

David Fainstein

Education

Doctor of Philosophy, School Psychology (2022)

University of Oregon (UO), Eugene, Oregon

Research focus: early numeracy development, explicit instruction implementation, teacher coaching to support the acquisition of academic skills.

Advisor: Dr. Ben Clarke

Master of Science, Special Education (2021)

University of Oregon (UO), Eugene, Oregon

Research focus: implementation science for teacher professional learning, direct work with school district and state leadership teams for policy implementation

Advisor: Dr. Nancy Nelson

Master of Arts, School Psychology (2013-2015)

Mount Saint Vincent University (MSVU), Halifax, Nova Scotia

Research focus: Interprofessional Training in an Education Context

Advisor: Dr. Melissa McGonnell

Bachelor of Science, Major: Psychology, Minor: Computer Science (2008-2013)

University of Victoria (UVic), Victoria, British Columbia

Research focus: Atypical facial expression cognition and educational technology

Advisor: Dr. Jim Tanaka

Awards & Honours

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| 2020 | <i>Social Science and Humanities Research Council of Canada</i> - Doctoral Fellowship (\$60,000 total over three academic years) |
| 2020 | <i>UO Special Opps Award</i> - \$1,000 award for specialized research opportunity |
| 2018 | <i>Surrey School District</i> - \$1,500 travel award for research engagement |
| 2015 | <i>New Brunswick Association of School Psychologists</i> - \$2,500 award |
| 2014 | <i>MSVU Graduate Research Grant</i> - \$2,000 (\$500 x 4 terms) grant |
| 2014 | <i>MSVU Graduate Merit Scholarship</i> - \$1,000 scholarship |
| 2013 | <i>MSVU BMO Endowed Scholarship</i> - \$4,000 scholarship |
| 2012 | <i>UVic President's Scholarship</i> - \$1,000 grant for continuing studies |
| 2011 | <i>Jamie Cassels Undergrad Research Award</i> – \$1,500 scholarship |

Research Experience

- Sept 2020
- Aug 2021
- Center on Teaching and Learning (UO), Graduate Student Researcher**
Supervisor: Ben Clarke, Ph.D
- Interprofessional team lead on the first of a five-year IES funded project, ROOTS Replication (#R324R200005; PI Ben Clarke)
 - Developed mixed methods data collection tools for multiple outcome variables (e.g., student-level and teacher-level factors)
 - Trained and Coached interventionists on program delivery
 - Coordinated program implementation and data collection across 18 project staff and over 100 participants
 - Coded videos of interventionist program implementation
- Aug 2020
- Jul 2021
- Prevention Science Institute (UO), COVID-19-MAP screening facilitator**
Supervisor: Hannah Tavalire, Ph.D.
- Directly implementing and training staff on anterior nares sample collection with fidelity to CDC biosafety standards
 - Data collection from over a thousand participants, including sample preparation for transportation to the PCR lab for analysis and research
- Nov 2019
- Sept 2021
- Lead for Literacy Center, Technical Assistance Coach**
Supervisor: Lana Santoro, Ph.D.
- Assist with data collection and measurement for program review
 - Work with external agency to deploy a double-blind review of post-professional development workshop survey data
- Dec 2018
- May 2019
- Center on Teaching and Learning (UO), Math Coach**
Supervisor: Nancy Nelson, Ph.D., NCSP
- Math coach on a five-year IES funded project, ROOTS Replication IES Grant #R324A160125; PI Hank Fien)
 - Used motivational interviewing techniques to promote instructional change with teachers through data use
 - Direct data collection with semi-structured observation schedule
- Sept 2013
- Aug 2014
- Interprofessional Research Lab (MSVU), Research Assistant**
Supervisor: Melissa McGonnell, Ph.D., RPsych
- Administered standardized assessments and produce brief reports in school or clinic-based environments across Nova Scotia
- Jan 2012
- Dec 2013
- Centre Autism Research Technology Education (UVic), iOS Developer**
Supervisor: Jim Tanaka, Ph.D.
- Front-end developer of assistive iPad software
 - Application construct designer and user-end testing coordinator

