



Lectica, Inc., 35 South Park Terrace, Northampton, MA 01060

Theo L. Dawson, Ph.D.

Education

University of California at Berkeley, Ph.D. (December 1998). "A good education is..." A life-span investigation of developmental and conceptual features of evaluative reasoning about education. Committee: Chair–Elliot Turiel, Mark Wilson, Paul Ammon, Martin Covington.

University of California at Berkeley, M.A., Educational Psychology (Fall, 1994).

Antioch University, B.A., Human Development (Spring, 1993).

Grants and honors

- June 2010 IES (Department of Education, USA) Develop three cognitive developmental assessments focused on reasoning skills, perspective taking, and literacy
- August 1999 Outstanding Dissertation Award, APA Division 7
- May 1999 Outstanding Dissertation Award, Graduate School of Education, UC Berkeley
- June 1998 Spencer Foundation, Major Grants Program, Content-Flexible Developmental Stage Analysis for Large-Scale Assessments, with Mark Wilson, UC Berkeley.
- Spring 1997 Small Spencer Foundation Grant, with Mark Wilson, UC Berkeley. For the development of software to aid in data analysis for dissertation.
- Fall 1996 Vice Chancellor's Award, UC Berkeley

Employment

- 2009- Executive Director, founder, Lectica, INC. (Non-profit organization that develops and administers evidence-based, diagnostic, and formative developmental assessments for children and adults, offers research and assessment services to clients in the private and public sectors, and builds knowledge about learning and its role in the future of society)
- 2004- President, Developmental Testing Service, LLC

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- 2002-2008 Consultant to the National Intelligence Community, Washington, DC. (develop leadership assessments and standards)
- 2002-2006 Visiting Assistant Professor, Cognitive Science, Hampshire College
- Fall 2005 Instructor, Graduate School of Education, Harvard University
- 2002-2004 President, Sequence Consulting (became the Developmental Testing Service, LLC)
- Fall 2002 Instructor, Graduate School of Education, Harvard University
- 1999-2002 Director, Developmental Assessment Project, Graduate School of Education, UC Berkeley
- 1998-1999 Assistant Research Professor, LSU Medical Center, Public Health, New Orleans
- 1996-2009 Consultant. Research design, test design, curriculum design, developmental research, and developmental assessment.
- 1986-1993 Vice President, TM Arts, Print advertising, Los Angeles
- 1979-1986 President, Conscious Childbirth, Toronto

Selected publications

- Armon, C. & Dawson, T. L. (1997). Developmental trajectories in moral reasoning across the lifespan. *Journal of Moral Education*, 26 (433-453).
- Armon, C., with Dawson, T. L. (2000). A longitudinal study of adult value reasoning about the good life. In M. E. Miller & A. N. West (Eds.), *Spirituality, ethics, and relationship in adulthood: Clinical and theoretical explorations*. Madison, CT: Psychosocial Press/International Universities Press
- Armon, C. & Dawson, T. L. (2002). The good life: A longitudinal study of adult value reasoning. In J. Demick & C. Andrioletti (Eds.), *Handbook of Adult Development*. New York: Plenum Press.
- Dawson, T. L. (2000). Moral reasoning and evaluative reasoning about the good life. *Journal of Applied Measurement*, 1 (372-397).
- Dawson, T. L. (2001). Layers of structure: A comparison of two approaches to developmental assessment. *Genetic Epistemologist*, 29 (4), 1-10.
- Dawson, T. L. (2002). New tools, new insights: Kohlberg's moral reasoning stages revisited. *International Journal of Behavioral Development*, 26, 154-166.

