

Marissa Pilger Suhr, Ph.D., NCSP

EDUCATION

- Ph.D. School Psychology June 2021**
 University of Oregon, Eugene, OR
 (APA- & NASP-Approved Program)
 Faculty Advisor: Dr. Hank Fien
- Dissertation: “An Argument-Based Approach to Early Literacy Curriculum-Based Measure Validation Within Multi-Tiered Systems of Support in Reading: Does Instructional Effectiveness Matter?” (March 2021)
- M.S. Special Education April 2019**
 University of Oregon, Eugene, OR
 Faculty Advisor: Kathleen Jungjohann
- Master’s Project: “Bridging the Education Research-to-Practice Gap: Linking Teachers to Evidence-Based Resources to Support Students with Mathematics Difficulties”
- B.A. Psychology June 2011**
 Williams College, Williamstown, MA
 Faculty Advisor: Dr. Laurie Heatherington
- Independent Study: “The Implications of Attributions Regarding Children with ADHD”

PROFESSIONAL LICENSES

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| Nationally Certified School Psychologist (NCSP), Certification Number: 65663
Expiration: December 2025 | 2022 |
| Preliminary School Psychologist, Oregon, 523477
Authorization Levels: PK-12, Expiration: April 2025 | 2021 |

ACADEMIC APPOINTMENTS

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| Assistant Professor | University of Washington
<i>College of Education</i>
<i>School Psychology Program</i> | 9/2024-Present |
| Research Assistant Professor | Boston University
<i>Wheelock College of Education &</i>
<i>Human Development</i> | 12/2022- 9/2024 |

Postdoctoral Associate	Boston University <i>Wheelock College of Education & Human Development</i>	07/2021 – 12/2022
Predoctoral Intern	University of Oregon <i>Center on Teaching and Learning</i>	08/2020 – 06/2021
Research Assistant	University of Oregon <i>Center on Teaching and Learning</i>	07/2018—06/2020
Graduate Research Assistant	University of Oregon <i>Center on Teaching and Learning</i>	09/2017—06/2018
Graduate Research Assistant	University of Oregon <i>Behavioral Research and Teaching</i>	09/2015 – 06/2017
Project Coordinator & Research Assistant	University of California, Berkeley <i>Child Life and Attention Skills Program</i>	02/2012—12/2012
Undergraduate Research Assistant	Williams College <i>Social Psychology and Developmental Psychology Labs</i>	02/2009—06/2011

SCHOOL- and CLINIC-BASED EXPERIENCE

Predoctoral School Psychologist Intern, Springfield Public Schools, Springfield, OR	09/2020 – 06/2021
Advanced Practicum Student, Center on Teaching and Learning Academic Intervention Clinic, Eugene, OR	09/2018—09/2019
School Psychology Practicum Student, Eugene 4J School District, Eugene, OR	09/2017—06/2018
Reading and Math Tutor, Center on Teaching and Learning Academic Intervention Clinic, Eugene, OR	01/2016 – 08/2017
Literacy Tutoring Program Site Coordinator, Berkley Maynard	08/2013—06/2015

Academy, Oakland, CA

Recovery Counselor I, Thunder Road
Adolescent Treatment Center,
Oakland, CA 09/2012—12/2012

Middle School Writing Teaching
Associate, Raskob Day School,
Oakland, CA 08/2011—06/2012

Summer Field Staff, Success
Oriented Achievement Realized:
Summer Camp for students with
ADHD, ASD, and LD Summer 2010

EXTERNAL FUNDING

*Lead author or co-author of grant application

Funded Grant Experience

*Accelerate Call to Effective Action Grantee: Studying the Effects of the Enhanced Core Reading Instruction High Impact Tutoring (ECRI HIT) Program (2023-2025), Accelerate Foundation, \$250,000. PI: Pilger Suhr
Role: Project Director/Principal Investigator

*Training Provider for Colorado High Impact Tutoring Program (2023-2025), Colorado State Department of Education, Subaward from Harrison School District 2, \$420,000. PI: Nelson
Role: Co-Principal Investigator

Collaborative Research: Leveraging Simulations in Preservice Preparation to Improve Mathematics Teaching for Students with Disabilities (2021-2025). National Science Foundation, DRK-12, NSF 20-572, \$3,000,000. PIs: Cohen & Jones
Role: Principal Investigator, Boston University (2023-2024); Postdoctoral Associate (2021-2023)