Feb 2011
- April 2012

Technology Integration Evaluation Lab (UVic), *Laboratory Coordinator*
Supervisors: Jillianne Code, Ph.D., Valerie Irvine, Ph.D.
- Technical support analyst and researcher coordinator in a laboratory that aims to use technology as a gateway for enhancing communication and learning in education

Applied Experience

Sept 2021
- present

BC School and Applied Child Internship Consortium, *Psychology Intern*
Supervisors: Rachel Weber, Ph.D, RPsych, Erin Knudsen, Ph.D, RPsych, Sheollagh Fitzgerald, Ph.D, RPsych, Andrea Stelnicki, RPsych
- 1600-hour pre-doctoral APPIC internship with assessment, intervention, and support for children, youth, and families as priority practices
- Direct psychological services provided in school and community clinic settings with interprofessional teams

January 2022
- Present

Boston University, *Technical Assistance Coach*
Supervisors: Nancy Nelson, Ph.D., NCSP and Lana Santoro, Ph.D.
- Promote healthy literacy systems by planning and implementing professional development sessions for educators and administrators
- Liaise with state education agencies to integrate evidence-based practices in literacy assessment with their current priority practices

Sept 2020
- Sept 2021

University of Oregon, *Graduate Teaching Fellow - College of Education*
Supervisors: Lana Santoro, Ph.D., & Ben Clarke, Ph.D
- Create content, implement, analyze, evaluate, and disseminate information on two institutional priority projects: Lead for Literacy and ROOTS Replication

Sept 2018
- June 2020

University of Oregon, *Graduate Teaching Fellow – Student Conduct*
Supervisor: Kris Winter, Ph.D.
- Liaised within the Dean of Students office at UO to provide post-vention services to students who engage in the conduct process
- Collaborated with university and community stakeholders to address student or faculty issues pertinent to student resilience and engagement

Jan 2019
- Aug 2019

University of Oregon, *Graduate Student Clinician*
Supervisors: Nancy Nelson, Ph.D., NCSP, & Angela Whalen, Ph.D., LPsych
- Provided direct academic interventions to children ages 5 - 11
- Participated in research rounds as professional growth activities

- Sept 2015
- Aug 2018
- Surrey School District, *School Psychologist***
Supervisor: Michelle Schmidt, Ph.D., BCASP Certified School Psychologist
- Provided psychoeducational assessment, behavioural intervention, and research driven consultation services to elementary, secondary, and interagency schools
 - Participated on several committees related to systems-level improvement
 - Conducted within-district trainings and workshops on multiple forms of assessment
- Jan 2008
- May 2018
- Self-Employed, *Math Tutor***
- Provided one-on-one direct instruction in mathematics for children aged seven to eighteen
 - Progress monitoring and systematic instruction were used to guide individualized programs to ensure gains in academic achievement
- Jan 2015
- June 2015
- Anglophone South School District, NB, *School Psychology Intern***
Supervisors: Suzanne Monahan, M.A., LPsych, Margot Rankin, M.A., LPsych, & Lisa Mazerolle, M.A., LPsych
- 600-hour internship under the supervision of three licensed psychologists
 - Developed competencies in psychoeducational assessments, academic and behavioural intervention, consultation, collaboration, ethics, and additional areas of psychological practice
- Jan 2014
- Dec 2014
- MSVU Disability Services, *Inclusion Facilitator***
Supervisor: Kim Musgrave, M.A.
- Invigilated, scribed, or read assignments and exams to designated undergraduate students at MSVU
- Sept 2012
- June 2013
- Mosaic Learning Society, *Special Education Assistant***
Supervisor: Janice Stacey, M.Ed
- Designed, implemented and reported on educational outcomes for youth on the Autism Spectrum in the areas of mathematics, computer programming, and recreation
 - Consulted with professionals and therapists on student's psychosocial needs
- Sept 2009
- Sept 2012
- Child and Family Counselling Association, *Behavioural Interventionist***
Supervisor: Brian Hill, M.A.
- Implemented social groups and one-to-one intervention support
 - Provided emotional support, life skills, and behaviour adaptation techniques for clients and families.

