

ROSS C. ANDERSON

CURRICULUM VITAE

275 W 27th Ave, Eugene, OR 97405 • 541.214.0949 • ross@creativeengagementlab.com
www.creativeengagementlab.com
www.makespaceproject.com

EDUCATION

- 2019 Ph.D. in Educational Leadership, *University of Oregon (UO)*
Specialization: Quantitative Research Methods
Dissertation: *Becoming creative agents: Trajectories of creative development during the turbulence of early adolescence*
- 2004 B.A. in Architecture, *Yale University*
Emphasis: Architecture history and theory with design studio

APPOINTMENTS

- 2018–present *Creative Engagement Lab, LLC, Eugene, OR*
Co-Founder and Principal Investigator
- 2019–present *Oregon Research Institute, OR*
Associate Scientist
- 2014–2022 *Inflexion, Eugene, OR*
Principal Researcher; Planning, Research, & Evaluation
- 2021–2022 *University of Oregon, College of Education, Eugene, OR*
Instructor
- 2014, 2018–19 *University of Oregon, College of Education, Eugene, OR*
Graduate Research Fellow
- 2013–14 *University of Oregon, Northwest Indian Language Institute, Eugene, OR*
Graduate Research Fellow, Grant Writing and Outreach
- 2013–14 *Lane Education Service District, Eugene, OR*
Grant Writer and Evaluation Specialist
- 2007–13 *Norwich Public Schools, Norwich, CT*
Director of Strategic Initiatives

RESEARCH & TEACHING INTERESTS

Primary Theoretical Perspectives

Pluralistic framing of creative engagement in teaching and learning; Social-cognitive theory of human agency; Self-determination theory; Identity-based motivation; Metacognition; Embodied philosophy of mind

Educational and Developmental Context

Creative development and well-being in adolescence; Situated and critical perspectives on motivation; Culturally responsive and sustaining teaching; Journalistic learning for social justice; Networked professional learning

Methodology

Pragmatist mixed methods; Phenomenological and grounded theory qualitative methodologies; Action research; Structural equation modeling; Quasi-experimental design

SCHOLARSHIP

PEER-REVIEWED PUBLICATIONS

*Indicates co-author who is a student or practitioner

- [32] **Anderson, R.C.** (in press). Staying in the learning pit: Illustrating teacher creative metacognition through a longitudinal case study. *Journal of Creative Behavior*. [Special issue: Making Creative Happen: Self-Regulation and Metacognition in Creative Action]
- [31] **Anderson, R.C.**, Husman, J., Kim, M. H., & Madison, E. (in press). It's not all about recognition and influence: The role of communal and agentic motives and goals in science for diverse high school students. *Contemporary Educational Psychology*.
- [30] **Anderson, R.C.**, Madison, E., Boussetot, T., & Wantz, M.* (in press). A mixed method investigation of student agency and civic media literacy through journalistic learning. *Cognition and Instruction*.
- [29] Madison, E., **Anderson, R.C.**, Boussetot, T., Wantz, M.*, & Guldin, R. (in press). Training secondary English teachers to engage students in challenging and complex issues with journalistic strategies. *Professional Development in Education*.
- [28] **Anderson R.C.**, Livie, M.*, Schuhe, G.*, Beard, N.*, Land, J.*, Boussetot, T., Katz-Buonincontro, J. (in press). An exploratory mixed method study on teachers' creative skill development with metaphor in language, gesture, and pedagogy. *Psychology of Aesthetics, Creativity, and the Arts*. <https://doi.org/10.1037/aca0000595>
- [27] **Anderson, R.C.** (in press). Creative development as an agentic process: Five distinct trajectories of divergent thinking originality across early adolescence. *Learning and Individual Differences*.
- [26] Perry, L., Their, M., Beach, P., **Anderson, R.C.**, Roberts, P., & Thoennesen, M. (in press). Opportunities and conditions to learn (OCL): A conceptual framework. *Prospects*.
- [25] **Anderson, R.C.**, Beghetto, R., Glaveanu, V. & Basu, M.* (2023). Is the CAT killing our curiosity? A Divergent Open-ended, and Generative (DOG) approach to assessing creativity. *Creativity Research Journal*. <https://doi.org/10.1080/10400419.2022.2157588>
- [24] **Anderson, R.C.**, Chaparro, E., Smolkowski, K., & Cameron, R.* (2023). Visual thinking and argumentative writing: A social-cognitive pairing for writing skill development. *Assessing Writing*, 100694. <https://doi.org/10.1016/j.asw.2023.100694>
- [23] **Anderson R.C.**, Katz-Buonincontro, J., Boussetot, T., Land, J.*, Livie, M.*, & Beard, N.* (2022). "Space that was safe to explore and learn": Stretching the affordances for networked professional learning in creativity for educators. *Australasian Journal of Educational Technology*, 38(4). <https://doi.org/10.14742/ajet.7879>
- [22] **Anderson, R.C.**, Katz-Buonincontro, J., Boussetot, T., Mattson, D.*, Beard, N.*, Land, J.*, & Livie, M.* (2022). How am I a creative teacher? Beliefs, values, and affect for integrating creativity in the classroom. *Teaching and Teacher Education*, 110, 103583. <https://doi.org/10.1016/j.tate.2021.103583>
- [21] **Anderson, R.C.**, Katz-Buonincontro, J., Boussetot, T., Land, J.*, Beard, N.*, & Livie, M.* (2022). Reinvigorating the desire to teach: Teacher professional development for creativity, agency, stress reduction, and well-being. *Frontiers in Education: Teacher Education*. <https://doi.org/10.3389/educ.2022.848005>
- [20] Beghetto, R. & **Anderson, R.C.** (2022). Positive creativity is principled creativity. *Educational Sciences*. <https://www.mdpi.com/2227-7102/12/3/184/htm>
- [19] **Anderson, R.C.**, & Beach, P. (2021). Measure of opportunity: Assessing equitable conditions to learn twenty-first century thinking skills. *Learning Environments Research*.

<https://doi.org/10.1007/s10984-021-09388-5>

- [18] **Anderson, R.C.**, & Haney, M.* (2021). Reflection in the creative process of early adolescents: The mediating roles of creative metacognition, self-efficacy, and self-concept. *Psychology of Aesthetics, Creativity, and the Arts*, 15(4), 612–626. <https://doi.org/10.1037/aca0000324>
- [17] Kim, M., **Anderson, R.C.**, Madison, E., & Husman, J. (2021). There are two I's in motivation: Interpersonal dimensions of science motivation among racially diverse adolescent youth. *Contemporary Educational Psychology*, 66. <https://doi.org/10.1016/j.cedpsych.2021.101989>
- [16] Guldin, R.*, Madison, E., & **Anderson, R.C.** (2021). Writing for social justice: Journalistic strategies for catalyzing agentic engagement among Latinx middle school students. *Journal of Media Literacy Education*, 13(2), 71–85. <https://digitalcommons.uri.edu/jmle/vol13/iss2/6/>
- [15] **Anderson, R.C.** & Graham, M. (2021). Creative potential in flux: The leading role of originality in creative development in adolescence. *Creativity and Thinking Skills*, 40. <https://doi.org/10.1016/j.tsc.2021.100816>
- [14] **Anderson R.C.**, Boussetot, T., Katz-Buonincontro, J., & Todd, J.* (2021). Generating buoyancy in a sea of uncertainty: Teacher creativity and well-being during the COVID-19 pandemic. *Frontiers in Psychology*, 11(614774). <https://doi.org/10.3389/fpsyg.2020.614774> (This article has more downloads than 97% of all Frontiers articles as of 11.26.23)
- [13] Katz-Buonincontro, J., **Anderson R.C.**, & Malalang, V.* (2020). Using mixed methods to understand multi-modal creative engagement in drama-based instruction. *Methods in Psychology*, 2, 100013. <https://doi.org/10.1016/j.metip.2019.100013>
- [12] Katz-Buonincontro, J. & **Anderson, R.C.** (2020). Observation methods for researching creativity: Past approaches and recommendations for advancing the field. *Journal of Creative Behavior*, 54(3), 508–524. <https://doi.org/10.1002/jocb.385>
- [11] **Anderson, R.C.**, Haney, M.*, Pitts, C.*, Porter, L.*, & Boussetot, T. (2020). “Mistakes can be beautiful”: Creative engagement in arts integration for early adolescent learners. *Journal of Creative Behavior*, 54(3), 662–675. <https://doi.org/10.1002/jocb.401>
- [10] **Anderson, R.C.**, Porter, L.*, & Adkins, D.* (2020). A dramatic confrontation of frames: Arts integration teacher development, organizational learning, and school change. *Leadership and Policy in Schools*, 19(3), 369–389. <https://doi.org/10.1080/15700763.2018.1554157>
- [9] **Anderson, R.C.**, Graham, M.*, Kennedy, P., Nelson, N., Stoolmiller, M., Baker, S., & Fien, H. (2019). Student agency at the crux: Mitigating disengagement in middle and high school. *Contemporary Educational Psychology*, 56, 205–217. <https://doi.org/10.1016/j.cedpsych.2018.12.005>
- [8] Madison, E., **Anderson, R.C.**, & Boussetot, T. (2019). Self-determined to write: Catalyzing critical thinking, collaboration, and self-direction in middle school. *Reading and Writing Quarterly*, 35(5), 473–495. <https://doi.org/10.1080/10573569.2019.1579127>
- [7] Katz-Buonincontro, J. & **Anderson, R.C.** (2018). How do we go from good to great? The need for better observation studies of creativity in education. [Special Issue] *Frontiers in Psychology*, 9(2342). [10.3389/fpsyg.2018.02342](https://doi.org/10.3389/fpsyg.2018.02342)
- [6] **Anderson, R.C.** (2018). Creative engagement: Embodied metaphor, the affective brain, and meaningful learning. *Mind, Brain, and Education*, 12(2), 72–81. <https://doi.org/10.1111/mbe.12176>
- [5] Pitts, C.*, **Anderson, R.C.**, & Haney, M.* (2018). Measure of Instruction for Creative Engagement: Making metacognition, modeling, and creative thinking visible. *Learning*

