

Joshua A. Wilson, Ph.D.

University of Delaware School of Education
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ACADEMIC POSITIONS

Assistant Professor of Special Education

Sept 1, 2014 to present

University of Delaware
School of Education
Newark, DE 19716

Faculty Affiliate: *Center for Research in Education and Social Policy (CRESP)*

EDUCATION

University of Connecticut

2014

Ph.D. Special Education

Advisor: Natalie G. Olinghouse, Ph.D.

Dissertation: *Screening and diagnosing struggling writers: Which scoring methods are most effective?*

Southern Connecticut State University, New Haven, CT

2005, 2009

M.S., Special Education; Learning Disabilities Concentration

Special Education Certification (CT #165, K-12)

Wesleyan University, Middletown, CT

2000

B.A., Religion

SPECIALIZED STATISTICAL TRAINING

Hierarchical Linear Modeling, Storrs, CT, June 13-17, 2011. With Betsy McCoach and Ann O'Connell.

Multilevel Structural Equation, Storrs, CT, April 27, 2012. With Laura M. Stapleton.

Latent Class Analysis, Storrs, CT, April 17, 2012. With Jay Magidson.

PRIOR PROFESSIONAL EXPERIENCE

Graduate Research Assistant, University of Connecticut, Neag School of Education 2009-2014

Special Education Teacher, Norton Elementary, Cheshire, CT, Grades 4 and 6 2008-2009

Special Education Teacher High Road Student Learning Center, Wallingford, CT, Grades 3-9,
State-certified Special Education School 2003-2008

Special Education Classroom Paraprofessional, High Road Student Learning Center,
Wallingford, CT, Grades 5-9, State-certified Special Education School 2001-2003

Special Education 1:1 Paraprofessional, Kathleen Goodwin Elementary, Old Saybrook, CT,
Grade 2 2000-2001

HONORS AND AWARDS

University of Delaware College of Education and Human Development, Dean's Faculty Research Award, 2017

Harris Kahn Dissertation Award, Department of Educational Psychology, University of Connecticut 2015

Council for Exceptional Children, Division of Research, Student Research Award in the quantitative design method area: *Does automated feedback improve writing quality?* 2014

Doctoral Dissertation Fellowship, University of Connecticut 2014

Council for Exceptional Children, Division of Research Doctoral Student Scholar Award 2013

Lisa A. Pappanikou Glidden Scholarship (University of Connecticut) 2012

Wallace S. Moreland Memorial Scholarship (University of Connecticut) 2011

Pre -Doctoral Fellowship, University of Connecticut 2011

Scholarship and Leadership Award (University of Connecticut) 2011, 2010

Inducted: Pi Lambda Theta International Honors Society 2010

Graduate Award in Reading Science (Southern Connecticut State University) 2009

Trench Prize for Excellence in the Study of Religion (Wesleyan University) 2000

FUNDED CONTRACTS AND GRANTS

Wilson, J., Beard, G., MacArthur, C. A., & May, H. (2017, Funded). *A researcher-practitioner partnership examining the use of automated essay evaluation software for improving students' writing achievement*. Proposal submitted to the U. S. Department of Education, Institute of Education Sciences, Researcher-Practitioner Partnerships in Education Research (2 years, \$399,999). Grant#: R305H170046.

Wilson, J. (2017, funded). *Automated formative writing assessment using a levels-of-language framework: Exploring construct and predictive validity in grades 3-5*. Proposal submitted to the Spencer Foundation. Small Research Grant Program; Teaching, Learning, and Instructional Resources initiative (2 years, \$49,581). Grant#: 201800044.

Wilson, J. (2016, Funded). *PEG Writing: An analysis of its effects on achievement in small-scale and large scale instructional contexts*. Delegated Authority Contract with Measurement Incorporated. Funded (1yr, \$43,742). Reference No. EDUC43291417001.

Wilson, J. (2015, Funded). *Using PEG Writing in middle and elementary schools to support the teaching and learning of writing*. Delegated Authority Contract with Measurement Incorporated. Funded (1yr, \$30,043). Reference No. EDUC43291416001.