University Teaching Experience

- Apr 2021
- Jun 2021
- University of Oregon**, *Supervised College Teacher*
Supervisor: Billie Jo Rodriguez, Ph.D., NCSP, BCBA
Course: SPED 672 - Classroom and Behavior Management
- Provided direct feedback on student assignments and applied practice
 - Offered input to the course syllabus creation and content interactivity for this course which was designed for online delivery
 - Worked with primary course instructor to calibrate to a fair system of grading assignments and promote student growth through individual practice opportunities
- Jan 2021
- Mar 2021
- University of Oregon**, *Supervised College Teacher*
Supervisor: Ben Clarke, Ph.D.
Course: SPSY 672 - Educational Assessment
- Designed and delivered didactic training on standardized curriculum-based measures (e.g., DIBELS, MCOMP)
 - Held weekly office hours to answer individual student questions
 - Constructed the final assignment and delivered the corresponding lecture to a capstone data-based decision-making project
 - Provided feedback to students on their standardized assessment and data-based decision-making implementation
- Mar 2020
- June 2020
- University of Oregon**, *Supervised College Teacher*
Supervisor: Sam Choo, Ph.D.
Course: SPED 422/522 - Special Education Mathematics Instruction
- Taught two full lectures on math methods for exceptional learners topics
 - Liaised with teaching team to respond to student questions and provide qualitative feedback on assignments
 - Created, delivered, and graded one major course assignment
- Mar 2020
- June 2020
- University of Oregon**, *Supervised College Teacher*
Supervisor: Hank Fien, Ph.D.
Course: SPSY 610 - Academic and Behavior Interventions
- Taught three full lectures on school-based intervention methods
 - Liaised with teaching team to respond to student questions and provide qualitative feedback on assignments
 - Facilitated student presentations and logistics for interactive course components

Sept 2017
- Dec 2017

Simon Fraser University, *Guest Instructor (5-part lecture series)*
Supervisor: Kristi Lauridsen, Ph.D.
Course: Inclusive Education Cohort - GDE Professional Studies
 Instructing a graduate-level Education cohort focused on the “Assessment of Exceptional Learners.” 15 hours of instruction were offered on multiple aspects of academic assessment administration and use.

Peer-Reviewed Publications

Clarke, B., Sutherland, M., Doabler, C., Lesner, T., **Fainstein, D.**, Nolan, K, Landis, B., & Kosty, D. (2021). Developing and Investigating the Promise of Early Measurement Screeners. *School Psychology Review*, ahead-of-print, 1-13. [10.1080/2372966X.2021.1919493](https://doi.org/10.1080/2372966X.2021.1919493)

Fainstein, D., Whitney, M., Avelar, J., Swinehart, J. (2021). Exploring Prevalence Rates of Students with Exceptionalities in British Columbia. *International Journal of Technology and Inclusive Education*, 10(1). ISSN: 2047-0533

Fainstein, D., Lussier, C., Cook, M., Men, V. (2021). Professional Learning Checklist for a Remote Delivery Format. *Literacy Information and Computer Education Journal*, 12(1). ISSN: 2040-2589

Tanaka, J., Xu, B., Hughes, M., **Fainstein, D.**, & Lin, T. (2013). Fast and slow object priming of fearful and happy facial expressions. *Journal of Vision*, 13(9), 1274-1274.

Manuscripts Submitted for Publication

Sutherland, M., **Fainstein, D.**, Lesner, T., Kimmel, G. L., Clarke, B., & Doabler, C. T. (accepted; in press). Teaching data analysis and statistical proficiency to students with mathematics difficulties. *Teaching Exceptional Children*.

Brafford, T., Clarke, B., Gersten, R., Smolkowski, K., Sutherland, M., Dimino, J., & **Fainstein, D.** (accepted; in press). Exploring the Validity and Reliability of an Early Numeracy Screening Measure for English Learners in Primary Grades. *Journal of School Psychology*.