*Development of an Explicit, Intensive Reading Intervention in First Grade (2021-2025). Institute of Education Sciences, National Center on Special Education Research, Goal 2 Development and Innovation (CFDA 84.324A), \$2,000,000. PI: Nelson
Role: Research and Project Coordinator

ECRI Replication Effectiveness. (2021-2026). Institute of Education Sciences, \$1,545,779. PI: Fien
Role: Implementation Project Coordinator

*National Comprehensive Center on Improving Literacy for Students with Disabilities (2021-

2026). Office of Elementary and Secondary Education & the Office of Special Education and Rehabilitative Services. \$7,448,728. PI: Fien

Role: **Professional Development and Technical Assistance Team (2021-2023)**

Colorado Dyslexia Pilot Project (2021-2023). Colorado Department of Education. \$125,000. PI: Nelson.

Role: **Data Lead and External Coach**

Reach Every Reader Assessment (2019-2022). Chan Zuckerberg Foundation, \$234,147. PI: Nelson

Role: **Oregon Site Coordinator (2019-2022)**

*Training Provider for Multi-Tiered Systems of Support for Reading in the Early Grades (2019-2024). Institute of Education Sciences, National Impact Evaluation (Contract 91990018C0046), \$2,900,000. PI: Nelson

Role: **External Coach, Chula Vista School District, Chula Vista, CA (2021-2022)**

National Comprehensive Center on Improving Literacy for Students with Disabilities (2016-2021). Office of Elementary and Secondary Education & the Office of Special Education and Rehabilitative Services. \$7,448,728. PI: Fien

Role: **Professional Development and Technical Assistance Team (2017-2021)**

The NumberShire Integrated Tutor System: Supporting Schools to Scale Up Evidence-Based Education Technology to Improve Math Outcomes for Students with Disabilities (2016-2021). Educational Technology, Media, and Materials for Individuals with Disabilities Program/Stepping-up Technology Implementation. \$2,488,179. PI: Nelson & Shanley

Role: **Student Research Assistant (2016-2019)**

Mapping Non-Response to Math Interventions (2017-2018). National Science Foundation EHR Core Research, \$692,302. PI: Clarke

Role: **Student Research Assistant (2017)**

Project ICEBERG (Intensifying Cognition, Early Literacy, and Behavior for Exceptional Reading Growth) to Improve Preschool and Kindergarten Data-Based Decision-Making and Prevent Reading Disabilities (2015-2018). Educational Technology, Media, and Materials for Individuals with Disabilities Program/Stepping-up Technology Implementation. \$2,498,710. PI: Saez

Role: **Graduate Project Coordinator & Curriculum Developer (2015-2018)**

INTERNAL FUNDING

DIBELS 8th Edition Professional Development Team

Role: **Professional Development Co-Lead and Lead Expert Coach (2018-2020)**

SCHOLARSHIP

* Author was graduate student at time of preparation

^Indicates presentation was invited

Refereed Journal Articles

1. Sutherland, M., Lussier, C.* , Nelson, G., **Pilger Suhr, M.**, Turtura, J., & Clarke, B. (2024). A quantitative systematic literature review of self-monitoring components within mathematics instruction and intervention. *Exceptional Children*.
2. **Pilger Suhr, M.**, Nese, J. F. T., & Alonzo, J. (2021). Parallel Reading and Mathematics Growth for English Learners: Does Timing of Reclassification Matter? *Journal of School Psychology*.
3. Fien, H., Nelson, N. J., Smolkowski, K., Kosty, D., **Pilger, M.**, Baker, S. K., Smith, J. L. M. (2020). A Conceptual Replication Study of the Enhanced Core Reading Instruction MTSS-Reading Model. *Exceptional Children*.
4. Shanley, L., Strand Cary, M., Turtura, J., Clarke, B., Sutherland, M., & **Pilger, M.** (2019). Individualized instructional delivery options: Adapting technology-based interventions for students with attention difficulties. *Journal of Special Education Technology*.

Journal Articles Under Review

1. **Pilger Suhr, M.**, Baker, S. K., & Kosty, D. (2024). An examination of reading screener status and gains predicting gains on high-stakes reading outcomes: A comparison of two measures.
2. **Pilger Suhr, M.**, Nelson, N., Markham-Anderson*, J., Kosty, D. (2024). An examination of factors associated with teachers' use of evidence-based instructional practices in Tier 1 reading instruction.