Wilson, J. (2014, Funded). *Examining the use of Project Essay Grade (PEG™), an automated essay evaluation system, for universal screening and writing intervention within multi-tiered systems of support.* Delegated Authority Contract with Measurement Incorporated. Funded (1yr, \$17,025). Reference No. EDUC43291415001.

PUBLICATIONS

**indicates student author*

Wilson, J., Hebert, M., Chen, D.*, & Sandbank, M. P. G. (in preparation). *Comparing AES and human holistic scoring: A generalizability study.* Manuscript in preparation for submission to *Language Testing*.

Wilson, J. (in preparation). *Universal screening with automated essay scoring: Comparing classification accuracy among multiple outcome measures.* Manuscript in preparation for submission to *Journal of School Psychology*.

Wen, H., & **Wilson, J.** (in preparation). *Upper elementary grade students' discourse knowledge for writing.* Manuscript in preparation for submission to *Reading and Writing*.

Wilson, J., & Chen, D.*, Sandbank, M., & Hebert, M. (under review). *A generalizability-theory study of elementary grade students' writing ability.* Manuscript submitted to *Journal of Educational Psychology*.

Troia, G. A., Olinghouse, N. G., Zhang, M., **Wilson, J.,** Stewart, K. A., Mo, Y., & Hawkins, L. (in press). *Content and alignment of state writing standards and assessments as predictors of student writing achievement: An analysis of 2007 National Assessment of Educational Progress data.* Manuscript accepted for publication: *Reading and Writing*.

Wilson, J. (in press). Universal screening with automated essay scoring: Evaluating classification accuracy in Grades 3 and 4. *Journal of School Psychology, 68,* 19-37.

Wilson, J. (in press). Best practices in writing assessment. In S. Graham, C. A. MacArthur, & M. Hebert (Eds.). *Best practices in writing instruction* (3rd ed.). New York, NY: Guilford.

Johnson, A. C.,* **Wilson, J.,** & Roscoe, R. D. (2017). College student perceptions of writing errors, text quality, and author characteristics. *Assessing Writing, 34,* 72-87.

Wilson, J., Roscoe, R., & Ahmed, Y (2017). Automated formative writing assessment using a levels of language framework. *Assessing Writing, 34,* 16-36.

Roscoe, R. D., **Wilson, J.,** Johnson, A. C.*, & Mayra, C. R.* (2017). Presentation, expectations, and experience: Sources of student perceptions of automated writing evaluation. *Computers in Human Behavior, 70,* 207-221.

- Wilson, J.** (2017). Associated effects of automated essay evaluation software on growth in writing quality for students with and without disabilities. *Reading and Writing, 30*, 691-718.
- Wilson, J., & Czik, A.*** (2016). Automated essay evaluation software in English language arts classrooms: Effects on teacher feedback, student motivation, and writing quality. *Computers and Education, 100*, 94-109.
- Wilson, J., Olinghouse, N. G., McCoach, D. B., Andrada, G. N., & Santangelo, T.** (2016). Comparing the accuracy of different scoring methods for identifying sixth graders at risk of failing a state writing assessment. *Assessing Writing, 27*, 11-23.
- Wilson, J., & Andrada, G. N.** (2016). Using automated feedback to improve writing quality: Opportunities and challenges. In Y. Rosen, S. Ferrara, & M. Mosharraf (Eds.), *Handbook of research on technology tools for real-world skill development* (pp.678-703). Hershey, PA: IGI Global.
- Troia, G. A., Olinghouse, N. G., **Wilson, J.**, Stewart, K. A., Mo, Y., Hawkins, L., & Kopke, R. A. (2016). The Common Core Writing Standards: A descriptive study of content and alignment with a sample of former state standards. *Reading Horizons, 55*(3), 99-142.
- Troia, G. A., Olinghouse, N. G., Mo, Y., Hawkins, L., Kopke, R. A., Chen, A., **Wilson, J.**, & O'Shea, K. A. (2016). Academic standards for writing: To what degree do standards signpost evidence-based instructional practices and interventions? *Elementary School Journal, 116*, 291-321.
- Wilson, J., Olinghouse N. G., & Andrada, G. N.** (2014). Does automated feedback improve writing quality? *Learning Disabilities: A Contemporary Journal, 12*, 93-118.
- Gage, N. A., **Wilson, J.**, & MacSuga-Gage, A. S. (2014). Writing performance of students with emotional and/or behavioral disorders. *Behavioral Disorders, 40*, 3-14.
- Wilson, J., Faggella-Luby, M., & Wei, Y.** (2013). Planning for adolescent tier-three reading instruction. *Teaching Exceptional Children, 46*, 26-34.
- Olinghouse, N. G., & **Wilson, J.** (2013). The relationship between vocabulary and writing quality in three genres. *Reading and Writing, 26*, 45-65.
- Olinghouse, N. G., Santangelo, T., & **Wilson, J.** (2012). Examining the validity of single-occasion, single-genre, holistically-scored writing assessments. In E. Van Steendam, M. Tillema, G. Rijlaarsdam, & H. Van den Bergh (Eds.), *Measuring writing: Recent insights into theory, methodology and practices* (pp.55-82). Leiden, The Netherlands: Brill.
- Olinghouse, N. G., & **Wilson, J.** (2012). Strategic and meaningful writing instruction for elementary students. In M. Hougen & S. Smartt (Eds.), *Fundamentals of literacy instruction and assessment: Pre-K-6* (pp. 205-224). Baltimore, MD: Paul H. Brooks Publishing.

