

DR. ELI ANDREW JONES

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EDUCATION

Doctor of Philosophy	Brigham Young University <i>Educational Inquiry, Measurement, & Evaluation</i> Dissertation: <i>A Multiple-Cutoff Regression-Discontinuity Analysis of the Effects of Tier 2 Reading Interventions in a Title I Elementary School</i> August 2016
Master of Public Administration	Brigham Young University April 2009
Bachelor of Arts	Weber State University <i>Communication Studies, French (Minor)</i> May 2006

RELEVANT RESEARCH AND TEACHING APPOINTMENTS

Sep 2025 – Present	Associate Professor Department of Counseling, Educational Psychology & Research The University of Memphis
Aug 2020 – Aug 2025	Assistant Professor Department of Counseling, Educational Psychology & Research The University of Memphis
Aug 2018 – Aug 2020	Assistant Professor Department of Curriculum, Foundations, and Leadership Columbus State University
Jul 2016 – Jul 2018	Postdoctoral Researcher Network for Educator Effectiveness The University of Missouri
Sep 2015 – Jun 2016	Research & Evaluation Analyst Alpine School District
Sep 2013 – Sep 2015	Research Assistant Department of Counseling Psychology, Brigham Young University (Advisor: K. Richard Young)
Aug 2010 - May 2013	Second Grade Teacher Edgemont Elementary, Provo School District <i>Grades 1-8 Endorsement, Dual Language Immersion Endorsement</i>

PUBLICATIONS

- Jones, E. A., Harrell-Williams, L. M., Walden, L. C., Ayers, K. A., Piontek, J., Pennella, R. A., & Mulé, T. (2025, *in press*). Examining a revised Draw-A-Scientist Checklist: rater, scoring, and measurement considerations for 5th-grade drawings. *International Journal of Science Education*.
- Wind, S. A., Wesolowski, B. & Jones, E. A. (2025, *in press*). Rater connectedness affects student achievement estimates and ordered rankings in formal music performance assessments. to *Journal of Research in Music Education*.
- Tawfik, A., Ketter, H., & Jones, E. A. (2025). Exploring the shift in growth mindset during inquiry-based learning: A longitudinal analysis. *Journal of Applied Instructional Design*. 14(1).
https://edtechbooks.org/jaid_14_1/growth_mindset
- Bergin, C., Prewett, S., Tsai, C., & Jones, E. (2024). Effectiveness of a social-emotional learning program for both teachers and students. *AERA Open*. 10. <https://doi.org/10.1177/23328584241281284>
- Jones, E. A., Tsai, C. L., & Bergin, C. (2024). Teachers can differentiate between standards-based leadership skills in principal evaluation surveys: a multilevel analysis. *School Effectiveness and School Improvement*, 1-26.
- Jones, E., Piontek, J., Walden, L.C., & Harrell-Williams, L., (2024). Development and validation of the Sources of Research Self-Efficacy Scale. *Journal of Psychoeducational Assessment*, 42(1), 29-45.
- Jones, E., Wind, S. A., Tsai, C., & Ge, Y. (2023). Comparing person-fit and traditional indices across careless response patterns in surveys. *Applied Psychological Measurement*, 47 (5-6) 365-385.
- Wind, S.A., Jones, E., & Grajeda, S. (2023). Does sparseness matter? Examining the use of Generalizability Theory and Many-Facet Rasch Measurement in sparse rating designs. *Applied Psychological Measurement*, 47 (5-6), 351-364.
- Jones, E. A., Walden, L., Piontek, J., Harrell-Williams, L., & Shipp, P. (2023). The association of first-generation status and mentored research with research self-efficacy and outcome expectancy in undergraduate early research experiences. *Innovative Higher Education*, 48(3), 389-414.
- Jones, E., Wind, S. A., Burcham, J., Dailey, T., & Hart, A. (2023). A case study of a multi-faceted approach to evaluating teacher candidate rating quality. *The Teacher Educator*, 58(2), 109-129.
- Tsai, C., Bergin, C. & Jones, E. (2022). Students in 4th to 12th grade can distinguish dimensions of teaching when evaluating their teachers: A multilevel analysis of the TESS survey. *Educational Studies*, 1-16.
- Jones, E., Bergin, C., & Murphy, B. (2022). Principals may inflate teacher evaluation scores to achieve important goals. *Educational Assessment, Evaluation and Accountability*, 34(1), 57-88.
- Wind, S. A., Jones, E., & Bergin, C. (2021). Principal severity affects teacher evaluation: Statistical adjustments mitigate effects. *School Effectiveness and School Improvement*, 32(3), 413-429.
- Wind, S. A., & Jones, E. (2019). Not just generalizability: A case for multi-faceted latent trait models in teacher observation systems. *Educational Researcher*, 48(8), 521-533.