- Environments Research*, 21(1), 43–59. <https://doi.org/10.1007/s10984-017-9238-9>
- [4] **Anderson, R.C.**, Pitts, C.*, & Smolkowski, K. (2017). Creative ideation meets relational support: Measuring links between these factors in early adolescence. *Creativity Research Journal*, 29(3), 244–256. [10.1080/10400419.2017.1360057](https://doi.org/10.1080/10400419.2017.1360057).
- [3] **Anderson, R.C.**, Their, M.*, & Pitts, C.* (2017). Interpersonal and intrapersonal assessment alternatives: Self-reports, situational judgment tests, and discrete choice experiments. *Learning and Individual Differences*, 53, 47–60. <http://dx.doi.org/10.1016/j.lindif.2016.10.017>
- [2] Their, M.*, Smith, J., Pitts, C.*, & **Anderson, R.C.** (2016). Influential spheres: Examining actors' perceptions of education governance. *International Journal of Education Policy & Leadership*, 11(9), 1–21. URL: <http://journals.sfu.ca/ijepl/index.php/ijepl/article/view/682>
- [1] **Anderson, R.C.**, Guerreiro, M.*, & Smith, J. (2016). Are all biases bad? Collaborative grounded theory in developmental evaluation of education policy. *Journal of Multidisciplinary Evaluation*, 12(27), 44–57. URL: http://journals.sfu.ca/jmde/index.php/jmde_1/article/view/449

BOOK CHAPTERS

*Indicates co-author who is a student or practitioner

- [14] Braun, S., Hatchimonji, D., Crowder, M., **Anderson, R.C.**, Alamos, P., Graham, J., Mahfouz, J., & Guillaume, C. (in press). Afterword: An invitation for collaboration and growth. In J. Durlak, C. Domitrovich, and J. Mahoney (Eds.), *Handbook of social and emotional learning, 2nd edition*.
- [13] Ivcevic, Z., **Anderson, R.C.** & Hoffman, J., (in press). Transformational creativity in education. In R. Sternberg (Ed.), *Positive Creativity*.
- [12] **Anderson, R.C.** (2022). Creative self-efficacy. In V. Glăveanu (Ed.), *Encyclopedia of the possible*. Switzerland: Palgrave MacMillan.
- [11] **Anderson, R.C.** (2022). Anxiety, fear of failure, and creativity. In Z. Ivecevic, J. Hoffman, and J. Kaufman (Eds.), *Cambridge Handbook of Creativity and Emotions*.
- [10] **Anderson, R.C.**, Irvin, S., Boussetot, T., Beard, N., & Beach, P. (2022). Grasping the uncertainty of scientific phenomena: A creative, agentic, and multimodal model of sensemaking. In R. Beghetto and G. Jaeger (Eds.), *Uncertainty: A catalyst for creativity, learning, and development*. New York, NY: Springer.
- [9] Madison, E., Guldin, R.*, & **Anderson, R.C.** (2022). Cultivating agency and advocacy through journalistic learning. Yough, M. (Ed.), *Teaching to prepare advocates*. Charlotte, NC: Information Age Publishing.
- [8] Karwowski, M. & **Anderson, R.C.** (2021). Goal Orientations. In V. Glăveanu (Ed.), *Encyclopedia of the possible*. Switzerland: Palgrave MacMillan.
- [7] Madison, E., **Anderson, R.C.**, & Guldin, R.* (2021). Empowering student voice in politicized times. In J. Anderson and K. Czarnecki (Eds.), *Power lines: Connecting with urban teens through media literacy in libraries*. American Literacy Association.
- [6] **Anderson, R.C.** (2020). Creative development. In V. Glăveanu (Ed.), *Encyclopedia of the possible*. Switzerland: Palgrave MacMillan.

- [5] **Anderson, R.C.** & Karwowski, M. (2020). Creativity and motivation. M. Runco and S. Pritsker (Eds.), *Encyclopedia of creativity, 3rd edition* (pp. 185–189). London, UK: Elsevier.
- [4] **Anderson, R.C.**, & Beard, N.* (2018). Envisioning, feeling, and expressing meaning: Training middle level educators to use tableaux vivants to engage students. In P. Howell, S. Faulkner, J. Jones, & J. Carpenter (Eds.), *Preparing middle level educators for 21st Century schools: Enduring beliefs, changing times, evolving practices* (pp. 271–300). Charlotte, NC: Information Age Publishing.
- [3] **Anderson, R.C.**, & Pitts, C. (2017). Growing sustainable school culture: Arts integration to nourish the soil and the seeds. In R. Rajan and I. Chand O’Neal (Eds.), *Arts evaluation and assessment: Measuring impact in schools and communities* (pp. 117–146). Switzerland: Palgrave MacMillan.
- [2] **Anderson, R.C.** (2017). Brazil: Not all GERMS make you sick. In Y. Zhao and B. Gearin (Eds.), *Dreams and nightmares: Global education reform on the brink of the fourth industrial revolution*. New York, NY: Routledge.
- [1] **Anderson, R.C.** (2015). The makers: Creativity and entrepreneurship. In Y. Zhao (Ed.), *Counting What Counts: Reframing Education Evaluation* (pp. 93-108). Bloomington, IN: Solution Tree Press.

MANUSCRIPTS UNDER REVIEW

*Indicates co-author who is a student or practitioner

- [4] Cameron, T.*, Ambrose-Brown, V.*, Katz-Buonincontro, J., **Anderson, R.C.**, Land, J.*, Livie, M.*, & Edmunds, A. (in preparation). “Mirrors and windows”: A case study of educator’s culturally responsive teaching aspirations and syllabi transformation in the arts.
- [3] **Anderson, R.C.**, Land, J., Katz-Buonincontro, J., & O’Neal, P.* (first review). Meta-pedagogical: A mixed method study on the development of teacher agency and identity for visual arts integration.
- [2] Kim, M., Guldin, R., DeRosia, N.*, Lazaro, M.*, **Anderson, R.C.**, Husman, J., & Madison, E. (first review). Identity development in sociohistorical context during COVID-19: An integration of ecological systems theory and socioemotional selectivity theory.
- [1] Kim, M. H., **Anderson, R.C.**, Boussetot, T., Husman, J., & Madison, E. (first review). Implicit theories and interest development in science: An integrative theoretical perspective.

EXTERNAL FUNDING: \$20+ million

GRANTS & CONTRACTS:

MODEL DEVELOPMENT, RESEARCH, & EVALUATION

- [35] Unfunded/
Revising Journalistic Learning for Rural Middle Schools, *US Department of Education, Education Innovation and Research* (Co-PI with Dr. Ed Madison)
\$4,000,000
- [34] Unfunded/
Revising Collaborative Action Research on Transformational Creative Agency in Education,
Spencer Foundation (PI), **\$374,944**
- [33] 2023 Research on the Effective Communicators Course, *Journalistic Learning Initiative*
(Consulting scholar), **\$27,300**

- [32] 2023 Transforming Teaching and Learning Through Integrating the Arts into Classrooms in the School District of Philadelphia, *Marazzo Family Foundation (PI)* **\$216,730**
- [31] 2023 Towards Prosociality: Building Leadership Capacity for School Flourishing, *CASEL (Co-PI)* **\$40,000**
- [30] 2022 makeSPACE Network. *US Department of Education, Education Innovation and Research (PI; in collaboration with Nathan Beard, Mari Livie, and Jessica Land)* **\$316,509**
- [29] 2021 makeSPACE for Agency and Readiness. *US Department of Education, Education Innovation and Research (PI)* **\$3,999,782**
- [28] 2020 The CREST Project: Culturally Responsive and Sustaining Teacher Project in Arts Integration. *The Windgate Foundation. (Co-PI, in collaboration with Dr. Jen Katz-Buonincontro and Jessica Land)* **\$169,000**
- [27] 2020 Science as an act of service: Enhancing science motivation in high school students during a public health crisis. *National Science Foundation, Innovative Technology Experiences for Students and Teachers RAPID COVID-19 program (Co-PI; in collaboration with Drs. Ed Madison, Jenefer Husman, and Matt Kim)* **\$151,040**
- [26] 2020 Thematic Policy Research Package on Academic Resilience, Metacognition Skills, and Growth Mindset. *International Baccalaureate. (PI; in collaboration with Dr. Kristine Chadwick, Jessica Jacovidis, and Paul Beach)* **\$39,999**
- [25] 2019–20 Creative Engagement for Health: A Social-Emotional Arts Integrated Curriculum for Belonging. *Mills Davis Fund of the Edwin W. and Catherine Davis Foundation. (PI; in collaboration with Nathan Beard, Mari Livie, and Jessica Land)* **\$49,525**
- [24] 2018–22 MakeSPACE Project: Schoolwide Place-based Access to Creative Engagement. *US Department of Education, Assistance in Arts Education Model Development and Dissemination (PI; in collaboration with Drs. Tracy Boussetot and Jen Katz-Buonincontro and Nathan Beard, Mari Livie, and Jessica Land)* **\$2,173,504** (www.makespaceproject.org)
- [23] 2018–22 My STEM Story: Scaling STEM Mentoring and Role Modeling Through Digital Storytelling. *National Science Foundation, Innovative Technology Experiences for Students and Teachers. (Co-PI; in collaboration with Drs. Ed Madison, Jenefer Husman, and Matt Kim)* **\$1,200,000** (www.mystemstory.squarespace.com)
- [22] 2017–23 Journalistic Learning Initiative: Research and Strategic Development. *University of Oregon (Strategic collaboration on research program, curricular frameworks, and research dissemination with Dr. Ed Madison)* **\$125,000**
- [21] 2018–21 The STELLAR 2 Project – Phase 2: Strategies for Technology Enhanced Learning and Literacy through Art. *Institute for Education Sciences, Goal 2: Arts Education special topic area. (Methodologist and assessment specialist; in collaboration with Drs. Erin Chaparro and Keith Smolkowski)* **\$1,400,000**