- Dawson, T. L. (2002). A comparison of three developmental stage scoring systems. *Journal of Applied Measurement*, 3, 146-189.
- Dawson, T. L. (2003). A stage is a stage is a stage: A direct comparison of two scoring systems. *Journal of Genetic Psychology*, 164, 335-364.
- Dawson, T. L. (2004). Assessing intellectual development: Three approaches, one sequence. *Journal of Adult Development*, 11, 71-85.
- Dawson, T. L., Fischer, K. W., & Stein, Z. (2006). Reconsidering qualitative and quantitative research approaches: A cognitive developmental perspective. *New Ideas in Psychology*, 24, 229-239.
- Dawson, T. L., & Gabrielian, S. (2003). Developing conceptions of authority and contract across the life-span: Two perspectives. *Developmental Review*, 23, 162-218.
- Dawson, T. L., Stein, Z. (2008). Cycles of research and application in science education. *Mind, Brain, & Education*. 2(2), 90-103.
- Dawson, T. L., & Stein, Z. (2011). We are all learning here: Cycles of research and application in adult development. In C. Hoare (Ed.), *The oxford handbook of reciprocal adult development and learning*. New York: Oxford.
- Dawson, T. L., Xie, Y., & Wilson, M. (2003). Domain-general and domain-specific developmental assessments: Do they measure the same thing? *Cognitive Development*, 18, 61-78.
- Dawson-Tunik, T. L. (2004). "A good education is..." The development of evaluative thought across the life-span. *Genetic, Social, and General Psychology Monographs*, 130, 4-112.
- Dawson-Tunik, T. L. (2006). The meaning and measurement of conceptual development in adulthood. In C. Hoare (Ed.), *The intersection of adult development and learning: A handbook of theory, research, and practice* (pp. 433-454). London: Oxford.
- Dawson-Tunik, T. L., Fischer, K. W., Stein, Z. (2004). Do stages belong at the center of developmental theory? A commentary on Piaget's stages. *New Ideas in Psychology*, 22, 255-263.
- Dawson-Tunik, T. L., Commons, M., Wilson, M., & Fischer, K. (2005). The shape of development. *The European Journal of Developmental Psychology*, 2, 163-196.
- Dawson, T., & Heikkinen, K. (2009). Identifying within-level differences in leadership decision making. *Integral Leadership Review*, 9(5).
- Stein, Z., Dawson, T. L., & Fischer, K. W. (2011). Redesigning testing: Operationalizing the new science of learning. *New science of learning: Computers, cognition and collaboration in education*.

Xie, Y., & Dawson, T. L. (2009). Multidimensional models in a developmental context. *Journal of Applied Measurement*, 10(2), 1-11.

Selected reports

Dawson, T. L. (2008). Ethical development: A literature review with curricular recommendations. Report prepared for the Office of the Director of National Intelligence, Washington, DC.

Dawson, T. L. (2007). Developmental levels of IC leadership standards. Report prepared for the Office of the Director of National Intelligence, Washington, DC.

Dawson, T. L., & Stein, Z. (2006). Decision-making curriculum. Results of the pre- and post-instruction developmental assessments. Report prepared for the National Security Agency Leadership School, Baltimore, MD.

Dawson, T. L., & Stein, Z. (2006). Mind Brain & Education study: Final report. Report prepared for the Mind, Brain, and Education Program, Harvard University.

Dawson, T. L., & Stein, Z. (2006). Leadership preferences, environment preferences, and motivators of GenY employees. Report prepared for the National Security Agency Leadership School, Baltimore, MD.

Dawson, T. L., & Stein, Z. (2006). IC leadership challenges and skills. Report prepared for the Office of the Director of National Intelligence, Washington, DC.

Dawson, T. L. (2006). Pre-leadership standards. Report prepared for the National Security Agency Leadership School, Baltimore, MD.

Dawson, T. L., & Stein, Z. (2005). Leadership standards (Report for the IC working group drafting leadership standards). Report prepared for the National Security Agency Leadership School, Baltimore, MD.

Dawson, T. L., & Stein, Z. (2005). Analyst standards (Report for the IC working group drafting analyst standards). Report prepared for the National Security Agency Leadership School, Baltimore, MD.

Dawson, T. L., & Stein, Z. (2004). Decision-making curricular development database: Skill map, skill definitions, & activities. Report prepared for the National Security Agency Leadership School, Baltimore, MD.

Dawson, T. L., & Stein, Z. (2004). Critical thinking seminar pre and post assessment results. Report prepared for the National Security Agency Leadership School, Baltimore, MD.

- Dawson, T. L., & Stein, Z. (2004). National Leadership Study results. Report prepared for the National Security Agency Leadership School, Baltimore, MD.
- Dawson, T. L., & Stein, Z. (2004). National Decision-Making Curriculum: A framework. Report prepared for the National Security Agency Leadership School, Baltimore, MD.
- Dawson, T. L., & Stein, Z. (2004). It's all good: Moral relativism and the millennial mind. Paper presented at The Millennial Mind, Baltimore, MD.
- Schwartz, M. S., & Dawson, T. L. (2010). Standards & assessments: The role of depth versus breadth in student success. Paper presented at the Texas Education Reform Foundation: 2010 Education Summit – A Commitment to Excellence.
- Dawson, T. L., & Stein, Z. (2011). [Virtuous cycles of learning: Redesigning testing during the digital revolution](#). Presented by invitation to the International School on Mind, Brain, and Education.

