

# Roddy Theobald

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## EDUCATION:

2009-2015 **University of Washington**, PhD in Statistics

2002-2006 **Carleton College**, B.A. in Mathematics

## PROFESSIONAL EXPERIENCE:

2015- **American Institutes for Research**, Managing Researcher and Deputy Director, National Center for Analysis of Longitudinal Data in Education Research (CALDER)

2010-2015 **Center for Education Data and Research**, Research Assistant

2006-2009 **Oakland (CA) Unified School District**, 7<sup>th</sup> grade math teacher at Westlake Middle School, Teach For America corps member

## PUBLICATIONS:

Backes, B., Cowan, J., Goldhaber, D., Jin, Z., & **Theobald, R.** (in press). Misalignments between student teaching placements and initial teaching positions: Implications for the early-career attrition of special education teachers. *Journal of Learning Disabilities*.

Goldhaber, D., Brown, N., Marcuson, N., & **Theobald, R.** (in press). School district job posting and staffing challenges throughout the second pandemic year. *Educational Administration Quarterly*.

**Theobald, R.**, Xu, Z., Gilmour, A., Lachlan-Hache, L., Bettini, E., & Jones, N. (in press). The impact of a \$10,000 bonus on special education teacher shortages in Hawai'i. *Educational Evaluation and Policy Analysis*.

**Theobald, R.**, Kaler, L., Bettini, E., & Jones, N. (2025). A descriptive portrait of the paraeducator workforce in Washington State. *Exceptional Children*, 91(2), 166-186.

Backes, B., Cowan, J., Goldhaber, D., & **Theobald, R.** (2024). Four years of pandemic-era emergency licenses: Retention and effectiveness of emergency-licensed Massachusetts teachers over time. *Economics of Education Review*.

Backes, B., Cowan, J., Goldhaber, D., & **Theobald, R.** (2024). How to measure a teacher: The influence of test and nontest value-added on long-run student outcomes. *Journal of Human Resources*.

Carruthers, C. K., Dougherty, S., Goldring, T., Kreisman, D., **Theobald, R.**, Urban, C., & Villero, J. (2024). Career and technical education alignment across five states. *AERA Open*, 10.

Chen, B., Cowan, J., Goldhaber, D., & **Theobald, R.** (2024). Assessing the predictive validity of the Massachusetts Candidate Assessment of Performance. *Educational Policy*, 38(4), 864-896.

Gilmour, A., Feng, L., & **Theobald, R.** (2024). Studying special education turnover and outcomes of students with disabilities: Leveraging administrative data. *Remedial and Special Education*.

Goldhaber, D., Falken, G., & **Theobald, R.** (2024). What do teacher job postings tell us about school hiring needs and equity? *Educational Evaluation and Policy Analysis*.

Goldhaber, D., Falken, G., **Theobald, R.**, & Goodman Young, M. (2024). A new method to get timely information on teacher hiring needs. *Education Next*.

Goldhaber, D., Krieg, J., Liddle, S., & **Theobald, R.** (2024). The long and winding road: Mapping the college and employment pathways to teacher education program completion in Washington State. *Educational Researcher*, 53(7), 403-411.

