

Shannon L. Russell, PhD

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SENIOR RESEARCHER / ASSESSMENT SPECIALIST

Versatile education researcher with expertise studying motivation and cognitive development in children and adolescents through school-based research in a hybrid environment. Specialize in federal longitudinal studies for the National Center for Education Statistics (NCES), quantitative and qualitative methods, and cognitive assessments, producing insights that drive decision making, inform future research, and achieve client objectives. Skills and expertise include:

- Project and client management • Survey instrument development and administration (students, families, school staff)
- Assessment development and administration • Quality control and assurance • Child and adolescent development
- Quantitative and qualitative research • Staff supervision • Career development • Team leadership

EXPERIENCE

American Institutes for Research (AIR), Arlington, VA

2013 - 2025

Senior Researcher / Researcher

Oversaw AIR technical support for NCES Longitudinal Studies, including the Middle Grades Longitudinal Study (MGLS:2017), High School and Beyond Longitudinal Study of 2022 (HS&B:22), and led assessment support for Early Childhood Longitudinal Studies (ECLS-K:2011, and ECLS-K:2024).

- Led client communications and managed the delivery of up to 150 deliverables per year, providing final recommendations and consistently received exceptional (4/4) client ratings.
- Managed and developed a team of over 10, ensuring high quality technical support for each study.
- Served as Assessment support lead for cognitive assessments of mathematics, reading, and executive function that measured a wide range of ability levels over time for each study ranging from 2 to 9 rounds of data collection.
- Designed assessments and survey instruments to include salient and accurate content and effective administration.
- Conducted quality control observations of staff training and data collection activities, maintaining high standards and reviewed field staff training materials.
- Reviewed score development plans, data files, and documentation for accuracy and readability for end users.
- Analyzed nationally representative longitudinal data implementing complex study design for presentations, tables, and study documentation. Each study data set includes over 18,000 individual cases from more than 750 schools.
- Facilitator at 5 NCES data user trainings at national conferences such as AERA, enhancing data user understanding.

ACADEMIC EXPERIENCE

University of Maryland, College Park, MD | Instructor of Record | Graduate Research Assistant

- **Courses:** Instructed Human Development through the Lifespan, Co-Instructed Graduate Teaching Seminar

United States Peace Corps, Namibia | Volunteer Teacher Trainer

- **Secondary projects with youth:** Camp GLOW, Southern Girls Conference, Educational Tour

University High School, Orange County Public Schools, FL | High School Educator

- **Professional Educator's Certificate, State of Florida (2001-2016),** Subjects: Mathematics (5-9); Psychology (6-12)

EDUCATION

Doctor of Philosophy (PhD), Human Development (specialization in Educational Psychology)

Doctoral Certificate in Measurement, Statistics and Evaluation

University of Maryland-College Park

Bachelor of Science (BS), Psychology | University of Florida, Gainesville, FL

SELECTED PUBLICATIONS

- Russell, S.L., & Zhang, Y. (2023). Overview of the Middle Grades Longitudinal Study of 2017-18 (MGLS:2017) (NCES 2023-055). U.S. Department of Education. National Center for Education Statistics.
- Zhang, Y., Russell, S. L., & Kelly, S. (2022). Engagement, achievement, and teacher classroom practices in mathematics: Insights from TIMSS 2011 and PISA 2012. *Studies in Educational Evaluation*, 73, 101146.
- Flanagan, K., McPhee, C., Russell, S., and Xing, Q. (2022). Longitudinal Studies: Assessment Frameworks for K-12. U.S. Department of Education. Washington, DC: National Center for Education Statistics Internal Working Paper.
- Russell, S.L. Zhang, Y. & Hennigar, A. (2017, update 2020). Review of the Research: High School Longitudinal Study of 2009 (HSLs:09). U.S. Department of Education. Washington, DC: National Center for Education Statistics Internal Working Paper.
- Wentzel, K.R., Muenks, K., McNeish, D. & Russell, S.L. (2018). Emotional Support, Social Goals, and Classroom Behavior: A Multi-level Multi-site Study. *Journal of Educational Psychology*, 110(5), 611-627.
- Russell, S.L., Wentzel, K.R., & Donlan, A.E. (2016). Teachers' beliefs about the development of teacher-adolescent trust. *Learning Environments Research*, 19(2), 241-266.
- Wentzel, K.R., Russell, S.L., & Baker, S.A. (2016). Emotional support and expectations from parents, teachers and peers predict adolescent competence at school. *Journal of Educational Psychology*, 108(2), 242-255.