Journal Articles In Preparation

1. **Pilger Suhr, M.**, Fien, H., & Clarke, B. (2024). An argument-based approach to curriculum-based measure validation within multi-tiered systems of support in reading: Does instructional effectiveness matter?
2. Nelson, N., Markham-Anderson, J.*, **Pilger Suhr, M.**, & Kosty, D., & (2024). Evaluating the impact of an evidence-based systemic intervention program on first-grade teachers' literacy practices: A direct replication study.
3. **Pilger Suhr, M.**, Erickson, S., Kelcey, B., McLean, L., Cohen, J., & Jones, N. (2024). Examining the validity of performance tasks as formative measures of pre-service educator skills.

Book Chapters

1. Petscher, Y. & **Pilger Suhr, M.** (2022). Considerations for Choosing and Using Screeners for Students with Disabilities. In C. J. Lemons, S. R. Powell, K. L. Lane, & T. C. Aceves (Eds.), *Handbook of Special Education Research, Volume II. Research-Based Practices*

- and Intervention Innovations (pp. 82-96). Taylor & Francis.
2. Clarke, B. S., Doabler, C. T., Sutherland, M., **Pilger Suhr, M.**, Kiru, E. W. (2021). Intensifying early numeracy interventions. In D. P. Bryant (Ed.), *Intensifying Mathematics Interventions for Struggling Students*

Technical Reports

1. Irvin, P. S., Sáez, L., **Pilger, M.**, Alonzo, J., Squires, J., Twombly, L., & Tindal, G. (2018). Project ICEBERG exploration: Using implementation science to guide preschool reading disabilities prevention. (Technical Report No. 1802). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
2. Irvin, P. S., **Pilger, M.**, Sáez, L., Alonzo, J. (2016). Innovation need survey: Implementing a technology tool to improve early data-based decisions to address and prevent learning disabilities. (Technical Report No. 1602). Eugene, OR: Behavioral Research and Teaching, University of Oregon.

Curriculum, Professional Development, and Technical Assistance Resource Development

1. **Pilger Suhr, M.** (2023). *ECRI High Impact Tutoring (ECRI HIT) Placement Test- CKLA-aligned*. Developed placement test for use with the CKLA-aligned ECRI lessons to support student placement in ECRI HIT lessons and to evaluate student reading outcomes.
2. **Pilger Suhr, M.** (2023). *ECRI High Impact Tutoring (ECRI HIT) Data-Based Decision Making Handbook*. Developed data-based decision making handbook to support ECRI tutors with using data for instructional decision making during ECRI HIT tutoring.
3. **Pilger Suhr, M.**, Nelson, N. J., Dissen, C, and Turtura, J. (2022). *Colorado Dyslexia Pilot Project Data Summit Series*. Developed training and participant materials as part of CO Dyslexia Pilot to walk participants through a dyslexia protocol for identifying students in need of intensified supports or referral for special education evaluation.
4. **Pilger Suhr, M.**, Nelson, N. J., Surles, J., Santoro, L. (2022). *School-Based Screening for Dyslexia Risk*. Developed a tutorial and supplemental research briefs for educators. Available from the National Center for Improving Literacy at Boston University, Boston, MA.
5. **Pilger Suhr, M.**, Nelson, N. J., Surles, J., Santoro, L. (2022). *Identifying School-Based Supports for Students with or At Risk for Dyslexia*. Developed a tutorial and supplemental research briefs for educators. Available from the National Center for Improving Literacy at Boston University, Boston, MA.
6. Surles, J., **Pilger Suhr, M.**, Santoro, L., Nelson, N. J. (2022). *Reading Instruction for Students with Dyslexia*. Developed a tutorial and supplemental research briefs for educators. Available from the National Center for Improving Literacy at Boston University, Boston, MA.
7. Surles, J., **Pilger Suhr, M.**, Santoro, L., Nelson, N. J. (2022). *Intensifying Instruction for Students with Dyslexia*. Developed a tutorial and supplemental research briefs for educators. Available from the National Center for Improving Literacy at Boston