- Roth McDuffie, A., Slavitt, D., Goldhaber, D., **Theobald, R.**, & Griggs, N. (2024). Attention to Equity in Teacher Education Admissions Processes. *Journal of Teacher Education*, 75(3), 275-291.
- Slavitt, D., Roth McDuffie, A., Griggs, N., Goldhaber, D., & **Theobald, R.** (2024). Faculty perspectives and values toward mathematics and science content information used in teacher preparation admissions processes. *School Science and Mathematics*, 124(2), 93-110.
- Theobald, R.**, Goldhaber, D., Mallett Moore, E. (2024). CTE teachers and non-test outcomes for students with and without disabilities. *Teacher Education and Special Education*, 4(1), 26-50.
- Chen, B., Dougherty, S., Goldhaber, D., Holden, K., & **Theobald, R.** (2023). CTE teacher licensure and long-term student outcomes. *Education Finance and Policy* 18(2), 253-276.
- Comb, M., Cowan, J., Goldhaber, D., Jin, Z., & **Theobald, R.** (2023). State ratings of educator preparation programs: Connecting program review to teacher effectiveness. *Journal of Education Human Resources*, 41(2), 347-374.
- Cowan, J., Goldhaber, D., Jin, Z., & **Theobald, R.** (2023). Assessing Licensure Test Performance and Predictive Validity for Different Teacher Subgroups. *American Educational Research Journal*, 60(6), 1095-1138.
- Goldhaber, D., Kasman, M., Quince, V., **Theobald, R.**, & Wolff, M. (2023). How did it get this way? Disentangling the sources of teacher quality gaps through agent-based modeling. *Social Science Research*.
- Goldhaber, D., Krieg, J., Liddle, S., & **Theobald, R.** (2023). Out of the gate, but not necessarily teaching: A descriptive portrait of the early career earnings for those who are credentialed to teach. *Education Finance and Policy*, 19(1), 81-105.
- Goldhaber, D. & **Theobald, R.** (2023). Teacher attrition and mobility in the pandemic. *Educational Evaluation and Policy Analysis*, 45(4), 682-687.
- Goldhaber, D., **Theobald, R.**, Choate, K., & Brown, N. (2023). The front end of the STEM teacher pipeline: Early career STEM teachers' field experiences and perceptions of preparation. *AERA Open*, 9(1), 1-13.
- Ansel, D., Dougherty, S., Ecton, W., Holden, K., & **Theobald, R.** (2022). Student interest and equitable access to career and technical education high schools of choice. *Journal of School Choice*, 16(4), 588-622.
- Cowan, J., Goldhaber, D., & **Theobald, R.** (2022). Performance evaluations as a measure of teacher effectiveness when implementation differs: Accounting for variation across classrooms, schools, and districts. *Journal of Research on Educational Effectiveness* 15(3), 510-531.
- Goldhaber, D., Krieg, J., **Theobald, R.**, & Goggins, M. (2022). Front end to back end: Teacher preparation, workforce entry, and attrition. *Journal of Teacher Education* 73(3), 253-270.
- Goldhaber, D., Krieg, J., & **Theobald, R.**, & Liddle, S. (2022). Lost to the system? A descriptive exploration of teacher candidates' career paths. *Educational Researcher* 51(4), 255-264.
- Goldhaber, D. & **Theobald, R.** (2022). Teacher attrition and mobility over time. *Educational Researcher* 51(3), 235-237.
- Goldhaber, D., **Theobald, R.**, & Fumia, D. (2022). The role of teachers and schools in explaining STEM outcome gaps. *Social Science Research*, 105, 102709.
- Krieg, J., Goldhaber, D., & **Theobald, R.** (2022). Disconnected development: The importance of specific human capital in the transition from student teaching to the classroom. *Educational Evaluation and Policy Analysis*, 44(1), 29-49.

