral dissertation, WALDEN UNIVERSITY).

Mercado, N. F. (2014). *A Critical Analysis of the Current Advising System for Online Students at the School of Allied Health, Health Information Management Program*. (Doctoral dissertation, WALDEN UNIVERSITY).

Leffingwell, J. L. (2014). *Evaluation of the Math Lab Workshop Model Classroom Within a School District*. (Doctoral dissertation, WALDEN UNIVERSITY).

Smith, D. (2014). *The Impact of a Saturday School Program on the Reading Achievement on African American Males*. (Doctoral dissertation, WALDEN UNIVERSITY).

Karpen, L. (2015). *Impact of Professional Learning Community on Co-teaching*. (Doctoral dissertation, WALDEN UNIVERSITY).

Dorrman, J. (2016). *The Perceptions of a Full-Service Community School Strategy with Students in Language Arts*. (Doctoral dissertation, WALDEN UNIVERSITY).

Harrison, K. S. (2017). *A Case Study of Third-Grade Teachers' Perceptions of Balanced Literacy*. (Doctoral dissertation, WALDEN UNIVERSITY).



### **Workshops and Conferences Attended**

Mental Health First Aid	June 2019
edTPA Local Evaluation Training	October 2016
Autism Diagnostic Observation Schedule (ADOS) training	January 2016
Behavioral Intervention Case Managers ( <i>B.I.C.M.</i> ) training	January 2009
Longitudinal Modeling of Student Achievement, University of Maryland	November 2005
National Council on Measurement in Education	April 2004, 2005, & 2006
SSI Workshop: Item Response Theory with Susan Embretson & Steve Reise	September 2004
An Introduction to Rasch Measurement: Theory and Applications	April 2006, October 2006
Introduction to NVivo	November 2006
Nonviolent Crisis Intervention Trainer:	
November 2009, December 2010, February 2013, November 2018, May 2021, & April 2023	

### **Professional Organizations**

American Educational Research Association	2003 - present
National Association of School Psychologists	2001 – present
American Counseling Association	2018-present