

Emanuele Bardelli

Annenberg Institute, Brown University

✉ bardelli@brown.edu • 🌐 <https://ebardelli.com>

Education

University of Michigan

Ann Arbor, MI

PhD in Educational Studies

2016–2022

Dissertation: Early Career Teachers Supports, Instructional Growth, and Employment Decisions

Committee: Dr. Matthew Ronfeldt (chair), Dr. Brian Jacob (cognate), Dr. Deborah Ball, Dr. Susan Dynarski

California State University, Los Angeles

Los Angeles, CA

Master's of Arts in Education

2010–2011

Concentration in Mathematics and Science Teaching

Single Subject Teaching Credential: K-12 Mathematics

Thesis: *The Effects of the Classroom Assessment Environment on Student Self-efficacy, Motivation, and Achievement Goals*—Advisors: Dr. John Shindler and Dr. A.Dee Williams

Università Degli Studi di Modena e Reggio Emilia

Modena, Italy

Bachelor's of Science in Mathematics, Summa cum laude

2005–2008

Thesis: *Generation of 3-Dimensional Rigid Spheres*—Advisor: Dr. Carlo Gagliardi

Peer-Reviewed Publications

- 2022 **Bardelli, E.**, Ronfeldt, M., & Papay, J. (2022). Teacher preparation programs and graduates' growth in instructional effectiveness. *American Educational Research Journal*, In Press.
- Diemer, M., Frisby, M., Pinedo, A., **Bardelli, E.**, Elliot, E., Harris, E., McAlister, S., & Voight, A. (2022). Development of the short critical consciousness scale (ShoCCS). *Applied Developmental Science*, 26(3), 409–425. <https://doi.org/10.1080/10888691.2020.1834394>
- Goldhaber, D., Ronfeldt, M., Cowan, J., Gratz, T., **Bardelli, E.**, & Truwit, M. (2022). Room for improvement? mentor teachers and the evolution of teacher preservice clinical evaluations. *American Educational Research Journal*, Online First. <https://doi.org/10/gpfg8q>
- Herbst, P., Shultz, M., **Bardelli, E.**, Boileau, N., & Mileswski, A. (2022). How can teaching simulations help us study at scale the tensions mathematics teachers have to manage when considering policy recommendations? *Educational Studies in Mathematics*, 110(1), 1–21. <https://doi.org/10/gnh8p9>
- 2021 **Bardelli, E.**, & Ronfeldt, M. (2021). Workforce outcomes of program completers in high needs areas. *American Journal of Education*, 128(1), 59–93. <https://doi.org/10.1086/716486>
- 2020 Ronfeldt, M., **Bardelli, E.**, Brockman, S., & Mullman, H. (2020). Will mentoring a student teacher harm my evaluation scores? effects of serving as a cooperating teacher on evaluation metrics. *American Educational Research Journal*, 57(3), 1392–1437. <https://doi.org/10.3102/0002831219872952>
- Ronfeldt, M., **Bardelli, E.**, Truwit, M., Mullman, H., Schaaf, K., & Baker, J. (2020). Improving preservice teachers' feelings of preparedness to teach through recruitment of instructionally effective and experienced cooperating teachers: A randomized experiment. *Educational Evaluation and Policy Analysis*, 42(14), 551–575. <https://doi.org/10.3102/0162373720954183>
- 2018 Mileswski, A., Herbst, P., **Bardelli, E.**, & Hetrick, C. (2018). The role of simulations for supporting professional growth: Teachers' engagement in virtual professional experimentation. *Journal of Technology and Teacher Education*, 26(1), 103–126.

Working Papers

Bardelli, E., Ronfeldt, M., & Papay, J. (n.d.). *Teacher preparation programs and graduates' growth in instructional effectiveness* (Paper conditionally accepted at the American Educational Research Journal).