- Jones, E., & Bergin, C. (2019). Evaluating teacher effectiveness using classroom observations: A Rasch analysis of the rater effects of principals. *Educational Assessment*, 24, 91-118.
- Wind, S. A., Jones, E., Bergin, C., & Jensen, K. (2019). Exploring patterns of principal judgments in teacher evaluation related to reported gender and years of experience. *Studies in Educational Evaluation*, 61, 150-158.
- Wind, S. A., & Jones, E. (2019). The effects of incomplete rating designs in combination with rater effects. *Journal of Educational Measurement*, 56(1), 76-100.
- Jones, E., Young, K. R., Gibb, G., Sudweeks, R., & Larsen, R. (2018). Evaluating paraeducator-led reading interventions in elementary school: A multi-cutoff regression-discontinuity analysis. *Journal of Research on Educational Effectiveness*, 11(4), 507-534.
- Wind, S. A., & Jones, E. (2018). Exploring the influence of range restrictions on connectivity in sparse assessment networks: An illustration and exploration within the context of classroom observations. *Educational and Psychological Measurement*, 55(2), 217-242.
- Jones, E. & Wind, S. A. (2018). Using repeated ratings to improve measurement precision in incomplete rating designs. *Journal of Applied Measurement*, 19(2), 148-161.
- Wind, S. A., & Jones, E. (2018). The stabilizing influences of linking set size and model-data fit in sparse rater-mediated assessment networks. *Educational and Psychological Measurement*, 78(4), 679-707.

PRESENTATIONS

- Jones, E. A., Harrell-Williams, L. M., Reed, Z., Walden, L. C., (November 2025). Undergraduate research experiences and their relationship with student research self-efficacy: a source-based approach. (refereed, national).
- Wind, S. A., Jones E. A., & Wesolowski, B. (April 2025). Examining the practical impacts of group anchoring in rater-mediated performance assessments. Presented at the International Objective Measurement Workshop, Boulder, CO (refereed, international).
- Jones, E., Harrell-Williams L. M., Piontek, J., Ayers, K., Walden, L. C., Pennella, R., & , Mulé, T. (November 2024). 5th grade perceptions of science and scientists across school settings: a mixed-method study. Presented at the Mid-South Educational Research Association, Chattanooga, TN (refereed, regional).
- Walden, L. C.*, Harrell-Williams L., M., & Jones. E. (November 2024). Exploring research self-efficacy and outcome expectancy latent profiles for undergraduate students. Presented at the Mid-South Educational Research Association, Chattanooga, TN (refereed, regional).
- Jones, E., A., Harrell-Williams, L. M., Walden., L. C., & Piontek., J. (April 2024). A differential item functioning analysis of the Sources of Research Self-Efficacy. Presented at the American Educational Research Association, Philadelphia, PA (refereed, national).
- Walden, L. C.*, Jones E., & Lewis, W. (March 2024). Linking faith and personal epistemology: a quantitative study of religiosity, spirituality, and epistemological understanding in college

- students. Presented at the Christian Association for Psychological Studies Annual Conference, Atlanta, GA (refereed, national).
- Walden, L. C.*, Jones, E., A., Harrell-Williams, L. M., & Piontek, J. (April 2024). Multiple learning experiences predict undergraduate students' research self-efficacy and research outcome expectancy. Presented at the American Educational Research Association, Philadelphia, PA (refereed, national).
- Harrell-Williams, L. M., Jones, E. A., Walden, L. C., Ayers, K., Pennella, R., Mulé, T., & Piontek, J. (April 2024). An interactionist approach to exploring identity development and engagement during a stem club experience. Presented at the American Educational Research Association, Philadelphia, PA (refereed, national).
- Ge, Y.*, Wind, S. A., Jones, E. A., & Tsai, C.L. (April 2024) Identifying careless responses in surveys with missing data. Presented at the National Council on Measurement in Education Conference, Philadelphia, PA (refereed, national).
- Pennella, R.*, Mulé, T., Walden, L.C., Piontek, J., Harrell-Williams, L., Jones, E., & Ayers, K A. (October 2023). Five years of the St. Jude STEM Club: Lessons learned. Presented at the International Cancer Education Conference, Toronto, CA (refereed, international)
- Pennella, R.*, Mulé, T., Walden, L.C., Piontek, J., Harrell-Williams, L., Jones, E., & Ayers, K A. (May 2023). St. Jude afterschool STEM clubs. Presented at the National Institute of Health SciED Conference 2023, Washington, DC (refereed, national).
- Jones, E., Piontek, J., Walden, L. C., & Harrell-Williams, L. (April 2023). Development and Validation of the Sources of Research Self-Efficacy Scale. Presented at the American Educational Research Association, Chicago, IL (refereed, national).
- Ge, Y.*, Wind, S.A., Jones, E., & Tsai, C. (April 2023). Identifying careless responses in surveys with missing data. Presented at the International Objective Measurement Workshop, Chicago, IL (refereed, international).
- Jones, E., Walden, L. C., Piontek, J., & Harrell-Williams, L. (January 2023). The association of first-generation status and mentored research with research self-efficacy and outcome expectancy in undergraduate early research experiences. Presented at the Council of University Directors of Clinical Psychology Midwinter Meeting. (invited, national).
- Piontek, J.*, Walden, L. C., Harrell-Williams, L. M., & Jones, E. A. (August 2022). Structural validity evidence for the Self-Efficacy in Research Measure with undergraduate students. Presented at the American Psychological Association Convention, Minneapolis, MN, (refereed, national).
- Walden, L. C.*, Jones, E. (November 2022). Examining the measurement qualities and structure of the Academic Locus of Control scale in undergraduate students. Presented at the Midsouth Educational Research Association, Little Rock, CA (refereed, regional).
- Jones, E., Harrell-Williams, L. M., Eldrige, A., Piontek, J., & Walden, L.C. (November 2022). Measurement Issues Regarding Academic and Research Self-efficacy in College Students. Presented at the Midsouth Educational Research Association, Little Rock, CA (refereed, regional).