- Strunk, K. O., Cowen, J., Goldhaber, D., Marianno, B. D., **Theobald, R.**, & Kilbride, T. (2022). Public school teacher contracts and state-level reforms: Assessing changes to collective bargaining restrictiveness across three states. *American Educational Research Journal*, 59(3), 538-573.
- Theobald, R.**, Goldhaber, D., Holden, K., & Stein, M. (2022). Special education teacher preparation, literacy instructional alignment, and reading achievement for students with high-incidence disabilities. *Exceptional Children* 88(4), 381-400.
- Theobald, R.**, Plasman, J., Gottfried, M., Gratz, T., Holden, K., & Goldhaber, D. (2022). Sometimes less, sometimes more: Trends in career and technical education participation for students with disabilities. *Educational Researcher*, 51(1), 40-50.
- Choate, K., Goldhaber, D., & **Theobald, R.** (2021). The effects of COVID-19 on teacher preparation. *Phi Delta Kappan*, 102(7), 52-57.
- Goldhaber, D., Krieg, J., Naito, N., & **Theobald, R.** (2021). Student teaching and the geography of teacher shortages. *Educational Researcher*, 50(3), 165-175.
- St. John, E., Goldhaber, D., Krieg, J., & **Theobald, R.** (2021). How the match gets made: Exploring student teacher placements across teacher education programs, districts, and schools. *Journal of Education Human Resources*, 39(3), 261-288.
- Theobald, R.**, Goldhaber, D., Gratz, T., & Holden, K. (2021). High school English Language Arts teachers and postsecondary outcomes for students with and without disabilities. *Journal of Disability Policy Studies*, 31(4), 217-229.
- Theobald, R.**, Goldhaber, D., Naito, N., & Stein, M. (2021). The special education teacher pipeline: Teacher preparation, workforce entry, and retention. *Exceptional Children*, 88(1), 65-80.
- Goldhaber, D., Krieg, J., Naito, N., & **Theobald, R.** (2020). Making the most of student teaching: The importance of mentors and scope for change. *Education Finance and Policy*, 15(3), 581-591.
- Goldhaber, D., Krieg, J., & **Theobald, R.** (2020). Effective like me? Does having a more productive mentor improve the productivity of mentees? *Labour Economics*, 63, 101792.
- Goldhaber, D., Krieg, J., & **Theobald, R.** (2020). Exploring the impact of student teaching apprenticeships on student achievement and mentor teachers. *Journal of Research on Educational Effectiveness*, 13(2), 213-234.
- Krieg, J. M., Goldhaber, D., & **Theobald, R.** (2020). Teacher candidate apprenticeships: Assessing the who and where of student teaching. *Journal of Teacher Education*, 71(2), 218-232.
- Goldhaber, D., Grout, C., Harmon, K., & **Theobald, R.** (2019). A practical guide to challenges and opportunities in student teaching: A school district's perspective. *WERA Educational Journal*, 12(1), 13-25.
- Goldhaber, D., Quince, V., & **Theobald, R.** (2019). Teacher quality gaps in U.S. public schools: Trends, sources, and implications. *Phi Delta Kappan*, 100(8), 14-19.
- Goldhaber, D., **Theobald, R.**, and Tien, C. (2019). Why we need a diverse teacher workforce. *Phi Delta Kappan*, 100(5), 25-30.
- Theobald, R.**, Goldhaber, D., Gratz, T., & Holden, K. (2019). Career and technical education, inclusion, and postsecondary outcomes for students with learning disabilities. *Journal of Learning Disabilities*, 52(2), 109-119.
- Goldhaber, D., Quince, V., & **Theobald, R.** (2018). Has it always been this way? Tracing the evolution of teacher quality gaps in U.S. public schools. *American Educational Research Journal*, 55(1), 171-201.
- Goldhaber, D., **Theobald, R.**, and Tien, C. (2018). Educator and student diversity in Washington State: Gaps and historical trends. *WERA Educational Journal* 10(2), 3-9.

- Marianno, B.D., Kilbride, T., **Theobald, R.**, Strunk, K.O., Cowen, J.M., & Goldhaber, D. (2018). Cut from the same cloth? Comparing urban district CBAs within states and across the U.S. *Educational Policy*, 32(2), 334-359.
- Strunk, K.O., Cowen, J.M., Goldhaber, D., Marianno, B.D., Kilbride, T., & **Theobald, R.** (2018). It's in the contract: How the policies set in teachers' unions collective bargaining agreements vary across states and districts. *Educational Policy*, 32(2), 280-312.
- Freeman, S., **Theobald, R.**, Crowe, A. J., & Wenderoth, M. P. (2017). Likes attract: Students self-sort in a classroom by gender, demography, and academic characteristics. *Active Learning in Higher Education*, 18(2), 115-126.
- Goldhaber, D., Cowan, J., and **Theobald, R.** (2017). Evaluating prospective teachers: Testing the predictive validity of the edTPA. *Journal of Teacher Education*, 68(4), 377-393.
- Goldhaber, D., Gratz, T., and **Theobald, R.** (2017). What's in a teacher test? Assessing the relationship between teacher licensure test scores and student secondary STEM achievement and course taking. *Economics of Education Review* 61, 112-129.
- Goldhaber, D., Krieg, J. M., & **Theobald, R.** (2017). Does the match matter? Exploring whether student teaching experiences affect teacher effectiveness. *American Educational Research Journal*, 54(2), 325-359.
- Cowan, J., Goldhaber, D., Hayes, K., and **Theobald, R.** (2016). Missing elements in the discussion of teacher shortages. *Educational Researcher* 45(8), 460-462.
- Goldhaber, D., Lavery, L., and **Theobald, R.** (2016). Inconvenient truth? Do CBAs help explain the mobility of teachers within school districts? *Journal of Policy Analysis and Management* 35(4), 848-880.
- Krieg, J., **Theobald, R.**, and Goldhaber, D. (2016). A foot in the door: Exploring the role of student teaching assignments in teachers' initial job placements. *Educational Evaluation and Policy Analysis* 38, 364-388.
- Goldhaber, D., Krieg, J., **Theobald, R.**, and Brown, N. (2015). Refueling the STEM and special education teacher pipelines. *Phi Delta Kappan* 97, 56-62.
- Goldhaber, D., Lavery, L., and **Theobald, R.** (2015). Uneven playing field? Assessing the teacher quality gap between advantaged and disadvantaged students. *Educational Researcher*, 44(5), 293-307.
- Goldhaber, D., Krieg, J., & **Theobald, R.** (2014). Knocking on the door to the teaching profession? Modeling the entry of prospective teachers into the workforce. *Economics of Education Review*, 42, 106-124.
- Goldhaber, D., Lavery, L., and **Theobald, R.** (2014). My end of the bargain: Are there cross-district effects in teacher contract provisions? *Industrial and Labor Relations Review* 67(4), 1274-1305.
- Theobald, R.** and Freeman, S. (2014). Is it the intervention or the students? Using linear regression to control for student characteristics in undergraduate STEM education research. *CBE—Life Sciences Education* 13, 41-48.
- Brownell, S., Wenderoth, M.P., **Theobald, R.**, Okoroafor, O., Koval, M., Freeman, S., Walcher, C., Crowe, A. (2014). How students think about experimental design: Novel conceptions revealed by in-class activities. *Bioscience* 64(2), 125-137.
- Goldhaber, D. and **Theobald, R.** (2013). Managing the teacher workforce in austere times: The determinants and implications of teacher layoffs. *Education Finance and Policy* 8(4), 494-527.
- Goldhaber, D., Liddle, S., and **Theobald, R.** (2013). The gateway to the profession: Evaluating teacher preparation programs based on student achievement. *Economics of Education Review* 34, 29-44.

