

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 Global

- 2021- *Principal Associate, Social Science Research, Monitoring, & Evaluation –*
2025 *Quantitative Methods*
- Study Lead, National Evaluation of the Comprehensive Centers
 - Principal Investigator on Supporting Effective Educator Development grant
 - Lead Evaluator, Accelerate / TN SCORE randomized control trial
 - Co-led dissemination and generates reviews for evidence clearinghouse
 - Provided 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*
2021
- Served 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-
present *Adjunct Professorial Lecturer*
- EDU 610 Qualitative & Quantitative Research Strategies
 - EDU 633 Economic Inquiry in Education
 - EDU 790 Quantitative Research in Education

Montgomery County Public Schools

- 2016-
2018 *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-
2016 *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-
2012 *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-
2011 *Teaching/Research Assistant*
- 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. 2010, 2011 & 2012 *Teaching Assistant*
 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

- 2006-2008 *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
- 2001-2003 *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

- 2003-2006 *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

- 2000-2001 *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. (2022). Democratizing the Development of Evidence. *Educational Researcher*, 51(3), 209-215. <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

Wilson, S. J., Brown, S. R., Kerns, S. E. U., Dastrup, S. D., Hedberg, E., Schachtner, R., **Jackson, C.**, Norvell, J., Campbell, W., & Wall, A. (2024). *Title IV-E Prevention Services Clearinghouse Handbook of Standards and Procedures*, Version 2.0, OPRE Report # 2024-127, Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Jackson, C., Wilson, S. J., & Glenn, M. (2024). *The Review Process: Navigating Timeline Challenges*, OPRE Report 2024-337, Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human

Services. <https://www.acf.hhs.gov/opre/report/fact-sheet-review-process-navigating-timeline-challenges>

Jackson, C., Wilson, S. J., & Glenn, M. (2024). *How Does the Prevention Services Clearinghouse Determine Which Studies Are Reviewed?*, OPRE Report 2024-338, Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. <https://www.acf.hhs.gov/opre/report/fact-sheet-how-does-prevention-services-clearinghouse-determine-which-studies-are>

Jackson, C., Wilson, S. J., & Glenn, M. (2024). *How Does the Prevention Services Clearinghouse Rate the Design and Execution of Studies?*, OPRE Report 2024-339, Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. <https://www.acf.hhs.gov/opre/report/fact-sheet-how-does-prevention-services-clearinghouse-rate-design-execution-studies>

Finster, M., & **Jackson, C. (2020).** *Strengthening the Teacher Workforce Through Selection Processes*. Rockville, MD: National Comprehensive Center at Westat. Retrieved from <https://files.eric.ed.gov/fulltext/ED617479.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://files.eric.ed.gov/fulltext/ED609071.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 <https://caldercenter.org/sites/default/files/CALDER%20Policy%20Brief%2013-1218-1.pdf>

Jackson, C., & Addison, K. (2018). *Understanding the Relationships between Poverty, School Factors, and Student Achievement*. Retrieved from <https://eric.ed.gov/?id=ED598342>

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. Retrieved from <https://www.nassp.org/publication/principal-leadership/volume-17-2016-2017/principal-leadership-may-2017/how-to-implement-assessment-literacy/>

Jackson, C. & Mackler, K. (2016). *An Evidence-Base Approach to Teacher Preparation*. Retrieved from <https://urbanteachers.org/wp-content/uploads/2018/02/AnEvidence-BasedApproachtoTeacherPrep-April2016.pdf>

Jackson, C. & Mackler, K. (2016). *Assessing Effectiveness: How Urban Teachers Evaluates Its New Teachers*. Retrieved from <https://urbanteachers.org/wp-content/uploads/2018/02/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.

SELECT MEDIA

Jackson, C., Bassok, D., Boulay, B., Kurlaender, M., Page, L., & Tipton, E. (2025). *Cutting research funding would make education less effective and efficient*. The Brookings Institution. Retrieved from <https://www.brookings.edu/articles/cutting-research-funding-would-make-education-less-effective-and-efficient/>

Jackson, C. (2024, April 4). *Is Your State's Literacy Approach Aligned with the Evidence?* Retrieved from <https://www.abtglobal.com/insights/perspectives-blog/is-your-states-literacy-approach-aligned-with-the-evidence>

Jackson, C. (2023, January 25). *Do Year-Round Schools Work? Three Questions to Ask* Retrieved from https://www.abtassociates.com/insights/perspectives-blog/do-year-round-schools-work-three-questions-to-ask?utm_campaign=%F0%9F%8F%AB_the_jury_is_out_on_year&utm_content=1674763746&utm_medium=linkedin&utm_source=Abt+Associates

Jackson, C. (2022, July 29). Reading the Research on Teacher Salaries. *Education Week*. Retrieved from <https://www.edweek.org/leadership/opinion-a-deeper-dive-into-the-overspending-on-teacher-salaries/2022/07>

Jackson, C. (2022, July 25). What Does It Mean to 'Overspend' on Teacher Salaries? *Education Week*. Retrieved from <https://www.edweek.org/teaching-learning/opinion-what-does-it-mean-to-overspend-on-teacher-salaries/2022/07>

Jackson, C. & Caswell, L. (2021, December 2). *Build Back Better Provides Opportunities for Improving Teacher Preparation*. Retrieved from <https://www.abtassociates.com/insights/perspectives-blog/build-back-better-provides-opportunities-for-improving-teacher>

Jackson, C. (2021, October 2). *Opinion: Amid concerns about learning during pandemic, let's re-examine testing*. MoCo 360 (formerly Bethesda Beat). Retrieved from <https://moco360.media/2021/10/02/opinion-amid-concerns-about-learning-during-pandemic-lets-re-examine-testing/>

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 <http://web.archive.org/web/20200105170203/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 <http://web.archive.org/web/20191209171706/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 <http://web.archive.org/web/20210416230948/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 <http://web.archive.org/web/20200425034458/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., Gray-Adams, K., Tamang, S., & Cocatre-Zilgien, E. (2024). *Planting a SEED to Grow Effective Teachers*. Paper presented at the Annual Conference of the Society for Research on Educational Effectiveness (SREE). Washington, DC.

