

EDUCATION

- 2014 Ph.D., University of Maryland, Education Policy Studies
- 2011 Advanced Certificate, University of Maryland, Education Measurement, Statistics & Evaluation
- 2004 Advanced Certificate, Pace University, Teaching
- 2001 Ed.M., Harvard Graduate School of Education
- 2000 B.A., Rutgers University, Psychology & Sociology (cum laude)

PROFESSIONAL EXPERIENCE

Abt Associates

- 2021- *Senior Associate, Social and Economic Policy Division*
- present
 - Conducts research on a variety of topics related to education and child welfare
 - Generates evidence reviews for research and evaluation clearinghouses
 - Provides technical assistance to increase capacity to produce rigorous evidence of program effectiveness and implementation fidelity

Bellwether Education Partners

- 2018- *Associate Partner, Program Evaluation*
- 2021
 - Partnered with clients to develop high quality evaluation plans in relation to prospective or existing initiatives, programs, or projects
 - Built capacity of clients and internal team for evaluation and improvement
 - Supported the development of colleagues in research and analytical capacity
 - Managed and analyzed complex data sets, including longitudinal analyses of student achievement and survey data as well as data modeling

Instructional Research Group (IRG)

- 2020- *Independent Contractor*
- present
 - Serve as a What Works Clearinghouse certified reviewer

4.0 Schools Measurement & Evaluation Collaborative

- 2019- *Visiting Scholar*
- 2020
 - Coached fellows as they develop meaningful metrics and run small-scale experiments to test their assumptions and evaluate pilot programs
 - Recommended resources and literature for fellows/alumni

American University School of Education

- 2018- *Adjunct Professorial Lecturer*
- present
 - EDU 610 Qualitative & Quantitative Research Strategies
 - EDU 633 Economic Inquiry in Education
 - EDU 790 Quantitative Research in Education

Montgomery County Public Schools

2016- *Evaluation Specialist, Office of Shared Accountability*

- Conducted evaluations of educational programs
- Collected, cleaned and analyzed quantitative and qualitative data
- Wrote evaluation plans to obtain grant funding for innovative initiatives
- Communicated findings and research methods to a broad audience through presentations, evaluation research briefs, and reports
- Provided technical assistance to support continuous improvement efforts

Urban Teachers

2013- *Assistant Director of Research & Evaluation*

- Strategic Data Fellow with Center for Education Policy Research at Harvard University
- Oversaw the refinement and implementation of a multiple-measure teacher evaluation model
- Analyzed ratings of classroom practice to assess reliability and validity of teacher observation rubric
- Conducted internal research on teacher selection metrics
- Collaborated with and oversaw external research and evaluation partners

University of Maryland

2011- *Graduate Assistant*

- Conducted multilevel data analysis for an evaluation of a history writing intervention implemented in urban middle schools
- Conceptualized and conducted a research project employing growth curve models to examine the relationship between middle school grade configurations and student achievement using a national dataset
- Enhanced multilevel modeling short course materials, adding examples on use of multilevel modeling in the context of dichotomous dependent variables

2010- *Teaching/Research Assistant*

2011 Research Apprenticeship. Instructors: Betty Malen and Jennifer King Rice.

- Led the quantitative analysis of data for a formative mixed-methods evaluation of a program funded by a federal Teacher Incentive Fund grant
- Oversaw the qualitative data collection and analysis of one of three case study sites
- Drafted three chapters of the final report and co-authored two journal articles

Jun. *Teaching Assistant*

2010, Multilevel Modeling of Survey Data. Instructors: Bob Croninger and Valerie Lee.

- Led lab sections
- Provided feedback on graduate students' research papers
- Advised graduate students during weekly office hours

U.S. Government Accountability Office

2006- *Senior Policy Analyst*

- Conducted research related to the No Child Left Behind (NCLB) Act
- Led interviews with state and local administrators and school officials
- Designed, pre-tested and ensured high response rates on surveys to school principals regarding school improvement efforts
- Prepared testimony for Congress on NCLB and wrote sections of reports
- Gathered and disseminated recent research on NCLB to colleagues

2001- *Policy Analyst*

- Collected, analyzed and summarized data related to foreign schools' handling of loans for American students
- Designed and conducted a survey of how states are using the Community Development Block Grant to improve the quality of child care

Teach for America/Teacher PS 199X

2003- *Pre-K and Kindergarten Classroom Teacher*

- Implemented assessment-driven instruction
- Organized and led small-group learning centers based on students' needs
- Facilitated bringing at-risk students up to and beyond grade-level standards

