

JOHN P. PAPAY

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EDUCATION

Harvard University Graduate School of Education
Ed.D., Quantitative Policy Analysis of Education (Economics) 2011
Ed.M., Education Policy and Management 2005

Haverford College 1999
B.A., *Summa Cum Laude, Phi Beta Kappa*, High Honors in History

PROFESSIONAL EXPERIENCE

Director, Annenberg Institute at Brown 2023-present

Brown University
Associate Professor of Education and Economics 2019-present
Interim Chair, Department of Education 2021-22
Assistant Professor of Education and Economics 2012-2019

Director, Educational Opportunity in Massachusetts Project 2018-present

Founding Senior Researcher, Research Partnership for Professional Learning 2021-present

Faculty Associate, Population Studies and Training Center at Brown 2012-present

Faculty Affiliate, Taubman Center for American Politics and Policy at Brown 2017-present

Project on the Next Generation of Teachers, Harvard Graduate School of Education
Research Affiliate 2011-present
Research Assistant 2005-2011

Center for Education Policy Research, Harvard Graduate School of Education
Faculty Affiliate 2011-present
Strategic Data Project Faculty Advisor 2012-2021
Doctoral Fellow 2006-2011

Senior Fellow, Tennessee Education Research Alliance 2016-2022

Instructor in Education, Harvard Graduate School of Education 2009

Harvard University
Freshman Proctor and Member, Board of Freshman Advisors 2004 – 2010

Westtown School, Westtown, PA	
History Teacher, Baseball/Basketball coach, Dorm Parent	2001 – 2004
Mentor Teacher	2003 – 2004
The Lewin Group, Falls Church, VA	
Research Assistant/Research Analyst	1999 – 2001

SELECTED AWARDS AND FELLOWSHIPS

William G. McLoughlin Award for Excellence in Teaching in the Social Sciences, *Brown University*, 2018-2020

Early Career Award, *Association for Education Finance and Policy (AEFP)*, 2016

National Academy of Education/Spencer Foundation Post-Doctoral Fellowship, 2016-18

Henry Merrit Wriston Fellowship for junior faculty excellence in teaching and scholarship, *Brown University*, 2016

Palmer O. Johnson Award for outstanding article appearing in an AERA-sponsored publication (with Matthew Kraft), *American Educational Research Association (AERA)*, 2015

Spencer Foundation Dissertation Fellowship for Research Related to Education, 2010-11

Commencement Marshal, *Harvard Graduate School of Education*, 2011 (elected by peers)

Qualifying paper passed with Distinction, *Harvard Graduate School of Education*, 2008

Dean's Summer Fellowship, *Harvard Graduate School of Education*, 2007 and 2008

Presidential Fellowship, *Harvard University*, 2005-2009

PEER-REVIEWED PUBLICATIONS

Mantil, A., Papay, J.P., Mbekeani, P.P., & Murnane, R.J. [in press]. Increasing High-School Students' Preparation and Interest in STEM: Does a Graduation Requirement Make a Difference? *American Educational Research Journal*.

Murnane, R.J., Willett, J.B., McDonough, A., Papay, J.P., & Mantil, A. (2024). Are Community-College Students Increasingly Choosing High-Paying Fields of Study? Evidence from Massachusetts. *AERA Open*, 10(1), 1-15.

James, J., Kraft, M.A., & Papay, J.P. (2023). Local Supply, Temporal Dynamics, and Unrealized Potential in Teacher Hiring. *Journal of Policy Analysis and Management*, 42(4), 1010-1044.

Bardelli, E., Ronfeldt, M., & Papay, J.P. (2023). Teacher Preparation Programs and Graduates' Growth in Instructional Effectiveness. *American Educational Research Journal*, 60(1), 183–216

Papay, J.P., Mantil, A., & Murnane, R.J. (2022). On the Threshold: Impacts of Barely Passing High-School Exit Exams on Post-Secondary Enrollment and Completion. *Educational Evaluation and Policy Analysis*, 44(4), 717-733.

Papay, J.P., Kraft, M.A., & James, J.K. (2022). Operator Versus Partner: A Case Study of Blueprint School Network's Model for School Turnaround. *Journal of Research on Educational Effectiveness*, 15(2), 367-393.

Kraft, M.A., Papay, J.P., & Chi, O. (2020). Teacher Skill Development: Evidence from Performance Ratings by Principals. *Journal of Policy Analysis and Management*, 39(2), 315-347.

