

Matthew Ronfeldt*Curriculum Vitae*ronfeldt@umich.edu**CURRENT POSITION****University of Michigan**

Associate Professor, Educational Studies, 2017-present
 Assistant Professor, Educational Studies; 2010-2017
 Core Faculty, University of Michigan IES Predoctoral Training Program in
 Causal Inference in Educational Policy Research; 2016-present
 Faculty Associate, Institute for Social Research (ISR) Survey Research Center
 (SRC); 2014-present

EDUCATION**Stanford University**

Ph.D. in Curriculum and Teacher Education, 2008
 Dissertation: *Crafting Core Provisional Selves in Professional Education*. Submitted
 August, 2008. Committee: Pamela Grossman (chair), Na'ilah Nasir, Eamonn
 Callan, Hilda Borko.

Mills College

Masters in Education, 2000 (Thesis Advisor: Anna Richert)
 Teaching Credential in Secondary Math (Physics Supplemental), 1996

Amherst College

B.A. in Physics (Magna Cum Laude), 1994

PROFESSIONAL EXPERIENCE**Visiting Scholar**

2018-2019: *Center for Education Policy Analysis (CEPA)*, Stanford University.

Postdoctoral Fellow

2008-2010: *Institute for Research on Educational Policy & Practice (Stanford
 University)* IES postdoctoral training fellowship program in large-scale,
 quantitative research. Postdoctoral Advisor: Susanna Loeb.

Research Assistant

2004-2008: *Examining Teacher Preparation: Does the Pathway Make a Difference?*
 Principal Investigators Susanna Loeb, Pamela Grossman (Stanford
 University); Donald Boyd, Hamilton Lankford, and James Wyckoff
 (University at Albany).

2004-2008: *Teaching Practice: Preparation for Practice in Teaching, Clinical
 Psychology, and the Clergy*. Principal Investigator, Pamela Grossman, Stanford
 University School of Education.

Instructor

2002-2003; 2005-2007: Stanford Teacher Education Program.

- Teacher Researcher** 2002-2003: *Harnessing reflection: A case study of the impact of a teacher research group on school-wide learning.* Mills College Teacher Scholars.
- 2001-2002: *Evolving ethical perspectives in an 8th grade integrated math and science classroom.* Mills College Teacher Scholars.
- Teacher** 1995-2002: Middle School Math and Science Teacher, California

REFEREED JOURNAL PUBLICATIONS

Appeared In Print/In Press

- Goldhaber, D., Ronfeldt, M., Cowan, J., Gratz, T., Bardelli, E., Truwit, M., Mullman, H. (2022). Room for improvement? Mentor teachers and the evolution of teacher preservice clinical evaluations. *American Educational Research Journal*, 00028312211066867.
- Matsko, K.K., Ronfeldt, M., & Greene Nolan, H. (2022). How different are they? Comparing preparation offered by traditional, alternative, and residency pathways. *Journal of Teacher Education*, 73(3), 225-239
- Bardelli, E. & Ronfeldt, M. (2021). Workforce outcomes of Tennessee program completers in high needs subject areas. *American Journal of Education*, 128(1), 59-93.
- Ronfeldt, M., Matsko, K.K., Greene Nolan, H., & Reininger, M. (2021). Three different measures of graduates' instructional readiness and the features of preservice preparation that predict them, *Journal of Teacher Education*, 72(1), 56-71.
- Ronfeldt, M., Bardelli, E., Mullman, H., Truwit, M., Schaaf, K., Baker, J. (2020). Improving Student Teachers' Readiness to Teach Through Recruitment of Instructionally Effective and Experienced Cooperating Teachers: A Randomized Experiment. *Educational Evaluation and Policy Analysis*, 42(4), 551-575.
- Ronfeldt, M., Bardelli, E., Brockman, S., & Mullman, H. (2020). Will mentoring a student teacher harm my evaluation score? Effects of serving as a cooperating teacher on evaluation metrics. *American Educational Research Journal*, 57(3), 1392-1437.
- Matsko, K.K., Ronfeldt, M., Green Nolan, H., Klugman, J., Reininger, M., Brockman, S.L. (2020). Cooperating teacher as model and coach: What leads to student teachers' perceptions of preparedness? *Journal of Teacher Education*, 71(1), 41-62.
- Ronfeldt, M., Brockman, S. L., Campbell, S. L. (2018). Does cooperating teachers' instructional effectiveness improve preservice teachers' future performance? *Educational Researcher*, 47(7), 405-418.
- Campbell, S. & Ronfeldt, M. (2018). Observational evaluations of teachers: Measuring more than we bargained for? *American Educational Research Journal*, 55(6), 1233-1267.
- Khasnabis, D., Goldin, S., & Ronfeldt, M. (2018). Using simulated parent-teacher conferences to assess interns' abilities to partner with families. *Action in Teacher Education*, 38(4), 603-625.

- Ronfeldt, M. & McQueen, K. (2017). Does new teacher induction really improve retention? *Journal of Teacher Education*, 68(4), 394-410.
- Ronfeldt, M. & Campbell, S. (2016). Evaluating teacher preparation using graduates' observational ratings. *Educational Evaluation and Policy Analysis*, 38(4), 603-625.
- Ronfeldt, M., Kwok, A., & Reininger, M. (2016). Teachers' preferences to teach underserved students. *Urban Education*, 51(9), 995-1030.
- Ronfeldt, M. (2015). Field placement schools and instructional effectiveness. *Journal of Teacher Education*, 66(4), 304-320.
- Ronfeldt, M., Farmer, S., McQueen, K. & Grissom, J.A. (2015). Teacher collaboration in instructional teams and student achievement. *American Educational Research Journal*, 52(3), 475-514.
- Ronfeldt, M., Schwartz, N., & Jacob, B. (2014). Does pre-service preparation matter? Examining an old question in new ways. *Teachers College Record*, 116(10), 1-46.
- Grossman, P., Cohen, J., Ronfeldt, M. & Brown, L. (2014). The test matters: The relationship between classroom observation scores and teacher value-added on multiple types of assessment. *Educational Researcher*, 43(6), 293-303.
- Ronfeldt, M., Reininger, M., & Kwok, A. (2013). Recruitment or preparation? Investigating the effects of teacher characteristics and student teaching. *Journal of Teacher Education*, 64(4), 319-337.
- Ronfeldt, M, Loeb, S., & Wyckoff, J. (2013). How teacher turnover harms student achievement. *American Educational Research Journal*, 50(1), 4-36.
- * Boyd, H., Grossman, P., Hammerness, K., Lankford, H., Loeb, S., Ronfeldt, M., & Wyckoff, J. (2012). Recruiting effective math teachers: Evidence from New York City. *American Educational Research Journal*, 49(6), 1008-1047. (*Authors listed in alphabetical order)
- Ronfeldt, M. & Reininger, M. (2012). More or better student teaching? *Teaching and Teacher Education*, 28(8), 1091-1106.
- Ronfeldt, M. (2012). Where should student teachers learn to teach?: Effects of field placement school characteristics on teacher retention and effectiveness. *Educational Evaluation and Policy Analysis*, 34(1), 3-26.
- * Boyd, D., Lankford, H., Loeb, S., Ronfeldt, M., & Wyckoff, J. (2011). The role of teacher quality in retention and hiring: Using applications-to-transfer to uncover preferences of teachers and schools. *Journal of Policy Analysis and Management*, 30(1), 88-2011. (*Authors listed in alphabetical order)
- Grossman, P., Compton, C., Igra, D., Ronfeldt, M., Shahan, E., & Williamson, P (2009). Teaching practice: A cross-professional perspective . *Teachers College Record*. 111 (9).