REPORTS AND CONFERENCE PROCEEDINGS

Wilson, J. (2017, May). *Findings from analyses of Utah Compose and SAGE data for academic year 2014-15*. A report for Measurement Incorporated® and the Utah State Board of Education.

Wilson, J. (2017, May). *Findings from analyses of Utah Compose and SAGE data for academic year 2015*. A report for Measurement Incorporated® and the Utah State Board of Education.

Wilson, J., & Martin, T. (2015). Using PEGWriting® to support the writing motivation and writing quality of eighth-grade students: A quasi-experimental study. *Proceedings of the tenth workshop on innovative use of NLP for building educational applications* (pp.179-189). Denver, CO: Association for Computational Linguistics.

MEDIA RECOGNITION OF MY RESEARCH

“Automation in Education Technology with Joshua Wilson, Ph.D” (January 19, 2018). *MarketScale Education Technology Podcast*. <https://marketscale.com/industries/education-technology/listen-automation-education-technology-joshua-wilson-phd/>

J. L. Brown (June 6, 2017). How U of Michigan built automated essay-scoring software to fill the ‘feedback gap’ for student writing. *EdSurge*. <https://www.edsurge.com/news/2017-06-06-how-u-of-michigan-built-automated-essay-scoring-software-to-fill-feedback-gap-for-student-writing>

“Computers Grading Writing.” (July 23, 2015). Radio interview with BYU Radio’s *Top of Mind with Julie Rose*. <http://www.byuradio.org/episode/c8bcff59-c70e-481d-8d6c-54aeb43df3fb?playhead=2355&autoplay=true>

N. Gorman. (July 10, 2015). Researcher looks at benefits of automated essay scoring software in instruction. *Education World*. http://www.educationworld.com/a_news/researcher-looks-benefits-automated-essay-scoring-software-instruction-1420261712

PRESENTATIONS

Chen, D., & **Wilson, J.** (2018, April). *A generalizability theory approach to the PEG automated essay scoring system*. Paper presented at the annual conference of the National Council on Measurement in Education, New York, NY.

Thompson, L., & **Wilson, J.** (2017, October). *Increasing writing instruction effectiveness with PEG Writing: Automated Essay Evaluation*. Presentation for the Reading Council of Northern Delaware, New Castle, DE.

Thompson, L., & **Wilson, J.** (2017, October). *Increasing writing instruction effectiveness with PEG Writing: Automated Essay Evaluation*. Presentation at the Colonial Technology Conference, New Castle, DE.