Fainstein, D., Clarke, B., Kosty, D., Cycyk, L., Turtura, J., Doabler, C. Remote Professional Development for the ROOTS Program: A Conceptual Replication Study. (under review)

Furjanic, D., Ives, C., **Fainstein, D.**, Kennedy, P., Biancarosa, G. The Impact of COVID-19 on Early Literacy Achievement. (under review)

Manuscripts In Preparation

Fainstein, D., Smith, H. Impactful Professional Development from School Psychologists: An International Perspective on Next Steps.

Conference Presentations

Furjanic, D., Ives, C., **Fainstein, D.**, Kennedy, P., Biancarosa, G. (February, 2022). COVID-19 and Oral Reading Fluency: a Nationwide Analysis. Poster for the Pacific Coast Research Conference.

Fainstein, D., Foley, A. (January, 2022). Breaking Barriers: How School Leaders Can Prioritize Practices that Accelerate Literacy Learning. Concurrent session at the 2022 Council on Exceptional Children (CEC) conference.

Fainstein, D., Sutherland, M., Brafford, T., & Clarke, B. (July, 2021). Trajectories of Early Mathematics Skill Development for English Learners. Poster presentation at the Science, Technology, Engineering, and Math in Education conference, July 2020 (postponed to July 2021).

Fainstein, D., Gallo, J., Heller, N., Lesner, T., Furjanic, D., Roy, K., Biancarosa, G. (February, 2021). Assessment Outcomes from Remote Administration of DIBELS 8th ORF during COVID-19. Poster for the Pacific Coast Research Conference, February 2021.

Fainstein, D., Hinkle, H., Choo, S., Nelson-Fien, N., Shanley, L. (2020). Math Intervention Coaching: Forming a Base for Data-Based Decision Making. Presentation at the Council for Exceptional Children convention, February 2020.

Lesner, T., Heller, N.A., **Fainstein, D.**, Harman, M.A., & Fien, H. (2019). The National Center on Improving Literacy: Emerging Best Practices in Screening for Dyslexia. Poster presentation at the International Dyslexia Association conference, November 2019.

Fainstein, D., Pantaleo, K. (2017). Speech-Language Pathologist and School Psychologist Interprofessional Directions. Invited presentation at the Surrey School District summer professional development series, Surrey, British Columbia.

Fainstein, D. (2016). Finding Meaning from Big Data in Public Education. Invited keynote speaker at the Common Student Information Systems Consortium, Richmond, British Columbia.

Fainstein, D. and Griffioen, O. (2014). Current Evidence-Based iOS Applications for Children with ASD. Invited presentation by the Child and Adolescent Psychology Interest Group (CAP-I), Nova Scotia Chapter.

Fainstein, D. (2013). The Importance of Language in Disability versus Difference. Invited talk by TEDxHalifaxWestHigh, Halifax, Nova Scotia.

Fainstein, D., Irvine, V. (2012) Student Preference for Lecture Capture Interface with Video and Content. Poster presentation at the Jamie Cassels Undergraduate Research Award conference, Victoria, British Columbia.

Tanaka, J., Hughes, M., **Fainstein, D.**, Lin, T., Flesch, K., Hamano, Y., McGerrigle, A., McLellan, E., Miklea, M., Moccia, F., Sanders, J., (2012). Contextual Objects and their Influence on Emotion Recognition. Poster presentation at the Connecting Minds conference, Richmond, British Columbia.

Professional Development and Trainings Delivered

Fainstein, D. (April, 2022). DIBELS 8th Edition three-part interpretation training. Provincial School Partnerships, British Columbia, Canada.

Fainstein, D., Clancy, E., Steinle, P. (February, 2022). Lead for Literacy Wyoming Leadership Institute: Linking Assessment with Instruction for Improving Literacy System Health. Wyoming Department of Education, Cheyenne, WY.

Fainstein, D. (December, 2021). Math Assessments that Matter. Surrey School District, British Columbia, Canada.

Fainstein, D., Surles, J. (February, 2021). Lead for Literacy Ohio Leadership Institute: Linking Assessment with Instruction for Improving Literacy System Health. Ohio Department of Education, Columbus, OH.