Goldhaber, D., Lavery, L., **Theobald, R.**, D'Entremont, D., and Fang, Y. (2013). Teacher collective bargaining in Washington State: Assessing the internal validity of partial independence item response measures of contract restrictiveness. *SAGE Open*, April-June 2013, 1-16.

Goldhaber, D., Liddle, S., **Theobald, R.**, and Walch, J. (2012). Teacher effectiveness and the achievement of Washington's students in mathematics. *WERA Educational Journal* 4(2), 6-12.

#### **EXTERNAL FUNDING:**

- 2024-2029 **Institute for Education Sciences**, The Special Educator Workforce: A Research Collaborative, \$4,999,552, PI
- 2024-2029 **Institute for Education Sciences**, CALDER Recruitment and Retention, \$9,999,827, co-PI
- 2022-2026 **Institute for Education Sciences**, CTE teacher labor markets, attributes, and student outcomes, \$1,699,991, co-PI
- 2022-2026 **Institute for Education Sciences**, Assessing the potential of outcomes-based licensure test standards, \$797,814, co-PI
- 2022-2025 **PaTTAN Pittsburgh**, Special educator licensure pathways, shortages, and retention in Pennsylvania, \$187,571, PI
- 2021-2023 **Anonymous Foundation**, CTE<sub>x</sub>: A career and technical education policy exchange, \$736,934, co-PI
- 2020-2025 **National Science Foundation**, Applicant information, selection, and STEM teacher retention and effectiveness, \$1,270,887, co-PI
- 2020-2026 **Institute for Education Sciences**, CTE teachers and long-term outcomes for students with disabilities, \$1,398,963, co-PI
- 2018-2024 **Institute for Education Sciences**, What is the value of apprenticeship for teachers? Linking preservice mentor quality to inservice teacher and student outcomes, \$1,396,583, co-PI
- 2017-2023 **Institute for Education Sciences**, The special education teacher pipeline in Washington State: A comprehensive analysis of preservice predictors of special education teacher career paths and effectiveness, \$1,381,671, PI
- 2017-2022 **National Science Foundation**, The STEM teacher pipeline in Washington State: A comprehensive analysis of preservice predictors of STEM teacher career paths and effectiveness, \$1,252,933, co-PI
- 2019-2020 **Massachusetts Department of Elementary and Secondary Education**, Career and technical education in Massachusetts: Student participation, teacher characteristics, and later student outcomes, \$215,000, PI
- 2017-2020 **Institute for Education Sciences**, The teacher pipeline in Massachusetts: Connecting preservice performance measures to inservice teacher outcomes, \$399,344, PI
- 2015-2020 **Anonymous Foundation**, The teacher pipeline in Washington State: Examining the transition from student teaching to the classroom and implications for student achievement, \$300,000, co-PI
- 2015-2020 **Bill and Melinda Gates Foundation**, The teacher pipeline in Washington State: Examining the transition from student teaching to the classroom and implications for workforce diversity, \$710,391, co-PI
- 2015-2019 **Spencer Foundation**, Seizing a missed opportunity: Transforming the placement, evaluation, and hiring of student teachers in Spokane Public Schools, \$399,935, co-PI