- University, Boston, MA.
8. **Pilger Suhr, M.**, Dissen, C., Santoro, L., & Baker, S. K. (2022). *School MTSS-R Facilitator's Implementation Guide*. Developed a facilitator's guide with links to supplemental resources for school MTSS teams to engage in a continuous improvement cycle to support implementation of MTSS in reading.
 9. **Pilger Suhr, M.**, Nelson, N. J., Dissen, C., & Turtura, J. (2021). *Colorado Dyslexia Pilot Project Introduction to Dyslexia training materials*. Developed training as part of CO Dyslexia Pilot.
 10. **Pilger Suhr, M.**, Nelson, N. J., & Surlles, J. (2020). *DIBELS 8th Edition Training Materials*. Developed 1- and 2-day training materials for administering and scoring DIBELS 8th Edition, including PowerPoint slides with presenter notes, supplementary participant handouts, and a trainer manual. Available from the Center on Teaching and Learning at the University of Oregon, Eugene, OR.
 11. **Pilger Suhr, M.**, Torgesen, A. J., Petscher, Y., Morales, N. M., Durán, L. (2020). *CBM at Home Website parent training materials*. Developed instructional videos and supplemental resources for parents administering CBM assessments with their children as part of the CBM at Home website. Available from the Florida Center for Reading Research at Florida State University, Tallahassee, FL.
 12. **Pilger Suhr, M.**, Surlles, J., Nelson, N. J. (2019). *DIBELS 8th Edition Online Training Modules*. Developed 1-day asynchronous online training modules for administering and scoring DIBELS 8th Edition including the following modules: Introduction to DIBELS 8th Edition, Letter Naming Fluency, Phonemic Segmentation Fluency, Nonsense Word Fluency, Word Reading Fluency, Oral Reading Fluency, Maze. Each module included participant handouts, example videos and scoring practice. Available from the Center on Teaching and Learning at the University of Oregon, Eugene, OR.
 13. **Pilger Suhr, M.** (2019). *DIBELS 8th Edition Online Transition Training Module*. Developed 1.5 hour asynchronous online training module for transitioning current DIBELS users to DIBELS 8th Edition. Module included participant handouts, example videos and scoring practice. Available from the Center on Teaching and Learning at the University of Oregon, Eugene, OR.
 14. **Pilger Suhr, M.**, Biancarosa, G., Larsen, D. (2020). *DIBELS 8th Edition Remote Testing Guidance*. Developed administration supplement and remote testing materials for DIBELS 8th Edition users. Available from the Center on Teaching and Learning at the University of Oregon, Eugene, OR.
 15. **Pilger Suhr, M.**, Surlles, J., Ingram, A., Nelson, N. J., Baker, S. (2019). *Understanding Dyslexia Tutorial*. Developed a tutorial and supplemental research briefs for educators. Available from the National Center for Improving Literacy at the University of Oregon, Eugene, OR.
 16. **Pilger, M.** (2018). Project NS1-ITS: NS1-ITS Resource Center materials. Eugene, OR: University of Oregon, College of Education, Center on Teaching and Learning.
 17. Sáez, L., & **Pilger, M.** (2017). *Learning Receptiveness Assessment (LRA) Greenhouse Pre-K curricular materials*. Developed year-round, 16-unit learning receptiveness curricular materials including evidence-based strategy-embedded activity plans and printables, teacher implementation guidance resources and supports, and family letters for strengthening literacy and self-regulation skills. Project ICEBERG. Eugene, OR: University of Oregon, College of Education, Behavioral Research and Teaching.