- Flanagan, C., Diemer, M., Gallay, E., **Bardelli, E.**, Wang, Y., Ebright, B., & Pinetta, B. (n.d.). *Linking stem learning to urban environmental action: Emphasizing the relevance of civic science for community contribution* (Under Review).
- 2022 **Bardelli, E.**, & Ronfeldt, M. (2022, March). *Workforce outcomes of program completers in high needs areas* (Working Paper No. 2020-01). Tennessee Education Research Alliance, Vanderbilt University, Nashville, TN. https://doi.org/https://peabody.vanderbilt.edu/TERA/files/TERA_Working_Paper_2020-01.pdf
- Ronfeldt, M., Truwit, M., **Bardelli, E.**, Schaaf, K., & Smith, B. (2022, January). *Cultivating coaching in clinical mentors: An experimental evaluation of the mentors matter professional development* (Working Paper No. 2022-01). Tennessee Education Research Alliance. https://peabody.vanderbilt.edu/TERA/files/TERA_Working_Paper_2022-01.pdf
- 2021 **Bardelli, E.**, Ronfeldt, M., & Papay, J. (2021, August). *Teacher preparation programs and graduates' growth in instructional effectiveness* (EdWorkingPapers No. ai21-450). Annenberg Institute for School Reform at Brown University. <https://doi.org/10.26300/120j-qb52>
- 2020 Goldhaber, D., Ronfeldt, M., Cowan, J., Gratz, T., **Bardelli, E.**, Truwit, M., & Mullman, H. (2020, June). *Room for improvement? mentor teachers and the evolution of teacher preservice clinical evaluations* (Working Paper No. 239-0620). National Center for Analysis of Longitudinal Data in Educational Research. <https://caldercenter.org/sites/default/files/CALDER%20WP%20239-0620.pdf>
- Morris, W., Ronfeldt, M., **Bardelli, E.**, & Truwit, M. (2020, April). *Learning from the best: Promising practices in preparing tennessee's future teachers* (Tennessee Education Research Alliance Brief). https://peabody.vanderbilt.edu/TERA/files/Mentors_Matter_FINAL.pdf
- 2019 **Bardelli, E.**, & Herbst, P. (2019, March). *Practical rationality and instructional choices: Can a socio-cultural framework explain teacher decision making?*
- Ronfeldt, M., **Bardelli, E.**, Mullman, H., Truwit, M., Schaaf, K., & Baker, J. (2019, October). *Improving student teachers' feelings of preparedness to teach through recruitment of instructionally effective and experienced cooperating teachers: A randomized experiment* (EdWorkingPapers No. ai19-148). Annenberg Institute for School Reform at Brown University. <https://doi.org/10.26300/vst6-j842>
- White, M., & **Bardelli, E.** (2019, September). *Criterion-referenced value-added scores*. <https://doi.org/10.35542/osf.io/28t65>
- 2018 Ronfeldt, M., Goldhaber, D., Cowan, J., **Bardelli, E.**, Johnson, J., & Tien, C. (2018, April). *Identifying promising clinical placements using administrative data: Preliminary results from isti placement initiative pilot* (CALDER Working Paper No. 2018-9). <https://caldercenter.org/sites/default/files/WP%20189.pdf>

Conference Papers

- 2022 **Bardelli, E.** (2022, March). *Early career instructional supports, professional growth, and employment decisions* (Presentation). Causal Inference in Education Research Seminar (CIERS), University of Michigan. Ann Arbor, MI.
- Bardelli, E.**, & Ronfeldt, M. (2022, March). *The promise and challenge of recruiting a diverse teaching workforce* (Invited Presentation). University of Michigan Ford School Domestic Policy Corps brown bag. Ann Arbor, MI.
- Bardelli, E.**, & Truwit, M. (2022, April). *Teacher evaluation systems: Measures of instructional effectiveness or mechanisms of structural bias?* (Presentation). American educational research association (AERA) annual meeting. San Diego, CA.
- Bardelli, E.**, Truwit, M., & Ronfeldt, M. (2022a, April). *In-depth look at the pipeline into teaching: Insights from a state longitudinal data system* (Presentation). American educational research association (AERA) annual meeting. San Diego, CA.