Papay, J.P., Taylor, E.S., Tyler, J.H., & Laski, M.E. (2020) Learning Job Skills from Colleagues at Work: Evidence from a Field Experiment Using Teacher Performance Data. *American Economic Journal: Economic Policy*, 12(1): 359-388.

Papay, J.P., Bacher-Hicks, A., Page, L.C., & Marinell, W.H. (2017). The Challenge of Teacher Retention in Urban Schools: Evidence of Variation from a Cross-Site Analysis. *Educational Researcher*, 46(8), 434-448.

Charner-Laird, M., Ng, M., Johnson, S.M., Kraft, M.A., Papay, J.P., & Reinhorn, S.K. (2017). Gauging Goodness of Fit: Teachers' Assessments of their Instructional Teams in High-Poverty Schools. *American Journal of Education*, 123(4), 553-584.

Papay, J.P. & Kraft, M.A. (2016). The Productivity Costs of Inefficient Hiring Practices: Evidence from Late Teacher Hiring. *Journal of Policy Analysis and Management*, 35(4), 791-817.

Papay, J.P., Murnane, R.J., & Willett, J.B. (2016). The Impact of Test-Score Labels on Human-Capital Investment Decisions. *Journal of Human Resources*, 51(2), 357-388.

Papay, J.P., & Kraft, M.A. (2015). Productivity Returns to Experience in the Teacher Labor Market: Methodological Challenges and New Evidence on Long-Term Career Growth. *Journal of Public Economics*, 130(October), 105-119.

Kraft, M.A., Papay, J.P., Charner-Laird, M., Johnson, S.M., Ng, M., & Reinhorn, S.K. (2015). Educating Amid Uncertainty: The Organizational Supports Teachers Need to Serve Students in High-Poverty, Urban Schools. *Educational Administration Quarterly*, 51(5), 753-790.

Donaldson, M.L., & Papay, J.P. (2015). An Idea Whose Time Had Come: Negotiating Teacher Evaluation Reform in New Haven, Connecticut. *American Journal of Education*, 122(1), 39-70.

Papay, J.P., Murnane, R.J., & Willett, J.B. (2015). Inequality and Educational Attainment: Evidence from Massachusetts. *Educational Evaluation and Policy Analysis*, 37(1S), 29-52.

Kraft, M.A., & Papay, J.P. (2014). Can Professional Environments in Schools Promote Teacher Development? Explaining Heterogeneity in Returns to Teaching Experience. *Educational Evaluation and Policy Analysis*, 36(4), 476-500.

**Winner of the AERA Palmer O. Johnson Award for outstanding article appearing in an AERA-sponsored publication*

Papay, J.P., Murnane, R.J., & Willett, J.B. (2014). High-School Exit Examinations and the Schooling Decisions of Teenagers: A Multi-Dimensional Regression-Discontinuity Analysis. *Journal of Research on Educational Effectiveness*, 7(1), 1-27.

Johnson, S.M., Reinhorn, S.K., Charner-Laird, M., Kraft, M.A., Ng, M., & Papay, J.P. (2014). Ready to Lead, But How? Teachers' Experiences in High-poverty Urban Schools. *Teachers College Record*, 116(10).

Papay, J.P., West, M.R., Fullerton, J.B., & Kane, T.J. (2012). Does Practice-Based Teacher Preparation Increase Student Achievement? Early Evidence from the Boston Teacher Residency. *Educational Evaluation and Policy Analysis*, 34(4), 413-434.

Johnson, S.M., Kraft, M.A., & Papay, J.P. (2012). How Context Matters in High-Need Schools: The Effects of Teachers' Working Conditions on Their Professional Satisfaction and Their Students' Achievement. *Teachers College Record*, 114(10), 1-39.

Papay, J.P. & Johnson, S.M. (2012). Is PAR a Good Investment? Understanding the Costs and Benefits of Teacher Peer Assistance and Review Programs. *Educational Policy*, 26(5), 696-729.

Papay, J.P. (2012). Refocusing the Debate: Assessing the Purposes and Tools of Teacher Evaluation. *Harvard Educational Review*, 82(1): 123-141.

Papay, J.P., Willett, J.B., & Murnane, R.J. (2011). Extending the Regression-Discontinuity Approach to Multiple Assignment Variables. *Journal of Econometrics*, 161(2): 203-207.

Papay, J.P. (2011). Different Tests, Different Answers: The Stability of Teacher Value-Added Estimates across Outcome Measures. *American Educational Research Journal*, 48(1): 163-193.