- 2015-2018 **Institute for Education Sciences**, Predictors of postsecondary success for students with disabilities, \$589,459, co-PI
- 2015-2018 **William T. Grant Foundation**, Understanding teacher quality gaps: How did they form, and how might they be closed? \$460,433, co-PI
- 2015-2017 **Massachusetts Department of Elementary and Secondary Education**, Evaluation of state education programs: Educator preparation and licensure, \$150,000, co-PI

#### REPORTS, WORKING PAPERS, AND BOOK CHAPTERS:

- Backes, B., Cowan, J., Goldhaber, D., & **Theobald, R.** (2022). Teachers and school climate: Effects on student outcomes and academic disparities. CALDER Working Paper 274-1022.
- Carruthers, C., Dougherty, S., Kreisman, D., & **Theobald, R.** (2021). A multi-state study of equity in career and technical education. <https://gpl.gsu.edu/publications/multi-state-study-of-equity-in-cte/>.
- Carruthers, C., Dougherty, S., McGuinness, S., Payne, S., & **Theobald, R.** (2022). Graduation, college, and employment outcomes for CTE students with an identified disability. <https://gpl.gsu.edu/publications/graduation-college-and-employment-outcomes-for-cte-students-with-an-identified-disability/>.
- Cowan, J., Goldhaber, D., & **Theobald, R.** (2017). Massachusetts educator preparation and licensure: Year 1 report. <http://www.doe.mass.edu/edprep/resources/improvement/TPS-1stYearReport.pdf>.
- Cowan, J., Goldhaber, D., & **Theobald, R.** (2018). Massachusetts educator preparation and licensure: Performance review program for initial licensure study. <http://www.doe.mass.edu/research/reports/2018/01prpil-analysis.docx>.
- Gilmour, A., **Theobald, R.**, & Jones, N. (2023). Economic interventions as policy levers for attracting and retaining special education teachers. *Handbook of Research on Special Education Teacher Preparation*.
- Gilmour, A., Aniagyei-Cobbold, E., & **Theobald, R.** (2024). Special education personnel attrition in Pennsylvania. CALDER Working Paper No. 305-0724.
- Goldhaber, D., Brown, N., Marcuson, N., & **Theobald, R.** (2022). School district job postings and staffing challenges throughout the second school year during the COVID-19 pandemic. CALDER Working Paper 273-1022.
- Goldhaber, D., Falken, G., & **Theobald, R.** (2024). ESSER funding and school system jobs: Evidence from job posting data. CALDER Working Paper 297-0424.
- Goldhaber, D., **Theobald, R.**, Roth McDuffie, A., Slavitt, D., Dechaine-Berkas, J., Krieg, J., & Dewil, E. (2024). Shaping the STEM teacher workforce: What university faculty value about teacher applicants. CALDER Working Paper 295-0324.
- Goldring, T., Carruthers, C., Dougherty, S., Kreisman, D. & **Theobald, R.** (2021). A multi-state analysis of trends in career and technical education. <https://gpl.gsu.edu/publications/2021-multi-state-analysis-of-trends-in-cte/>.
- Theobald, R.**, Aniagyei-Cobbold, E., & Stein, M. (2023). The special education teacher pipeline in Pennsylvania: Year 1 report. CALDER Working Paper No. 289-0723.
- Theobald, R.**, Aniagyei-Cobbold, E., & Stein, M. (2024). The special education teacher pipeline in Pennsylvania: Year 2 report. CALDER Working Paper No. 304-0724.

#### RESEARCH BRIEFS:

- Theobald, R.**, Goldhaber, D., & Katz, A. (2024). Special education identification throughout the COVID-19 pandemic. CALDER Research Brief No. 37-0624.