- [20] 2018–20 Deliberate Reflection for Deeper Learning Project. *William and Flora Hewlett Foundation, Deeper Learning + Diffusion of Innovation and Scaled Impact*. (Substantive contributions to proposal development) **\$998,895**
- [19] 2017–19 Success Stories: California’s Local Control and Accountability Plans Achieving Deeper Learning. *William and Flora Hewlett Foundation*. (Supported proposal development; measure development with Paul Beach and Dr. Matt Coleman) **\$300,000**
- [18] 2016–18 Music at the core. *Mills Davis Fund of the Edwin W. and Catherine Davis Foundation*. (Co-led proposal development; project design, implementation, and support) **\$50,000**
- [17] 2016–17 Developmental evaluation of the Journalistic Learning program: Effects on students’ critical thinking skills, student agency, and collaborative engagement. *Media Arts Institute* (Evaluation oversight; Co-PI; in collaboration with Dr. Ed Madison and Tracy Bousset) **\$20,000**
- [16] 2014–18 ArtCore: An immersive studio-to-school arts integration and school-wide transformation model, *US Department of Education* to Springfield School District, OR. (PI) **\$2,196,212**
- [15] 2014–16 Ichishkiin culture and language as protective factors, *Bill and Melinda Gates Foundation* to Northwest Indian Language Institute, Eugene, OR. **\$50,000**
- [14] 2014–17 ArtCore: Middle school arts integration, *Oregon Community Foundation* (funded to Lane Arts Council, Eugene, OR; Proposal support and evaluation oversight) **\$267,700**
- [13] 2013–15 Chaku-kəmtəks pi Hayu-kəmtəks: The southern Willamette valley project” *Oregon Department of Education (ODE)*. **\$97,591**
- [12] 2013–15 ASPIRE: After school program inspiring real-world education (program still in operation), *21st Century Community Learning Center Program (21st CCLC), Connecticut Department of Education (CDE)*. (Project director) **\$400,000**
- [11] 2012–17 BRIDGES: Building readiness for individual discovery to guide every student (program still in operation), *21st CCLC, CDE*. (Project director) **\$807,500**
- [10] 2012–14 Norwich Public Schools Alliance Reform plan (culturally sustaining literacy reform still in operation), *CDE*. (Project director) **\$2,378,224**
- [9] 2012–13 Thrive4Life coordinated school health project (program still in operation), *CDE*. (Project director) **\$100,000**
- [8] 2011–13 CHOICES: Creating healthy opportunities to invigorate, challenge, and engage students, *CDE*. (Project director) **\$96,000**
- [7] 2011–13 BRIDGES Summer Learning Center (still in operation), *Community Foundation of Eastern Connecticut*. (Project director) **\$30,000**
- [6] 2010–13 BRIDGES Summer Learning Center, *Liberty Bank Foundation*. (Project director) **\$15,000**
- [5] 2009–14 Greeneville BRIDGES, *21st CCLC, CDE*. (Project director) **\$482,367**
- [4] 2009–10 Student leaders in service, *Institute for Global Education and Service*. (Project director) **\$2,995**
- [3] 2008–13 ASPIRE: Attendance and student performance initiative for responsive education, *21st CCLC, CDE*. (Project director; PI) **\$842,554**

- [2] 2007–12 Norwich BRIDGES, 21st CCLC, CDE. (Project director) **\$807,500**
- [1] 2007–11 Norwich Kids In Action: Service learning and civic engagement program, CDE. (Project director). **\$160,000**

GRANTS & CONTRACTS:

ASSESSMENT DEVELOPMENT & THEORY-TO-PRACTICE

- [3] 2016–17 Accountability designs and tools for college and career readiness and deeper learning, *California Education Policy Foundation*. (Measurement design, analysis, and reporting) **\$200,000**
- [2] 2015 Understanding Maine’s Guiding Principles: A developmental framework, *Innovation Lab Network & Maine Department of Education*. (Project director) **\$50,000**
- [1] 2014–16 Accountability designs and tools for college and career readiness and deeper learning, *California Education Policy Foundation*. (Measurement design, analysis, and reporting) **\$600,000**

GRANTS & CONTRACTS:

COMMUNITY & SCHOOL INTERVENTION & SERVICE PROGRAMS

- [13] 2013–15 Lane county youth gang prevention, *Oregon Youth Development Council*. (Led proposal development) **\$99,699**
- [12] 2013–15 Connected lane pathways, *ODE*. (Led proposal development & consulted on implementation) **\$250,000**
- [11] 2013–15 Lane county STEAMOn! *ODE*. (Led proposal development) **\$225,000**
- [10] 2013–15 Lane County Equity and Achievement Project, *ODE*. (Led proposal development & consulted on implementation) **\$22,000**
- [9] 2012–13 Mediate for success, *Connecticut Office of Policy and Management*. (Project director, PI) **\$40,000**
- [8] 2011–13 Smoke-free schools: Tobacco use prevention for school-aged youth, *Connecticut Department of Health*. (Project director, PI) **\$50,569**
- [7] 2011–12 Diversion.NET, *Connecticut Office of Policy and Management*. (Project director) **\$19,835**
- [6] 2010–11 Know how 2 go: Post-secondary access and success, *African American Affair Commission, Connecticut State Legislature*. (Project director) **\$5,000**
- [5] 2007–11 Norwich Prevention Council, *Southeastern Regional Action Council*. (Project director) **\$18,000**
- [4] 2007–09 Norwich mentoring community collaborative, *Governor’s Prevention Partnership*. (Project director) **\$10,000**
- [3] 2007–08 Global youth citizens, *Teaching Tolerance and Southern Poverty Law Center*. (Project director) **\$2,100**
- [2] 2007–08 GREENS: Growing resources for education and essential needs by students, *Dominion Energy Education Grant*. (Project director) **\$2,300**

- [1] 2007–08 Norwich kids in action, *Youth Service America*. (Project director) **\$1,000**

AWARDS

- 2021–23 CASEL Weissberg Early Career Scholars Awardee
2019 APA Division 10 Student Research Showcase Winner
2019 Society for the Neuroscience of Creativity Annual Meeting National Science Foundation Travel Award
2018–19 University of Oregon. *The Judy and Rocky Dixon Graduate Student Innovation Award*. To receive guidance from High Tech High leaders in the development of Creative Engagement Lab, LLC—a collaborative design, research, and innovation consulting lab for creative solutions for educators and leaders in marginalized communities.
2018–19 University of Oregon. *The Oregon Sasakawa Young Leaders' Fellowship Fund (SYLFF) Graduate Fellowship for International Research*. To study Escola Culturais (Cultural Schools), a new policy implemented across the Northeastern Brazilian state of Bahia to infuse local Afro-Brazilian arts and culture into 85 schools.
2018–19 University of Oregon. *Betty Foster McCue Scholarship for Human Performance and Development*
2017 AERA Division C: Learning and Instruction. *Outstanding Poster Award*
2017–18 University of Oregon. *Silvy Kraus Presidential Fellowship*
2017 University of Oregon College of Education. *Travel Grant Award*
2016–17 University of Oregon Graduate School. *Margaret McBride Lehrman Fellowship*
2016–17 University of Oregon College of Education. *Paul B. Jacobsen Memorial Scholarship*
2016–17 University of Oregon College of Education. *Dynamic Measurement Group Scholarship*
2016 Department of Educational Methodology Policy & Leadership, University of Oregon. *Travel Grant Award*
2016 University of Oregon College of Education. *Travel Grant Award*
2015–16 University of Oregon College of Education. *Dynamic Measurement Group Scholarship*
2015–16 University of Oregon College of Education. *Paul B. Jacobsen Memorial Scholarship*
2015 Roe L. Johns Travel Award. *40th Annual Conference of the Association of the Education Finance and Policy*
2015 Department of Educational Methodology Policy & Leadership, University of Oregon. *Travel Grant Award*
2013 Eastern CT Chamber of Commerce. *40 Under 40 Award in Southeastern CT*