Papay, J.P., Murnane, R.J., & Willett, J.B. (2010). The Consequences of High School Exit Examinations for Low-Performing Urban Students: Evidence from Massachusetts. *Educational Evaluation and Policy Analysis*, 32(1): 5-23.

Murnane, R.J. & Papay, J.P. (2010). Teachers' Views on No Child Left Behind: Support for the Principles, Concerns about the Practices. *Journal of Economic Perspectives*, 24(3): 151-166.

Johnson, S.M., Donaldson, M.L., Munger, M.S., Papay, J.P., & Qazilbash, E.K. (2009). Leading the Local: Teachers Union Presidents Chart Their Own Course. *Peabody Journal of Education*, 84(3): 374-393.

BOOKS

Johnson, S.M., & Papay, J.P. (2009). *Redesigning Teacher Pay: A System for the Next Generation of Educators*. Washington, DC: Economic Policy Institute.

POPULAR PRESS/PRACTITIONER ESSAYS

Papay, J.P., & Hill, H.C. (2023). What Learning Designs are More Effective? Research Offers Insights. *The Learning Professional*, 44(4), 21.

Papay, J.P. (2022). Don't Let Education Research Languish in Academic Journals: 3 ways to move research into the real world of schools. *Education Week*, 1/18/2022.

Papay, J.P., Bacher-Hicks, A., Page, L.C., & Marinell, W.H. (2018). America's Teacher Shortage Can't Be Solved by Hiring More Unqualified Teachers. *The Washington Post*, 1/9/2018.

Papay, J.P., & Kraft, M.A. (2016). The Myth of the Performance Plateau. *Educational Leadership*, 73(8), 36-42.

Kraft, M.A., & Papay, J.P. (2015). What Teachers Really Need to Stay, Improve and Succeed. *The Albert Shanker Institute Blog*, 5/28/15. Reprinted in *The Washington Post*, (June 1, 2015).

Donaldson, M.L., & Papay, J.P. (2014). Teacher Evaluation Reform: Policy Lessons for School Principals. *NASSP Principal's Research Review*, 9(5), 1-8.

Johnson, S.M., & Papay, J.P. (2010). Merit Pay for a New Generation. *Educational Leadership*, 67(8): 48-52.

Johnson, S.M., & Papay, J.P. (2010). Expecting Too Much of Performance Pay? *School Administrator*, 67(3): 22-27.

BOOK CHAPTERS

Papay, J.P., & Kraft, M.A. (2017). Developing workplaces where teachers stay, improve, & succeed: Recent evidence on the importance of school climate for teacher success. In E. Quintero, ed. *Teaching in Context: How Social Aspects of School and School Systems Shape Teachers' Development and Effectiveness*. Cambridge, MA: Harvard Education Press.

Donaldson, M.L. & Papay, J.P. (2015). Teacher evaluation for accountability and development. In H.F. Ladd & M.E. Goertz, eds. *Handbook of Research in Education Finance and Policy*, 2nd edition. New York: Routledge.

REPORTS

Alicea, S., Fu, C-H., Johnson, S., Papay, J., & Schwartz, N. (2024). A New Model for Supporting Research-Aligned Teacher Development: Emerging Insights from the Research Partnership for Professional Learning. Research Partnership for Professional Learning. <https://rpplpartnership.org/external-resource/a-new-model-for-supporting-research-aligned-teacher-development-emerging-insights-from-the-research-partnership-for-professional-learning/>

Papay, J.P., Mantil, A., Murnane, R.J., Ferguson, I.M., LoPresti, J., Mbekeani, P.P., McDonough, A., & Zorfass, E. (2024). The MCAS as a Graduation Requirement: Findings from a Research-Practice Partnership. Providence, RI: Educational Opportunity in MA, Annenberg Institute at Brown University. <https://annenberg.brown.edu/edopportunity/mcas-graduation-requirement>