Peer-Reviewed National Conference Presentations

1. **Pilger Suhr, M.**, Markham-Anderson, J., & Nelson, N. (2025, February). *Examining Variability in Implementation of an Evidence-Based Multitiered Reading Program*. Poster to be presented at the National Association of School Psychologists Conference, Seattle, WA.
2. **Pilger Suhr, M.**, McLean, L., & Jones, N. (2024, November). *Exploring the Use of Performance Tasks as Formative Assessments of Pre-Service Teacher Instructional Skills Within Teacher Preparation Programs*. Paper to be presented at the Teacher Education Division Conference, Pittsburgh, PA.
3. **Pilger Suhr, M.** (2024, October). *Making the Most of Tier 3: Intensifying Early Reading Interventions*. Paper to be presented at the Washington State Association of School Psychologists Fall Conference. Virtual.
4. Wang, E., Pane, J., Doyle, C., Nelson, N., & **Pilger Suhr, M.** (2024, September). *Effectiveness of Enhanced Core Reading Instruction (ECRI) for Students At Risk for Reading Disabilities: Preliminary Findings from a Systematic Replication Study*. Paper presented at the Society for Research on Educational Effectiveness Conference, Baltimore, MD.
5. Nelson, N. & **Pilger Suhr, M.** (2024, April). *Exploring Teacher Characteristics and Contextual Factors in Early Reading Instruction to Improve Implementation*. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.
6. **Pilger Suhr, M.**, Erickson, S., McLean, L., Cohen, J., & Jones, N. (2024, February). *Examining the Validity of Performance Tasks for Measuring Pre-Service Educator Pedagogical Skills*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
7. **Pilger Suhr, M.**, Nelson, N., Al Otaiba, S., Stewart, J., & van Dijk, W. (2023, October). *Intensifying Interventions for Students in Tier 3*. Paper presented at the Council for Learning Disabilities Conference, Denver, CO.
8. **Pilger Suhr, M.**, Fien, H., Clarke, B., Biancarosa, G., & Nelson, N. J. (2023, February). *An Argument-Based Approach to Curriculum-Based Measure Validation Within Multi-Tiered Systems of Support: Does Instructional Effectiveness Matter?* Poster presented at the Pacific Coast Research Conference, San Diego, CA.
9. **Pilger Suhr, M.** (2021, March). *Setting Reasonable and Ambitious Goals with Zones of Growth*. Paper presented at the Council for Exceptional Children Annual Convention, Virtual.
10. Ives, C., Landis, B., **Pilger Suhr, M.**, & Biancarosa, G. (2020, February). *Reading Risk Profiles: Using Screening Assessment Data to Inform Instruction*. Paper presented at the National Association of School Psychologists Annual Convention, Baltimore, MD.
11. Ives, C., **Pilger Suhr, M.**, & Gearin, B. (2019, October). *DIBELS 8 and Dyslexia: Applications for Screening and Progress Monitoring*. Paper presented at the International Dyslexia Association Annual Conference, Portland, OR.
12. Ives, C., Masser, J., Furjanic, D, **Pilger Suhr, M.**, Roy, K., & Fien, H. (2019, February).

Examining Curricula and Phonemic Awareness Outcomes Following Federal Reading Reform. Poster presented at the National Association of School Psychologists Annual Convention, Atlanta, GA.

13. **Pilger, M.**, Shanley, L., Nelson, N. J., Sutherland, M., & Jungjohann, K. (2018, October). *Teacher Perceptions of Evidence-Based Resources for Students with Mathematics Difficulties.* Poster presented at the Council for Learning Disabilities Annual Conference, Portland, OR.
14. Hinkle, H., Irvin, P. S., Sáez, L., & **Pilger, M.** (2018, October) *Data-Based Decision-Making: Exploring Preschool Teachers' Role in Reading Disability Prevention.* Poster presented at the Council for Learning Disabilities Annual Conference, Portland, OR.
15. Sáez, L., **Pilger, M.**, & Alonzo, J. (2018, October). *Reading Disability Risk Prevention in Preschool: The LRA Greenhouse Approach.* Poster presented at the Council for Learning Disabilities Annual Conference, Portland, OR.
16. **Pilger, M.**, Hinkle, H., & Sáez, L. (2018, February). *Nurturing Preschool Minds: Teachers' Perceptions of a Tablet-Based Literacy System.* Poster presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
17. **Pilger, M.**, Masser, J. S., Boulahanis, K., Schmikler, E., Landis, B., & Good, R. H. (2018, February). *Face Validity Matters: Educators' Perceptions of Reading Assessment Measures.* Poster presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
18. Sáez, L. & **Pilger, M.** (2016, November). *The Learning Receptiveness Assessment: A Tablet-based Tool for Bridging Kindergarten and Preschool Early Screenings to Prevent Learning Difficulties.* Poster presented at the National Association for the Education of Young Children Annual Conference, Los Angeles, CA.
19. Masser, J. S., Beattie, T. K., Valdovinos, C., **Pilger, M.**, Boulahanis, K., & Good, R. H. (2017, February). *Making Meaning Meaningful: Does Comprehension Affect Oral Reading Fluency?* Paper presented at the National Association of School Psychologists Annual Convention, San Antonio, TX.
20. **Pilger, M.**, Fien, H., Nelson, N. J., & Anderson, D. (2017, February). *Self-Regulation and Math Achievement: Potential Mitigating Benefits of Instructional Gaming.* Poster presented at the National Association of School Psychologists Annual Convention, San Antonio, TX.
21. Santiago, R., Beattie, T. K., Hinkle, H., **Pilger, M.**, Cohenour, J., & Fien, H. (2017, February). *Development of the Place Value Assessment and Intervention Toolkit.* Poster presented at the National Association of School Psychologists Annual Convention, San Antonio, TX.