Jackson, C. (2024). *From Evidence to Action: Navigating the Dual Challenges of Rigor and Relevance in Educational Research*. Panelist at the Annual Conference of the Society for Research on Educational Effectiveness (SREE). Washington, DC.

Jackson, C. (2024). Panelist for the Victorian Academy of Teaching and Leadership discussion of how to measure the impact of professional learning on student outcomes. Melbourne, Australia.

Jackson, C., Hill, D., & Hollands, F. (2024). *Evidence in Education agencies: Toward Equitable Development and Use*. Presenter at the Strategic Data Project Annual Convening. Boston, MA.

Jackson, C., Lindsay, C., Ricketts, S., & Saenz-Armstrong, P. (2023). *Developing Policies to Diversify and Strengthen the Teacher Workforce: the Role of Data and Research Evidence*. Policy talk moderator at the 2023 Annual Conference of the Association for Education Finance and Policy (Denver).

Ash, J., **Jackson, C., Osei Sarfo, A., & Warner, S.** (2022). *Use of Research Evidence to Address the Needs of Underserved Communities*. Moderator of panel at the Annual Conference of the Society for Research on Educational Effectiveness (SREE). Arlington, VA.

Jackson, C. & Buchanan, W. (2022). *Going Beyond “Correlation is Not Causation”: How to Discuss Causal Inference with Community Stakeholders*. Presenter at the Strategic Data Project Annual Convening. May 2022.

Jackson, C. (2022). *Equity and Efficiency in Maryland’s K-12 Public Schools*. Paper presented at the Annual Conference of the Association for Education Finance and Policy. Denver, CO.

Bowman, R., Courtney, M. **Jackson, C., & Koedel, C.** (2022). *ESSA Accountability in the COVID-19 era*. Policy talk at the Annual Conference of the Association for Education Finance and Policy. Denver, CO.

Boughton, H., **Jackson, C., Redden, K., & Woulfin, S.** (2022). *Evidence for ESSER: Partnering and Leading Across the Education System to Improve Policy and Practice*. Policy talk at the Annual Conference of the Association for Education Finance and Policy. Denver, CO.

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. 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. 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. 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. 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. 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). Washington, DC.

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

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

INVITED PRESENTATIONS & WORKSHOPS

Ethics and Experiments in Education. Presenter at Strategic Data Project workshop on ethics. November 2020; June 2022; January 2023; January 2024.

Should We Trust What the Research Says? Inaugural USA Festival of Education. October 21, 2023.

Supporting Effective Educator Development: An evidence-informed approach to teacher preparation. University of Maryland. September 26, 2023.

“Telling a Data Story”: The Importance Using Evidence in Improvement Practices, with Akisha Osei Sarfo. Council of the Great City Schools Instructional Spotlight. March 23, 2023.

Equity and Efficiency in Maryland’s K-12 Public Schools. Annenberg Seminars on Educational Policy. Brown University. November 17, 2021. <https://annenberginstitute.org/events/equity-and-efficiency-marylands-k-12-public-schools>

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.

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

Talking About Kids. (6 February, 2023). *What you need to know about year-round schools with Cara Jackson* <https://talkingaboutkids.buzzsprout.com/1935410/12179335-what-you-need-to-know-about-year-round-schools-with-cara-jackson>

About Practice. (August, 2022). *Democratizing the Development of Evidence*. <https://podcasts.apple.com/us/podcast/about-practice/id1551513754?i=1000576155382>

Donuts in the Lounge. (22 March, 2022). *The Rules Come from Somewhere*. <https://podcasts.apple.com/us/podcast/the-rules-come-from-somewhere-with-dr-cara-jackson/id1610942852?i=1000554854264>

The Intersect (23 February, 2022). *The Whole Story: Education, Housing, and What the Qualitative Data Tell Us*. With Henry Love. <https://www.abtassociates.com/insights/podcast/the-whole-story-education-housing-and-what-the-qualitative-data-tell-us>

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

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

PROFESSIONAL DEVELOPMENT

2020 Institute of Education Sciences What Works Clearinghouse (WWC) Single Case Design training. Certified reviewer under Version 5.0 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 5.0.

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

- President, Association for Education Finance and Policy (AEFP). Previously served on Board of Directors as Government Affiliate (2018-2021). Membership Committee Chair, 2020-21. Program Committee, 2017-present.
- Advisory Board, The Special Educator Workforce: A Research Collaborative (SPARC), August 2024-present.
- Advisory Board, Center for Transformative Teaching and Learning, August 2022-present.
- Policymakers Council, Center for Analysis of Longitudinal Data in Education Research (CALDER) (2018-present)
- Alumni Council, Strategic Data Project (2021-2023)
- Manuscript reviewer, *Journal of Research on Educational Effectiveness*, *Educational Researcher*, *Education Finance and Policy*, *Teachers College Record*.
- Task Force on Assessment Education, Northwest Evaluation Association (NWEA) (October 2015-2018)
- Research Committee, Council for the Accreditation of Educator Preparation (CAEP) (August 2015-2017)
- Online Alumni Advisory Panel, Teach for America (2015-2016)
- Peer reviewer for the Teacher Incentive Fund grant (Cohort 4), August 2012

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)