- Hayes, A., **Wilson, J.**, & Thompson, L. (2017, July). *Improving teacher effectiveness and student writing quality with AEE software*. Presentation at the annual conference of the International Literacy Association, Orlando, FL.
- Wilson, J.**, & Beard, G. (2017, July). *Lessons learned: District-wide implementation of automated essay evaluation software*. Presentation at the annual conference of the International Literacy Association, Orlando, FL.
- Wilson, J.**, Roscoe, R. D., & Ahmed, Y. (2017, April). *Automated formative writing assessment*. Paper presented at the annual conference of the National Council on Measurement in Education, San Antonio, TX.
- Roscoe, R. D., **Wilson, J.**, Johnson, A. C., & Mayra, C. (2017, April). *Automated writing evaluation: College student perceptions and future intentions*. Paper presented at the annual conference of the American Educational Research Association, San Antonio, TX.
- MacArthur, C. A., & **Wilson, J.** (2016, November). *The reliability and validity of an automated essay scoring program for assessment of the outcomes of instruction*. Paper presented at the annual conference of the Literacy Research Association, Nashville, TN.
- Wilson, J.**, & Czik, A. (2016, April). *Automated essay evaluation software in ELA classrooms: Effects on amount, type, and level of feedback*. Paper presented at Annual conference of the American Educational Research Association, Classroom Assessment SIG, Washington, D.C.
- Wilson, J.** (2016, April). *Using automated feedback to improve writing quality: Opportunities and challenges*. Paper presented at Annual conference of the American Educational Research Association, Division H (Research, Evaluation and Assessment in Schools), Washington, D.C.
- Wilson, J.**, & Martin, T. (2015, June). *Using PEGWriting® to support the writing motivation and writing quality of eighth-grade students: A quasi-experimental study*. Paper presented at the Tenth Workshop on Innovative Use of NLP for Building Educational Applications, Denver, CO.
- Wilson, J.** (2015, February). *Comparing methods of screening struggling writers*. Paper presented at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.
- Wilson, J.** (2015, February). Panel organizer: *Innovative approaches to writing assessment*. Pacific Coast Research Conference, San Diego, CA.
- Wilson, J.**, Olinghouse, N. G., & Andrada, G. N. (2014, April). *Does automated feedback improve writing quality?* Paper presented at the annual meeting of the American Educational Research Association, Round Table for Classroom Assessment SIG, Philadelphia, PA.

- Wilson, J.** (2014, February). *Screening for students at-risk of writing difficulties using dynamic assessment involving automated essay scoring*. Paper presented at the International Society for the Advancement of Writing Research, Paris, France.
- Olinghouse, N. G., **Wilson, J.**, O'Shea, K. A., Jagaiah, T., & Troia, G. A. (2014, February). *A framework to evaluate the writing task occasion*. Paper presented at the International Society for the Advancement of Writing Research, Paris, France.
- Troia, G. A., Olinghouse, N. G., **Wilson, J.**, & O'Shea, K. A. (2014, February). *Content and alignment indices for educational writing standards and assessments*. Paper presented at the International Society for the Advancement of Writing Research, Paris, France.
- Wilson, J.**, & Andrada, G. N. (2013, April). *Examining patterns of writing performance of struggling writers on a statewide classroom benchmark writing assessment*. Paper presented at that annual meeting of the American Educational Research Association, Classroom Assessment SIG, San Francisco, CA.
- Wilson, J.**, & Olinghouse, N. G. (2013, April). *Does automated feedback help students improve writing quality?* Poster presented at the Division of Learning Disabilities Student Poster Session, DLD Reception, at the annual meeting of the Council of Exceptional Children, San Antonio, TX.
- Olinghouse, N. G., O'Shea, K. A., **Wilson, J.**, & Troia, G. A. (2013, April). *Issues related to quantitative indices describing content standards*. VP-Invited graduate student poster presentation (Division H), at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Wilson, J.**, & Olinghouse, N. G. (2012, February). *The use of automated essay scoring for measuring and describing students' growth in writing quality*. Poster presented at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.
- Wilson, J.**, Faggella-Luby, M. N., & Wei, Y. (2012, November,). *Adolescent literacy in alternative education settings: Meeting the challenges of the Common Core*. Invited presentation for the Connecticut Association of Alternative Education Schools, Danbury, CT.
- Faggella-Luby, M. N., **Wilson, J.**, & Wei, Y. (2012, Aug). *Adolescent literacy assessment: Observing and coaching evidence-based instruction in discipline specific classrooms*. Presentation at the third annual Connecticut Assessment Forum, Cromwell, CT.
- Olinghouse, N. G., Troia, G. A., **Wilson, J.**, & O'Shea, K. A. (2012, Aug). *Transition from CT writing standards to Common Core: Implications for curriculum, teaching, and professional development*. Presentation at the third annual Connecticut Assessment Forum, Cromwell, CT.