Professional Development and Training Workshops

- Pilger Suhr, M.** & Nelson, N. J. (2024, March). *Effective Reading Practices in Tiers 2 and 3: Supporting Early Elementary Students Using Enhanced Core Reading Instruction (ECRI).* Workshop conducted for the Annual Conference of the Council for Exceptional Children (CEC), San Antonio, TX.^
- Pilger Suhr, M.** (2023). *Enhanced Core Reading Instruction Foundational Skills.* Workshop conducted for Brockton Public Schools, Brockton, MA.^

- Nelson, N. J. & **Pilger Suhr, M.** (2022, November). *Enhancing Core (Tier I) Reading Instruction to Effectively Teach All Learners at the Elementary Level*. Workshop conducted for the CEC Virtual Literacy Institute.^
- Markham-Anderson, J.*, **Pilger Suhr, M.**, & Nelson Fien, N. J. (2022). *Instruction and Intervention in MTSS-R*. Workshop conducted for Hingham Public Schools, Hingham, MA.^
- Pilger Suhr, M.**, Nelson, N., Turtura, J. & Dissen, C. (2022) *CO Dyslexia Pilot Data Summit 3*. Asynchronous workshop conducted for CO Department of Education Dyslexia Pilot Project.^
- Markham-Anderson, J.*, **Pilger Suhr, M.**, & Nelson, N. J. (2021). *Assessment in MTSS-R*. Workshop conducted for Hingham Public Schools, Hingham, MA.^
- Pilger Suhr, M.** & Dissen, C. (2021) *CO Dyslexia Pilot Data Summit 2*. Workshop conducted for CO Department of Education Dyslexia Pilot Project.
- Markham-Anderson, J.*, **Pilger Suhr, M.**, & Nelson, N. J. (2021). *Disproportionality in Special Education: How Can We Address It?* Workshop conducted for Hingham Public Schools, Hingham, MA.^
- Pilger Suhr, M.**, Turtura, J., & Dissen, C. (2021) *CO Dyslexia Pilot Data Summit 1*. Workshop conducted for CO Department of Education Dyslexia Pilot Project.
- Pilger Suhr, M.** (2021). *Enhanced Core Reading Instruction Foundational Skills*. 2-day workshop conducted for Chula Vista School District, Chula Vista, CA.
- Pilger Suhr, M.** (2021). *ECRI MTSS-R Leadership Team and Data-Based Decision Making*. 2-day workshop conducted for Chula Vista School District, Chula Vista, CA.
- Turtura, J. & **Pilger Suhr, M.** (2021). *Student Assessments*. Asynchronous webinar conducted for CO Department of Education Dyslexia Pilot Project.
- Pilger Suhr, M.** & Baker, S. (2021). *Understanding Dyslexia*. Asynchronous webinar conducted for CO Department of Education Dyslexia Pilot Project
- Pilger Suhr, M.** (2021). *Supporting Students with Dyslexia in Special Education*. Asynchronous webinar conducted for Michigan's Multi-Tiered System of Supports Technical Assistance (MiMTSS) Center Dyslexia Summit.^
- Pilger Suhr, M.** & Furjanic, D. (2020). *Data-Based Decision Making with DIBELS 8th Edition Zones of Growth*. Virtual workshop conducted for Pennsylvania Training and Technical Assistance Network.^
- Pilger Suhr, M.** (2020). *Multi-tiered Systems of Support in Reading (MTSS-R): Evaluation and Planning Workshop*. Workshop conducted for South Lane School District, Cottage Grove, OR.^
- Pilger Suhr, M.** (2020). *Enhanced Core Reading Instruction Foundational Skills*. Workshop conducted for South Lane School District, Cottage Grove, OR.^
- Pilger Suhr, M.** & Nelson, N. (2020). *DIBELS 8th Administration and Scoring and Advanced Data-Based Decision Making*. Workshop conducted for Hawaii Department of Education, Honolulu, HI.^
- Pilger Suhr, M.** (2019). *The Big Five in Reading and Effective Instructional Practices*. Workshop conducted at Bohemia Elementary School, Cottage Grove, OR.
- Pilger Suhr, M.** & Nelson, N. (2019). *DIBELS 8th Edition Administration and Scoring*. Workshop conducted for Catapult Learning Educational Consultants, Philadelphia,