Bardelli, E., Truwit, M., & Ronfeldt, M. (2022b, March). *In-depth look at the pipeline into teaching: Insights from a state longitudinal data system* (Presentation). Association for Public Policy Analysis & Management (APPAM) fall research conference (conference delayed). Austin, TX.

Diemer, M., Frisby, M., Pinedo, A., **Bardelli, E.,** Elliot, E., Harris, E., McAllister, S., & Voight, A. (2022, May). *Enacting critical quantitative methodology: Leveraging irt to advance critical consciousness measurement* (Presentation). QMC22 Conference. Columbus, OH.

Fisher, L., **Bardelli, E.,** Ronfeldt, M., & Truwit, M. (2022, March). *Revisiting the relationship between clinical mentors and student teacher effectiveness* (Presentation). American Education Finance and Policy (AEFP) annual conference. Denver, CO.

Gallagher, M., **Bardelli, E.,** Folger, T., Neely, A., Bostic, J., Walkowiak, T., Wilhelm, A., & Zelkowski, J. (2022, April). *Measures of mathematics teachers' behavior and affect: An examination of the assessment landscape* (Presentation). American educational research association (AERA) annual meeting. San Diego, CA.

Goldhaber, D., Ronfeldt, M., Cowan, J., Gratz, T., **Bardelli, E.,** & Truwit, M. (2022, March). *Clinical placements and teacher candidates transitions into the labor market: Evidence from a random assignment experiment* (Presentation). Association for Public Policy Analysis & Management (APPAM) annual meeting. Austin, TX.

Paulson, A., **Bardelli, E.,** Godfrey, J., Ion, M., & Frisby, M. (2022, April). *Who follows placement recommendations? differential effects of nonbinding placement recommendations on students' course-taking decisions* (Presentation). American educational research association (AERA) annual meeting. San Diego, CA.

Truwit, M., **Bardelli, E.,** & Ronfeldt, M. (2022a, April). *The promise of the residency model: A statewide examination of effects on teacher employment, performance, and retention* (Presentation). American educational research association (AERA) annual meeting. San Diego, CA.

Truwit, M., **Bardelli, E.,** & Ronfeldt, M. (2022b, March). *The promise of the residency model: A statewide examination of effects on teacher employment, performance, and retention* (Presentation). Association for Public Policy Analysis & Management (APPAM) annual meeting. Austin, TX.

2021 **Bardelli, E.** (2021, December). *Relationship between early career supports and teacher growth* (Presentation). Causal Inference in Education Research Seminar (CIERS), University of Michigan. Ann Arbor, MI.

Bardelli, E., Ronfeldt, M., & Papay, J. (2021a, June). *Exploring the relationship between teacher growth trajectories and teacher preparation program features* (Presentation). Invited presentation to the Tennessee Department of Education—Human Capital division. Nashville, TN.

Bardelli, E., Ronfeldt, M., & Papay, J. (2021b, April). *Exploring the relationship between teacher growth trajectories and teacher preparation program features* (Presentation). American educational research association (AERA) annual meeting. Online.

Bardelli, E., Ronfeldt, M., Truwit, M., Schaaf, K., & Baker, J. (2021, April). *Replicating and extending the mentors matter recruitment initiative findings* (Presentation). American educational research association (AERA) annual meeting. Online.

Bardelli, E., & Truwit, M. (2021a, August). *Teacher evaluation systems: Measures of instructional effectiveness or mechanisms of structural bias?* (Presentation). QUINT PhD Summer Institute, University of Oslo. Oslo, Norway.

Bardelli, E., & Truwit, M. (2021b, May). *Teacher evaluation systems: Measures of instructional effectiveness or mechanisms of structural bias?* (Presentation). Centennial Anti-Racist Colloquium, School of Education, University of Michigan. Ann Arbor, MI.

Goldhaber, D., Ronfeldt, M., Cowan, J., **Bardelli, E.,** Johnson, L., Mullman, H., & Tien, C. (2021, April). *Feedback for teaching candidates from mentor teachers and university supervisors* (Presentation). American educational research association (AERA) annual meeting. Online.