Ronfeldt, M. & Grossman, P. (2008). Becoming a professional: Experimenting with possible selves in professional preparation. *Teacher Education Quarterly*, pp. 41-60.

* Boyd, D., Grossman, P., Hammerness, K., Lankford, H., Loeb, S., McDonald, M., Reiningger, M., Ronfeldt, M., & Wyckoff, J. (2008). Surveying the landscape of teacher education in New York City: Constrained variation and the challenges of innovation. *Educational Evaluation and Policy Analysis*, 30(4), 319-343. (*Authors are listed in alphabetical order)

Grossman, P., McDonald, M., Hammerness, K., & Ronfeldt, M. (2008). Constructing coherence: Structural predictors of perceptions of coherence in NYC teacher education programs. *Journal of Teacher Education*, 59, 273 - 287.

Grossman, P., Compton, C., Shahan, E., Ronfeldt, M., Igra, D., & Shiang, J. (2007). Preparing practitioners to respond to resistance: A cross-professional view. *Teachers and Teaching: Theory and Practice*, 13(2), 109-123.

* Berglund, L., Hunter, L. R., Krause, D., Lamoreaux, S. K., D., Prigge, E. O., & Ronfeldt, M. S. (1995). New limits on local Lorentz invariance from Hg and Cs magnetometers. *Physical Review Letters*, 75(10), 1879 – 1883. (*Authors listed in alphabetical order).

Under Review

White, M. & Ronfeldt, M. (under review). Monitoring rater quality in observational systems: Issues due to unreliable estimates of rater quality. Revise and resubmit (May 2022).

Bardelli, E., Ronfeldt, M. & Papay, J. (under review). Investigating differences between teacher education programs in terms of teacher growth trajectories. Revise and resubmit (April 2022).

Ronfeldt, M., Truwit, M., Bardelli, E., Schaff, K., & Smith, B. (under review). Cultivating coaching in clinical mentors: An experimental evaluation of the Mentors Matter professional development initiative. Submitted to *Educational Evaluation and Policy Analysis* (July 2022).

Matsko, K.K., Ronfeldt, M., & Greene Nolan, H. (under review). Moving beyond pathways: Features of teacher preparation associated with feelings of preparedness and planned longevity in teaching. Submitted to *Journal of Teacher Education* (July 2022).

Ronfeldt, M., Bardelli, E., Truwit, M., Schaaf, K., & Baker, J. (in progress). Mentors matter recruitment replication and extension: Results from the second and third implementation years. Submitted to *Journal of Research on Educational Effectiveness* (July 2022).

Bardelli, E., Ronfeldt, M., & Truwit, M. (in progress). Examining potential bias in the Mentors Matter algorithm. Submitted to *Educational Evaluation and Policy Analysis* special issue (June 2022).

Goldhaber, D., Ronfeldt, M., Cowan, J., Bardelli, E., Gratz, T., & Truwit, M. (under review). Clinical experiences, networks, and (unexpected findings on) job placements: Experimental evidence from student teaching interventions.

Bardelli, E., Ronfeldt, M., & Truwit, M. (under review). The Black teacher pipeline: Insights from a state longitudinal data system. Submitted to *Educational Reviewer* (July 2022).

Truwit, M., Ronfeldt, M., & Bardelli, E. (under review). Exploring whether and how teacher residencies offer a different kind of preparation.

In Progress

Truwit, M., Ronfeldt, M., & Bardelli, E. (in progress). The promise of the residency model: A statewide examination of effects on teacher employment, performance, and retention.

Ronfeldt, M. (in progress). Features of teacher preparation related to teacher retention and teaching effectiveness: A review of the large-scale, quantitative evidence.

Bardelli, E., Ronfeldt, M., Truwit, M., Fisher, L., & Stanovich, C. (in progress). Revisiting the relationship between clinical mentor and student teacher effectiveness.

BOOK CHAPTERS

Appeared In Print

Goldhaber, D. & Ronfeldt, M. (2020). Toward causal evidence on effective teacher preparation. In J. S. Carinci, S. Meyer, & C. Jackson (Eds.). *Linking teacher preparation program design and implementation to outcomes for teachers and students*. Charlotte, NC: Information Age Publishing.

Ronfeldt, M. (2017). Better collaboration, better teaching. In E. Quintero (Ed.) *Teaching in context. How social aspects of school and school systems shape teachers' development and effectiveness*. Cambridge, Massachusetts: Harvard Education Press.

Grossman, P., Ronfeldt, M., & Cohen, J. (2011). The power of setting: The role of field experience in learning to teach. In K. Harris, S. Graham, T. Urdan, A. Bus, S. Major, & H. L. Swanson (Eds.) *American Psychological Association (APA) Educational Psychology Handbook, Vol. 3: Applications to Teaching and Learning* (pp. 311-334).

* Boyd, D., Lankford, H., Loeb, S., Ronfeldt, M., & Wyckoff, J. (2011). The effect of school neighborhoods on teacher career decisions. In R. Murnane & G. Duncan (Eds.), *Whither Opportunity? Rising Inequality and the Uncertain Life Chances of Low-Income Children* (pp. 377-397). New York: Russell Sage Foundation: New York. (*Authors are listed in alphabetical order)

Grossman, P., McDonald, M., Hammerness, K., & Ronfeldt, M. (2008). Dismantling dichotomies in teacher education. In M. Cochran-Smith (Ed.), *The handbook of teacher education: A project of the Association of Teacher Educators (3rd Edition)*. New York, NY Macmillan.

Ronfeldt, M. (2007). Evolving ethical perspectives in an 8th grade science classroom. In D. Roberts, C. Bove & E. van Zee (Eds.), *Teacher research: Stories of learning and growing*. Arlington, VA: NSTA Press.

Under Review

Youngs, P.* Matsko, K. K.,* & Ronfeldt, M.* (in press). Teacher preparation: Research, policy, and practice. In L. Cohen-Vogel, J. Scott, & P. Youngs (Eds.), *Handbook of education policy research* (2nd edition). American Educational Research Association. (* denotes co-first authors)

REPORTS / WORKING PAPERS / BRIEFS

Ronfeldt, M. (2021). *Links among teacher preparation, retention, and teaching effectiveness*. National Academy of Education Committee on Evaluating and Improving Teacher Preparation Programs. National Academy of Education.