- PA.^
- Pilger Suhr, M.** & Nelson, N. (2019). *DIBELS 8th Administration and Scoring and Advanced Data-Based Decision Making*. Workshop conducted for Missouri Statewide Dyslexia Consultants, Jefferson City, MO.^
- Pilger Suhr, M.** & Landis, B. (2019). *Enhanced Core Reading Instruction Foundational Skills: Follow-up workshop*. Workshop conducted at Bohemia Elementary School, Cottage Grove, OR.^
- Pilger Suhr, M.** (2019). *Enhanced Core Reading Instruction Foundational Skills*. Workshop conducted at Bohemia Elementary School, Cottage Grove, OR.^
- Pilger Suhr, M.** & Landis, B. (2019). *Enhanced Core Reading Instruction Foundational Skills*. Workshop conducted at O'Hara Catholic School, Eugene, OR.
- Landis, B. & **Pilger Suhr, M.** (2019). *Enhanced Core Reading Instruction Foundational Skills*. Workshop conducted at O'Hara Catholic School, Eugene, OR.
- Pilger Suhr, M.** & Fainstein, D. (2019). *DIBELS 8th Edition Administration and Scoring*. Workshop conducted at South Lane School District, Cottage Grove, OR.^
- Landis, B. & **Pilger Suhr, M.** (2019). *Enhanced Core Reading Instruction Foundational Skills*. Workshop conducted at the University of Oregon for School Psychology graduate students, Eugene, OR.
- West, B., Biancarosa, G., & **Pilger Suhr, M.** (2019). *DIBELS 8th Edition Administration and Scoring*. Workshop conducted for Louisiana Teacher Leader Summit, New Orleans, LA.^
- Masser, J. & **Pilger Suhr, M.** (2019). *Vocabulary and Comprehension Instruction*. Workshop conducted at Cottage Grove School District, Cottage Grove, OR.
- Pilger Suhr, M.**, Masser, J., & Furjanic, D. (2019). *DIBELS 8th Edition Administration and Scoring*. Regional workshop conducted for DIBELS 8 trainers, Portland, CA.
- Pilger Suhr, M.** & Nelson, N. (2018). *DIBELS 8th Edition Administration and Scoring*. Workshop conducted for Consortium on Reaching Excellence in Education (CORE) literacy coaches, San Diego, CA.^
- Masser, J. & **Pilger Suhr, M.** (2018). *Understanding and Recognizing Dyslexia*. Workshop conducted at O'Hara Catholic School, Eugene, OR.
- Masser, J. & **Pilger Suhr, M.** (2018). *Improving Reading Achievement: Enhanced Core Reading Instruction*. Workshop conducted at South Lane School District, Cottage Grove, OR.

TEACHING EXPERIENCE

University of Washington (Seattle, WA)

Teaching Appointments

EDPSY 540: School Psychological Assessment Instructor of Record	University of Washington <i>School Psychology Program</i>	09/2024—Present
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University of Oregon (Eugene, OR)

Teaching Appointments

SPSY 661: Principles and Practices of School Psychology Instructor of Record	University of Oregon <i>Department of Special Education and Clinical Services</i>	09/2023—12/2023
SPSY 674: Educational Assessment Teaching Assistant	University of Oregon <i>Department of Special Education and Clinical Services</i>	01/2020—03/2020

Lectures

Intensifying Interventions for Inadequate Responders
DIBELS 8th Edition Administration and Scoring

SPSY 617: Tests and Measurement Teaching Assistant	University of Oregon <i>Department of Special Education and Clinical Services</i>	09/2018—12/2018
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Lectures

Special Education Eligibility

Invited Lectures

- 2023 SPSY 631 Academic and Behavioral Interventions: Tier 2 Reading Interventions
Special Education & Clinical Sciences Department, University of Oregon
- 2023 SED SE 503 Learning Disabilities: Characteristics and Methods: Identification and Assessment of LD
Wheelock College of Education and Human Development, Special Education Program, Boston University
- 2023 SED SE 503 Learning Disabilities: Characteristics and Methods: Translating Research to Practice
Wheelock College of Education and Human Development, Special Education Program, Boston University
- 2020 SPED 540 Early Literacy for Diverse Learners: Introduction to Enhanced Core Reading Instruction
Special Education & Clinical Sciences Department, University of Oregon
- 2019 SPED 540 Early Literacy for Diverse Learners: DIBELS 8th Edition Administration and Scoring in Kindergarten
Special Education & Clinical Sciences Department, University of Oregon
- 2019 SPSY 674 Educational Assessment: DIBELS 8th Edition Administration and Scoring.
Special Education & Clinical Sciences Department, University of Oregon