OTHER PUBLICATIONS

POLICY BRIEFS & FRAMEWORKS FOR PRACTICE

- [5] **Anderson, R.,** Beach, P., Jacovidis, J., & Chadwick, K. (2020). *Academic buoyancy and resilience for diverse students around the world*. The Hague, Netherlands: International Baccalaureate. <https://www.ibo.org/research/policy-research/academic-buoyancy-and-resilience-for-diverse-students-around-the-world-2020/>
- [4] Beach, P., **Anderson, R.,** Jacovidis, J., & Chadwick, K. (2020). *Making the abstract explicit: The role of Metacognition in teaching and learning*. The Hague, Netherlands: International Baccalaureate. <https://www.ibo.org/research/policy-research/metacognition/>

- [3] Jacovidis, J. **Anderson, R.**, Beach, P., & Chadwick, K. (2020). *Growth mindset thinking and beliefs in teaching and learning*. The Hague, Netherlands: International Baccalaureate. <https://www.ibo.org/research/policy-research/growth-mindset/>
- [2] Fukuda, E., **Anderson, R.C.**, & Lench, S. (2015). *Understanding Maine's Guiding Principles*. Maine Department of Education & Educational Policy Improvement Center. https://www.researchgate.net/publication/316991727_Understanding_Maine's_Guiding_Principles
- [1] Lench, S., Fukuda, E., & **Anderson, R.C.** (2015). *Essential skills and dispositions: Developmental frameworks for collaboration, creativity, communication, and self-direction*. Lexington, KY: Center for Innovation in Education at the University of Kentucky. (14,873 downloads as of 11.26.23) <https://www.inflexion.org/essential-skills-and-dispositions-development-frameworks/>

PODCAST EPISODES, MEDIA APPEARANCES, EVALUATION REPORTS & PUBLIC SCHOLARSHIP

- [10] Anderson, R.C. (2023). *How to have kids love learning*. Journalistic Learning Initiative Podcast. <https://podcasts.apple.com/us/podcast/ross-anderson/id1665456849?i=1000597273966>
- [9] Anderson, R.C. & Land, J. (2022). *Elevating Education Podcast Episode 2*. Radio Felician University. <https://open.spotify.com/episode/05FSncy51LWipKiXVQVbgF>
- [8] Anderson, R.C. (2021). *Learning to bend bit not break—Research on supporting student resilience*. International Baccalaureate Podcast. <https://ibo.org/research/policy-research/academic-buoyancy-and-resilience-for-diverse-students-around-the-world-2020/>
- [7] Anderson, R.C. (2021). *To Grasp At Meaning*. TEDx Roseburg April 10, 2021. https://www.ted.com/talks/ross_anderson_to_grasp_at_meaning
- [6] Anderson, R.C. & invited contributors (2019–present). makeSPACE project blog and podcast. Blog site: <https://www.makespaceproject.org/blog/>
Podcast Site: <https://www.makespaceproject.org/podcast/>
- [5] Robson, D. (2021). *The anxiety that limits your creative genius*. BBC Creativity Collective. May 18, 2021. <https://www.bbc.com/worklife/article/20210513-the-anxiety-that-limits-your-creative-genius>
- [4] Anderson, R.C., & Haney, M. (2017). *ArtCore: Paving the way for a new education paradigm*. Eugene, OR: Educational Policy Improvement Center. Retrieved from <http://www.artcorelearning.org/research/>
- [3] Anderson, R.C., & Boussetot, T. (2017). *A developmental evaluation of the Journalistic Learning Initiative pilot: An evaluation report for Media Arts Institute*. Eugene, OR: Educational Policy Improvement Center.
- [2] Anderson, R.C. & invited contributors (2015–2019). ArtCore project blog site. Blog site: www.artcorelearning.org/blog/
- [1] Anderson, R.C., & Sponko, L. (2015, June 19). Improve education through the arts and creativity. *The Register-Guard*, pp. A1, p. 9. Retrieved from: <http://registerguard.com/rg/opinion/33189077-78/improve-education-through-arts-and-creativity.html.csp>

RESEARCH MEASURES, OBSERVATION TOOLS, MANUALS, & CODEBOOKS

- [6] Anderson, R.C., (2020). *Educator Creative Development for Well-Being (includes both extant and new instruments)*.
- [5] Anderson, R.C., Pitts, C., & Smolkowski, K. (2015). *Creative Engagement in Middle School (CEMS) student survey protocol (includes both extant and new instruments)*.
- [4] Anderson, R.C., & Pitts, C. (2015). *Measure of Instruction for Creative Engagement (MICE) teacher self-report*.
- [3] Anderson, R.C., & Pitts, C. (2015). *Perception of Arts Integration Efficacy and Effectiveness teacher self-report*.
- [2] Anderson, R.C., & Pitts, C. (2015). *Measure of Instruction for Creative Engagement (MICE) observation protocol and training*.
- [1] Anderson, R.C., & Beach, P. (2015). *Student MetaSkills Survey: A measure of opportunities to learn and apply 21st Century skills in secondary school—collaboration, communication, creativity, critical thinking, and self-direction*.

MANUSCRIPTS IN PREPARATION

*Indicates co-author who is a student or practitioner

- [6] **Anderson, R.C.**, Madison, E., Bousset, T., Husman, J., & Kim, M.H. (in preparation). A longitudinal comparative case study on a near peer mentoring experience in STEM for high school students of color.
- [5] **Anderson, R.C.**, Beghetto, R., & Glaveanu, V. (in preparation). From metacognition to *metacognizing*: A three-tiered sociocultural framework for creative metacognition in education.
- [4] **Anderson, R.C.**, Land, J.* , Livie, M.* , Beard, N.* (in preparation). “I realized learning was much more messy than I thought”: Three case studies of teacher’s action research into creative engagement.
- [3] **Anderson, R.C.**, Kim, M., Madison, E., & Husman, J. (in preparation). Enhancing identity-based motivation for high school science students: Early evidence of My STEM Story.
- [2] Porter, L. & **Anderson, R.C.** (in preparation). “Una Sorpresa”: Translanguaging through the arts for newcomer student inclusion.
- [1] **Anderson, R.C.**, Schuhe, G.* , & Livie, M.* (in preparation). “A raised drawbridge” or “a spare tire:” What teachers’ metaphors reveal about emotions and coping in the COVID-19 pandemic.

PRESENTATIONS

REFEREED PROFESSIONAL PRESENTATIONS

- [64] **Anderson, R.C.**, Ivcevic, Z., Zielinska, A., & O’Neal, P. (2024, April). Connections between the sources of teachers’ creative self-efficacy and their well-being in school. Paper to be presented at the American Education Research Association (AERA), Philadelphia, PA.
- [63] Ambrose Brown, V., Cameron, T., Katz-Buonincontro, J., **Anderson, R.C.**, & Edmunds, A. (2024, April). “Mirrors and windows: A case study of educator’s culturally responsive teaching

- aspirations and syllabi transformation in the arts. Paper to be presented at the American Education Research Association (AERA), Philadelphia, PA.
- [62] **Anderson, R.C.**, Husman, J., Kim, M. & Madison, E. (2024, April). It's not all about recognition and influence: The role of communal and agentic goals and motives in science. Paper to be presented at the American Education Research Association (AERA), Philadelphia, PA.
- [61] **Anderson, R.C.**, Land, J., Livie, M., Beard, N., Katz-Buonincontro, J., & Boussetot, T., (2023, April). "I realized learning was much more messy than I thought": Three case studies of teacher's action research into creative engagement. Paper presented at the American Education Research Association (AERA), Chicago, IL.
- [60] Kolovou, M. & **Anderson, R.C.** (2023, April). "Bringing tiny and small to something you can never imagine": A grounded theory study. Poster presented at the American Education Research Association (AERA), Chicago, IL.
- [59] **Anderson, R.C.**, Beghetto, R., Glaveanu, V., & Basu, M. (2022, August). *Is curiosity killed by the CAT? A divergent, open-ended, and generative (DOG) approach to creativity assessment*. Paper presented at MIC Conference, Bologna, Italy.
- [58] Kolovou, M. & **Anderson, R.C.** (2022, August). "Bringing tiny and small to something you can never imagine": A grounded theory study on distributed imagination. Paper presented at MIC Conference, Bologna, Italy.
- [57] **Anderson, R.C.**, Shuhe, G., Katz-Buonincontro, & Boussetot, T. (2022, August). *Developing teachers' creative agency to integrate the visual arts across the curriculum*. Poster presented at the annual convention of American Psychological Association (APA), Mineapolis, MN.
- [56] Kim, M. H., **Anderson, R.C.**, Boussetot, T., Husman, J., & Madison, E. (2022, August). Implicit theories of science ability and interest among diverse adolescent youth. Paper presented at the annual convention of American Psychological Association (APA), Mineapolis, MN.
- [55] Schuhe, G., **Anderson, R.C.**, & Katz-Buonincontro, J. (2022, April). "A raised drawbridge" or "A spare tire": What teachers' metaphors reveal about coping in the COVID-19 pandemic. Paper presented at the American Education Research Association (AERA), San Diego, CA.
- [54] **Anderson, R.C.**, Schuhe, G., Katz-Buonincontro, J., Boussetot, T., Livie, M., Land, J., & Beard, N. (2022, April). *A key to unlock creativity in teaching and learning: Developing teachers' skill with metaphor in professional development*. Paper presented at the American Education Research Association (AERA), San Diego, CA.
- [53] **Anderson, R.C.**, Katz-Buonincontro, J., Schuhe, G., Boussetot, T., Livie, M., Land, J., & Beard, N. (2022, April). *From stressed out to agentic and thriving: Developing creative agency in teaching during the COVID-19 pandemic*. Paper presented at the American Education Research Association (AERA), San Diego, CA.
- [52] **Anderson, R.C.** (2021, July). *Creative engagement in teaching: Cultivating educator's creative resources through a hybrid training approach*. Paper presented at the Creativity Conference at Southern Oregon University.
- [51] **Anderson, R.C.** (2021, July). *How am I a creative teacher: Beliefs, values, and affect for integrating creativity into the classroom*. Paper presented at the Creativity Conference at Southern Oregon University.
- [50] **Anderson, R.C.** (2021, April). *Teacher's creative resources for managing stress and uncertainty: An exploration of teacher affect and adaptations during the COVID-19 pandemic*. Paper presented at the annual meeting of American Education Research Association (AERA).