- Mantil, M., Papay, J.P., Ferguson, I.M., Mbekeani, P.P., & Murnane, R.J. (2023). Rising Numbers, Unmet Needs: Immigrant Newcomers in Massachusetts High Schools. <https://annenbergbrown.edu/edopportunity/rising-numbers-unmet-needs>
- Papay, J.P., Schwartz, N., Donohue, K., Murrell, K., Djamoeddin, B., & Rodriguez Benitez, G. (2023). The State of Recovery: Rhode Island's Post-Pandemic Public School Landscape. <https://annenbergbrown.edu/ri-research/our-impact/state-of-recovery>
- Papay, J.P., & Schwartz, N. (2023). Building Strong Partnerships Between Rhode Island Education Preparation Providers and the Providence Public School Department. <https://annenbergbrown.edu/ri-research/our-impact/partnerships-ppsd-epps>
- Donohue, K., Papay, J.P., Schwartz, N., Djamoeddin, B., & Murrell, K. (2023). Teacher Staffing in Providence Public Schools: Key Metrics and Strategic Insights. <https://annenbergbrown.edu/educators/teacher-staffing-ppsd>
- Hill, H.C., & Papay, J.P. (2022). *Building Better PL: How to Strengthen Teacher Learning*. Research Partnership for Professional Learning. <https://annenbergbrown.edu/rppl/what-works>
- Hill, H.C., Papay, J.P., & Schwartz, N. (2022). *Dispelling the Myths: What the Research Says About Teacher Professional Learning*. Research Partnership for Professional Learning. <https://annenbergbrown.edu/rppl/dispelling-the-myths>
- Murnane, R.J., Willett, J.B., Papay, J.P., Mantil, A., Mbekeani, P.P., & McDonough, A. (2022). *Building Stronger Community College Transfer Pathways: Evidence from Massachusetts*. Providence, RI: Educational Opportunity in Massachusetts, Brown University. <https://massincmain.wpenginepowered.com/wp-content/uploads/2022/10/Building-Stronger-Community-College-Transfer-Pathways.pdf>
- Donohue, K., Papay, J.P., Schwartz, N., & O'Brien, B. (2022). *Sustaining the Teacher Workforce: Teacher Retention in Providence*. Providence, RI: Annenberg Institute at Brown. <https://annenbergbrown.edu/educators/sustaining-teacher-workforce>
- Papay, J.P. & Qazilbash, E.K. (2021). *What do we know about teacher hiring? Using early, open, and intensive hiring processes to build the teacher workforce*. Providence, RI: Annenberg Institute at Brown. <https://annenbergbrown.edu/educators/teacher-hiring>
- Papay, J.P., Mantil, A., Murnane, R., & Perez, A. (2021). *The Impact of COVID on College-going: Equity Implications for the Classes of 2020 and 2021*. Providence, RI: Educational Opportunity in Massachusetts, Brown University. https://annenbergbrown.edu/sites/default/files/impact_of_covid_on_college_ongoing.pdf
- Hill, H.C., Papay, J.P., Schwartz, N., et al. (2021). *A Learning Agenda for Improving Teacher Professional Learning at Scale*. Research Partnership for Professional Learning. <https://annenbergbrown.edu/rppl/improving-teacher-professional-learning>

Hill, H.C., Papay, J.P., Schwartz, N., et al. (2021). *Transforming Teacher Professional Learning Together: A Call to Action*. Research Partnership for Professional Learning.
<https://annenberg.brown.edu/rppl/improving-teacher-professional-learning>

Papay, J.P., Schwartz, N., & Donohue, K. (2021). *Attracting Talent to Providence: The Challenge of Teacher Recruitment*. Providence, RI: Annenberg Institute at Brown.
<https://annenberg.brown.edu/educators/attracting-talent>

Papay, J.P., Schwartz, N., Donohue, K., & O'Brien, B. (2020). *Staffing Schools Before Students Arrive: Filling Teacher Vacancies in Providence*. Providence, RI: Annenberg Institute at Brown.
<https://annenberg.brown.edu/educators/staffing-schools>

Papay, J.P., Mantil, A., Murnane, R.J., An, L., Donohue, K., & McDonough, A. (2020). *Lifting All Boats? Accomplishments and Challenges from 20 Years of Education Reform in Massachusetts*. Providence, RI: Educational Opportunity in MA, Brown University.
<http://liftingallboatsma.org>.

Reardon, S., Papay, J.P., Kilbride, T., Strunk, K.O., Cowen, J., An, L., & Donohue, K. (2019) Can Repeated Aggregate Cross-Sectional Data Be Used to Measure Average Student Learning Rates? A Validation Study of Learning Rate Measures in the Stanford Education Data Archive. CEPA Working Paper No. 19-08.

Papay, J.P., & Laski, M.E. (2018). Exploring Teacher Improvement in Tennessee. *Tennessee Education Research Alliance Research Brief*.