Harvard Graduate School of Education

2000- *Research Assistant*

- Transcribed videotapes of mother-child interactions for a study of the educational impact of an Early Head Start program on its participants

CONSULTING

Fall 2008 *Delegate Anne Kaiser, Maryland House of Representatives*

- Conducted research on the capacity of current data systems to inform education policy

PEER REVIEWED PUBLICATIONS

Jackson, C. (2021). Democratizing the Development of Evidence. *Educational Researcher*. <https://doi.org/10.3102/0013189X211060357>

Wissinger, D. R., De La Paz, S., & **Jackson, C.** (2021). The Effects of Historical Reading and Writing Strategy Instruction With Fourth- Through Sixth-Grade Students. *Journal of Educational Psychology*, 113(1), 49–67.

De La Paz, S., Monte-Sano, C., Felton, M., Croninger, R., **Jackson, C.**, & Piantedosi, K.W. (2017). A Historical Writing Apprenticeship for Adolescents: Integrating Disciplinary Learning with Cognitive Strategies. *Reading Research Quarterly*, 52(1), 31-52.

Rice, J., Malen, B., **Jackson, C.**, & Hoyer, K.M. (2016). Administrator Reactions to Financial Incentives: Evidence and Insights from a TIF Program. *Leadership and Policy in Schools*, 16(3), 475-501.

Rice, J., Malen, B., **Jackson, C.**, & Hoyer, K.M. (2015). Time to Pay Up: Analyzing the Motivational Potential of Financial Awards in a TIF Program. *Educational Evaluation and Policy Analysis*, 37(1), 29-49.

De La Paz, S., Felton, M., Monte-Sano, C., Croninger, R., **Jackson, C.**, Deogracias, J.S., & Hoffman, B.P. (2014). Developing Historical Reading and Writing with Adolescent Readers: Effects on Student Learning. *Theory and Research in Social Education*, 2(42), 228-274.

González, R.L., & **Jackson, C.L.** (2012). Engaging with Parents: The Relationship between School Engagement Efforts, Social Class, and Learning. *School Effectiveness and School Improvement*, 24(3), 316-335.

Rice, J., Malen, B., Baumann, P., Chen, E., Dougherty, A., Hyde, L., **Jackson, C.**, Jacobson, R., & McKithen, C. (2012). The Persistent Problems and Confounding Challenges of Educator Incentives: The Case of TIF in a Large Metropolitan School District. *Educational Policy*, 26(6), 892-933.

EDITED BOOKS

Carinci, J., Meyer, S. & **Jackson, C.**, eds. (2020). *Linking Teacher Preparation Program Design and Implementation to Outcomes for Teachers and Students*. IAP Book Series.

Tarasawa, B., Gotwals, A.W., & **Jackson, C.**, eds. (2020). *Assessment Education: Bridging Research, Theory, and Practice to Promote Equity and Student Learning*. Rowman & Littlefield.

REPORTS/OTHER PUBLICATIONS

Finster, M., & **Jackson, C.** (2020). *Strengthening the Teacher Workforce Through Selection Processes*. Rockville, MD: National Comprehensive Center at Westat. Retrieved from https://compcenternetwork.org/sites/default/files/Educator%20Workforce_Selection%20Brief.pdf

Jackson, C., & Keirstead, C. (2020). *Schools' first and forever responders: Preparing and supporting teachers in the time of COVID-19*. Rockville, MD: National Comprehensive Center at Westat. Retrieved from <https://compcenternetwork.org/sites/default/files/archive/TeacherSupportBrief-FINAL.pdf>

Jackson, C., & Cowan, J. (2018). *Assessing the Evidence on Teacher Evaluation Reforms*. Washington, DC: National Center for Analysis of Longitudinal Data in Education Research (CALDER). Retrieved from <http://caldercouncil.org/assessing-the-evidence-on-teacher-evaluation-reforms/#.XYN5WChKhPY>

Jackson, C., & Addison, K. (2018). *Understanding the Relationships between Poverty, School Factors, and Student Achievement*. Retrieved from <https://montgomeryschoolsmd.org/departments/sharedaccountability/reports/2018/Poverty%20and%20Achievement.pdf>

Jackson, C., & Maina, N.S. (2018). *Evaluation of the Higher Education Partnerships (HEPs) Program in MCPS*. Retrieved from <http://www.montgomeryschoolsmd.org/departments/sharedaccountability/reports/detail.aspx?id=1488>