- [49] Kim, M. H., DeRosia, N., Guldin, R., & Lazaro, M., **Anderson, R.**, Boussetot, T., ... Madison, E. (2021, April). How does viewing mentored science learning activities shape identity development in adolescent youth during a pandemic? A qualitative study. In M. H. Kim (Chair). Identity exploration, discrimination, and information access among diverse youth and families during COVID-19. Paper presented at the 2021 biennial meeting of the Society for Research in Child Development.
- [48] **Anderson, R.C.** (2020, August). *How am I creative? Development of creative resources for teaching*. Paper accepted for the annual convention of American Psychological Association (APA), Washington D.C. (Conference canceled)
- [47] Mattson, D., Katz-Buoincontro, **Anderson, R.C.**, & Boussetot, T. (2020, August). *Developing teachers' culturally responsive pedagogy in a study of arts integration*. Poster accepted for the annual convention of American Psychological Association (APA), Washington D.C. (Conference canceled)
- [46] **Anderson, R.C.** (2020, July). *How am I creative? Development of creative resources for teaching*. Paper accepted for the annual Creativity Conference, Southern Oregon University (SOU), Ashland, OR. (Conference canceled)
- [45] **Anderson, R.C.** (2020, July). *makeSPACE: An innovative hybrid approach to developing teachers' creative and integrative skills*. Paper accepted for the annual Creativity Conference, Southern Oregon University (SOU), Ashland, OR. (Conference canceled)
- [44] Mattson, D. Katz-Buoincontro, J. **Anderson, R.C.**, Boussetot, T. (2020, February) A workshop on culturally sustaining practices (CUSP) in arts integration. *Conference for National Association of Multicultural Education, Pennsylvania Chapter*, Radnor, PA. (Conference canceled)
- [43] Madison, E., Husman, J., **Anderson, R.C.**, Kim, M. (2020, May). *Opening access and diversifying science through digital storytelling and near peer mentoring*. Paper accepted for the 2020 annual International Communication Association conference, Open Communication, Gold Coast, Australia. (Conference canceled)
- [42] Guldin, R., Madison, E., **Anderson, R.C.** (2020, May). *Writing for social justice: Cultivating awareness and agency among Latina students through journalistic learning*. Paper accepted for the 2020 annual International Communication Association conference, Open Communication, Gold Coast, Australia. (Conference canceled)
- [41] **Anderson, R.C.**, Madison, E., Boussetot, T. & DeRosia, N. (2020, March). *Identity formation in science during adolescence: How do future possible selves take shape for diverse students of color?* Paper accepted for the annual conference of National Association of Research in Science Teaching, Portland, OR. (Conference canceled)
- [40] **Anderson, R.C.** (2020, April). *Creative, agentic, and engaged: The benefits of adaptive creative development in early adolescence*. Poster accepted for the annual meeting of American Education Research Association (AERA), San Francisco, CA. (Conference canceled)
- [39] Guldin, R., Madison, E., & **Anderson, R.C.** (2020, April). *Life lessons: Understanding social justice in journalistic education among Latina middle school students*. Paper accepted for the annual meeting of American Education Research Association (AERA), San Francisco, CA. (Conference canceled)
- [38] **Anderson, R.C.**, Madison, E., Boussetot, T. & DeRosia, N. (2020, April). *Identity formation in science during adolescence: How do future possible selves take shape for underrepresented students?* Paper accepted for the annual meeting of American Education Research Association (AERA), San Francisco, CA. (Conference canceled)

- [37] **Anderson, R.C.** (2019, August). *What is creative development in early adolescence?* Paper presented at the annual convention of American Psychological Association (APA), Chicago, IL.
- [36] **Anderson, R.C.**, (2019, July). *Artistic thinking in middle school: Multidimensional effects of arts integration across the early adolescent years.* Paper presented at the Creativity Conference, Southern Oregon University (SOU), Ashland, OR.
- [35] Rogh, W. & **Anderson, R.C.** (2018, July). *What makes an idea original? An empirical comparison of five different ways to score originality in divergent thinking.* Paper presented at the Creativity Conference, Southern Oregon University (SOU), Ashland, OR.
- [34] **Anderson, R.C.**, (2019, July). *Becoming creative agents: Adolescence as a critical stage of creative growth and action.* Paper presented at the Creativity Conference, Southern Oregon University (SOU), Ashland, OR.
- [33] Manalang, V., Katz-Buonincontro, **Anderson, R.C.** (2019, May). *A mixed-methods comparison of creative engagement in theatre-infused education cases.* Psychology of Aesthetics, Creativity, and the Arts APA Division 10 Colloquium, Pace University, New York, NY (Non-presenting co-author).
- [32] **Anderson, R.C.**, & Graham, M. (2019, April). *Divergent thinking during early adolescence: Changes in fluency, flexibility, and originality.* Paper presented at the annual meeting of American Education Research Association (AERA), Toronto, ON, Canada.
- [31] **Anderson, R.C.** (2019, March). *Creative engagement to make meaning: Metaphorical thinking through the affective body-mind.* Paper presented at the annual meeting of the Society for the Neuroscience of Creativity, San Francisco, CA. Recording at <https://www.youtube.com/watch?v=xSN1GzhviGg>
- [30] Beach, P. & **Anderson, R.C.** (2019, April). *Measuring students' metacognitive opportunities across content areas: The short-form Student Meta-Skills Survey.* Paper presented at the annual meeting of American Education Research Association (AERA), Toronto, ON, Canada.
- [29] **Anderson, R.C.**, & Graham, M. (2018, August). *Latent profiles of creative engagement: Exploration of creative and motivational factors in adolescence.* Paper presented at the Creativity Conference, Southern Oregon University (SOU), Ashland, OR.
- [28] **Anderson, R.C.**, & Haney, M. (2018, August). *Feeling, producing, reflecting: An approach to studying creative self-beliefs and production.* Paper presented at the Creativity Conference, SOU, Ashland, OR.
- [27] **Anderson, R.C.**, Beard, N., Land, J., & Livie, M. (2018, August). *Pedagogical artists: Developing the creative resources and leadership of teachers in arts integration.* Compilation of research presented at the Creativity Conference, SOU, Ashland, OR.
- [26] **Anderson, R.C.**, & Graham, M. (2018, August). *Clusters of creative engagement: Exploration of creative and motivational factors in adolescence.* Paper presented at the annual convention of the American Psychological Association, Division 10: Society for the Psychology of Aesthetics, Creativity, and the Arts, San Francisco, CA.
- [25] **Anderson, R.C.**, & Haney, M. (2018, August). *Feeling, producing, reflecting: An approach to studying creative self-beliefs and production.* Poster presented at the annual convention of the American Psychological Association, Division 10: Society for the Psychology of Aesthetics, Creativity, and the Arts, San Francisco, CA.
- [24] **Anderson, R.C.**, Porter, L., & Adkins, D. (2018, April). *A dramatic confrontation of frames: Arts integration school reform and organizational learning.* Paper presented at the annual meeting of American Education Research Association (AERA), New York City, NY.