Braslow, D., Dahlin, L., Gonzalez, K., Morton, B., Thal, D., Yee, D., Marinell, W., and Papay, J. (2016). *New Jersey Department of Education Teacher Evaluation Diagnostic*. Center for Education Policy Research, Harvard University.

Thal, D., Dahlin, L., Yee, D., Braslow, D., Gonzalez, K., Papay, J., & Marinell, W. (2016). *North Carolina Department of Public Instruction Teacher Evaluation Diagnostic*. Center for Education Policy Research, Harvard University.

Donaldson, M.L. & Papay, J.P. (2012). *Reforming Teacher Evaluation: One District's Story*. Washington, D.C.: Center for American Progress.

Johnson, S.M., Papay, J.P., Fiarman, S.E., Munger, M.S., & Qazilbash, E.K. (2010). *Teacher to Teacher: Realizing the Potential of Peer Assistance and Review*. Washington, D.C.: Center for American Progress.

Johnson, S.M., Fiarman, S.E., Munger, M.S., Papay, J.P., & Qazilbash, E.K. (2009). *A User's Guide to Peer Assistance and Review*. Website available on-line at
www.gse.harvard.edu/~ngt/par.

Johnson, S.M., Donaldson, M.L., Munger, M.S., Papay, J.P., & Qazilbash, E.K. (2007). *Leading the Local: Teachers Union Presidents Speak on Change, Challenges*. Washington, D.C.: Education Sector.

Papay, J.P. (2007). *Aspen Institute Datasheet: The Teaching Workforce*. Washington, D.C.: The Aspen Institute.

WORKS IN PROGRESS/WORKING PAPERS

Kistler, H.C., Djamaoeddin, B., Donohue, K., Papay, J.P., & Schwartz, N.L. Pathways to the Teaching Profession: Teaching Assistants' and Substitute Teachers' Transitions into the Teacher Workforce. <https://edworkingpapers.com/ai24-1089> [under review]

Mantil, A., Papay, J.P., Ferguson, I., Murnane, R.J., & Mbekeani, P. Charting a New Course: Academic Progress of Immigrant Newcomers in Massachusetts High Schools.

Mbekeani, P.P., Papay, J.P., Mantil, A., & Murnane, R.J. Understanding High Schools' Effects on Longer-Term Outcomes. <https://www.edworkingpapers.com/ai23-729> [under review]

Wedenoja, L., Papay, J., & Kraft, M. Second Time's the Charm? How Sustained Relationships from Repeat Student-Teacher Matches Build Academic and Behavioral Skills
<https://www.edworkingpapers.com/ai22-590> [under review]

Murnane, R.J., Willett, J.B., McDonough, A., Papay, J.P., & Mantil, A. Have Community Colleges Responded to the Strong Demand for STEM and Healthcare Graduates? Lessons from a Research-Policy Partnership [under review]

Murnane, R.J., Willett, J.B., Papay, J.P., & Mantil, A. Using Discrete-Time Survival Analysis to Estimate Time to Associate's Degree for Community College Students. [under review]

Papay, J.P., & Hannon, M.E. The Effects of School Turnaround Strategies in Massachusetts.

Papay, J.P., Goldring, E., Grissom, J.A., Laski, M.E., Patrick, S.K., Taylor, E.S., & Tyler, J.H. Encouraging Compliance without Mandates: The Challenge of Take-Up in a Voluntary State-Sponsored Professional Learning Initiative.

Papay, J.P., & Laski, M.E. The Dynamics of Teacher Productivity Improvement: Exploring Heterogeneity in the Within-Teacher Returns to Experience.

Papay, J.P. & Richard, C. Evaluation for Teacher Development: Exploring the Relationship between Features of Teacher Evaluation Systems and Teacher Improvement.

Papay, J.P. & Kraft, M.A. Toward a Broader Conceptualization of Teacher Quality: Individual Characteristics, School Context, and Teacher Effectiveness.

Kraft, M.A., Papay, J.P., & Monti-Nussbaum, M. Does Teacher Effectiveness Translate across School Contexts? Evidence from a Randomized Experiment.

Kraft, M.A., Papay, J.P., Wedenoja, L., & Jones, N. The Benefits of Early and Unconstrained Hiring: Evidence from Teacher Labor Markets.

Papay, J.P., Murnane, R.J., & Willett, J.B. Does Failing an Exit Examination Increase the Probability that Students Pursue the GED Option: Causal Evidence from Massachusetts.