- Goldhaber, D. & **Theobald, R.** (2023). Teacher turnover three years into the pandemic era: Evidence from Washington State. CALDER Policy Brief N. 32-0223.
- Theobald, R.** (2022). New evidence on special education teacher preparation. CALDER Policy Brief No. 31, American Institutes for Research.
- Aldeman, C., Goldhaber, D. & **Theobald, R.** (2021). Examining the dimensions of teacher turnover. CALDER Flash Brief No. 24-0421.
- Choate, K., Goldhaber, D., Katz, A., **Theobald, R.** (2020). Washington STEM Teacher Survey Summary Report. CEDR Policy Brief No. 03172020-1. University of Washington. <http://cedr.us/papers/working/CEDR%20PB%2003172020-1.pdf>.
- Chen, B., Cowan, J., Goldhaber, D., **Theobald, R.**, Comb, M., Losee, E., Murphy, A., & Webb, A. (2019). From the clinical experience to the classroom: Assessing the predictive validity of the Massachusetts Candidate Assessment of Performance (Executive Summary). <http://www.doe.mass.edu/edprep/resources/improvement/cap-2019executive.docx>.
- Theobald, R.** (2018). Career and technical education for students with disabilities. CALDER Research Brief.
- Cowan, J., Goldhaber, D., & **Theobald, R.** (2017). Teacher equity gaps in Massachusetts. <http://www.doe.mass.edu/research/reports/2017/10teacher-equity.pdf>.
- Goldhaber, D., Quince, V., & **Theobald, R.** (2016). Reconciling different estimates of teacher quality gaps based on value added. CALDER Policy Brief 14.
- Goldhaber, D. and **Theobald, R.** (2015). Re-framing the discussion about teacher education. Washington, DC: National Center for the Analysis of Longitudinal Data in Education Research (CALDER), American Institutes for Research.
- Goldhaber, D. and **Theobald, R.** (2012). Do different value added models tell us the same things? *Carnegie Knowledge Network*, October 2012.
- Goldhaber, D. and **Theobald, R.** (2011). Managing the teacher workforce: The consequences of “last in, first out” personnel policies. *Education Next* 11(4), Fall 2011, 78-83.

#### EDITORIALS AND BLOG POSTS:

- Bettini, E., Gilmour, A., Kolbe, T., & **Theobald, R.** (2023). Promises and limitations of financial incentives to address special education staffing challenges. Brown Center Chalkboard Blog, September 26, 2023.
- Goldhaber, D. and **Theobald, R.** (2021). Learning lessons from the pandemic for improvements in clinical practice. AACTE EdPrep Matters Blog, April 16, 2021.
- Goldhaber, D., Krieg, J., and **Theobald, R.** (2021). Rethinking the geography of student-teaching placements in a post-COVID-19 world. Brown Center Chalkboard Blog, February 8, 2021.
- Goldhaber, D. and **Theobald, R.** (2020). The COVID-19 crisis and teacher layoffs: Research on how to mitigate harm. CALDER Policy Brief No. 20-0620.
- Goldhaber, D., Krieg, J., and **Theobald, R.** (2019). Leveraging the student teaching experience to train tomorrow’s great teachers. Brown Center Chalkboard Blog, May 20, 2019.
- Cowan, J., Goldhaber, D., and **Theobald, R.** (2018). Partnering to assess teacher equity gaps in Massachusetts. *Education Week Urban Education Reform: Bridging Research and Practice Blog*, January 22, 2018.
- Goldhaber, D. and **Theobald, R.** (2016). Sorting out the issues in the teacher shortage crisis. *The 74 Million*, September 22, 2016.

Goldhaber, D., Lavery, L., and **Theobald, R.** (2014). Closing the teacher quality gap. *Seattle Times*, June 9, 2014.

Goldhaber, D., Lavery, L., and **Theobald, R.** (2014). Getting serious about the teacher quality gap. *Tacoma News Tribune*, March 26, 2014.

Goldhaber, D. and **Theobald, R.** (2011). Seniority-based layoffs hurt schools, students. *Tacoma News Tribune*, July 4, 2011.