Wade, J., **Jackson, C.**, Zhao, H., & Hickson, R. (2017). *Evaluation of the Kennedy Cluster Watkins Mill Cluster Project: Follow-Up of Participants in the Multi-Agency Team Process*. Retrieved from <http://www.montgomeryschoolsmd.org/departments/sharedaccountability/reports/detail.aspx?id=480>

Maina, N.S., & **Jackson, C.** (2017). *An Observational Study of Implementation of Selected Practices of the Monitoring Instructional Reading Levels Strategy in 2015–2016*. Retrieved from <http://www.montgomeryschoolsmd.org/departments/sharedaccountability/reports/detail.aspx?id=467>

Jackson, C., Gotwals, A.W., & Tarasawa, B. (May 2017). How to Implement Assessment Literacy. *Principal Leadership*. Reston, VA: National Association of Secondary School Principals.

Jackson, C. & Mackler, K. (2016). *Urban Teachers Evidence-Base Approach to Teacher Preparation*. Retrieved from <http://static1.squarespace.com/static/54dc2642e4b0469314195dca/t/571fa97686db43553423f8f9/1461692812053/AnEvidence-BasedApproachtoTeacherPrep-April2016.pdf>

Jackson, C. & Mackler, K. (2016). *Urban Teachers Evaluation Model*. Retrieved from <http://static1.squarespace.com/static/54dc2642e4b0469314195dca/t/571fa95001dbaec3234c9dc3/1461692771724/UrbanTeachersEvaluationModel-April2016.pdf>

Jia, Y., Cummings, T., **Jackson, C.**, Clifford, M., & Hoch, S. (2015). *Analyzing and improving multiple measure evaluation systems*. Strategic Data Project Fellowship Capstone Project. Retrieved from http://sdp.cepr.harvard.edu/files/cepr-sdp/files/multiple_measure_teacher_evaluations.pdf?m=1450116340

Jackson, C. (2014). *Urban Teacher Center's Formative Assessments for Developing Teachers*. Paper prepared for University of Michigan TeachingWorks seminar. Retrieved from <http://www.teachingworks.org/research-data/workingpapers>

Malen, B., Rice, J., **Jackson, C.**, Hoyer, K., Hyde, L., Bivona, L. Blaisdell, L., Bowsher, A., Cortes, K., Coverdale, B., de la Torre, A., Goldstein, M., Pimpawathin, A., & Sutter, J. (2011). *Implementation, Payouts, and Perceived Effects: A Formative Analysis of Financial Incentive*

Rewards for Supervisors and Teachers (FIRST). Department of Education Policy Studies, University of Maryland. College Park, MD.

Malen, B., Rice, J., Baumann, P., Beaner, T., Chen, E., Dougherty, A., Hyde, L, **Jackson, C.**, Jacobson, R., McKitchen, C., & Robinson, C. (2009). *Building the Plane in Flight: A Formative Evaluation of Financial Incentive Rewards for Supervisors and Teachers (FIRST)*. Department of Education Policy Studies, University of Maryland. College Park, MD.

U.S. Government Accountability Office. (2008). *No Child Left Behind Act: Education Actions Could Improve the Targeting of School Improvement Funds to Schools Most in Need of Assistance*. GAO-08-380. Washington, DC: February 29, 2009.

U.S. Government Accountability Office. (2007). *No Child Left Behind Act: Education Should Clarify Guidance and Address Potential Compliance Issues for Schools in Corrective Action and Restructuring Status*. GAO-07-1035. Washington, DC: September 5, 2007.

U.S. Government Accountability Office. (2007). *Teacher Quality: Approaches, Implementation, and Evaluation of Key Federal Efforts*. GAO-07-861T. Washington, DC: May 17, 2007.

U.S. Government Accountability Office. (2003). *Student Loans and Foreign Schools: Assessing Risks Could Help Education Reduce Program Vulnerability*. GAO-03-647. Washington, DC: July 25, 2003.

U.S. Government Accountability Office. (2002). *Child Care: State Have Undertaken a Variety of Quality Improvement Initiatives, but More Evaluations of Effectiveness Are Needed*. GAO-02-897. Washington, DC: September 6, 2002.