Ronfeldt, M., Truwit, M., **Bardelli, E.**, & Gathia, F. (2021, April). *Do better teachers make better instructional coaches?* (Presentation). American educational research association (AERA) annual meeting. Online.

Truwit, M., Ronfeldt, M., **Bardelli, E.**, & Schaaf, K. (2021, April). *Examining the impact of professional development on cooperating teacher coaching and preservice candidates' readiness to teach* (Presentation). American educational research association (AERA) annual meeting. Online.

2020 **Bardelli, E.**, Ion, M., Ko, I., & Herbst, P. (2020, April). *Who benefits from mathematics courses for teachers? an analysis of mkt-g growth during geometry for teachers courses* (Presentation). American educational research association (AERA) annual meeting. (Conference cancelled).

Bardelli, E., Ronfeldt, M., Mullman, H., Truwit, M., & Schaaf, K. (2020, April). *Effects of using administrative data to guide the recruitment of instructionally effective and experienced cooperating teachers: Results from a randomized control trial* (Presentation). American educational research association (AERA) annual meeting. (Conference cancelled). San Francisco, CA.

Ronfeldt, M., **Bardelli, E.**, Truwit, M., Baker, J., & Schaaf, K. (2020, November). *Effects of using administrative data to guide the recruitment of instructionally effective & experienced clinical mentors: Results from a randomized control trial* (Presentation). Association for Public Policy and Management (APPAM) annual meeting. Online.

Ronfeldt, M., Truwit, M., & **Bardelli, E.** (2020, November). *Does cooperating teacher training impact the frequency or quality of coaching practice?* (Presentation). Association for Public Policy and Management (APPAM) annual meeting. Online.

2019 **Bardelli, E.**, Papay, J., & Ronfeldt, M. (2019, April). *Modeling educator preparation provider effects on graduates' improvement trajectories* (Presentation). American Educational Research Association (AERA) Annual Meeting.

Bardelli, E., & Ronfeldt, M. (2019a, April). *Labor market outcomes for teachers endorsed in high-needs areas* (Presentation). American Educational Research Association (AERA) Annual Meeting. Toronto, ON.

Bardelli, E., & Ronfeldt, M. (2019b, March). *Labor market outcomes for teachers endorsed in high-needs areas* (Presentation). 2019 School of Education Graduate Student (GSCO) Conference, University of Michigan. Ann Arbor, MI.

Cowan, J., Goldhaber, D., Ronfeldt, M., **Bardelli, E.**, Johnson, J., & Tien, C. (2019, March). *Do i know myself? how self-perceived effectiveness evolves during the student teaching internship* (Presentation). American Education Finance and Policy (AEFP) Annual Conference. Kansas City, MO.

Goldhaber, D., Cowan, J., Ronfeldt, M., **Bardelli, E.**, Johnson, J., & Tien, C. (2019, March). *Room for improvement? descriptive evidence on the content of student teacher evaluations* (Presentation). American Education Finance and Policy (AEFP) Annual Conference. Kansas City, MO.

Mesa, V., Duranczyk, I., **Bardelli, E.**, & Group, A. (2019). *February). an exploratory factor analysis of eqipm, a video coding protocol to assess the quality of community college algebra instruction* (Presentation). Research in Undergraduate Mathematics Education (RUME) Conference. Oklahoma City, OK.

Milewski, A., **Bardelli, E.**, & Herbst, P. (2019, April). *Framing a task as both construction and proof: How do teachers manage?* (Presentation). National Council of Teachers of Mathematics Research (NCTM-R) Conference. San Diego, CA.

Ronfeldt, M., **Bardelli, E.**, Brockman, S., & Mullman, H. (2019, March). *Will mentoring a student teacher harm my evaluation scores? effects of serving as a cooperating teacher on evaluation metrics* (Presentation). American Education Finance and Policy (AEFP) Annual Conference. Kansas City, MI.

Ronfeldt, M., **Bardelli, E.**, Mullman, H., & Truwit, M. (2019, March). *Can administrative data help identify promising clinical placements? evidence from a randomized control trial in a teacher preparation program* (Presentation). American Education Finance and Policy (AEFP) Annual Conference. Kansas City, MO.