- [23] **Anderson, R.C.** & Beach, P. (2018, April). *Differences in the development of essential SEL skills across typical high school curriculum*. Paper presented at the National Council on Measurement in Education (NCME), New York City, NY.
- [22] Porter, L. & **Anderson, R.C.** (2018, April). *An exploration of arts integrated teaching and learning to engage recently arrived English learners*. Paper presented at the annual meeting of American Education Research Association (AERA), New York City, NY.
- [21] Graham, M., **Anderson, R.C.**, & Husman, J. (2018, April). *Differently disengaged: Evaluating heterogeneous subgroups using growth mixture modeling and longitudinal K-mean analyses*. Paper presented at the annual meeting of American Education Research Association (AERA), New York City, NY.
- [20] Boussetot, T., & **Anderson, R.C.** (2017, November). *Ready, set, evaluate: Using developmental evaluation strategies to identify evidence of promise in a pilot journalistic learning program*. Paper presented at Evaluation 2017 of the American Evaluation Association, Washington, DC (non-presenting author).
- [19] Perry, L., Thier, M., Beach, P., **Anderson, R.C.**, Roberts, P., and Thoennesen, N. (2017). *Opportunity and Conditions to Learn (OCL): A conceptual framework*. Australian Association for Research in Education, November 27 – December 1, Canberra (non-presenting author).
- [18] **Anderson, R.C.** (2017, August). *Creative engagement: An embodied approach to making meaning in learning*. Poster presented at the annual convention of the American Psychological Association, Division 10: Society for the Psychology of Aesthetics, Creativity, and the Arts, Washington, DC.
- [17] Graham, M. & **Anderson, R.C.** (2017, August). *Engagement in flux: The dynamic relations of factors across the middle-to-high school transition*. Poster presented at the annual convention of the American Psychological Association, Division 15: Educational Psychology, Washington, DC.
- [16] **Anderson, R.C.** & Graham, M. (2017, August). *Self-belief and engagement at the crux: Latent growth curve analysis across the transition to high school*. Poster presented at the annual convention of the American Psychological Association, Division 15: Educational Psychology, Washington, DC.
- [15] Pitts, C., **Anderson, R.C.**, & Haney, M. (2017, April). *'It's like you fall and there's a \$20 bill in front of you': Creative engagement of the self and others in arts integrated learning*. Paper presented at the annual meeting of American Education Research Association (AERA), San Antonio, TX.
- [14] **Anderson, R.C.** & Graham, M. (2017, April). *Motivation and engagement at the crux: Latent growth curve analysis across the transition to high school*. Poster presented at the annual meeting of AERA, San Antonio, TX.
- [13] **Anderson, R.C.**, & Beach, P. (2017, April). *Student MetaSkills Survey: Measuring opportunity to learn, practice, and demonstrate essential skills*. Paper presented at the annual meeting of AERA, San Antonio, TX.
- [12] **Anderson, R.C.**, & Pitts, C. (2017, April). *Thinking divergently and finding a flow: Does a supportive school setting matter?* Poster presented at the annual meeting of AERA, San Antonio, TX.
- [11] Thier, M., **Anderson, R.C.**, & Pitts, C. (2016). *Evaluating bias: Considering alternative measures of global citizenship*. Paper presented at the annual meeting of the Australian Association of Research in Education, Fremantle, Australia (non-presenting author).

- [10] **Anderson, R.C.**, Pitts, C., & Smolkowski, K. (2016, April). *Creative engagement through the arts: Measuring the effects on teaching, learning, and student outcomes in school*. Poster presented at the annual meeting of AERA, Washington, DC.
- [9] Pitts, C., **Anderson, R.C.**, & Haney, M. (2016, April). *Measures of instruction for creative engagement (MICE): Capturing what eludes traditional teacher observation measures*. Paper presented at the annual meeting of AERA, Washington, DC.
- [8] **Anderson, R.C.**, Pitts, C., & Smolkowski, K. (2016, March). *Creative engagement in learning: A new way to conceptualize and measure the middle school experience*. Paper presented at the Association for Education Finance & Policy (AEFP) annual meeting, Denver, CO.
- [7] Guerreiro, M., **Anderson, R.C.**, & Smith, J. (2016, March). "Are all biases bad? Collaborative grounded theory in developmental evaluation of education policy." Poster presented at the annual meeting of the AEFP, Denver, CO.
- [6] **Anderson, R.C.**, & Brandel, D. (2015, April). *Intersectionality at School: Accrual of negative experiences and perceptions of school climate and culture for racial/ethnic and sexual minority students*. Paper presented at the annual meeting of AERA, Chicago, IL.
- [5] Smith, J., Thier, M., Gasparian, H., **Anderson, R.C.**, & Pitts, C. (2015, April). *Development of a typology of education governance in the 50 states*. Paper presented at the annual meeting of AERA, Chicago, IL.
- [4] Pitts, C., Smith, J., Thier, M., & **Anderson, R.C.** (2015). *Comparing accountability perspectives: Local control in a participatory state*. Paper presented at the annual meeting of AERA, Chicago, IL.
- [3] Smith, J., Thier, M., **Anderson, R.C.**, Gasparian, H., & Pitts, C. (2015, February). *Influential spheres: Examining actors' perceptions of educational governance*. Paper presented at annual conference of the AEFP. Washington, DC.
- [2] Pitts, C., & **Anderson, R.C.** (2015, February). *Beyond achievement: Exploring academic, school-based behavior, and home and community factors that predict student engagement*. Poster presented University of Oregon Graduate Research Forum, Eugene, OR.
- [1] **Anderson, R.C.**, & Pitts, C. (2015, February). *Creative engagement for middle schools*. Poster presented at University of Oregon Graduate Research Forum, Eugene, OR.

INVITED PROFESSIONAL PRESENTATIONS

- [26] Beghetto, R. & **Anderson, R.C.** (2023, November). *Is the CAT killing creativity?* Panel on New Methods for the Society for the Study of the Neuroscience of Creativity. Online conference.
- [25] **Anderson, R.C.** (2023, October). *A cascade of creative agency in schools*. Invited poster at the National 2023 SEL Exchange, Atlanta, GA.
- [24] Beard, N., and **Anderson, R.C.** (2023, February). *Integrating theater arts into the curriculum one gesture at a time*. Arizona Department of Education Arts and Physical Education Summit. Online workshop, Phoenix, AZ.
- [23] **Anderson, R.C.**, Land, J., Beard, N., & Livie, N. (2022, March). *Marvelous Multimodal Meaning-Making*. 4-Hour Deep Dive, High Tech High Deeper Learning Conference, San Diego, CA.
- [22] **Anderson, R.C.** & Keisel, D. (2021, February). *Energize your students to take ownership of*

learning. Inflexion Coaching Clinic webinar series, Eugene, Oregon.
<https://www.youtube.com/watch?v=RM3SGlx4IaA&feature=youtu.be>

- [21] **Anderson, R.C.** (2020, October). *How are you creative? Developing educators' creative resources for teaching*. CREATE Centre webinar series, University of Sydney, Australia.
- [20] **Anderson, R.C.**, Katz-Buoincontro, J., & Bousselot, T. (2019, October). *MakeSPACE project: Schoolwide Place-based Access to Creative Engagement*. Arts in Education Conference of the U.S. Department of Education, Washington D.C.
- [19] **Anderson, R.C.** (2019, October). *A cascade of creative development in schools: The critical role of mindset, metacognition, agency, and teachers*. International Conference on Creativity, Emotion, and the Arts, Santander, Spain.
- [18] **Anderson, R.C.** (2019, March). *Becoming creative agents: Trajectories of creative development during the turbulence of early adolescence*. EMPL Seminar Series, University of Oregon, Eugene, OR.
- [17] **Anderson, R.C.** (2018, April). *Arts integration, Brazilian Capoeira, and the future of learning*. Opening address and Capoeira demonstration at the Pacific Northwest Arts Integration Conference, Eugene, OR.
- [16] **Anderson, R.C.** (2018, April). *Creative engagement: How and why arts integration works for middle schoolers*. Compilation of research presented at the Pacific Northwest Arts Integration Conference, Eugene, OR.
- [15] **Anderson, R.C.** (2017, May). *21st Century skills as a function of metacognition in learning*. National Center for the Improvement of Educational Assessment Colloquium on 21st Century Skill Development and Measurement in K-12 Education, Sanibel Island, FL.
- [14] **Anderson, R.C.** & Beard, N. (2017, March). *Organizational culture for deeper learning: How to saturate your school through a unifying framework*. Three-hour workshop and presentation at Deeper Learning Conference, San Diego, CA.
- [13] **Anderson, R.C.**, & Lench, S. (2015, April). *ArtCore: Integration of creative dispositions to go deeper*. Project presented at Deeper Learning Conference, San Diego, CA.
- [12] Lench, S., **Anderson, R.C.**, & Pittenger, L. (2015, April). *Like learning to play jazz: Developmental progressions for essential skills and dispositions*. Frameworks presented at Deeper Learning Conference, San Diego, CA.
- [11] **Anderson, R.C.**, & Fukuda, E. (2015, March). *Policy & prototype: Operationalizing essential skills & dispositions*. Frameworks presented at Sanborn Regional School District, Kingston, NH.
- [10] **Anderson, R.C.** (2015, January). *Grants and partnerships: Insights into successful strategies*. National Network of State Directors for Career Information Systems, Eugene, OR.
- [9] **Anderson, R.C.**, Coleman, C., & Pittenger, L. (2014, November). *From abstract concepts to actionable skills: Cultivating critical skills and dispositions in classrooms and beyond*. Frameworks presented at International Association for K-12 Online Learning (iNACOL) Blended and Online Learning Symposium, Palm Springs, CA.
- [8] **Anderson, R.C.** (2013, March). *Developing academically engaging service experiences in school gardens*. Project presented at Virginia Department of Education 21st CCLC Annual Conference, Roanoke, VA.