SELECTED BLOG POSTS

Jackson, C., Pershan, M., & Woulfin, S. (2021, May 26). What Education Researchers Can Learn From Teachers: Part II. Education Week. Retrieved from <https://www.edweek.org/teaching-learning/opinion-theres-a-lot-of-potential-learning-from-teachers-waiting-to-happen/2021/05>

Jackson, C., Harrison, C., Pullen, K.R., & Lowenstein, C. (2021, May 25). What Education Researchers Can Learn From Teachers: Part I. Education Week. Retrieved from <https://www.edweek.org/teaching-learning/opinion-what-education-researchers-can-learn-from-teachers/2021/05>

Jackson, C. (2020, November 17). How to use everyday data in new ways. Retrieved from <https://www.nwea.org/blog/2020/how-to-use-everyday-data-in-new-ways/>

Jackson, C. (2019, October 31). When It Makes Sense to Experiment on Students — or “The Zone of RCTs”. Retrieved from <https://aheadoftheheard.org/experimental-economists-just-got-the-nobel-prize-should-education-policy-use-more-experiments-too/>

Jackson, C. (2019, July 23). Teacher Residencies Can Translate into a More Diverse Workforce, But Who Will Bear the Expenses? Retrieved from <https://aheadoftheheard.org/teacher-residencies-can-translate-into-a-more-diverse-workforce-but-who-will-bear-the-expenses/>

Jackson, C. (2019, June 27). Correlation is Not Causation and Other Boring but Important Cautions for Interpreting Education Research. Retrieved from <https://aheadoftheheard.org/correlation-is-not-causation-and-other-boring-but-important-cautions-for-interpreting-education-research/>

Jackson, C. (2019, April 29). Why Some Educators Are Skeptical of Engaging in Rigorous Research — And What Can Be Done About It? Retrieved from <https://aheadoftheheard.org/why-some-educators-are-skeptical-of-engaging-in-rigorous-research-and-what-can-be-done-about-it/>

Jackson, C. (2015, August 6). The Magic of Multiple Measures. Retrieved from <http://www.shankerinstitute.org/blog/magic-multiple-measures>

Jackson, C. (2015, July 21). Research on Teacher Evaluation Metrics: The Weaponization of Correlations. Retrieved from <http://www.shankerinstitute.org/blog/research-teacher-evaluation-metrics-weaponization-correlations>

PRESENTATIONS

Jackson, C., Woulfin, S., Cannata, M., & Shaw, D. (2020). *Qualities and Influences of Qualitative Policy Research for Practice*. Policy talk discussant at the 2020 Annual Conference of the Association for Education Finance and Policy (virtual).

Jackson, C., & Addison, Kecia. (2019). *Understanding the Relationships between Poverty, School Factors, and Student Achievement*. Paper presented at the 2019 Annual Conference of the American Educational Research Association in Toronto, Canada.

Jackson, C., Dusek, S., Flores, S.F., & Sequeira, C. (2018). *Have Your Cake and Eat It, Too: Hiring and Retaining a Diverse Teaching Workforce in an Era of Raising the Bar*. Policy talk panelists at the 2018 Annual Conference of the Association for Education Finance and Policy in Portland, OR.

Jackson, C., & Steinberg, M. (2017). *Does Teacher Effectiveness Depend on Who Rates Classroom Practice? Evidence from an Urban Teacher Preparation Program*. Paper presented at the 2017 Annual Conference of the Association for Education Finance and Policy in Washington, DC.

Jackson, C., & Ho, A. (2016). *Refining and Raising the Reliability of Classroom Observations*. Paper presented at the 2016 Annual Conference of the American Educational Research Association in Washington, DC.

Jackson, C. (2016). *Developing reliable classroom observation systems*. Paper presented at the 2016 Annual Conference of the Association for Education Finance and Policy in Denver, CO.

Jackson, C. (2015). *Urban Teacher Center's Evidence-Based Approach to Teacher Preparation*. Presented the Fall 2015 Conference of the Council for the Accreditation of Educator Preparation (CAEP) in Washington, DC.

Jackson, C. (2015). *School Data Use and Student Achievement*. Paper presented at the 2015 Annual Conference of the American Educational Research Association in Chicago, IL.

Jackson, C. (2015). *Implementing Measures of Effective Teaching: Assessing Novice Teachers' Practice*. Paper presented at the 2015 Annual Conference of the Association for Education Finance and Policy in Washington, DC.

Jackson, C. (2014). *Are Working Conditions Related to Teacher Effectiveness?* Paper presented at the 2014 Annual Conference of the Association for Education Finance and Policy in San Antonio, TX.

Jackson, C. (2014). *Pre-Service and In-Service Measures of Teaching Potential*. Poster presented at the 2014 Annual Conference of the Association for Education Finance and Policy in San Antonio, TX.