- 2019 ECHD 622 Observing, Documenting, & Assessing in Early Childhood: Introduction to DIBELS 8th Edition
University of Massachusetts Boston, Boston, MA
- 2018 SPSY 698 School-Based Practicum Supervision: Special Education Eligibility Case Presentation
Special Education & Clinical Sciences Department, University of Oregon

SUPERVISION AND MENTORING

Professional Supervision

Professional Supervisor Boston University
Wheelock College of Education and Human Development

Research Scientists Lindsey McLean
Amanda Gundlach

Research Supervision

Observation Coding Coordinator Boston University
Wheelock College of Education and Human Development

Post Docs Katie Waddell

Doctoral Students Cayla Lussier
Madison Cook
Ayana Bass

Undergraduate Students Sam Liss
Lucy Fallon

Other Staff Jennifer Egeberg
Erika Hsu
Christopher Johnson-Harwitz
Haley Wood
Eunmi Yang

Data Collection Coordinator University of Oregon
Center on Teaching and Learning

Doctoral Students Yessy Medina
Kelly Ann Longway
Kylee Probert

Master's Students	Nicole Witthuhn Hannah Lockwood Isabel Glass
Other Staff	Caghain McCoy Tabatha Andrews William Curtis Carrie Carson
<i>Technical Assistance Coordinator</i>	Boston University <i>Wheelock College of Education and Human Development</i>
Doctoral Students	Kaitlyn Roy Jessica Markham-Anderson
High School Students	Rithvik Neti

SERVICE EXPERIENCE

National Centers

National Center on Improving Literacy, Instruction and Intervention Team (2022-present)
National Center on Improving Literacy, Professional Development and Technical Assistance Team (2016-2022)

Institutional Service

Member, BU Wheelock Translational Science Team (2021-2024)

Graduate Student Service

Academic Intervention Research Team Instruction and Intervention Subgroup Leader (2019-2020)
Academic Intervention Research Team Leader (2018-2020)
Member, Academic Intervention Research Team (2015-2020)
Early Literacy Research Team Leader (2018-2019)
Member, Early Literacy Research Team (2015-2019)
Member, Early Numeracy Research Team (2016-2020)
Member, DIBELS 8 Research Team (2019-2020)
Member, Search Committee for School Psychology Assistant Professor (2018)
Treasurer, Association of School Psychology Students (2017-2018)
Student Representative, College of Education Consortium (2016-2017)

Member, School Psychology Program Recruitment and Outreach Committee (October 2015-December 2016)

Conference Presentation Proposal Reviews

Society for the Scientific Study of Reading (SSSR) (2024)

National Association for School Psychologists (NASP) (2017)

Council for Learning Disabilities (CLD) (2018)

National Professional Organizational Service

Council for Learning Disabilities (CLD), Research Committee Member (October 2017-2020)

Ad Hoc Reviewer

Elementary School Journal

Journal of Learning Disabilities

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

- International Dyslexia Association
- National Association of School Psychologists
- American Psychology Association
- Council for Learning Disabilities
- Council for Exceptional Children

AWARDS AND HONORS

- University of Oregon College of Education Dynamic Measurement Group Award (2016, 2017, 2018)
- AmeriCorps Education Award (2014, 2015)
- Williams College Dean's List (Fall 2007, Spring 2009, Spring 2010-Spring 2011)
- Council for Learning Disabilities 1st Annual Leadership Institute Attendee (2017)

INDEPENDENT CONSULTING

2022- 2023 Consultant for Colorado Dyslexia Pilot Protocol.

2019 – Present DIBELS 8th Edition Trainer and Mentor.

2021-2022 Consultant for South Lane School District Multi-Tiered Systems of Support Work, Cottage Grove, OR.

2020 *DIBELS 8th Administration and Scoring and Advanced Data-Based Decision Making*. Workshop conducted for Hawaii Department of Education, Honolulu, HI.

2019 *The Science of Reading*. Workshop conducted at Jefferson County School District, Madras, OR.