#### **PRESENTATIONS, WEBINARS, AND WORKSHOPS:**

*Presentations by co-authors omitted*

- 2024 **Association for Education Finance and Policy Conference**, Baltimore, MD. The impact of a \$10,000 bonus of special education teacher shortages in Hawai'i.
- 2024 **CALDER Conference**, Washington, DC. The impact of a \$10,000 bonus of special education teacher shortages in Hawai'i.
- 2023 **Association for Public Policy Analysis and Management Fall Conference**, Atlanta, GA. CTE teacher licensure and postsecondary outcomes for students with and without disabilities.
- 2023 **Teacher Education Division of the Council for Exceptional Children**, Long Beach, CA, Keynote panel: The role of teacher preparation in addressing special education teacher shortages.
- 2023 **PROGRESS Center Thought Leader Summit**, Washington DC, The special education teacher pipeline: Lessons from Washington, Pennsylvania, and Hawai'i.
- 2023 **Association for Education Finance and Policy Conference**, Denver, CO. Field-based experiences in Massachusetts: Exploring multiple dimensions of mentor teacher and early-career teaching effectiveness.
- 2022 **University of Arkansas Education Seminar**, Fayetteville, AR. Preservice predictors of teacher candidates' employment and earnings inside and outside of public schools.
- 2022 **Association for Public Policy Analysis and Management Fall Conference**, Austin, TX. Preservice predictors of teacher candidates' employment and earnings inside and outside of public schools.
- 2022 **Association for Education Finance and Policy Conference**, Denver, CO. Preservice predictors of teacher candidates' employment and earnings inside and outside of public schools.
- 2021 **Boston University Wheelock Educational Policy Center Research Seminar**. Teacher preparation, district practice, and special education teacher effectiveness.
- 2021 **Association for Education Finance and Policy Conference**. Teacher preparation, district practice, and special education teacher effectiveness.
- 2021 **University of Massachusetts Amherst Mathematics and Statistics Seminar**. Using performance evaluations as a measure of teacher effectiveness when standards differ: Accounting for variation across classrooms, schools, and districts.
- 2020 **Association for Public Policy Analysis and Management Fall Conference**. Teacher preparation, district practice, and special education teacher effectiveness.
- 2020 **Association for Education Finance and Policy Conference**. Do preservice feedback interventions improve teacher practice? Evidence from the Massachusetts Candidate Assessment of Performance.
- 2020 **CALDER Conference**, Washington, DC. The special education teacher pipeline: Teacher preparation, workforce entry, and retention.
- 2020 **Council for Exceptional Children Conference**, Portland, OR. Recent developments in research on CTE for students with disabilities.



- 2019 **Association for Public Policy Analysis and Management Fall Conference**, Denver, CO. The coherence between special education teachers' preparation and early-career experiences.
- 2019 **Association for Public Policy Analysis and Management Fall Conference**, Denver, CO. From the clinical experience to the classroom: Assessing the predictive validity of the Massachusetts Candidate Assessment of Performance.
- 2019 **Association for Education Finance and Policy Conference**, Kansas City, MO. From the clinical experience to the classroom: Assessing the predictive validity of the Massachusetts Candidate Assessment of Performance.
- 2018 **CALDER Webinar Series**. Recent developments in research on Career and Technical Education.
- 2018 **Association for Public Policy Analysis and Management Fall Conference**, Washington, DC. What can preservice surveys tell us about future teacher quality?
- 2018 **College and Career Readiness and Success Center Webinar Series**. Pursuit of equity: Teacher preparation for the inclusion of students with disabilities in career and technical education.
- 2018 **College and Career Readiness and Success Center Webinar Series**. Pursuit of equity: Leveraging career and technical education for students with disabilities.
- 2018 **College and Career Readiness and Success Center Webinar Series**. Pursuit of equity: Aligning transition planning from the state, district, and school levels.
- 2018 **American Educational Research Association Annual Meeting**, New York, NY. How did it get this way? Disentangling the sources of teacher quality gaps across two states.
- 2018 **Washington State Professional Educator Standards Board**, Des Moines, WA. Processes in the teacher pipeline impacting teacher workforce diversity and student achievement.
- 2018 **Association for Education Finance and Policy Conference**, Portland, OR. How did it get this way? Disentangling the sources of teacher quality gaps across two states.
- 2017 **Association for Public Policy Analysis and Management Fall Conference**, Chicago, IL. Seizing a missed opportunity: Transforming the placement and evaluation of student teachers in Spokane Public Schools.
- 2017 **University of Washington Secondary Special Education Doctoral Leadership Program Seminar**, Seattle, WA. Career and technical education, inclusion, and postsecondary outcomes for students with disabilities.
- 2017 **University of Vermont College of Education**, Burlington, VT (remote). Career and technical education, inclusion, and postsecondary outcomes for students with disabilities.
- 2017 **Association for Education Finance and Policy Conference**, Washington, DC. Predictors of intermediate and postsecondary outcomes for students with disabilities.
- 2017 **University of Washington Center for Statistics in the Social Sciences Seminar**, Seattle, WA. Does the match matter? Exploring how student teaching experiences affect teacher effectiveness.
- 2016 **Western Washington University Economics Seminar**, Bellingham, WA. Does the match matter? Exploring how student teaching experiences affect teacher effectiveness.
- 2016 **Association for Education Finance and Policy Conference**, Denver, CO. Lord's paradox and targeted interventions: The case of special education.
- 2015 **Association for Public Policy Analysis and Management Fall Conference**, Miami, FL. Does the match matter? Exploring how student teaching experiences affect teacher career paths and effectiveness.
- 2015 **Joint Statistical Meetings**, Seattle, WA. Single World Object Oriented Plates (SWOOPs): A graphical framework for causal reasoning in multivariate, multilevel, and longitudinal settings.