- Jones, E., Wind, S. A. Ge, Tsai, C., & Ge, Y. (April 2022). Person-fit statistics may complement traditional indices when identifying careless responders. Presented at the National Council on Measurement in Education, San Diego, CA (refereed, national).
- Tsai, C., Jones, E., & Bergin, C. (April 2022). Teacher surveys may provide quality principal evaluations: A multilevel case study. Presented at the American Educational Research Association, San Diego, CA (refereed, national).
- Walden, L.*, Shipp, P. Jones, E., Harrel-Williams, L. M., & Piontek, J. (April 2022). Does first generation status influence research self-efficacy during undergraduate early research experiences? Presented at the American Educational Research Association, San Diego, CA (refereed, national).
- Piontek, J.*, Jones, E., Harrell-Williams, L. M., Walden, L., & Shipp, P. (April 2022). Preliminary work on measuring the sources of research self-efficacy in college students' early research experiences. Presented at the American Educational Research Association, San Diego, CA (refereed, national).
- Jones, E. (April 2021). Validation evidence for observation protocols. Presented at the American Educational Research Association, Online (refereed, national).
- Jones, E., Wind, S. A., Burcham, J., Dailey, T., & Hart, A. (April 2021). Are teacher candidate ratings reliable? What many-facet Rasch measurement says about preservice teacher supervisor ratings. Presented at the American Educational Research Association, Online (refereed, national).
- Wind, S. A., Jones, E., & Grajeda, S. (April 2021). Does sparseness matter? Comparing generalizability theory and many-facet Rasch measurement in sparse rating designs. Presented at the American Educational Research Association, Online (refereed, national).
- Jones, E., Seamon-Lily, K. & Izumi, M. (February 2020). Patterns of problem solving in college students: Validation and latent classes of ability. Presented at the Eastern Educational Research Conference, Orlando, FL (refereed, regional).
- Tsai, C., Jones, E. & Bergin, C. (April 2019). The Leader in Me effectiveness study. Presented at the American Educational Research Association, New York, NY (refereed, national).
- Wind, S. A., Jones, E., & Bergin, C. (April 2019). The practical impact of differences in rater severity in classroom observations for teacher evaluation. Presented the American Educational Research Association, New York, NY (refereed, national).
- Jones, E., Bergin, C. & Murphy, B. (April 2018). Why principals rate teachers leniently during classroom observations: A focus group study. Presented at the American Educational Research Association, New York, NY (refereed, national).
- Bergin, C., Tsai, C. & Jones, E. (April 2018). Agreement between students' and principals' ratings of teachers' effectiveness. Presented at the American Educational Research Association, New York, NY (refereed, national).
- Wind, S. A., Bergin, C. & Jones, E. (April 2018). The effects of principal and teacher characteristics on evaluation of teaching effectiveness. Presented at the American Educational Research Association, New York, NY (refereed, national).