Fiarman, S.E., Johnson, S.M., Munger, M.S., Papay, J.P., & Qazilbash, E.M. Teachers Leading Teachers: The Experiences of Peer Assistance and Review Consulting Teachers. *Project on the Next Generation of Teachers Working Paper*.

Munger, M.S., Johnson, S.M., Fiarman, S.E., Papay, J.P., & Qazilbash, E.M. Shared Responsibility for Teacher Quality: How Do Principals Respond to Peer Assistance and Review? *Project on the Next Generation of Teachers Working Paper*.

Qazilbash, E.M., Johnson, S.M., Fiarman, S.E., Munger, M.S., & Papay, J.P. Peer Assistance and Review: A Cross-Site Study of Labor-Management Collaboration Required for Program Success. *Project on the Next Generation of Teachers Working Paper*.

Johnson, S.M., Donaldson, M.L., Munger, M.S., Papay, J.P., & Qazilbash, E.K. The Challenge of Leading Two Generations within the Teachers Union. *Project on the Next Generation of Teachers Working Paper*.

RESEARCH GRANTS

Principal Investigator. Barr Foundation. “Understanding the Career Trajectories of High Impact Teachers, Phase 2 Proposal.” 2024-2026. \$440,000.

Principal Investigator. University of Virginia. “Supporting teachers' use of math HQIM across contexts: How sequencing and feedback can better promote new teacher professional learning.” 2024-2026. \$62,163.

Principal Investigator. Urban Institute SUMI Initiative. “Skill Development and Economic Mobility: Lessons from Massachusetts Educational Opportunity in Massachusetts Project.” 2024-2026. \$157,358.

Principal Investigator. One8 Foundation. “ST Math Evaluation: Understanding the effectiveness of on-line mathematics curricular supports.” 2024-2028. \$741,000.

Principal Investigator. Rhode Island Foundation. “Funding the Course: Blue Ribbon Commission for the RI School Funding Formula.” 2024-2025. \$75,000.

Principal Investigator. NCTQ. “Analyzing Rhode Island's Teacher Supply and Demand Data.” 2024. \$30,000.

Principal Investigator. Accelerate. “Evaluating a Small Scale Tutoring Pilot with the Rhode Island Department of Education (RIDE).” 2023-2024. \$23,000.

Principal Investigator. Barr Foundation. “Understanding the Career Trajectories of High Impact Teachers”. 2023-2024. \$114,781.

Principal Investigator. National Science Foundation. “Experiments in teacher professional learning: Testing design features that accelerate instructional improvement in mathematics.” 2022-2025. Award total: \$2,949,338.

Co-Principal Investigator. Walton Family Foundation. “Research Partnership for Professional Learning.” 2022-2023. Award total: \$1,598,160.

Principal Investigator. Providence Public School District (award from US Department of Education). “Teacher and School Leader Incentive Program.” 2021-2023. Award total: \$498,716.92

Co-Principal Investigator. Gates Foundation. “Research Partnership for Professional Learning: Planning Grant”. 2021. Award total: \$457,302.15.

Co-Principal Investigator. Walton Family Foundation. “Research Partnership for Professional Learning”. 2021. Award total: \$250,692.98.

Principal Investigator/Project Director. Institute of Education Sciences, US Department of Education. *The Consequences of High School Exit Examinations for Student Life Outcomes: Evidence from a Research-Practice Partnership in Massachusetts.* 2019-2024. Award total: \$5,000,000.

Principal Investigator. MassINC. “Educational Opportunity in Massachusetts: Transfer Pathways into and out of MA Community Colleges.” 2021-22. Award total; \$50,000.

Principal Investigator. State of Massachusetts Department of Elementary and Secondary Education. “Mass DESE Report on High School Graduation Requirements.” 2019-20. Award total: \$150,000.

Principal Investigator. Spencer Foundation. “The Consequences of High School Exit Examinations for Students Life Outcomes: Evidence from Massachusetts.” 2019-20. Award total: \$50,000.

Principal Investigator. Stanford University via Bloomberg Philanthropies. “Validating District and School Achievement Growth Measures.” (Sean Reardon, Stanford PI), 2018-2019. Award total: \$63,283.

Co-Principal Investigator. Smith-Richardson Foundation, “Improving the Teacher Hiring and Match Process.” (Matthew Kraft, PI), 2017-2019. Award total: \$150,000.

Project Director/Principal Investigator. Institute of Education Sciences, US Department of Education. “Using Teacher Evaluation Data to Drive Instructional Improvement: Evidence from the Evaluation Partnership Program in Tennessee.” 2015-19. Award total: \$2,857,765.