<https://naeducation.org/wp-content/uploads/2021/09/NAEd-EITPP-Paper-Ronfeldt.pdf>

Ronfeldt, M., Truwit, M., Bardelli, E., Schaaf, K., & Smith, B. (2022). Cultivating coaching in clinical mentors. Tennessee Education Research Alliance Working Paper Series 2022-01.

https://peabody.vanderbilt.edu/TERA/files/TERA_Working_Paper_2022-01.pdf

Bardelli, E., Ronfeldt, M., & Papay, J. (2021). Teacher preparation programs and graduates' growth in instructional effectiveness. Tennessee Education Research Alliance Working Paper Series 2021-01.

https://peabody.vanderbilt.edu/TERA/files/TERA_Working_Paper_2021-01.pdf

Morris, W., Ronfeldt, M., Bardelli, E., & Truwit, M. (April, 2020). Learning from the best. Promising practice in preparing Tennessee's future teachers. Tennessee Education Research Alliance Brief:

https://peabody.vanderbilt.edu/TERA/files/Mentors_Matter_FINAL.pdf

Bardelli, E. & Ronfeldt, M. (2020). Workforce outcomes of program completers in high-needs areas. Tennessee Education Research Alliance Working Paper Series 2020-01. Retrieved from:

https://peabody.vanderbilt.edu/TERA/files/TERA_Working_Paper_2020-01.pdf

Ronfeldt, M., Bardelli, E., Mullman, H., Truwit, M., Schaaf, K., Baker, J.C. (2019). Improving student teachers' feelings of preparedness to teach through recruitment of instructionally effective and experienced cooperating teachers: A randomized experiment. Annenberg EdWorking Paper No. 19-148. Downloaded from:

<https://edworkingpapers.com/sites/default/files/ai19-148.pdf>

Ronfeldt, M., Bardelli, E., Brockman, S., & Mullman, H. (2018). Will mentoring a student teacher harm my evaluation scores? Effects of serving as a cooperating teachers on evaluation metrics. Tennessee Education Research Alliance Working Paper Series 2019-03. Retrieved from:

https://peabody.vanderbilt.edu/TERA/files/TERA_Working_Paper_2019-03.pdf

Bardelli, E. & Ronfeldt, M. (2018). High needs endorsement program completers. Internal report to the Tennessee Department of Education.

Ronfeldt, M., Greene Nolan, H., & Brockman, S. (2018). Using graduates' observation ratings for improving educator preparation. Internal report to the Tennessee Department of Education.

Mullman, H. & Ronfeldt, M. (2018). The landscape of clinical preparation in Tennessee. Internal report to the Tennessee Department of Education.

Ronfeldt, M., Goldhaber, D., Cowan, J., Bardelli, E., Johnson, J., Tien, C.D. (April 2018). Identifying promising clinical placements using administrative data: Preliminary results from ISTI placement initiative pilot. CALDER Working Paper No. 189. Retrieved from: <https://caldercenter.org/publications/identifying-promising-clinical-placements-using-administrative-data-preliminary-results>

Ronfeldt, M., Matsko, K.K., Greene Nolan, H., & Reininger, M. (2018). Who knows if our teachers are prepared? Three different perspectives on graduates' instructional readiness and the features of preservice preparation that predict them (CEPA Working Paper No.18-01). Retrieved from Stanford Center for Educational Policy Analysis: <http://cepa.stanford.edu/wp18-01>.

Gordon, M.F., Jiang, J.Y., Kapadia Matsko, K., Ronfeldt, M., Greene Nolan, H.G., & Reininger, M. (2018). On the path to becoming a teacher: The landscape of student teaching in Chicago Public Schools. Chicago, IL: University of Chicago Consortium on School Research.

Ronfeldt, M., Campbell, S., Brockman, S. (March, 2017). Hiring and retaining program completers in Tennessee and the role of educator preparation programs. Internal Report for the Tennessee Department of Education.

GRANTS

Pathways into Teaching: A Mixed-Methods Investigation of High-Leverage Opportunities to Increase the Representation of Teachers of Color in Tennessee Schools. \$3,000,000. Co-principal investigator with Jason Grissom and Kelly Slay (Vanderbilt University). Institute of Education Sciences. 09/22 – 08/26

Preparing Mentors to Support Novices in Eliciting Student Thinking in Mathematics Discussions: Developing and Testing a Simulation-Based PD Program. \$1,343,973. Co-principal investigator with Julie Cohen (University of Virginia), Meghan Shaughnessy (Boston University), and Nicole Garcia (University of Michigan). National Science Foundation (DRK12). 08/22 – 07/26.

Identifying Changes in Who are Becoming Teachers Through the P-20 Pipeline in Tennessee. \$37,000. Principal investigator. TERA Research Partnership Fund: Vanderbilt University and the Bill and Melinda Gates Foundation. 08/20 - 08/21

Tennessee Department of Education: Setting Students Up for Success. \$7,000,000. Co-principal investigator with the Tennessee Department of Education. Institute of Educational Sciences Statewide, Longitudinal Data Systems Grant (R372A150015). 9/16 – 8/20.

Alternative Chicago Teaching Pathways. \$200,000. Co-principal investigator with Kavita Kapadia Matsko (University of Chicago Consortium on Chicago School Research), principal investigator. Joyce Foundation. 12/15 – 11/17.

Assessing Initiatives to Improve Student Teaching. \$1,500,000. Co-principal investigator with Dan Goldhaber (American Institute of Research), principal investigator. Bill and Melinda Gates Foundation. 12/15 – 1/21.

Does New Teacher Induction Really Improve Retention? \$8,000. Principal investigator. Rackham 2015 Spring/Summer Research Grant Program: University of Michigan. 5/15 – 9/15.

Chicago Teacher Pathways Project. \$580,000. Co-principal investigator with Kavita Kapadia Matsko (University of Chicago Consortium on Chicago School Research), principal investigator. Spencer Foundation. 6/14 – 5/17.

The Family Centered Education Experience: Preparing New Teachers for Understanding and Teaching in Diverse Communities. \$50,000. Co-principal investigator with Debi Khasnabis, principal investigator, and Simona Goldin, Cathy Reischl, and Carla O'Connor, co-principal investigators. Third Century Initiative Transformation Grant, University of Michigan. 9/13-9/15.

Student Teaching: Where and How Long? \$40,000. Principal investigator. Spencer Foundation. 9/11 – 8/12.

Student Teaching in Chicago Project. \$7,000. Principal investigator. Rackham 2011 Spring/Summer Research Grant Program: University of Michigan. 5/11 – 9/12.

Becoming a Professional. \$7,000. Principal investigator. Spencer Competitive Research Training Grant. 9/06 – 8/08.

Designing a School-Based Teacher Research Group. \$2,000. Principal investigator. Mills College Teacher Scholar Grant Program. 9/01 – 8/02.

CONTRACTS

Implementing and Testing Statewide Algorithm for Identifying Promising Clinical Mentors. \$10,000. Principal investigator. Tennessee Department of Education. 05/21-09/21.

POPULAR PRESS

Citations in Popular Press

- O'Hara, E. & Booker, L. (2020, Nov). Mentors Matter – promising practices in preparing Tennessee's future teachers. The TNth Period Podcast: Education Research in Tennessee - Episode 12. <https://soundcloud.com/user-998660961/episode-12-mentors-matter-promising-practices-in-preparing-tennessees-future-teachers>
- Barnum, M. (2018, July 16). Mentors matter: Good teaching really can be passed down to student teachers, new research finds. <https://co.chalkbeat.org/posts/us/2018/07/16/mentors-matter-good-teaching-really-can-be-passed-down-to-student-teachers-new-research-finds/>.
- Barnum, M. (2017, August 9). A new study shows why it's so hard to improve teacher preparation. Chalkbeat. <http://www.chalkbeat.org/posts/us/2017/08/09/a-new-study-shows-why-its-so-hard-to-improve-teacher-preparation/>
- McCabe, K. (2016, June 14). Study tests using teacher observation data for evaluation of EPPs. EdPrepMatters Post. <http://edprepmatters.net/2016/06/study-tests-using-teacher-observation-data-for-evaluation-of-epps/>.