SELECTED PRESENTATIONS

- Russell, S. L., & Zhang, Y. (2025, May). Middle Grades Students in 2018-2020: Differences in Cognitive Skills and Role of Social Emotional Skills. Poster accepted to the biennial meeting of the Society for Research in Child Development, Minneapolis.
- Zhang, Y., & Russell, S. L. (2023, March). Role of bilingualism in executive function development throughout early childhood: Evidence from ECLS-K:2011. Poster presented at the biennial meeting of the Society for Research in Child Development, Salt Lake City.
- Chernoff, J.J. & Russell, S.L. (2021, April). Technology use in schools and by families in 2016: A look at preparedness for 2020. Poster presented at the biennial meeting of the Society for Research in Child Development, virtual conference.
- Russell, S.L. & Chernoff, J.J. (2020, March). Technology Use Among Early Adolescents and its Relation to Academic Outcomes: Findings from the ECLS-K:2011. Poster presented at the biennial meeting of the Society for Research on Adolescence, San Diego (Conference canceled).
- Russell, S.L. & Chernoff, J.J. (2019, March). Technology use among 5th graders: Electronic interactions and feelings about and relations with classmates. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore.
- Zhang, Y. & Russell, S.L. (2019, March). Reading ability across the elementary years for immigrant and native students: A latent growth analysis. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore.
- Russell, S.L. & Zhang, Y. (2018, August). Review of the Research: High School Longitudinal Study of 2009 (HSLs:09). Poster presented at the annual meeting of the American Psychology Association, San Francisco.
- Chernoff, J.J. & Russell, S.L. (2017, April). Executive function in elementary school students and its influence on classroom behavior and relationships. Poster presented at the biennial meeting of the Society for Research in Child Development, Austin.
- Russell, S.L. (2015, March). Social emotional characteristics of US kindergartners and mathematics performance. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia.

TRAININGS | WORKSHOPS

- Christopher, E., McCarroll, J., Mulligan, G., McPhee, C., Redford, J., Russell, S., & Xi, Q. (2020, March). Longitudinal Data on Adolescence from the National Center for Education Statistics (NCES) (2020, March). Workshop presented at the biennial meeting of the Society for Research on Adolescence, virtual conference.
- Sikali, E., Bailey, P., Zhang, T., Russell, S., McPhee, C., Kelley, C., & Nguyen, T. (2019, April) Fitting Multilevel Models to ECLS Data Using R. Workshop presented at the annual meeting of the American Educational Research Association, Toronto.
- McPhee, C., Redford, J., & Russell, S. (2019, April). Using Data from the High School Longitudinal Study of 2009 (HSL:09). Workshop presented at the annual meeting of the American Educational Research Association, Toronto.
- McCarroll, J., Sikali, E., Bailey, P., Flanagan, K., Huo, H., Lee, M., Lee, S., McPhee, C., Russell, S., Xing, Q., & Zhang, T. (2019, April) Data from the Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011) at NCES and Data Analysis using the R Package EdSurvey Workshop presented at the biennial meeting of the Society for Research in Child Development, Baltimore.
- Mulligan, G., McCarroll, J., Flanagan, K., McPhee, C., Potter, D., & Russell, S. (2016, April). Data From the Early Childhood Longitudinal Study, Kindergarten Class of 2010-2011(ECLS-K:2011). Workshop presented at the annual meeting of the American Educational Research Association, Washington, DC.

INFOGRAPHICS

- Russell, S.L., Redford, J.B., & McQuiggan, M. (2016, September). First- and second-generation kindergartners in the U.S. Retrieved from <http://educationpolicy.air.org/publications/immigrant-kindergartners-united-states>.
- Redford, J.B., & Russell, S.L. (2016, May). Public vs. private: Parent involvement in K-12 education. Retrieved from <http://educationpolicy.air.org/publications/public-vs-private-parental-involvement-k-12-education>.
- Russell, S.L., & Redford, J.B. (2015, February). First graders' exposure to technology in the classroom. Retrieved from <http://educationpolicy.air.org/publications/infographic-first-graders-exposure-technology-classroom>.

VOLUNTEER EXPERIENCE

- Editorial Board Member, Journal of Applied Developmental Psychology (current)
- Local School Advisory Team (DC public school), Parent Representative
- Horton's Kids, Tutor