Principal Investigator. National Academy of Education/Spencer Foundation Post-Doctoral Fellowship. “Evaluation for Teacher Development: Exploring the Relationship between Features of Teacher Evaluation Systems and Teacher Improvement.” 2016-2018. Award total: \$70,000.

Principal Investigator. Boston Plan for Excellence. “BPE Teaching Academies Evaluation.” 2015-2018. Award total: \$250,000.

Principal Investigator. Bill and Melinda Gates Foundation. “Instructional Feedback to Improve Teacher Quality.” (John Tyler, Co-PI), 2013-2017. Award total: \$488,573.

Principal Investigator. Harvard University Center for Education Policy Research. “Teacher Evaluation Diagnostic.” 2015-2016. Award total: \$35,815.

Principal Investigator. Harvard University Center for Education Policy Research, “Measuring the Effectiveness of Boston Teacher Residents.” 2013-2014. Award total: \$51,070.

Principal Investigator. National Center on Teacher Effectiveness. “What Promotes Teacher Development? Exploring the Sources of Teacher Career Growth.” (Matthew Kraft, Co-PI), 2011-12. Award total: \$42,000.

Principal Investigator. Spencer Foundation Dissertation Fellowship. “The Price of Just Failing: The Unintended Consequences of Students’ Standardized Test Performance Labels on Their Educational Attainments.” 2010-11. Award total: \$25,000.

INVITED LECTURES AND PRESENTATIONS

2024: University of Michigan
University of Pennsylvania

2023: Invited testimony before the RI Senate Legislative Commission to Review and Provide Recommendations for Professional and Labor-Management Standards that Provide School-Based Flexibility and Accountability for Employees of the Providence Public Schools
Massachusetts Department of Elementary and Secondary Education
Rhode Island Department of Education
Providence Public School District
Rhode Island School Superintendents Association
Rhode Island Foundation

2022: American Federation of Teachers National Taskforce on Teacher & School Staff Shortages
Massachusetts Board of Elementary and Secondary Education

Massachusetts Department of Elementary and Secondary Education
Massachusetts Evidence-Based Policymaking Committee (Joint Committee of Boards of
Elementary and Secondary Education and Higher Education)
Providence Public School District
Research Partnership for Professional Learning Brown Bag
Rhode Island Department of Education
Spencer Foundation 50th Anniversary Conference
University of Virginia

2021: Ed Research for Recovery RI Network
Massachusetts Competency Determination Advisory Committee
Massachusetts Department of Elementary and Secondary Education
Massachusetts Evidence-Based Policymaking Committee (Joint Committee of Boards of
Elementary and Secondary Education and Higher Education)
Providence Public School District
Research Partnership for Professional Learning Brown Bag
Rhode Island Department of Education

2020: Massachusetts Board of Elementary and Secondary Education
Massachusetts Board of Higher Education
Massachusetts Competency Determination Advisory Committee
Tufts University

2019: American Federation of Teachers
Massachusetts Department of Elementary and Secondary Education
Massachusetts MCAS Advisory Council
Rhode Island Department of Education
University of Pennsylvania

2018: Brown University
Education Writers Association
Michigan State University
Tennessee Education Research Alliance Advisory Council
Tennessee Superintendents Study Council (statewide meeting of all Superintendents)
University of Pennsylvania
Utah State Legislative Briefing

2017: Al Shanker Institute conversation on School Turnarounds
Brown University Population Studies and Training Center
International Teacher Leadership Conference
Tennessee Department of Education
Tennessee Education Research Alliance
University of Virginia

2016: Tennessee Education Research Alliance
Al Shanker Institute, The Social Side of Education Conference

University of Connecticut

- 2015: Consortium for Excellence in Teacher Education (keynote speaker)
American Association of Colleges for Teacher Education
Harvard University Center for Education Policy Research, Strategic Data Project
NBPTS Teaching & Learning Conference
- 2014: Regional Education Laboratory – Central
Regional Education Laboratory – Northeast and the Islands
Harvard Graduate School of Education
- 2013: Invited testimony before the New York Public Employee Relations Board in the matter of
Impasse between the United Federation of Teachers and the NYC Board of Education
Federal Reserve Bank of New York
University of Virginia
- 2012: Stanford University, Center for Education Policy Analysis
Strategic Data Project Summer Institute
Annenberg Institute for School Reform, Brown University
- 2011: National Education Association Teacher Evaluation Summit (featured speaker)
U.S. Department of Education, Institute for Education Sciences
Connecticut Association of Public School Superintendents conference
Measuring Educator Effectiveness conference, NCCTQ
- 2010: Teachers College Economics of Education Workshop
Center for American Progress
Economic Policy Institute
- 2009: Economic Policy Institute

PROFESSIONAL SERVICE

Member, Rhode Island Foundation Long-Term Education Planning Committee, 2022-present

Steering Committee Member. National Academy of Education: Evaluating & Improving Teacher Preparation Programs, 2019-2023.