- Ronfeldt, M. (2016, March 8). Improving teaching through collaboration. Albert Shanker Institute Post. <http://www.shankerinstitute.org/blog/improving-teaching-through-collaboration>
- Terada, Y. (2015, Dec. 21). Education research highlights from 2015. http://www.edutopia.org/blog/research-highlights-2015-youki-terada?utm_source=facebook&utm_medium=CPC.
- Kraft, M. A. & Papay, J. P. (2015, May 28). Developing workplaces where teachers stay, improve, and succeed. Albert Shanker Institute Post. <http://www.shankerinstitute.org/blog/developing-workplaces-where-teachers-stay-improve-and-succeed>.
- Karp, S. (2014, Spring). Jumping the ship. Catalyst Magazine. Retrieved online from <http://www.catalyst-chicago.org>
- AERA Newsroom (2014, January 1). Top 10 AERA journal articles of 2013. Retrieved online from <http://www.aera.net/Newsroom/Top10AERAJournalArticlesof2013/tabid/15323/Default.aspx>
- French, R. (2013, October 15). Michigan classrooms loaded with rookie teachers who soon wash out. *Bridge Magazine*. Retrieved online from <http://www.freep.com>
- French, R. (2013, October 14). Vagaries of student teaching give newcomers vastly different experiences. *Bridge Magazine*. Retrieved online from <http://www.freep.com>
- United Federation of Teachers (2013, September, 25). Successful teaching starts with good schools *UFT Online News; New York Teacher Issue*. Retrieved from <http://www.uft.org>
- Motoko, R. (2013, August 26). At charter schools, short careers by choice. *New York Times*, p. A1. Retrieved from <http://www.nytimes.com>
- Cohen, M. (2013, July 31). Radio City Recap WILS interview with Dr. Matthew Ronfeldt. Retrieved from <http://1320wils.com>
- Walsh, K. (2012, July 10). A response to Jay Greene. *Educaitonnext*. Retrieved from <http://educationnext.org>
- Greene, J. (2012, July 10). NCTQ doesn't know what works. *Educaitonnext*. Retrieved from <http://educationnext.org>
- Simon, M. (2012, June 15). Is teacher churn undermining real education reform in D.C.? *Washington Post*. Retrieved from <http://www.washingtonpost.com>
- Simon, M. (2012, April 17). Get rid of teachers or encourage them to stay – what is best for our schools? Economic Policy Institute. Retrieved from <http://www.epi.org>
- Berry, B. (2012, March 26). Creating conditions for effective teaching [Center for Teaching Quality blog]. Retrieved from <http://www.teachingquality.org>
- National Council on Teaching Quality (2012, March 30). Breathing the air of success in student teaching. [PDQ: Pretty Darn Quick Blog]. Retrieved from <http://www.nctq.org>

PRESENTATIONS (PEER-REVIEWED)

- Bardelli, E., Truwit, M., & Ronfeldt, M. (2022, April). *In-Depth Look at the Pipeline into Teaching: Insights from a State Longitudinal Data System*. Paper presented at the 2022 American Educational Research Association (AERA) annual meeting, San Diego, CA.
- Truwit, M., Bardelli, E., & Ronfeldt, M. The promise of the residency model: A statewide examination of effects on teacher employment, performance, and retention. Paper presented at the 2022 American Educational Research Association (AERA) annual meeting, San Diego, CA.
- Bardelli, E., Truwit, M., & Ronfeldt, M. (2022, April). Teacher Evaluation Systems: Measures of Instructional Effectiveness or Mechanisms of Structural Bias? Paper presented at the 2022 American Educational Research Association (AERA) annual meeting, San Diego, CA.

- Truwit, M., Ronfeldt, M., & Bardelli, E. (2022, March 27). The promise of the residency model: A statewide examination of effects on teacher employment, performance, and retention. APPAM Annual Conference, Austin, TX.
- Bardelli, E., Ronfeldt, M., & Truwit, M. (2022, March 27). In-depth look at the pipeline into teaching: Insights from a state longitudinal data system. APPAM Annual Conference, Austin, TX.
- Goldhaber, D., Ronfeldt, M., (2022, March 27). Clinical placements and teacher candidates' transitions into the labor market: Evidence from a random assignment experiment. APPAM Annual Conference, Austin, TX.
- Fisher, L., Bardelli, E., Ronfeldt, M., & Truwit, M. (2022, March). *Revisiting the Relationship Between Clinical Mentors and Student Teacher Effectiveness*. Paper presented at the 2022 Data for Public Good symposium, Ann Arbor, MI.
- Fisher, L., Bardelli, E., Ronfeldt, M., & Truwit, M. (2022, March). *Revisiting the Relationship Between Clinical Mentors and Student Teacher Effectiveness*. Paper presented at the 2022 American Education Finance and Policy (AEFP) annual conference, Denver, CO.
- Rodriguez, J., Ronfeldt, M., et al. (2022, March 5). Design scenarios to prepare secondary science educators. AACTE Annual Conference, New Orleans, LA.
- Bardelli, E. & Ronfeldt, M., & Papay, J. (2021, Apr 12). *Teacher preparation programs and graduates' growth in instructional effectiveness*. AERA Annual Meeting [virtual].
- Goldhaber, D., Ronfeldt, M., Cowan, J., Gratz, T., Bardelli, E., Truwit, M., & Mullman, H. (2021, Apr 11). *Room for improvement? Mentor teachers and the evolution of teacher preservice clinical evaluations*. AERA Annual Meeting [virtual].
- Matsko, K. K. & Ronfeldt, M. (2021, Apr 11). *How do we know if new teachers are prepared? Considering different predictors of preservice teacher instructional readiness*. AERA Annual Meeting [virtual].
- Ronfeldt, M., Truwit, M. Bardelli, M., Goldhaber, D., Cowan, J., Gathia, F. (2021, Apr 10). *Do "better" teachers make "better" instructional coaches?* AERA Annual Meeting [virtual].
- Truwit, M., Ronfeldt, M., Bardelli, M., & Schaaf, K. (2021, Apr 10). *Examining the impact of professional development on mentor coaching and preservice teachers' readiness to teach*. AERA Annual Meeting [virtual].
- Smith, B., Ronfeldt, M., Stahl, K. & Little, A. (2021, Apr 10). *How cooperating teacher professional development manifests in coaching conversations*. AERA Annual Meeting [virtual].
- Bardelli, M., Ronfeldt, M., Truwit, M., & Schaaf, K. (2021, Apr 10). *Replicating and extending the findings of the Mentors Matter recruitment initiative*. AERA Annual Meeting [virtual].
- Truwit, M. Ronfeldt, M., Bardelli, E., Mullman, H (2020, Nov. 13) *Mentors Matter Training Initiative: Improving the Coaching of Candidates through Mentor Training*. APPAM Annual Meeting [virtual].

