

Meagan S. Comb

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POLICY EXPERIENCE

2021 - Current **Executive Director, Wheelock Educational Policy Center**

Boston University, Wheelock College of Education and Human Development

- Shepherd internal coherence around a policy-relevant research agenda designed to disrupt persistent inequities
- Collaborate with WEPC-affiliated faculty to identify, initiate and engage in meaningful research-practice partnerships
- Extend the influence of research insights to achieve related policy impact; this includes dissemination, communication, and relationship-building activities
- Grow WEPC's reputation and influence along with organizational capacity to take on more projects

2018 -2021 **Director, Educator Effectiveness**

Center for Instructional Support, MA Dept. of Elementary & Secondary Education (ESE)

- Established a renewed vision for an aligned human capital system and the state's role in advancing equitable access to excellent educators in the Commonwealth. This includes work such as:
 - The accountability and support to 68 approved preparation providers
 - Revising the MA Educator Evaluation Model System
 - Redesigning induction and mentoring and professional licensure programs
 - Developing a strategy to improve the recruitment and development of diverse, effective school and district leaders
 - Revising state licensure policies, including piloting alternatives to the MTEL
 - Overseeing a robust data collection, dissemination and research agenda
- Managed a team of 13 high-performing individuals
- Served as the primary liaison for educator effectiveness technical assistance to our Level 5/turnaround districts
- 2018 Education Pioneers Emerging Human Capital Leaders National Fellowship

2015 – 2017 **Assistant Director, Educator Preparation**

Center for Instructional Support, MA Dept. of Elementary & Secondary Education (ESE)

- Secured \$3.98 million in funding to advance agency efforts to improve the quality of preparation in the Commonwealth; lead author and coordinator for all work associated with the grant
- Oversaw the growth of the Educator Preparation Team from 3 to 9 individuals
- Awarded the Commonwealth Citation for Outstanding Performance

2013 - 2015 **Manager, Educator Preparation**

Center for Educator Effectiveness, MA Dept. of Elementary & Secondary Education (ESE)

- Chief architect of new review process that holds preparation providers accountable for high-quality preparation and candidate outcomes
- Successfully negotiated a partnership agreement with a national accrediting agency that upheld state interests and maintained stakeholder support
- Wrote new professional standards for teachers; oversaw the support provided to preparation organizations transitioning to new standards; led the development of a new performance assessment to measure candidate readiness
- Oversaw the turnaround of struggling team to a high-functioning one
- Spearheaded changes to make staff annual performance evaluations more effective and meaningful; these changes have now been adopted throughout the Center

2011 - 2012 **Greater Boston Network Coordinator**

Teach Plus

- Managed a network of 2,000+ teachers in Greater Boston area, responsible for engaging them in policy discussion and leadership opportunities
- Coordinated over 10 large (>300) and small professional events for teachers, including state-level working groups and events for prominent speakers
- Size of network exceeded growth targets, increasing by more than 200%

2008 & 2011 **Senior Policy Fellow & Policy Analyst**

National Council for Teacher Quality (NCTQ)

- Researched and analyzed state policy for *State Policy Yearbook*
- Streamlined data collection for national study on teacher preparation

2009 & 2010 **Research Intern**

Department of Strategic Planning & Policy, North Carolina Dept. of Public Instruction

- Developed a proposed framework for centralized, statewide professional development
- Supported daily operations of project management for *Accountability, Curriculum Reform Effort (ACRE)* initiative

SCHOOL-BASED EXPERIENCE

COACHING

2011 - 2013 **ELA Specialist**

Blackstone Elementary, Boston Public Schools (Massachusetts)

- Delivered daily coaching to 17 classroom teachers; created year-long professional development plan To support implementation of writing curriculum for grades 3-5
- *Results:* School moved out of turnaround status at the end of 2013. 2012 MCAS data indicated that Blackstone 3rd and 5th graders outperformed the district on every open response question. In the case of 5th grade, the average score went from 1.09 (2011) to 2.04 (2012), a significant increase that impacted overall proficiency scores.

2010 - 2011 **Academic Coach**

Lakewood Elementary, Durham Public Schools (North Carolina)

- Oversaw daily instructional practice of 12 classroom teachers in grades 3-5
- *Results:* School achieved “High Growth” status and all teachers met or exceeded growth targets for students in Reading on end of grade tests

TEACHING

- 2009 - 2010 **4th Grade Teacher** *Lakewood Elementary, Durham Public Schools*
Free & Reduced Lunch Population: 98.5% - Demographics: 45% Black, 47% Hispanic
- 2007 - 2009 **4th & 5th Grade Teacher** - *W.G. Pearson Gifted & Talented Magnet School, Durham*
Free & Reduced Lunch Population: 71.3% - Demographics: 83% Black, 12% Hispanic

RESEARCH & PUBLICATIONS

Meagan Comb, James Cowan, Dan Goldhaber, Zeyu Jin, Roddy Theobald (2021). State Ratings of Educator Preparation Programs: Connecting Program Review to Teacher Effectiveness. CALDER Working Paper No. 249-0321

Contributing to: The Teacher Pipeline in Massachusetts: Connecting preservice performance measures to inservice teacher outcomes. (2017-2020) Institute for Education Sciences grant, co-PI. Papers include:

- *James Cowan, Dan Goldhaber, Zeyu Jin, Roddy Theobald (2020). Teacher Licensure Tests: Barrier or Predictive Tool?. CALDER Working Paper No. 245-1020*
- *Bingjie Chen, James Cowan, Dan Goldhaber, Roddy Theobald (2019). From the Clinical Experience to the Classroom: Assessing the Predictive Validity of the Massachusetts Candidate Assessment of Performance. CALDER Working Paper No. 223-1019*

If We Want Excellent Teachers, We Need Excellent Teacher Educators. (2017) Education First. Bill and Melinda Gates Foundation Grant, Teacher Preparation Transformation Centers.

Massachusetts Changes Its Approach to Educator Preparation Programs. State Education Standard. National Association of State Boards of Education. v15 (3), p.17-18. September 2015.

The need for harsh truths: On ed major's story. Teacher Quality Bulletin. National Council on Teacher Quality. Vol 9 (10).

PROFESSIONAL NETWORKS & AFFILIATIONS

- 2019 - National Policymaker's Council, *Center for Analysis of Longitudinal Data in Education Research*
- 2018 - 2020 Urban Schools Human Capital Academy State Alliance Network
- 2018 - 2020 Diverse and Learner-Ready Teachers Network, *Council of Chief State School Officers (CCSSO)*
- 2016 - 2018 Collaborative for Continuous Improvement of Educator Effectiveness Systems, *Center on Great Teachers & Leaders*
- 2017 - 2019 High Quality Instructional Materials & Professional Development Network, *CCSSO*
- 2015 - 2018 Teacher Preparation Transformation Center, *Bill & Melinda Gates Foundation*
- 2013 - 2016 Network for Transforming Educator Preparation, *CCSSO*

EDUCATION

- May 2007 **Boston University**, School of Education
Summa Cum Laude, B.S in Childhood (Elementary) Education; minor History
Senior Thesis: *Highly Qualified: to what extent are undergraduates in teacher education programs exposed to the policy behind such a requirement?*