Fainstein, D. (February, 2021). Assessment II: Screening. National Association of Elementary School Principals. <https://youtu.be/8nB13RcB7cQ>

Schantin, T., Sutherland, M., **Fainstein, D.**, Longhi, M. (January, 2021). ROOTS Intervention Training. Montana.

Fainstein, D. (November, 2020). Assessment I: Screening. National Association of Elementary School Principals. <https://youtu.be/KIkxWXaGVbQ>

Fainstein, D., Surles, J., Artzi, L. (October, 2020). Lead for Literacy Delaware Leadership Institute: Effective School Action Planning for Continuous Improvement. Delaware Department of Education, Dover, DE.

Fainstein, D., Surles, J., Artzi, L. (September, 2020). Lead for Literacy Delaware Leadership Institute: Assessment Systems. Delaware Department of Education, Dover, DE.

Santoro, L., Surles, J., **Fainstein, D.**, Artzi, L., Foley, A. (February, 2020). Lead for Literacy Indiana Leadership Institute: A Framework for an Effective, Schoolwide Multi-tiered System of Support. Indiana Department of Education, Indianapolis, IA.

Pilger-Suhr, M., **Fainstein, D.** (July, 2019). DIBELS 8th Edition two-day administration and scoring training. Creswell school district, Creswell, OR.

Formal Certification and Training

- British Columbia Association of School Psychologists Certificate (#408)
- Praxis-II® School Psychology Exam (ETS; 5402)
- Autism Diagnostic Observation Schedule - Second Edition (ADOS-2 Clinical Training)
- Autism Diagnostic Interview - Revised (ADI-R Clinical Training)
- Connect Parent® Facilitator Training (eConnect and Connect Certified)
- Statistics software and programming languages: R, Python, SPSS, AMOS
- Mental Health First Aid - Mental Health Commission of Canada
- Applied Suicide Intervention Skills Training (ASIST)
- Violence Threat Risk Assessment (VRTA) Level I training
- Class C Oregon Driver's License | Class 5 British Columbia Driver's License
- Standard First Aid
- DIBELS 8th Edition Certified Trainer
- Research Ethics Board of Canada – TCPS 2 Core
- Collaborative IRB Training Initiative (CITI) ethical research conduct training
- HIPAA: Protecting Patient Data and Privacy
- Biosafety Level 2 Laboratory Training (University of Oregon)

Collegiate and Professional Service

- International Student Support Group (steering committee member with Dean Randy Kamphaus, University of Oregon)
- Data-based Decision-making in academic interventions research team (team lead SPSY 601, University of Oregon)
- Graduate Teaching Fellows Federation (departmental steward, University of Oregon)
- Academic misconduct policy and practice steering committee (team lead at Dean of Students office, University of Oregon)
- Data-based decision-making content development (member, DIBELS 8th research group at the University of Oregon)
- Council for Exceptional Children Local Chapter (member, University of Oregon)
- College of Education Consortium for Professional Development (member, University of Oregon)
- Giftedness Programming Committee (team lead, Surrey School District)
- Professional Development Committee (member, Surrey School District)
- Assessment Series Working Group (instructor, Surrey School District)
- Students' Union (chair, Mount Saint Vincent University)

Community Involvement

Oct 2021 - present	<i>New Officials Mentorship Program</i> (GVBOA)
Aug - Sept 2020	<i>Mental Health First Aid Response</i> (Oregon wildfire response)
Jan – Aug 2019	<i>Math Interventionist</i> (UO Center on Teaching and Learning Clinic)
Mar 2017 – June 2018	<i>Head Coach</i> (YMCA Steve Nash Youth Basketball League)
Jan 2014 - 2015	<i>Inclusion Consultant</i> (MSVU Student's Union)
Oct 2013/2014	<i>Technical Support</i> (Halifax Pop Explosion)
Jan 2012 – 2013	<i>Application Support</i> (Center for Autism Research - UVic)
Sept 2010 – 2013	<i>Director of Junior Development</i> (VDABA)
Sept 2006 –2012	<i>Head Coach</i> (Victoria Amateur Basketball Association)
Sept 2008 – 2012	<i>Literacy tutor</i> (Students for Literacy - UVic)