Jackson, C. (2013). *Student Access to Qualified Teachers: A Multilevel Analysis*. Paper presented at the 2013 Annual Conference of the Association for Education Finance and Policy in New Orleans, LA.

Jackson, C. (2013). *Achievement Trajectories in Middle Grades: An Exploration of Grade Configurations*. Poster presented at the 2013 Annual Conference of the Association for Education Finance and Policy in New Orleans, LA.

De La Paz, D., Monte-Sano, C., Felton, M., Croninger, R., **Jackson, C.**, & Worland, K. (2013). *Historical Reading and Writing Apprenticeships with Adolescent Readers: Integrating disciplinary learning with cognitive strategies*. Paper presented at the 2013 Annual Conference of the American Educational Research Association in San Francisco, CA.

Rice, J.K., **Jackson, C.**, & Hoyer, K. (2012). *Distribution Patterns and Educator Responses to Financial Awards in a Teacher Incentive Fund (TIF) Program*. Paper presented at the 2012 Annual Conference of the Association for Education Finance and Policy in Boston, MA.

Jackson, C. (2011). *Student Achievement and Growth in Middle Grades: A Comparison of K-8 and Middle Schools*. Paper presented at the 2011 Annual Conference of the American Educational Research Association in New Orleans, LA.

Rice, J.K., **Jackson, C.**, Hoyer, K., Malen, B., & Hyde, L. (2011). *Time to Pay Up: Distribution Patterns and Perceived Effects of Financial Awards in a Teacher Incentive Fund (TIF) Program*. Paper presented at the 2011 Annual Conference of the Association for Education Finance and

Policy in Seattle, WA and at the Annual National Center for Education Statistics Conference in Bethesda, MD.

Jackson, C., & González, R. (2010). *Reaching Out to Parents: The Influence of School Policies on Student Reading Achievement.* Presented at the 2010 Annual Conference of the American Educational Research Association in Denver, CO.

Rice, J.K., Malen, B., Baumann, P., Chen, E., Dougherty, A., Hyde, L., **Jackson, C.**, Jacobson, R., & McKithen, C. (2010). *Promises and Perils of Educator Incentives: A Formative Evaluation of the Teacher Incentive Fund (TIF) Program in the Prince George's County (MD) Public School System.* Symposium at the 2010 Annual Conference of the Association for Education Finance and Policy in Richmond, VA.

Jackson, C. (2009). *The Cost Effectiveness of Character Education Programs.* Roundtable participant at the University of Maryland's College of Education Student Research Conference in College Park, MD.

U.S. Government Accountability Office. (2007). *No Child Left Behind Act: Schools in Corrective Action and Restructuring.* Paper presented at the 2008 Annual Conference of the American Educational Research Association in New York, NY.

U.S. Government Accountability Office. (2002). *Child Care Quality Improvements.* Poster session at APPAM's 2002 Annual Conference in Dallas, TX.

INVITED PRESENTATIONS & WORKSHOPS

Equity and Efficiency in Maryland's K-12 Public Schools. Annenberg Seminars on Educational Policy. Brown University. November 17, 2021.

Evidence-based Ideas to Improve Schooling during Pandemic Times and Beyond. Moderator of panel at the Society for Research on Educational Effectiveness (SREE) Virtual Convening. March 2021.

Ethics and Experiments in Education. Presenter at Strategic Data Project workshop on ethics. November 2020.

What Works? Tools for Assessing Effectiveness in Education. Presenter at researchED. Virtual presentation retrieved from <https://researchedus2020.wordpress.com/2020/08/01/evidence-supported-instructional-practices/> August 2020.

Working Group: School Finance and the Education Stabilization Fund. Co-facilitator with Nora Gordon at the Strategic Data Project Annual Convening. May 2020.

Evaluating Education Research Claims. Guest speaker at IDEA Public Schools' Teacher Leadership Program. January 2020.

Education Policy Panel on High School Growth. Testified before the DC State Board of Education. April 2019.

Evidence Generation and Use in Education Agencies. University of Arkansas Department of Education Reform Lecture Series. November 2018.

Should We Trust "What the Research Says"? How to Evaluate Research Claims. Presenter at researchED. Philadelphia, PA. October 2018.

How Can We Best Leverage External Research Partners to Strengthen Educational Systems? Presenter at the Strategic Data Project Annual Convening. May 2018.

What Works? Tools for Assessing Effectiveness in Education. Presenter at researchED. Brooklyn, NY. October 2017.