- 2015 **Association for Education Finance and Policy Conference**, Washington, DC. Inconvenient truth? Do CBAs help explain the mobility of teachers within school districts?
- 2014 **Society for the Advancement of Biology Education Research National Meeting**, Minneapolis, MN. Making sense of regressions with student outcome data.
- 2014 **American Education Research Association Annual Meeting**, Philadelphia, PA. Response to intervention? Estimating the causal effect of special education services on student performance.
- 2014 **American Education Research Association Annual Meeting**, Philadelphia, PA. My end of the bargain: Are there cross-district effects in teacher contract provisions?
- 2014 **Society for Research on Educational Effectiveness Spring Conference**, Washington, DC. Evaluating non-randomized educational interventions: A graphical discussion.
- 2013 **Northwest Math Conference**, Bellevue, WA. Pictures, measures, and models of association in data.
- 2012 **Association for Education Finance and Policy Conference**, Boston, MA. My end of the bargain: Are there cross-district effects in teacher contract provisions?
- 2011 **Association for Education Finance and Policy Conference**, Seattle, WA. Managing the teacher workforce in austere times: The determinants and implications of teacher layoffs.

#### **AWARDS AND FELLOWSHIPS:**

- 2022 **Early Career Award**, Association for Education Finance and Policy
- 2020 **Society for Research on Educational Effectiveness**, Outstanding Paper Award
- 2013 **Z.W. Birnbaum Award for Outstanding General Exam**, University of Washington Department of Statistics
- 2010 **Dorothy M. Gilford Prize for Excellence in Teaching by a Graduate Student**, University of Washington Department of Statistics
- 2009 **VIGRE Fellowship**, University of Washington Department of Statistics and the National Science Foundation

#### **UNIVERSITY TEACHING EXPERIENCE:**

- 2014 **University of Washington**, Instructor for STAT 395: Probability II
- 2012 **University of Washington**, Instructor for STAT 220: Basic Statistics
- 2009 **University of Washington**, Teaching Assistant for STAT 221: Statistical Concepts and Methods for the Social Sciences (Instructor: June Morita)

#### **PROFESSIONAL SERVICE:**

*Education Finance and Policy*, Associate Editor  
*Institute for Education Sciences*, 2023 IES PI Meeting Co-Chair  
*Journal of Teacher Education*, Editorial Review Board member  
*Action in Teacher Education*, Reviewer  
*Active Learning in Higher Education*, Reviewer  
*AERA Open*, Reviewer  
*American Educational Research Association*, Reviewer  
*American Educational Research Journal*, Reviewer  
*American Statistician*, Reviewer  
*CBE—Life Sciences Education*, Reviewer  
*Economics of Education Review*, Reviewer  
*Educational Administration Quarterly*, Reviewer  
*Education Economics*, Reviewer

*Educational Evaluation and Policy Analysis*, Reviewer  
*Educational Policy*, Reviewer  
*Educational Researcher*, Reviewer  
*Elementary School Journal*, Reviewer  
*Journal of Educational and Behavioral Statistics*, Reviewer  
*Journal of Learning Disabilities*, Reviewer  
*Journal of Policy Analysis and Management*, Reviewer  
*Journal of Research on Educational Effectiveness*, Reviewer  
*New Educator*, Reviewer  
*SAGE Open*, Reviewer  
*Social Science Research*, Reviewer  
*Teaching and Teacher Education*, Reviewer  
*Teacher Education and Special Education*, Reviewer  
*The Review of Economics and Statistics*, Reviewer