- Bardelli, E., Ronfeldt, M., Truwit, M., Mullman, H., Schaaf, K., Baker, J. (2020, Nov. 13) *Mentors Matter Recruitment Replication: Results from the Second Implementation Year*. APPAM Annual Meeting [virtual]
- Bardelli, E., Ronfeldt, M., Mullman, H., Truwit, M. & Schaaf, K. (2020, Apr 17 - 21) *Effects of Using Administrative Data to Guide the Recruitment of Instructionally Effective and Experienced Cooperating Teachers: Results From a Randomized Control Trial* [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/tgtavle> (Conference Canceled)
- Truwit, M., Ronfeldt, M., Goldhaber, D., Cowan, J., Mullman, H., Bardelli, E. & Tien, C. (2020, Apr 17 - 21) *The Power of Peer Reference: Findings From a Teacher Education Experiment on the Influence of Relative Performance Feedback* [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/tuulaka> (Conference Canceled)
- Mullman, H., Ronfeldt, M., Bardelli, E., Truwit, M. & Schaaf, K. (2020, Apr 17 - 21) *Does Cooperating Teacher Professional Development Impact the Frequency or Quality of Coaching?* [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/vjfs2nx> (Conference Canceled)
- Matsko, K. K. & Ronfeldt, M. (2020, Apr 17 - 21) *Features of Teacher Preparation Related to Three Different Perspectives on Graduates' Instructional Readiness* [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/uu46yd2> (Conference Canceled)
- Goldhaber, D., Ronfeldt, M., Cowan, J., Bardelli, E., Johnson, L., Mullman, H. & Tien, C. (2020, Apr 17 - 21) *Feedback for Teaching Candidates From Mentor Teachers and University Supervisors* [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/rmqoynr> (Conference Canceled)
- Ronfeldt, M., Bardelli, E., Mullman, H., & Truwit, M. & Schaff, K. (2019). *Mentors Matter Initiatives: Using statewide data to improve teacher education through a research-practice partnership*. American Educational Research Association Annual Conference Toronto, Canada.
- Bardelli, E., Ronfeldt, M. & Papay, J. (2019). *How does teacher education impact teacher professional growth?* American Educational Research Association Annual Conference Toronto, Canada.
- Bardelli, E. & Ronfeldt, M. (2019). *Workforce outcomes of program completers in high needs areas*. American Educational Research Association Annual Conference Toronto, Canada.
- Mullman, H. & Ronfeldt, M. (2019). *Preparing teachers in Tennessee: The landscape of student teaching experiences*. American Educational Research Association Annual Conference Toronto, Canada.
- Goldhaber, M., Ronfeldt, M., Cowan, J., Bardelli, E., Johnson, J., & Tien, C.D. (2019). *Room for improvement? Descriptive evidence on the content of student teacher evaluations*. The Association for Education Finance and Policy, Kansas City, MO.
- Truwit, M., Ronfeldt, M., Goldhaber, M., Cowan, J., Bardelli, E., Johnson, J., Mullman, H., & Tien C.D. (2019). *The role of feedback in shaping teacher candidate preparation: Evidence from a teacher education experiment*. The Association for Education Finance and Policy, Kansas City, MO.

- Cowan, J., Goldhaber, M., Ronfeldt, M., Bardelli, E., Johnson, J., Mullman, H., & Tien, C.D. (2019). Do I know myself? How self-perceived effectiveness evolves during the student teaching internship. The Association for Education Finance and Policy, Kansas City, MO.
- Brockman, S., Ronfeldt, M., Bardelli, E., Mullman, H. (2019). Will mentoring a student teacher harm my evaluation scores? Effects of serving as a cooperating teacher on evaluation metrics? The Association for Education Finance and Policy, Kansas City, MO.
- Mullman, H., Ronfeldt, M., Truwit, M. & Bardelli, E.(2019). Does cooperating teacher training impact coaching practice or candidate preparation? The Association for Education Finance and Policy, Kansas City, MO.
- Bardelli, E. Ronfeldt, M., Mullman, H.,& Truwit, M.(2019). Can administrative data help identify promising clinical placements? Evidence from a randomized control trial in a teacher preparation program.The Association for Education Finance and Policy, Kansas City, MO.
- Ronfeldt, M., Schaaf, K., Baker, J., & Golhaber, D. (2019).Different strokes? The perspectives of various stakeholders engaged in research-practice partnerships for improving clinical teacher preparation. The Association for Education Finance and Policy, Kansas City, MO.
- Matsko, K.K., Ronfeldt, M., Greene, H. (2018). A look at cooperating teachers across pathways. American Educational Research Association, New York, NY.
- Ronfeldt, M., Brockman, S.L., & Campbell, S.L. (2018). Does cooperating teachers' instructional effectiveness improve preservice teachers' future performance? American Association of Colleges for Teacher Education (AACTE) Annual Meeting, Baltimore, MD.
- Ronfeldt, M., Goldhaber, M., Cowan, J., Bardelli, E., Johnson, J., Tien, C.D. (2018). Improving Student Teaching Initiative (ISTI): Findings from Year 1 placement initiative pilot. American Association of Colleges for Teacher Education (AACTE) Annual Meeting, Baltimore, MD.
- Ronfeldt, M., Brockman, S.L., & Campbell, S.L. (2017). Does cooperating teachers' instructional effectiveness improve preservice teachers' future performance? Association for Public Policy Analysis and Management, Chicago, IL.
- Kapadia Matsko, K., Ronfeldt, M. (2017). The role of cooperating teachers in preparing preservice teachers in Chicago. Association for Public Policy Analysis and Management, Chicago, IL.
- Kapadia Matsko, K., Ronfeldt, M., Greene, H. (2017). The role of cooperating teachers in preparing preservice teachers: A district-wide portrait. American Educational Research Association, San Antonio, TX.
- Kapadia Matsko, K., Ronfeldt, M., Brockman, S. (2017). Cooperating teacher as model and coach: A district-wide portrait. American Association of Colleges of Teacher Education Annual Conference, Tampa, FL.
- Ronfeldt, M. (2016). How teacher turnover harms student achievement. University Council for Educational Administration (UCEA) Conference, Detroit, MI.

- Campbell, C. & Ronfeldt, M. (2016). Observational evaluations of teachers: Measuring more than we bargained for? Association for Public Policy and Management Research Conference, Washington D.C.
- Campbell, C. & Ronfeldt, M. (2016). Observational evaluations of teachers: Measuring more than we bargained for? American Educational Research Association, Washington D.C.
- Khasnabis, D., Goldin, S. & Ronfeldt, M. (2016). The practice of partnering: Assessing interns' growth with simulated parent teacher conferences. American Association of Colleges of Teacher Education Annual Conference, Las Vegas, NV.
- Ronfeldt, M. & Campbell, C. (2015). Evaluating teacher preparation using observational data. Association for Public Policy Analysis and Management Association Annual Meeting, Miami, FL.
- Ronfeldt, M., Farmer, S., McQueen, K. & Grissom, J.A. (2015). Teacher collaboration in instructional teams and student achievement. Association for Public Policy Analysis and Management Association Annual Meeting, Miami, FL.
- Ronfeldt, M. (2015). Field placement schools and instructional effectiveness. American Educational Research Association Annual Meeting, Chicago, IL.
- Khasnabis, D., Goldin, S. & Ronfeldt, M. (2015). Using simulated parent-teacher conferences to assess interns' abilities to partner with families. American Educational Research Association Annual Meeting, Chicago, IL.
- Ronfeldt, M. & Campbell, S. (2015). Evaluating teacher preparation in Tennessee. American Association of Colleges of Teacher Education Annual Conference, Atlanta, GA.
- Khasnabis, D., Goldin, S., & Ronfeldt, M. (2015). Designing simulated parent-teacher conferences to assess interns' abilities to partner with families. American Association of Colleges of Teacher Education Annual Conference, Atlanta, GA.
- Ronfeldt, M., Farmer, S., McQueen, K., & Grissom, J. (2014) Teachers' collaborations in instructional teams and students' achievement. American Educational Research Association, Philadelphia, PA.
- Ronfeldt, M., Schwartz, N., & Jacob, B. (2013). Does pre-service preparation matter? Examining an old question in new ways. American Educational Research Association, San Francisco, CA.
- Ronfeldt, M., Kwok, A., Reininger, M. (2013). All about race? Teachers' preferences for underserved schools. American Educational Research Association, San Francisco, CA.
- Ronfeldt, M. (April, 2012). The effects of student teaching in underserved and hard-to-staff schools. American Educational Research Association, Vancouver, Canada.
- Ronfeldt, M., Reininger, M. & Kwok, A. (April, 2012). More or better student teaching? American Educational Research Association, Vancouver, Canada.