Developing a Research Agenda in Your Education Agency. Presenter at the Strategic Data Project Annual Convening. May 2017.

Improving Accuracy in Observer Scoring in Teacher Evaluation. Presenter at the Strategic Data Project Annual Convening. May 2016.

Assessment Training for Teachers: An Opportunity to Move from Frustration to Action. Panelist at the Northwest Evaluation Association (NWEA) Fusion Conference, Baltimore, MD. March 2016.

Exploring Multiple Measure Teacher Evaluations in Excel. Presenter at Strategic Data Project Cohort 6 Workshop. September 2015.

PODCASTS

Let's K-12 Better. (11 September, 2020). *Let's Talk About... Education Policy and Research.*
<https://letsk12better.buzzsprout.com/1036873/5389156-let-s-talk-about-education-policy-and-research>

Education Policy Weekly. (24 June, 2020). *Rethinking School Evaluation with Cara Jackson.*
<https://podcasts.apple.com/us/podcast/rethinking-school-evaluation-with-cara-jackson/id1514962452?i=1000479463908>

RESEARCH SKILLS

- Expertise in Stata, SPSS, HLM, and Excel; familiar with SAS and R
- Experience with and coursework in qualitative and quantitative research methods, including case study research, cost analysis, psychometrics, and structural equation modeling

PROFESSIONAL MEMBERSHIPS

- American Educational Research Association (AERA)
- Association for Education Finance and Policy (AEFP)
- Association for Public Policy Analysis and Management (APPAM)
- Society for Research on Educational Effectiveness (SREE)

PROFESSIONAL DEVELOPMENT

2020 Institute of Education Sciences What Works Clearinghouse (WWC) Single Case Design training. Certified reviewer under Version 4.0 of the WWC Single Case Design Standards.

2018 Institute of Education Sciences What Works Clearinghouse (WWC) Group Design Standards online training. Certified reviewer under Version 4.0 of the WWC Group Design Standards; completed updated certification for Version 4.1.

2017 Institute of Education Sciences Workshop on Quasi-Experimental Design and Analysis. Northwestern University's Institute for Policy Research.

2017 Institute of Education Sciences Methods Training in Cost-Effectiveness and Benefit-Cost Analysis. Teachers College, Columbia University.

2014 Measures of Effective Teaching Longitudinal Database Workshop. Inter-university Consortium for Political and Social Research at the University of Michigan.

2012 Value-Added Models for Analyzing Teacher Effectiveness: A Short Course on Value-Added Modeling with Daniel McCaffrey. SREE spring 2012 conference.

2012 David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy, sponsored by the University Council for Educational Administration (UCEA), Divisions A and L of the AERA, and SAGE Publications. Vancouver, Canada.

2010 AERA Institute on Statistical Analysis for Education Policy. Selection bias, modeling achievement growth over time, and related issues in using the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 data set. Sponsored by the National Center for Education Statistics.

PROFESSIONAL AND COMMUNITY SERVICE

Manuscript reviewer: Education Finance and Policy, Journal of Research on Educational Effectiveness.

Board of Directors, Government Affiliate, Association for Education Finance and Policy (AEFP) (2018-2021) - Membership Committee Chair, 2020-21.

Policymakers Council, Center for Analysis of Longitudinal Data in Education Research (CALDER) (2018-2020)

Program Committee, Association for Education Finance and Policy (AEFP) (2017-2022)

Northwest Evaluation Association (NWEA) Task Force on Assessment Education (October 2015-2018)
Research Committee, Council for the Accreditation of Educator Preparation (CAEP) (August 2015-2017)
Teachers College Record, manuscript reviewer
Teach for America Online Alumni Advisory Panel (2015-2016)
Peer reviewer for the Teacher Incentive Fund grant (Cohort 4), August 2012
American Educational Research Association, conference reviewer (2009-present)

DISSERTATION COMMITTEES

Teddy Hartman (in progress). University of Maryland
Laura Hyde (2018). University of Maryland

AWARDS & HONORS

2016 Exemplary Paper Award, Classroom Observation SIG (AERA)
2015 Emerging Education Policy Scholar, *Thomas B. Fordham Institute*
2013 Roe L. Johns Travel Grant (AEFP)
2012 Will Myers Memorial Scholarship (AEFP)
2011-2012 Distinguished Teaching Assistant, Center for Teaching Excellence
2010 Roe L. Johns Travel Grant (formerly American Education Finance Association, now AEFP)