Selected conference presentations

- Dawson, T. L., & Stein, Z. (2012). Measuring the growth of reflective judgment with cognitive developmental assessments. Paper presented at the Annual meeting of the Northeastern Educational Research Association.
- Dawson, T. L., & Stein, Z. (2010, August). Developmental differences in the understanding of integral theory and practice: Preliminary results from the iTeach project. Paper presented at the Integral Theory Conference 2010, Pleasant Hill, CA.
- Dawson, T. L., & Stein, Z. (2008, August). Developmental differences in the understanding of Integral Theory: A statement of the problem and description of research methods. Paper presented at the First Biennial Integral Theory Conference.
- Dawson, T. L. (2008, June). What comes next? Assessment for learning. Paper presented at the Annual Meeting of the Jean Piaget Society.
- Dawson, T. L. (2007, June). Patterns of (ir)rationality in developmental transitions: A qualitative perspective. Paper presented at the Annual Meeting of the Jean Piaget Society, Amsterdam.
- Dawson, T. L. (2006, April). Cognitive change is stage-like: The cumulative evidence from a decade of Rasch modeling. Paper presented at the International Objective Measurement Workshop, Berkeley, California.
- Dawson, T. L. (2005, April). How cognitive science can inform curriculum and assessment: Connecting research to the classroom. Paper presented at the Rewiring the Brain: Using Brain Plasticity Research to Enhance Learning, Treatment & Teaching.

- Dawson, T. L., & Stein, Z. (2004, June). Epistemological development: It's all relative. Paper presented at the Annual Meeting of the Jean Piaget Society, Toronto, Canada.
- Dawson, T. L. (2003, July). Hierarchical complexity: A yardstick for developmental science. Paper presented at the Mind, Brain, and Education Institute, Harvard Graduate School of Education, Cambridge, MA.
- Dawson, T. L. (2002, January). Measuring intellectual development across the life-span. Presented at Powerful learning & the Perry scheme: Exploring intellectual development's role in knowing, learning, and reasoning, California State University, Fullerton, CA.
- Dawson, T. L., Gabrielian, S. (2001, June). Stage and meaning. Paper presented at the Annual Meeting of the Jean Piaget Society, Berkeley, CA.
- Dawson, T. L., & Wilson, M. (1999, June). Why do different stage-scoring methods yield similar scores? Insights from a study of expert scorers. Paper presented at the Annual symposium of the Jean Piaget Society, Mexico City, Mexico.
- Dawson, T. L. (1999, April). Calibrating the metaphor, "Education as preparation for the good life". Paper presented at the Annual meeting of the American Educational Research Association, Montreal.
- Dawson, T. L. (1998, June). Meaning and the hierarchical complexity of language. Paper presented at the Annual Symposium of the Jean Piaget Society, Chicago.
- Dawson, T. L. (1998 June). A stage is a stage is a stage: An empirical look at a modern metaphor. Research report, Graduate School of Education, University of California at Berkeley. Presented at the Annual Symposium of the Jean Piaget Society, Chicago.
- Dawson, T. L. (1997, March). Developing conceptions of the good: Untangling content and structure with the assistance of Rasch Analysis. Paper presented at the International Objective Measurement Workshop. Chicago.
- Dawson, T. L. (1996, September). Integration and differentiation in longitudinal moral developmental data. Presented at the Jean Piaget Centennial. Geneva.
- Dawson, T. L. (1996, June). An examination of intraindividual and interindividual developmental trends in moral and evaluative reasoning. Poster presented at the Annual Symposium of the Jean Piaget Society. Philadelphia.
- Dawson, T. L. (1995, November). Probabilistic modeling of longitudinal developmental data—A Rasch Analysis. Presented at the Annual meeting of the Association for Moral Development in New York.

Fisher, W. P. & Dawson, T. L. (1999, April). The play of metaphor in the theory and practice of educational measurement. Symposium to be presented at the American Educational Research Association Annual Meeting, Montreal.

Fischer, K. W., & Dawson-Tunik, T. L. (2006, April). Applying cognitive science to curricular design and analysis of concept learning & development. Paper presented at the Learning and the Brain, Cambridge, MA.

Solloway, S., & Dawson, T. (2010). Utilizing Rasch analysis to compare the psychometric properties of four mindfulness measures and conduct scale revision. Paper presented at the Investigating and Integrating Mindfulness in Medicine, Health Care, and Society: 8th Annual International Scientific Conference for Clinicians, Researchers and Educators

Stein, Z., Schwartz, M., & Dawson, T. L. (2009). Testing the limits of testing. Symposium presented at the International Mind Brain and Education Conference.