- Ronfeldt, M., Lankford, H., Loeb, S., & Wyckoff, J. (November, 2011). How teacher turnover harms student achievement. Association for Public Policy Analysis and Management, Washington, DC.
- Ronfeldt, M. (March, 2011). Where should student teachers learn to teach? The Association for Education Finance and Policy, Seattle, WA.
- Ronfeldt, M., Lankford, H., Loeb, S., & Wyckoff, J. (March, 2011). How teacher turnover harms student achievement. The Association for Education Finance and Policy, Seattle, WA.
- Boyd, D., Lankford, H., Loeb, S., Ronfeldt, M., Wyckoff, J. (2009). Separating supply & demand: Using applications-to-transfer to uncover preferences for teachers & schools. American Education Finance Association, Nashville.
- Boyd, D., Lankford, H., Loeb, S., Ronfeldt, M., Wyckoff, J. (2009). The effect of school neighborhood characteristics on teacher career decisions. New Evidence on How Families, Neighborhoods and Labor Markets Affect Educational Opportunities for American Children, Brookings Institute, Washington, DC.
- Boyd, D., Lankford, H., Loeb, S., Ronfeldt, M., Wyckoff, J. (2008). The push and pull of small schools: Using applications for transfers data to model school preferences. Association for Public Policy Analysis and Management, Los Angeles.
- Boyd, D., Grossman, P., Hammerness, K., Lankford, H., Loeb, S., McDonald, M., Ronfeldt, M., Wyckoff, J. (2007). Surveying the landscape of teacher education in New York City. American Educational Research Association, Chicago.
- Grossman, P., Compton, C., Igra, D., Ronfeldt, M., Shahan, E., Williamson, P. (2007). The role of feedback in professional education. American Educational Research Association, Chicago.
- Grossman, P., Hammerness, K., McDonald, M., Ronfeldt, M. (2007). The relationship of program features to student reports of opportunities to learn. American Educational Research Association, Chicago.
- Grossman, P., Hammerness, K., & McDonald, M. & Ronfeldt, M. (2006). Preparing teachers for NYC schools: Does the pathway make a difference? Paper presented at the annual meeting of the American Association for Colleges of Teacher Education, San Diego.
- Shiang, J., Grossman, P., Loo, A., Ronfeldt, M. (2006). Feedback in the supervisory setting. Paper in the panel sponsored by Division II, Critical Issues in the Supervisory Setting. Annual California Psychological Association, San Francisco.
- Bond, I., Boyd, D., Grossman, P., Hammerness, K., Jaquith, A., Lankford, H., Loeb, S., McDonald, M., Reininger, M., Ronfeldt, M., Wyckoff, J. (2005). Doing diversity: How teacher education programs in New York City intend to prepare teachers for diversity. American Educational Research Association, Montreal, Canada.
- Bond, I., Boyd, D., Grossman, P., Hammerness, K., Jaquith, A., Lankford, H., Loeb, S., McDonald, M., Reininger, M., Ronfeldt, M., Wyckoff, J. (2005). Learning about Learning: A preliminary analysis of

- how nine New York City institutions are preparing teachers in learning and development. American Educational Research Association, Montreal, Canada.
- Bond, I., Boyd, D., Grossman, P., Hammerness, K., Jaquith, A., Lankford, H., Loeb, S., McDonald, M., Reininger, M., Ronfeldt, M., Wycoff, J. (2005). Field Experiences in NYC teacher education programs. American Educational Research Association, Montreal, Canada.
- Grossman, P., Compton, C., Igra, D., Ronfeldt, M., & Williamson, P. (2005). Preparing people for professions of formation and transformation: A cross-professional perspective. American Educational Research Association, Montreal, Canada.
- Grossman, P. L., Compton, C. , Igra, D., Ronfeldt, M., Shahan, E., & Williamson, P. (2005). Unpacking practice: Decompositions and approximations. American Educational Research Association, Montreal, Canada.
- Igra, D. & Ronfeldt, M. (2005). You are the text you teach: Integrating the personal and the professional in the helping professions. American Educational Research Association, Montreal, Canada.
- Ronfeldt, M. (2003). Harnessing reflection: Teacher research for facilitating school-wide learning. California Association of Independent Schools Conference, Atherton.
- Akin, R., & Ronfeldt, M. (2002). Using video as a text for teaching. UC Davis Cooperative Research and Extension Services for Schools (CRESS) Teacher Research Conference, Sacramento.

INVITED PRESENTATIONS, LECTURES, COLLOQUIA, WORKSHOPS

- Ronfeldt, M. & Kapadia Matsko, K. (July 2022). Becoming a promising reviewer: *Journal of Teacher Education* Workshop.
- Ronfeldt, M. (April, 2022). Towards quantitative evidence in teacher education: How clinical experiences matter. Cooper Lecture: University of Virginia, Charlottesville, VA.
- Bardelli, E. & Ronfeldt, M. (April 2022). The promise and challenge of recruiting a diverse teaching workforce. Domestic Policy Corps, Ford Policy School, University of Michigan.
- Ronfeldt, M. & Matsko, K.K. (March, 2022). Exploring new teacher readiness and the program features that predict it. Deeper Dive into JTE's Article of the year. American Association of Colleges of Teacher Education Conference; New Orleans, LA.
- Bardelli, E. & Ronfeldt, M. (December 2021). Mentors matter recruitment simulation. NSF/Spencer Research in Teacher Education Conference at Brown University.
- Ronfeldt, M. & Bardelli, E. (December 2021). Mentors matter recruitment experiment. NSF/Spencer Research in Teacher Education Conference at Brown University.
- Bardelli, E. & Ronfeldt, M. (June 2021). Educator preparation providers and the growth trajectories of graduates. Tennessee Department of Education.

