

CONGLI ZHANG

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Education

Ph.D. Quantitative Research Methods in Education, University of Oregon	2023
M.S. Organizational Leadership, Northeastern University	2018
B.S. Education Studies (Math), Hebei Normal University, China	2001

Specializations, Credentials

Specialization in Educational Data Science University of Oregon	2019
Specialization in Human Resources Northeastern University	2018
Secondary-School Teacher Certificate Shijiazhuang Department of Education, China	2002

Professional Experiences

Senior Statistician San Francisco Unified School District, US	2023-current
<ul style="list-style-type: none">Gather, manage, analyze, and report statistical data at the Multilingual Pathways DepartmentAnalyze and interpret Multilingual Learners data to inform decision-making on program placement, policy compliance, and program implementation and evaluation	
Resident Fellow University of Oregon, US	2020-2022
<ul style="list-style-type: none">Work with faculty supervisor for the UO Leadership and Administrative Skills Program on graduate employee (GE) assignments and new GE training, oversee the implementation of courses and GE performance, and conduct other works as needed, such as student recruiting, course development, student/professor/GE feedback, and website enrichment	
Department Head Shijiazhuang NO.22 Middle School, China	2005-2016
<ul style="list-style-type: none">Head of the Education Department and Admission Office. Supervise and evaluate school advisory programs and teacher advisors. Responsible for student discipline, school events, comprehensive student assessment, parent engagement, and community engagement activities	

Research

Research Assistant University of Oregon, US	2019-2022
<ul style="list-style-type: none">Assist faculty supervisor in research project Networks for School Improvement Summative Evaluation, Bill and Melinda Gates Foundation (Gates NSI); tasks include artifact coding and data analysis and reportAssist faculty supervisor in literature review and synthesesAssist faculty supervisor in program evaluation for UO SPICE Science; tasks include classroom evaluations, surveys, focus group interviews, and qualitative data coding	

Principal Investigator | Shijiazhuang NO.22 Middle School, China 2011-2016

- Lead of a research team of 23, implementing and evaluating a five-year, school-guided learning-oriented family intervention program, a sub-project of the China Youth & Children Research Center's (CYCRC) national key research project "Research on the Framework of Combined Education by School, Home and Society". Two presentations at CYCRC national conferences. Distinguished Researcher Award (2016) and Distinguished Final Report Award (2016) earner.

Teaching

Instructor | University of Oregon, US 2019-2022

- Graduate level courses: Applied Statistics in Education and Human Services I, II, and III R workshop/lab sessions
- Undergraduate level courses: Exploring Leadership; Program Evaluation for Future Leaders

Teaching Assistant | University of Oregon, US 2019-2022

- Assist with the development/teaching of multiple graduate- and undergraduate-level courses

Math Teacher | Shijiazhuang NO.22 Middle School, China 1995-2016

Grants, Awards

AEFP 2023 Roe L. Johns Travel Grant 2023

Doctoral Student Conference Awards | College of Education, University of Oregon 2022

Travel Grant | Educational Methodology, Policy, and Leadership Department, University of Oregon 2022

Dissertation, Conference Papers

Zhang, C. (2023). Teacher Characteristics, Teacher-Student Relationships, and Student Academic Outcomes in Chinese Junior High Schools (Order No. 30523507). Available from ProQuest Dissertations & Theses Global. (2842761279)

Zhang, C. & Guha, A. (2023, Mar 23-25) Education, Experience, or More? Causal Impacts of Teacher Human Capital on Student Outcomes [Paper Session]. AEFP Annual Meeting Denver, CO

Zhang, C. & Guha, A. (2023, Mar 23-25) Investigating the Causal Impact of Teacher Gender Match on Student Learning [Paper Session]. AEFP Annual Meeting Denver, CO

Zhang, C. & Klaas, M. (2022, Sep 21-24) Investigating Affective Teacher-Student Relationship on Student Cognitive and Non-cognitive Outcomes [Paper Session]. SREE Annual Meeting Arlington, VA

Zhang, C. (2022, Apr 21-26) Does Advisor-Advisee Relationship with Content Teacher Impact Student Learning? Causal Evidence from Chinese Middle Schools [Paper Session]. AERA Annual Meeting San Diego, CA

Skills

Data analytic tools: R, SPSS

Languages: Mandarin, English