Planning Committee Member, National Academy of Sciences: Teaching and the Teacher Workforce Amid the Struggles of COVID-19 and for Racial Justice, 2021.

Society for Research in Educational Effectiveness Spring 2020 Conference Program Committee:
Section Chair in Teachers and School Leaders.

Board Member, *Education Finance and Policy*, 2019-present

Principal member, Institute of Education Sciences' Education Systems and Broad Reform Education Research Scientific Review Panel, FY 2016 to 2018.

Board Member, *Journal of Research on Educational Effectiveness*, 2017-present

Board Member, *Educational Evaluation and Policy Analysis*, 2013-present

Invited participant, Spencer Foundation Meeting on Teacher Mentoring, Coaching, Supervision & Evaluation, 2017

Invited participant, Spencer Foundation Disciplined Dialogue: How to Build a Better Teacher Workplace, 2015

Panel member, Institute of Education Sciences' Education Systems and Broad Reform Education Research Scientific Review Panel, 2015

Society for Research in Educational Effectiveness Spring 2014 Conference Program Committee: Section Chair in Education Policy

Invited member, Bill & Melinda Gates Foundation "Brain Trust on Teacher Compensation", 2012

Invited participant, MDRC "GED and Beyond" Roundtable, December 2011

Faculty Advisor, Strategic Data Project

Referee: American Economic Review; American Economic Journal: Applied; American Economic Journal: Economic Policy; Economics of Education Review; Journal of Human Resources; Journal of Public Economics; Quarterly Journal of Economics

American Educational Research Journal; AERA: Open; Educational Evaluation and Policy Analysis; Educational Researcher; Education Finance and Policy; Education Next; Journal of Policy Analysis and Management; Journal of Research on Educational Effectiveness

Reviewer: Center for Great Teachers and Leaders; Educational Testing Service; Institute of Education Sciences; Oxford University Press; Spencer Foundation; Thomas B. Fordham Institute

CONSULTING

Teach For America; TeachPlus; Center on Great Teachers and Leaders; Boston Plan for Excellence; Blueprint Schools Network; One8 Foundation; Education Insight Group; U.S. Dept. of Health and Human Services; Project Lead the Way; Vandalia-Butler City Schools

UNIVERSITY AND DEPARTMENT SERVICE

Interim Director, Annenberg Institute at Brown, 2023

Interim Chair, Education Department, 2021-22

Member, Public Education Committee, Brown University, 2021 - present

Member, Swearer Center Advisory Group, 2021-22

Director of Undergraduate Studies, Education Department, 2018-20

Chair, Department of Education Graduate Committee, 2018-19

Chair, Director of Teacher Education Search Committee, 2019

Member, Department Review Committee, Education Department, 2018-19

Member, Urban Education Policy admissions committee, 2012 – 2016, 2018 to present

Member, Education Department Search Committees for:

- Director of Teacher Education, 2022
- Associate Professor of Education, 2022
- Assistant/Associate Professor of Urban Education Policy, 2019-20
- Director of Teacher Education, 2018-19
- Director of Teacher Education/Director of Science MAT, 2016-17
- Director of Social Studies MAT, 2016-17
- Assistant Professor of Education, 2012-13
- Professor of Education (Open Rank), 2013-14

Chair, Education Department Search Committee for Visiting Assistant Professor, Spring 2012

Member, Wriston Fellowship Selection Committee, 2016

TEACHING

Courses taught at Brown

EDUC 2360: Policy Analysis and Program Evaluation for Education

EDUC 2320: Introductory Statistics for Education Research and Policy Analysis

EDUC 1060: Politics and Public Education

EDUC 0410B: Controversies in American Education Policy: A Multi-Disciplinary Approach

Courses taught elsewhere

S-030: Intermediate Statistics: Applied Regression and Data Analysis, Harvard Graduate School of Education