- Andrada, G., **Wilson, J.**, & O'Shea, K. A. (2012, Aug). *CBAS research: Leveraging benchmark assessments to promote student learning and achievement. The use of CBAS-Write to identify struggling writers and improve writing skills.* Invited presentation at the third annual Connecticut Assessment Forum, Cromwell, CT.
- Olinghouse, N. G., & **Wilson, J.** (2012, July). *Single-genre writing classifications: What do we learn about writers?* Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Montreal, Canada.
- Wilson, J.**, & Olinghouse, N. G. (2012, July). *The use of content vocabulary in writing across genres.* Poster presented at the annual meeting of the Society for the Scientific Study of Reading, Montreal, Canada.
- Olinghouse, N. G., **Wilson, J.**, & Neugebauer, S. (2012, May). *Tiered supports for literacy in elementary settings.* Invited presentation for Northeast PBIS Network Leadership Forum, Cromwell, CT.
- Troia, G. A., Olinghouse, N. G., **Wilson, J.**, O'Shea, K., Mo, Y., & Hawkins, L. (2012, April). *The Common Core writing standards and state adoption: Are we moving in the right direction?* Paper presented at that annual meeting of the American Educational Research Association, Division L, Section 3, Vancouver, British Columbia, Canada.
- Wilson, J.**, & Olinghouse, N. G. (2012, February). *The use of content vocabulary in writing across genres.* Poster presented at the annual meeting of the Pacific Coast Research Conference, Coronado, CA.
- Wilson, J.**, & Olinghouse, N. G. (2011, October). *Vocabulary characteristics of fifth-grade writers across three genres.* Paper presented at the annual conference of the Northeastern Educational Research Association, Rocky Hill, CT.
- Wilson, J.** (2011, August). *Development of written language skills: Instructional considerations for students with autism spectrum disorders.* Invited presentation at the Third Annual Autism Summer Institute at St. Joseph College, West Hartford, CT.
- Wilson, J.**, & Coyne, M. (2011, August). *Assessment to inform instruction and intervention within an SRB/RTII framework.* Presentation at the second annual Connecticut Assessment Forum, Rocky Hill, CT.
- Olinghouse, N. G., & **Wilson, J.** (2011, July). *Vocabulary predictors of writing quality and genre elements.* Paper presented at the annual conference of the Society for the Scientific Study of Reading, St. Pete Beach, FL.

Wilson, J., & Olinghouse, N. G. (2011, April). *Vocabulary characteristics of fifth-grade struggling writers across three genres*. Poster presented at the annual Conference of the Council for Exceptional Children, Washington, D.C.

Olinghouse, N. G., **Wilson, J.**, & Colwell, R (2011, February). *The relationship between vocabulary and writing quality across genres*. Paper presented at Writing Research Across Borders Conference, Fairfax, VA.

UNIVERSITY TEACHING EXPERIENCE

University of Delaware, Newark, DE

EDUC 432: Curriculum for Instruction for Exceptional Learners	Fall 2014, Sp 2016
EDUC 666: Independent Study: Formative Writing Assessment	Summer, 2017
EDUC 674: Special Education Instruction and Curriculum: Secondary	Fall, 2016
EDUC 679: Special Education Instruction and Curriculum: Advanced	Sp 2015, 16
EDUC 680: Educational Diagnosis	Fall 2015, 16, 17
EDUC 753: Special Education Instruction and Curriculum I	Summer, 2017
EDUC 754: Special Education Instruction and Curriculum: Elementary	Fall, 2016, 17