- Ronfeldt, M. & Truwit, M. (June 2021). Mentors matter: Partnership for improving clinical preparation in Tennessee. Tennessee Department of Education.
- Ronfeldt, M. (April 2021). American Educational Research Association Division K Graduate Student Preconference Seminar, virtual.
- Ronfeldt, M. (April 2021). Links among teacher preparation, retention, and teaching effectiveness. Invited presentation as part of “Evaluating and Improving Teacher Preparation Programs Presidential Session.” American Educational Research Association, virtual.
- Schaaf, K, & Ronfeldt, M. (June 2020). Best for all: Tennessee’s partnership with the University of Michigan. Invited presentation as part of the “Collaborating to Support Education Research” webinar by the State Longitudinal Data Systems (SLDS) program to the National Center for Educational Statistics and the American Educational Research Association (AERA), virtual.
- Ronfeldt, M., Bardelli, E., & Truwit, M. (June, 2020). Mentors matter: Partnership for improving clinical preparation in Tennessee.” Invited presentation for Tennessee Education Research Alliance (TERA) Advisory Counsel, virtual.
- Ronfeldt, M. (Cancelled March 2020 due to Coranvirus; to be rescheduled). Mentors Matter: A research-practice partnership for improving teacher preparation. Invited talk (Cooper Lecture), University of Virginia.
- Ronfeldt, M. (October, 2019). A research-practice partnership to improve teacher education in Tennessee. University of Michigan School of Education Dean’s Advisory Council.
- Ronfeldt, M. (Aril, 2019). Mentors matter: Partnership for improving clinical preparation in Tennessee. Invited presentation to Tennessee Commissioner of Education (Penny Schwinn) and members of the Tennessee Department of Education.
- Bardelli, E., & Mullman, H., & Ronfeldt, M. (February, 2019). Leveraging data to improve teacher education in Tennessee: A research-practice partnership. Invited presentation to the Tennessee Association of Colleges for Teacher Education.
- Ronfeldt, M. (December, 2018). Using data to improve teacher education in Tennessee. Invited presentation members of the Tennessee State Board of Education.
- Ronfeldt, M. (November, 2018). TDOE-UM Partnership: Leveraging data to improve teacher education in Tennessee. Invited presentation to Tennessee Commissioner of Education (Candice McQueen) and members of the Tennessee Department of Education.
- Goldhaber, D. & Ronfeldt, M. (March, 2019). New evidence on the role of clinical practice: Mentor quality and feedback on student teaching. CALDER Policymakers Council Special Topics Conference: Breaking news on teacher preparation and licensure, Kansas City, MO.
- Ronfeldt, M., Kavanaugh, S., Warren, C. (March, 2019). Panel on Current Trends in Research on Teacher Education. University of Maryland.

Ronfeldt (March, 2017). Schools as sites for teacher learning. Invited presentation to Stanford University Graduate School of Education.

Ronfeldt, M. & Campbell, S. (April, 2016). Assessing teacher preparation using teacher evaluation data in Tennessee. Invited presentation to members of the Tennessee Department of Education and Tennessee State Board of Education.

Ronfeldt, M. (April, 2016). Better collaboration, better teachers. Presentation as part of “The Social Side of Education” Conference. Albert Shanker Institute, Washington, D.C.

Matsko, Kavita K., Ronfeldt, M., Klugman, J., & Reininger, M. (March, 2016). Chicago Teaching Pathways Project: Preliminary data sharing. Presentation to the Council of Chicago Area Deans, Chicago, IL

Khasnabis, D., Goldin, S. & Ronfeldt, M. (February, 2016). The practice of partnering: Simulated parent teacher conferences as a tool for teacher education. Educational Studies Colloquium Series, University of Michigan School of Education.

Ronfeldt, M. & Campbell, S. (April, 2015). Using teacher observation data to evaluate teacher preparation in Tennessee. Invited presentation to Education Commissioner Candice McQueen and other members of the Tennessee Department of Education.

Ronfeldt, M. Looking beneath the (alternative) route (November, 2013). Guest speaker in Economics of Education course, Urban Education Policy Program (John Tyler), Brown University.

Ronfeldt, M. (September, 2013). How teacher turnover harms student achievement. Urban Education Policy Program Speaker Series, Brown University.

Ronfeldt, M., Reininger, M. & Kwok, A. (March, 2012). More or better student teaching? Educational Studies Colloquium Series, University of Michigan School of Education.

Ronfeldt, M., Loeb, S., & Wyckoff, J. (October, 2011). Does teacher turnover affect student achievement? Labor Economics Group Lunch Presentation Series, University of Michigan.

TEACHING

Instructor

Why We Need More Teachers of Color (2021, 2022 graduate) *University of Michigan*

Research and Educational Practice (2019, 2020, 2021 graduate) *University of Michigan*

Practicum in Elementary Education (2015, undergraduate) *University of Michigan*

Foundations of Teaching and Learning (2013, 2014, 2015, graduate) *University of Michigan*

The Study and Practice of Field Instruction (2014, graduate) *University of Michigan*

The Practice of Teacher Education (2012, 2015, 2017, 2020, graduate), *University of Michigan*

The Practice of Teaching (2011, 2013, 2017, graduate), *University of Michigan*

Problems and Principles of Secondary Education (2011, undergraduate), *University of Michigan*

Teaching Secondary School Mathematics (2010, graduate & undergraduate), *University of Michigan*

Practicum II: Secondary Mathematics Instruction (2010, undergraduate), *University of Michigan*

Field Instructor

Elementary Field Instructor (2015, undergraduate), *University of Michigan*

Secondary Mathematics Field Instructor (2011, undergraduate), *University of Michigan*

Secondary Mathematics Field Instructor (2003-2004, graduate), *Stanford University*

Graduate Student Instructor

Curriculum and Instruction in Math (2006-2007, graduate), *Stanford University*

Middle School Mathematics and Science Teacher (1995-2003)**Founder/Professional Development Coordinator** 2001-2003

Teacher Research Group (in-service teachers)

MENTORING / ADVISING**Formal Advising Assignments*****Postdoctoral Fellow***

Shanyce Campbell, Ed Studies, University of Michigan, completed 2017

Doctoral Program

Andrew Kwok, TTE, University of Michigan, completed 2015

Kiel McQueen TTE, University of Michigan, completed 2017

Hillary Greene, TTE, University of Michigan, completed 2018

Stacey Brockman, TTE, University of Michigan, completed 2021

Hannah Mullman, TTE, University of Michigan, in progress

Blake Noel, TTE, University of Michigan, completed 2020

Emanuele Bardelli, Mathematics Education, University of Michigan, in progress

Matthew Truwit, Ed Stats, University of Michigan, in progress

Master's Program

Hyein Jee, University of Michigan, completed 2022

Quentin Francis, University of Michigan, completed 2022

Cristina Stanojevich, University of Michigan, completed 2022

Kendall Akins, University of Michigan, completed 2022

Amanda Finn, University of Michigan, completed 2022

Amber Gustafson, University of Michigan, completed 2022

Ren Schlosser, University of Michigan, completed 2022

Benjamin Ward, University of Michigan, completed 2022

John Tsirigotis, PEIR, University of Michigan, completed 2018

Brad Cawn, TL, University of Michigan, completed 2017

Dan Jacobson, TL, University of Michigan, completed 2015

Colleen Kuusinen, TL, University of Michigan, completed 2013

Doctoral Dissertation Committee Member (University of Michigan)

Annick Rougee, School of Education, completed 2017

Mark White, School of Education, completed 2017

Mandy Benedict-Chambers, School of Education, completed 2014

Rachel Schachter, School of Education, completed 2014

Rohit Setty, School of Education, completed 2013

Other Mentorship

Alvin Christian, UM School of Economics (PhD), IES predoctoral fellowship advisor (2022)
 Cristina Stanojevich, UM School of Education (MA), independent study / internship advisor (2022)
 Quentin Francis, UM School of Education (MA), independent study / internship advisor (2022)
 Lauren Fisher, UM School of Biological Sciences (BA), independent study/internship advisor (2022)
 Brian Smith, UM School of Education (PhD), research apprenticeship advisor (2020-2021)
 Peilin Qiu, UM School of Education (MA), independent study/internship advisor (2020)
 Kailyn Stahl, UM School of Education (MA), independent study/internship advisor (2020)
 Angelina Little, UM School of Education (BA), independent study / internship advisor (2020)
 Gina Lucceshi, UM Ford School of Public Policy (MPP), independent study/internship advisor (2020)
 Susanna Farmer, UM School of Education (PhD), research apprenticeship advisor (2015)