- [7] **Anderson, R.C.** (2013, August). *Got dirt: Start a garden in your school and watch your students grow*. Project presented at U.S. Department of Education 21st CCLC Summer Institute, New Orleans, LA.
- [6] **Anderson, R.C., & Crichton, A.** (2012, November). *Implementation of the Principal Matters pilot project and its impact on program effectiveness*. Presented project at CDE After School Networking Summit, Hartford, CT.
- [5] **Anderson, R.C., Abreu, K. & Wagner, K.** (2011, November). *Cross-cultural curriculum for after school programs*. Presented at CDE After School Networking Summit, Hartford, CT.
- [4] **Anderson, R.C.** (2010, May). *Project-based learning in after school programs*. Project presented at CDE After School Networking Summit, Hartford, CT.
- [3] **Anderson, R.C.** (2010, January). *Service learning best Practices and Implementation*. Project presented at School of the 21st Century National Conference, Yale University, New Haven, CT.
- [2] **Anderson, R.C.** (2009, November). *Best practices for staffing in after school programs*. Project presented at CDE After School Networking Summit, Hartford, CT.
- [1] **Anderson, R.C.** (2009, October). *Building a successful and lasting mentoring collaborative*. Project presented at Connecticut Governor's Prevention Partnership Annual Conference, Hartford, CT.

OTHER PROFESSIONAL ACTIVITIES

- 2023–present **Capoeira instructor:** Completed online instructor training from Mestre Cueca at Capoeira Passion. Volunteer teaching beginner and all levels Capoeira classes (an Afro-Brazilian cultural art from with music and movement) with Eugene Capoeira.
- 2022–present **Consulting researcher:** Supporting the Journalistic Learning Initiative organization, led by Dr. Ed Madison, in research design, networked professional learning systems, and strategy development for scaling.
- 2021 **Artist-in-Residence:** Invited with collaborators, Mari Livie, Jessica Land, Nathan Beard, and Jordan Bentz, for the Sou' Wester Arts Week artist-in-residency program.
- 2014–2022 **Principal researcher:** Development of teacher creativity; school leadership coaching models; development and research of arts integration school model; investigation of processes to sustain schoolwide change; new measurement and instructional approaches for metacognitive competencies; brief social-psychological intervention design and research; development of external funding for program of research; technological solutions for scaling of best practices (with Drs. Matt Coleman, Kristine Chadwick, and Tracy Boussetot)
- 2018–2019 **Graduate research assistant:** Development of arts integrated argumentative writing assessment and other measures, research design, data analysis, research reporting, and consulting on design and implementation of quasi-experimental pilot for the STELLAR 2 IES Goal 2 project (with Dr. Erin Chaparro, Dr. Keith Smolkowski, and Lisa Abia-Smith).
- 2014 **Assessment item writer:** Oregon Extended Assessments aligned to the English Language Arts Common Core Standards for Grades 3-12 (with Drs. Dan Farley and Steve Jonas).
- 2013–14 **Graduate research assistant:** Grant proposal writing to support Native language revitalization efforts in Northwest Tribal communities (with Dr. Janne Underriner).

2014 **Graduate research assistant:** Conducted interviews of policy actors across the country on impact of different state governance models; coding data; preparing final report and publications (with Dr. Joanna Smith).

OTHER COLLABORATORS

Aleksandra Zielińska & Zorana Ivcevic	Studying creative self-regulation and metacognition in teachers using ecological momentary assessment with daily diaries	University of Wroclaw, Warsaw, Poland Yale University, New Haven, CT
Vlad Glăveanu	Served as a section editor for the Encyclopedia of the Possible edited by Glăveanu. Exploring critical, sociocultural approaches to creativity research in education in ongoing work.	Dublin City University, Dublin, Ireland
Ron Beghetto	Exploring critical, sociocultural approaches to creativity research in education in ongoing work.	Arizona State University, Tempe, AZ
Jennifer Munday & James Deehan	Consulting on study at Charles Stuart University's School of Arts and Education, titled Creativity in Teacher Education Course Accreditation: Reinigorating Course Review for All	Charles Stuart University, Bathurst, NSW, Australia

TEACHING, FACILITATION, & MENTORSHIP

INDEPENDENT TEACHING

(No end-of-course survey data available)

Spring 2022 EDUC646 Advanced Research Design
University of Oregon, College of Education Graduate Studies

SUPERVISED GRADUATE TEACHING

University of Oregon, College of Education

Overall mean evaluation rating from students: 3.70 out of 4.00

Spring 2017	Hierarchical Linear Modeling II	Dr. Mark Van Ryzin
Fall 2016	Scholarly Writing	Dr. Michael Bullis
Winter 2016	Educational Policy Analysis	Dr. Joanna Smith
Summer 2015	Equity Leadership	Drs. Charles Martinez & Heather McClure

DISSERTATION COMMITTEE MEMBERSHIP

2023	<i>Exploring the Essential and Forgotten Meaning: A Phenomenological Study of Teachers' Experiences of Wonder</i> by David Mattson	College of Education, Drexel University
------	--	---

2023 *Called to Teach: An Explanatory Sequential Study of Racism-Related Stress and Black Women's Wellbeing in Higher Education Ecologies* by Valdijah Ambrose Brown College of Education, Drexel University

ONLINE TEACHER DEVELOPMENT COURSES

Online professional development courses for in-service teacher training reaching more than 400 educators across Oregon and Arizona and in Philadelphia, PA

- [6] Land, J., Livie, M., Beard, N., **Anderson, R.C.**, Katz-Buonincontro, J., & Boussetot, T. (2021). *Advanced Arts Integration Design with Action Research*. This 30-hour course guides teachers through their own design-based action research project on creative engagement and arts integration in their classroom. U.S. Department of Education Arts in Education grant. U351D180047. Online Course. (Creative Commons licensing)
- [5] Land, J. **Anderson, R.C.**, Hall, B., Ambrose Brown, V., & Katz-Buonincontro, J. (2021). *Culturally Responsive and Sustaining Teaching Through the Visual Arts: An Online Course for Teachers*. This 15-hour online course develops teachers' identity as anti-racist teachers with skills to develop culturally responsive and sustaining instructional and curricular practices. (Creative commons licensing).
- [4] Land, J., Livie, M., Beard, N., Katz-Buonincontro, J., Boussetot, T., & **Anderson, R. C.** (2020). *Visual Arts Integration: Making Thinking and Feeling Visible*. This 15-hour course develops teacher knowledge, skill, and agency for visual arts integration in the classroom. U.S. Department of Education Arts in Education grant. U351D180047. Online Course. (Creative Commons licensing).
- [3] Livie, M., Beard, N., Land, N., Oliveira, M., Boussetot, T., **Anderson, R. C.**, & Katz-Buonincontro, J. (2020). *Music and Media Integration: Exploring Sound and Story*. This 15-hour course develops teacher knowledge, skill, and agency for integration of music, rhythm, and storytelling in the classroom. U.S. Department of Education Arts in Education grant. U351D180047. Online Course. (Creative Commons licensing).
- [2] Beard, N., Land, N., Livie, M., **Anderson, R. C.**, Boussetot, T., & Katz-Buonincontro, J. (2020). *Theatre Integration: Embodied Learning*. This 15-hour course develops teacher knowledge, skill, and agency for integration of theater elements and process drama in the classroom. U.S. Department of Education Arts in Education grant. U351D180047. Online Course. (Creative Commons licensing).
- [1] **Anderson, R. C.**, Land, J., Beard, N., Livie, M., Katz-Buonincontro, J., & Boussetot, T. (2019). *Foundations for Creative Engagement*. This 16-hour course provides PreK-12 teachers foundational understanding on the sociocultural, psychological, and cognitive principles of creativity for integration in teaching and learning. U.S. Department of Education Arts in Education grant. U351D180047. (Creative Commons licensing).

LIVE PROFESSIONAL DEVELOPMENT DESIGN & FACILITATION

Over 250 hours of workshops and institutes designed and facilitated for educators across the U.S. since 2014.

- [13] Land, J., Livie, M., Beard, N., & **Anderson, R.C.**, (2023, June). *makeSPACE Train-the-Facilitator Summer Institute*. Three-day design and facilitation for 40 Principals and Teacher Leaders from 14 schools in Philadelphia, PA.

- [12] Land, J., Livie, M., Beard, N., & **Anderson, R.C.**, (2020, August). *makeSPACE Virtual Summer Institute*. Two-day design and facilitation for 45 rural K-12 teachers.
- [11] Land, J., Livie, M., Beard, N., & **Anderson, R.C.**, (2019, August). *makeSPACE Summer Institute*. Two-day design and facilitation for 35 rural K-12 teachers.
- [10] Land, J., Beard, N., & **Anderson, R.C.**, (2018, February). *ArtCore 2018 Winter Institute*. One-day design and facilitation for 45 middle school teachers and teaching artist professionals.
- [9] Land, J., Beard, N., & **Anderson, R.C.**, (2017, August). *ArtCore 2017 Summer Institute*. Four-day design and facilitation for 45 middle school teacher and teaching artist professionals.
- [8] Beard, N., Land, J., & **Anderson, R.C.**, (2017, February). *ArtCore 2017 Winter Institute*. One-day design and facilitation for 45 teacher and teaching artist professionals.
- [7] **Anderson, R.C.**, Costa, A., Swanson, M., & Suveges, L. (2016, August). *ArtCore 2016 Summer Institute*. Three-day design and facilitation for 40 teacher and teaching artist professionals.
- [6] Lench, S., & **Anderson, R.C.** (2015, October). Facilitation for state of Maine. *Council of Chief State School Officers Innovation Lab Network Annual Convening*.
- [5] **Anderson, R.C.** & Fukuda, E. (2015, August). Facilitation for *Groundtruthing Sessions* of Maine's Guiding Principles developmental frameworks with over 50 teachers, curriculum specialists, and state leaders.
- [4] Fukuda, E., & **Anderson, R.C.** (2015, August). Introduction to beginner-to-expert framework for metacognitive skills webinar.
- [3] **Anderson, R.C.**, Suveges, L., Wolfston, B., & Cosgrave, T. (2015, November). *ArtCore 2015 Fall Institute*. One-day design and facilitation for 40 teacher and teaching artist professionals.
- [2] **Anderson, R.C.**, Suveges, L., Wolfston, B., & Cosgrave, T. (2015, August). *ArtCore 2015 Summer Institute*. Three-day design and facilitation for 40 teacher and teaching artist participants.
- [1] **Anderson, R.C.** (2012, August). Service learning in out-of-school time training for 12 extended learning professionals.

