

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**, Principal 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**, 7th grade math teacher at Westlake Middle School, Teach For America corps member

PUBLICATIONS:

Goldhaber, D., Krieg, J., Liddle, S., & **Theobald, R.** (in press). 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*.

Goldhaber, D. & **Theobald, R.** (in press). Teacher attrition and mobility in the pandemic. *Educational Evaluation and Policy Analysis*.

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*, <https://doi.org/10.1080/15582159.2022.2039427>.

Comb, M., Cowan, J., Goldhaber, D., Jin, Z., & **Theobald R.** (2022). State ratings of educator preparation programs: Connecting program review to teacher effectiveness. *Journal of Education Human Resources*. <https://doi.org/10.3138/jehr-2021-0054>.

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.

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.
- Chen, B., Dougherty, S., Goldhaber, D., Holden, K., & **Theobald, R.** (2021). CTE teacher licensure and long-term student outcomes. *Education Finance and Policy*, https://doi.org/10.1162/edfp_a_00357.
- 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.
- Strunk, K., Goldhaber, D., Cowen, J., Marianno, B., Kilbride, T., & **Theobald, R.** (2021). Public school teacher contracts and state-level reforms: Assessing changes to collective bargaining restrictiveness across three states. *American Educational Research Journal*, <https://doi.org/10.3102%2F00028312211048950>.
- 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:

- 2022-2026 **Institute for Education Sciences**, CTE teacher labor markets, attributes, and student outcomes, \$1,699,991, co-PI
- 2022-2024 **Institute for Education Sciences**, Assessing the potential of outcomes-based licensure test standards, \$797,814, co-PI
- 2022-2023 **PaTTAN Pittsburgh**, Special educator licensure pathways, shortages, and retention in Pennsylvania, \$187,571, PI
- 2021-2023 **Anonymous Foundation**, CTE: 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
- 2020-2024 **Institute for Education Sciences**, CTE teachers and long-term outcomes for students with disabilities, \$1,398,963, 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
- 2018-2022 **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
- 2017-2021 **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
- 2017-2021 **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
- 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 AND WORKING PAPERS:

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.

Backes, B., Cowan, J., Goldhaber, D., & **Theobald, R.** (2022). Teachers and students' postsecondary outcomes: Testing the predictive power of test and nontest teacher quality measures. CALDER Working Paper 270-1022.

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/>.

Chen, B., Cowan, J., Goldhaber, D., & **Theobald, R.** (2019). From the clinical experience to the classroom: Assessing the predictive validity of the Massachusetts Candidate Assessment of Performance. CALDER Working Paper 221-0819.

Cowan, J., Goldhaber, D., Jin, Z., & **Theobald R.** (2020). Teacher licensure tests: Barrier or predictive tool? CALDER Working Paper No. 245-1020.

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>.

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., Kasman, M., Quince, V., **Theobald, R.**, & Wolff, M. (2022). How did it get this way? Disentangling the sources of teacher quality gaps through agent-based modeling. CALDER Working Paper No. 259-0122.

Goldhaber, D., **Theobald, R.**, Choate, K., & Brown, N. (2021). The front end of the STEM teacher pipeline: Early career STEM teachers' field experiences and perceptions of preparation. CALDER Working Paper No. 254-0721.

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/>.

RESEARCH BRIEFS:

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:

- 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*

- 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
- 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:

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
Education Finance and Policy, Reviewer
Educational Policy, Reviewer
Educational Researcher, Reviewer
Elementary School Journal, Reviewer
Journal of Educational and Behavioral Statistics, 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
The Review of Economics and Statistics, Reviewer