PROFESSIONAL SERVICE**Service to Professional Organizations**

Editorial Board Member, *American Educational Research Journal* (2022-2025)
 Presenter/Contributor, *Becoming a Promising Reviewer: Journal of Teacher Education Workshop* (2022)
 Consultant/Contributor, Open Innovation Team's project on teacher mentoring for the United Kingdom Department for Education (DfE; 2022)
 Author (2022), Annenberg/Brown EdInstruments brief on state of measurement of teaching
 Reviewer, Global Mindset Initiative Working Paper Series Co-Edited by Carol Dweck & David Yeager (2021)
 Reviewer, Survey Instrument for Lipscomb University on Tennessee's Educator Preparation Report Card (2021)
 Invited Participant/Presenter for Simulations for Secondary Science Teachers Conference, American Association of Colleges of Teacher Education / National Science Foundation (2021)
 Invited Participant/Consultant/Presenter for Spencer/Annenberg Foundation/Brown University Research Designs and Measurement for Teacher Education Conference
 Reviewer, *Journal for Research in Mathematics Education* (2020, 2021)
 Reviewer, *Educational Evaluation and Policy Analysis* (2011, 2012, 2015, 2016, 2020, 2022)
 RELAY Graduate School Capstone Advisory Council (2021)
 Report Reviewer, *Pathways to teaching: Teacher testing and career pathways in Washington state*. Regional Educational Laboratory (REL) Northwest, National Center for Educational Evaluation and Regional Assistance, Institute of Education Sciences (IES, 2020)
 Co-Author (with Dan Goldhaber), *Sustaining Teacher Training in a Shifting Environment; Research Brief for EdResearch for Recovery (COVID-19 Pandemic) Project* (2020), Annenberg Institute at Brown University
 Special Guest Associate Editor, *Quality Approaches in Education (QAE)*, 2020
 Reviewer, *AERA Open* (2019)
 Consultant, Spencer/Annenberg Workgroup on Improving Teacher Education Workgroup (2019-present)
 Member, AIR-MDE IES Research-Practitioner Partnership Advisory Board (2017-present)
 Member, UNC Educator Quality Data Dashboard External Advisory Board (2017-present)
 Reviewer, *SREE Conference* (2014, 2016, 2018)
 Participant, *Policy Analysis for California Education (PACE) annual working groups / conferences* (2011, 2013, 2016)
 Member, Michigan Department of Education (MDE) Educator Evaluation Research Advisory Group (2016-2018)
 Consultant, Tennessee Department of Education (2014-2016)
 Reviewer, *American Education Research Journal* (2010, 2011, 2015, 2016, 2019)
 Reviewer, *Teaching and Teacher Education* (2018)

Reviewer, *Journal of Teacher Education* (2012, 2015, 2016, 2017)
 Reviewer for Institute of Education Sciences (IES) “Statistics in Brief” Series (2015, 2016)
 Reviewer, *Handbook of Research on Teaching* (5th Edition)
 Reviewer, *Educational Researcher* (2014)
 Reviewer, *Economics of Education Review* (2014, 2018)
 Discussant for Symposium “The Mentoring Dilemma in an Age of School-Based Teacher Preparation” (AERA, 2014; Philadelphia, PA)
 Division L Section Chair for the 2014 AERA annual meeting -- Curriculum, Testing, and Instructional Practice (2013-2014)
 Secondary Mathematics and Science Teacher Educators Enactment Group (2011-2014)
 Reviewer, *Journal of Policy Analysis and Management* (2012)
 Reviewer, *The Elementary School Journal* (2011)
 Mills College Teacher Scholars Advisory Board (2009-2015)
 Professional Development Consultant, San Francisco Ed Fund Math & Science Teacher Collaborative (2003)

Service to Program, School, University

School of Education’s Faculty Grievance Hearing Panel (FGHP), University of Michigan (2022-2025)
 School of Education Executive Committee, University of Michigan (2012-2013; 2021-present)
 Co-Development of Course: Equity-Informed Quantitative Research Methods (with Matt Diemer; 2022)
 Educational Studies Doctoral Program Redesign Committee (Foundations & Methods; 2021-present)
 Mentor, UIOP (Syafawani Abdul Rahim, 2020-present).
 Mentor, UIOP (Syafawani Abdul Rahim, Samantha Lang, Lauren Fisher, Elise Zander; 2020-21)
 SOE Promotion and Tenure Committee; University of Michigan School of Education (2019-present)
 Summer Faculty Consultant, Michigan Education Data Center (MEDC, Summer 2020)
 Mentor, UIOP (Jonathan Alpert; 2019-20)
 Consultant, DPSCD-UM P-20 Partnership: Data and Evaluation Working Group (2019-2020)
 SOE Task Force on the Doctorate; University of Michigan School of Education (2017-present)
 Program Evaluation and Improvement Research (PEIR) Steering Committee Member; University of Michigan School of Education (2017-present)
 Unit Chair, Teaching and Teacher Education; University of Michigan School of Education (2016-present)
 Member, Elementary Clinical Assessment Design Team; University of Michigan School of Education (2014-present)
 Coordinator, University of Michigan Educational Studies Colloquium Speaker Series (2014-2015)
 Research Methods and the Study of Diversity and Equity Faculty Search Committee, University of Michigan (2013-2014)
 Quantitative Methods Task Force, University of Michigan (2011-2013)

AWARDS / HONORS

2022 American Association of Colleges for Teacher Education (AACTE) Outstanding *Journal of Teacher Education (JTE)* Article Award Winner with co-authors Kavita Kapadia Matsko, Hillary Greene Nolan and Michelle Reininger
 2019 Palmer O. Johnson Memorial Award with Shanyce Campbell (Outstanding article appearing in an AERA-sponsored publication) for “Observational Evaluation of Teachers: Measuring More Than We Bargained for?”
 2017 University of Michigan Golden Apple Teaching Award Nominee
 2016 American Association of Colleges for Teacher Education (AACTE) Outstanding *Journal of Teacher Education (JTE)* Article Award Winner

Most downloaded AERJ article in 2015 (“Teacher Collaboration and Student Achievement”)

Recognized among top 200 most influential scholars according to the 2014 RHSU Edu-Scholar Public Influence Rankings

Most read AERA journal article in 2013 (“How Teacher Turnover Harms Student Achievement”)

NAEd/Spencer Postdoctoral Fellowship Semifinalist, 2012 & 2013

IES Postdoctoral Training Grant, Stanford University, 2008-2010, \$100,000 (\$50,00 per year)

Spencer Competitive Research Training Grant, Stanford University, 2007-2008, \$7,000

PROFESSIONAL MEMBERSHIP AND ACTIVITIES

Research Affiliate, Tennessee Education Research Alliance (2017-present)

Structural Equation Modeling Workshop (Center for Statistical Consultation & Research, May 2014)

Hierarchical Linear Modeling Workshop (Center for Statistical Consultation & Research, Oct. 2013)

American Educational Research Association (AERA)

American Association of Colleges for Teacher Education (AACTE)

The Association for Education Finance and Policy (AEFP)

The Association for Public Policy Analysis and Management (APPAM)

Research Consultant, Brookings Institute (2010)

Research Consultant, Brokers of Expertise – online professional networking site (2010)

AERA Division K Graduate Seminar Participant and Presenter (2007)

Professional Development Consultant, San Francisco Unified School District (2004)

National Council of Teachers of Mathematics (NCTM)