WORKSHOPS & GUEST LECTURES

Fall 2023	Strengthening creative agency: Educator creative development and educational environments for flourishing	Dr. Jennifer Munday, Charles Stuart University
Summer 2022	Agency and creativity for meaning-making in education	Dr. Julia Mahfouz, University of Colorado
Fall 2020	Teacher professional development for creativity	Dr. Ron Beghetto, Arizona State University
Spring 2020	Observing creativity in learning	Dr. Jen Katz-Buonincontro, Drexel University
Winter 2019	Get grounded in grounded theory technique	Dr. Joanna Smith, University of Oregon (UO)

Winter 2019	Applying the organizational learning frames to educator development	Dr. Joanna Smith, UO
Fall 2018	Writing techniques for conceptual clarity at the macro- and micro-levels, <i>guest lecture for Scholarly Writing graduate class</i>	Dr. Ilana Umansky, UO
Spring 2018	Creative engagement: An affective process of embodied metaphor, <i>guest lecture for Art and Education class for pre-service elementary school teachers</i>	Lisa Abia-Smith, UO
Fall 2017	Alternatives to typical self-report scales, <i>guest lecture for Advanced Survey Design graduate class</i>	Dr. Mark Van Ryzin, UO
Fall 2017	Adventures of a junior scholar in professional writing, <i>guest lecture for Scholarly Writing graduate class</i>	Dr. Jerry Tindal, UO
Fall 2017	Designing Figures 101, <i>College of Education, Department of Counseling Psychology Pre-Term Writing Workshop for graduate students</i>	Drs. Ellen McWhirter & Michael Bullis, UO
Spring 2017	Two-study approach to confirmatory factor analysis for construct validity of measures, <i>guest lecture for Advanced Measurement and Assessment graduate class</i>	Dr. Kathleen Scalise, UO
Spring 2017	Evaluating response biases in measures used in educational research, <i>guest lecture for Advanced Measurement and Assessment graduate class</i>	Dr. Kathleen Scalise, UO
Spring 2017	Situational judgment tests and forced choice: Two alternatives to typical self-report, <i>guest lecture for Advanced Measurement and Assessment graduate class</i>	Dr. Kathleen Scalise, UO
Fall 2016	Designing the Student MetaSkills Survey, <i>guest lecture for Advanced Survey Design graduate class</i>	Dr. Michael Bullis, UO
Fall 2016	Designing figures 101, <i>College of Education, Department of Counseling Psychology Pre-Term Writing Workshop for graduate students</i>	Drs. Ellen McWhirter & Michael Bullis, UO
Spring 2016	Measurement innovations of noncognitive skills, <i>Educational Methodology, Policy, & Leadership PhD liaison group</i>	Dr. Gina Biancarosa, UO
Fall 2015	Developmental frameworks for policy and practice, <i>Office Hours with the Experts at Innovation Lab Network Convening.</i>	Linda Pittenger, National Center for Innovation in Educationm
Spring 2015	Defining equity: A discussion of equity implications in education, <i>guest lecture for Leading for Equity class</i>	Dr. Charles Martinez, UO

Fall 2014 The ArtCore school change model, *guest lecture* Dr. Mark Van Ryzin, UO
for introductory research design course

SERVICE & MEMBERSHIP

Editorial Board (2023-present), *Journal of Creative Behavior and Journal of Social-Emotional Learning*
Special Issue Co-Editor with Dr. Zorana Ivcevic and Alexandra Zielinska on Creative Metacognition and
Self-Regulation, *Journal of Creative Behavior*

Instructor (2023-present), *Eugene Capoeira Classes*

Guest Reviewer (2016–present), *Psychology of Aesthetics, Creativity, and the Arts, Creativity Research
Journal, Creativity and Thinking Skills, Journal of Multidisciplinary Evaluation, Journal of
Education Psychology, Journal of Engineering Education, AERA Open, Australian Journal of
Education, and Personality and Social Psychology Bulletin, Teaching and Teacher Education*

Section Editor (2018–2021), *Springer’s Encyclopedia of the Possible* (Edited by Vlad Petre Glăveanu)

Graduate Student Senior Representative (2016–18), *American Education Research Association (AERA)
Division H–Research, Evaluation, and Assessment in Schools*

Session Chair (2018), *AERA Division H Fireside Chat, AERA Division H Early Career/Graduate Student In-
Progress Research Roundtable, AERA Invited Graduate Student Poster Session*

Session Chair (2016), *Association of Education Finance and Policy (AEFP) symposium on Measurement of
Non-cognitive Skills*

Member (2014–present), *AERA Division C & Division H. Special Interest Groups (SIG): Adolescent and
Youth Development; Arts and Inquiry; Leadership for Social Justice; Mixed Methods; Motivation
in Education; Research on Giftedness, Creativity, and Talent; and Social and Emotional Learning*

Peer Reviewer (2015–present), *AERA Division H, Research on Giftedness, Creativity, and Talent SIG;
Social and Emotional Learning SIG; Middle Level Education Research SIG; Educational Change
SIG; Adolescent and Youth Development SIG*

Member (2015–present), *American Psychological Association, Divisions 10 and 15*

Mentor and Supervisor (2015–17), *University of Oregon Architecture and Allied Arts student internship
program, Eugene, OR*

Volunteer (2019–present), *Mountain bike youth team coach, National Interscholastic Cycling
Association, Eugene, OR*

Volunteer (2015–2016), *Youth basketball coach, Kids Sports, Eugene, OR*

Coordinating Committee (2015), *University of Oregon Graduation Success Summit, Eugene, OR*

Invited Reviewer & Panelist (2015), *Arts in Learning Grant Panel, Oregon Arts Commission, Eugene, OR*

Invited Review & Panelist (2014), *Community Arts Project Grant Panel, Lane Arts Council, Eugene, OR*

Invited Judge (2014), *Students for the Advancement of Global Entrepreneurship Annual USA Expo,
Pittsburgh, PA*

Member, (2013-2017) *University of Oregon Educational Methodology, Policy, and Leadership Colloquia
Committee, Eugene, OR*

Board Chairman (2010–13), *Community Coalition for Children, Southeastern CT*

Member (2007–10), *Community Coalition for Children, Southeastern CT*

Member (2012–13), *Norwich District Data Team, Norwich, CT*

Member (2010–13), *Norwich Education Excellence for Today and Tomorrow Redesign Committee*, Norwich, CT

Member (2008–10), *Board of Directors, YMCA of Southeastern Connecticut*, Norwich, CT

Member (2008–10), *Norwich District Equity Leadership Team*, Norwich, CT

Junior Varsity/Varsity Soccer Coach (2008–10), *Norwich Free Academy Soccer Program*, Norwich, CT

Volunteer (2003), *Las Quintas Chavalos and Escuela de Comedia y El Mimo*, Granada, Nicaragua

Volunteer/Documentarian (2003), *International Solidarity Movement*, Rafah, Gaza Strip

TRAINING & SKILLS

ADDITIONAL TRAINING

- 2019 Latent Profile Transition Analysis, *AERA annual meeting*, Toronto, CN
- 2018 Using improvement science techniques to target intervention, *Deeper Learning*, San Diego, CA
- 2017 Strategies for sharing your research, *AERA*, San Antonio, TX
- 2016 Use of research and tools from implementation science to design more useful evaluations of education initiatives, *AERA*, Washington, DC
- 2016 Propensity score matching using R, *AERA*, Washington, DC
- 2015 Education Policy Academy, *American Enterprise Institute*, Washington, DC
- 2015 How to get published, *AERA*, Chicago, IL
- 2015 National Center for Education Statistics data tools, *AEPF*, Washington, DC
- 2015 Hacking for school-wide change in deeper learning with IDEO and Stanford d.school, *Deeper Learning*, San Diego, CA

QUANTITATIVE METHODS

- Proficient Structural Equation Models (e.g., confirmatory factor analysis, structural regression modeling, latent growth modeling, dual change score models, latent panel model, group trajectory modeling)
- Proficient Latent profile and latent class analysis
- Proficient Analysis of variance, multiple linear and logistic regression frameworks
- Proficient Hierarchical Linear Models (e.g., fixed- and random-effects models, multi-level moderation, and growth models)

QUALITATIVE METHODS

- Proficient Thematic analysis; grounded theory; phenomenology; conditional-consequential paradigm; developmental evaluation
- Proficient Case study, interview, nominal group technique, observation, data coding and memoing

RESEARCH PACKAGES

Proficient Mplus, SPSS, HLM, R, SAS, G*power, Atlas.ti, Dedoose, Optimal Design, NVivo