- Jones, E., & Wind, S. (April 2018). Using repeated ratings to improve measurement precision in incomplete rating designs. Presented at the National Council on Measurement in Education, New York, NY (refereed, national).
- Jensen, K., & Jones, E. (February 2018). The effect of gender stereotypes and congruence in principal evaluation of teacher effectiveness. Presented at the Society for Research on Educational Effectiveness, Washington, DC (refereed, national).
- Bergin, C. & Jones, E. (August 2017). The principal effect: Detecting principal error in classroom observations. Presented at the European Association for Research on Learning and Instruction (EARLI), Tampere, Finland (refereed, international).
- Bergin, C., Bergin, D., & Jones, E. (August 2017). Agreement between students' and principals' ratings of teacher's use of motivational strategies. Presented at the European Association for Research on Learning and Instruction (EARLI), Tampere, Finland (refereed, international).
- Bergin, C., Chapman, S., Jones, E., Tsai, C., Prewett, S. (April 2017). Principals' accuracy in evaluating teachers' SEL effectiveness. Presented at the American Educational Research Association, San Antonio, TX (refereed, national).
- Chapman, S., Bergin, C., Jones, E., Tsai, C. (April 2017). Reliability and factor structure of a student survey of teacher effectiveness. Presented at the American Educational Research Association, San Antonio, TX (refereed, national).
- Jones, E., Sudweeks, R., Young, K. R., Gibb, G. & Larsen, R. (April 2016). Using regression discontinuity with two cutoffs to estimate the effects of tier 2 reading interventions in elementary school. Presented at the American Educational Research Association, Washington, DC (refereed, national).
- Young, K. R., Gibb, G., & Jones, E. (November 2015). Evaluating the effects of multiple tier 2 elementary school reading interventions. Presented at the Utah Multi-Tiered Systems of Support Annual Conference, Layton, UT (refereed, local).
- Jones, E. (March 2015). A review of the research on the effectiveness of ability grouping in schools. Presented to Brigham Young University-Public School Partnership representatives, Provo, UT (invited, local).
- Jones, E. (March 2014). Research trends in formative assessment. Presented to Brigham Young University-Public School Partnership representatives, Provo UT (invited, local).
- Young, K. R., Gibb, G., Jones, E. & Ottehenning, L. (October 2014). Evaluating the effects of multiple tier 2 elementary school reading interventions. Presented at the Teacher Educators for Children with Behavioral Disabilities Annual Conference, Tempe, AZ (refereed, national).
- Jones, E. (February 2006). The goldilocks rulebook: A guide to positive and negative communication in the workplace. Presented at the Western States Communication Association Annual Conference, Palm Springs, CA (refereed, national).

** indicates first author is student advisee or graduate student.*

GRANTS AND AWARDS

- Jones, E., Harrell-Williams, L., Ayers, K., Piontek, J., & Walden, L. C. (July 2022) Evaluation of an after-school STEM club for fifth graders Community Engagement Grant for \$12,500. Funded.
- Jones, E. (July 2021). Faculty Research Grant: Development and validation of a Sources of Research Self-Efficacy scale. Submitted to the University of Memphis College of Education for \$5,900. Funded.
- Sabatini, J., O'Reilly, T., Greenberg, D., Hollander, J., Wang, Z., Smith, E. H., Telfer, B., Jones, E., Cao, M., & Feller, D. (2016-2020). *Assessing Reading for Understanding: A Theory-based, Developmental Approach*. Developing and validating web-administered, reading for understanding assessments for adult education. Submitted to the US Department of Education Institute for Education Sciences. Submitted for \$1,394,982. Co-investigator. Funded
- Bergin, C., Huang, F., Jones, E., Chapman, S., Bergin, D., Tsai, C., Doss, M. (August 2016). Validation of a student survey to evaluate teachers. Submitted to the US Department of Education Institute of Education Sciences CFDA 84.305A. Submitted for \$1.4 million. Co-investigator. Non-funded.
- Bergin, C, Jones, E., Tsai, C., Murphy, B., Hill, S., Prewet, S. (2017-2018). Franklin/Covey Education: The Leader in Me Effectiveness Study for \$220,000. Co-investigator. Funded.

PROFESSIONAL AFFILIATIONS AND SERVICE

- 2024 – Present Program Co-chair, Rasch Special Interest Group, American Educational Research Association
- 2022 – 2024 Treasurer, Rasch Special Interest Group, American Educational Research Association
- 2020 – 2022 Secretary, Rasch Special Interest Group, American Educational Research Association
- 2020 – 2022 Chair, SETE Workgroup, the University of Memphis
- 2019 – Present Ad hoc Reviewer, *Journal of Educational Measurement*
- 2018 – Present Ad hoc Reviewer, *Educational Assessment*
- 2022 – Present Ad hoc Reviewer, *Journal of Applied Measurement*
- 2023 – Present Ad hoc Reviewer, *Journal of Research on Educational Effectiveness*
- 2023 – Present Ad hoc Reviewer, *Practical Assessment, Research, and Evaluation*
- 2015 – Present Member, American Educational Research Association Division D
- 2017 – Present Member, American Educational Research Association Rasch Special Interest Group
- 2022 – Present Member, American Educational Research Association Classroom Observation Special Interest Group
- 2024 – Present Member, Mid-South American Educational Research Association

HONORS AND AWARDS

2022 Faculty Service Award – University of Memphis College of Education