University of Connecticut, Storrs, CT

EPSY 5115: Writing Supports for Students with Learning Difficulties	Spring 2014
EPSY 3120W: Fundamentals of Assessment in Special Education	Fall 2010-2012

DOCTORAL COMMITTEES

Major Advisor

- Lorenzo DeAngelis, Ed.D. (Expected 2020).
- Bridget Duda, Ed.D. (Expected 2020)

Ph.D. Committee Member

- Sohee Park, Ph.D. (2018, expected). University of Delaware, Literacy Development and Learning Problems specialization.
- Thilagha Jagaiah, Ph.D. (2017). University of Connecticut, Special Education program.
- Jessica Carrique, Ph.D. (2017). University of Delaware, Learning Sciences specialization.
- Andrew Petsche, Ph.D. (2016). University of Connecticut, School Psychology program.
- Yue Yue Fan, Ph.D. (2016). University of Delaware, Learning Sciences specialization.

Ed.D. Committee Member

- Jenn Martin, Ed.D. (2019, expected). University of Delaware, Educational Leadership.
- Brad Thompson, Ed.D. (2017). University of Delaware, Educational Leadership.
- Robert Johnson, Ed.D. (2016). University of Delaware, Educational Leadership.
- John Bradley, Ed.D. (2016). University of Delaware, Educational Leadership.

PROFESSIONAL SERVICE

Editorial Review Boards

<i>Journal of Educational Psychology</i>	Fall 2017-present
<i>Gifted Child Quarterly</i>	Spring 2014-present

Ad hoc Reviews

Peer-Reviewed Journals

Journal name italicized and listed in alphabetical order. Number of completed reviews is indicated within parentheses.

Assessment for Effective Intervention (3), *Computers and Education* (3), *Contemporary Educational Psychology* (2), *Educational Measurement: Issues and Practice* (2), *Education and Treatment of Children* (1), *Educational Psychology Review* (1), *Elementary School Journal* (2), *Exceptional Children* (3), *Exceptionality* (1), *Journal of Education and Learning* (1), *Journal of Educational Psychology* (8; prior to joining editorial board), *Journal of Learning Disabilities* (3), *Journal of Special Education Technology* (1), *Journal of Writing Research* (1), *Learning Disabilities: A Contemporary Journal* (2), *Learning Disabilities: Research & Practice* (1), *Reading and Writing: An Interdisciplinary Journal* (5), *Reading Psychology* (1), *Teaching Exceptional Children* (1)

Reviews for Conference Proposals and Awards

Council for Exceptional Children, Division of Research (CEC-DR)	2015, 2017
<i>Reviewer of Applications for the Doctoral Student Scholars Award</i>	
Society for Research on Educational Effectiveness (SREE)	2015
Conference of the Northeast Educational Research Association	2012
Conference of the International Dyslexia Association	2009

Departmental, College, and University Service – University of Delaware

Faculty Affairs Committee	2016 (Fall), 2017
Task Force on the Creation of an Undergraduate Dean's Scholar Program	Spring-Fall 2016
EDD Program Student Admission Application Review Committee	Spring 2016
Ed Leadership and Policy Search Committee member	Fall 2015-Spring 2016
Graduate Recruitment Committee member	Fall 2015-Spring 2016
Reviewer of graduate research papers, Steele Symposium, University of Delaware	2015, 2016
Committee on Undergraduate Student Education,	2014, 2015
Literacy Development and Learning Problems (LDLP) applicant reviewer	2014-present
Evaluation, Measurement, and Statistics (EMS) applicant reviewer	2016-present
Special Education Program Committee member	2014-present

PROFESSIONAL AFFILIATIONS

American Educational Research Association

Division H: Research, Evaluation, and Assessment in Schools

SIG: Classroom Assessment

SIG: Writing and Literacies

American Psychological Association

Division 15: Educational Psychology

Division 16: School Psychology

Council for Exceptional Children

Division of Learning Disabilities

Division of Research

International Society for the Advancement of Writing Research

National Council on Measurement in Education