Ronfeldt, M., Mullman, H., Truwit, M., & **Bardelli, E.** (2019a, March). *Does cooperating teacher training impact coaching practice or candidate preparation?* (Presentation). 2019 American Education Finance and Policy (AEFP) Annual Conference.

Ronfeldt, M., Mullman, H., Truwit, M., & **Bardelli, E.** (2019b, April). *Does mentor training impact coaching practice or candidate preparation?* (Presentation). American Educational Research Association (AERA) Annual Meeting. Toronto, ON.

Shultz, M., **Bardelli, E.**, Milewski, A., Boileau, N., & Herbst, P. (2019, April). *What can we learn about the differences between experts and novices from a teaching simulation?* (Presentation). American Educational Research Association (AERA) Annual Meeting. Toronto, ON.

2018 **Bardelli, E.** (2018, March). *Teacher decision making in instructional situations in algebra and geometry: Do teachers follow instructional norms?* (Presentation). 2018 School of Education Graduate Student (GSCO) Conference, University of Michigan. Ann Arbor, MI.

Bardelli, E., & Herbst, P. (2018, November). *Teacher decision making in instructional situations in algebra and geometry: Do teachers follow instructional norms?* (Presentation). 2018 Psychology of Mathematics Education – North America (PME-NA) conference. Houston, TX.

Ion, M., **Bardelli, E.**, & Herbst, P. (2018, October). *Learning about the norms of teaching practice: How can machine learning help analyze teachers' reactions to scenarios?* (Poster). MIDAS Annual Symposium, University of Michigan. Ann Arbor, MI.

Milewski, A., Amidon, J., **Bardelli, E.**, & Boileau, N. (2018, February). *Using virtual spaces to promote teacher professional growth: Acting to believing* (Presentation). 2018 American Mathematics Teacher Educators (AMTE) Conference. Houston, TX.

2017 **Bardelli, E.** (2017, March). *Exploring teacher narratives following an online professional development activity* (Presentation). 2017 School of Education Graduate Student (GSCO) Conference, University of Michigan. Ann Arbor, MI.

Honors and Awards

Rackham's One-Term Dissertation Finishing Grant <i>University of Michigan</i>	2022
Institute of Education Sciences Pre-Doctoral Fellowship <i>University of Michigan, Pre-doctoral training in causal inference in education</i>	2017–2022
School of Education Scholar Award <i>University of Michigan</i>	2016–2022
National Science Foundation Graduate Research Fellowship <i>Honorable mention</i>	2017
Horace H. Rackham School of Graduate Studies Regents Fellowship <i>University of Michigan</i>	2016–2017
Department of Natural and Physical Sciences <i>Università Degli Studi di Modena e Reggio Emilia, Merit Scholarship</i>	2005–2008

Research Experience

Matthew Ronfeldt Research Lab <i>Graduate Student Research Assistant, School of Education, University of Michigan</i> Managed multiple research project, including the Mentors Matter Recruitment randomized control trial.	2017–2022
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Advancing Critical Consciousness, Methods & Equity (AC²ME) Lab <i>Graduate Student Research Assistant, School of Education, University of Michigan</i> Research methods fellow	2018–2022
Grasping the Rationality of Instructional Practice (GRIP) Lab <i>Graduate Student Research Assistant, School of Education, University of Michigan</i>	2016–2020

Teaching Experience

Graduate-level Courses

Quantitative Methods to Advance Diversity, Equity, and Inclusion <i>Graduate Student Instructor for Dr. Matthew Diemer</i> Inter-university Consortium for Political and Social Research Summer Institute	May 2022
Research and Educational Practice (EDUC 695) <i>Graduate Student Instructor for Dr. Matthew Ronfeldt</i> University of Michigan	Fall 2021
Research and Educational Practice (EDUC 695) <i>Graduate Student Instructor for Dr. Matthew Ronfeldt</i> University of Michigan	Fall 2020
Structural Equation Modeling (EDUC 803) <i>Graduate Student Instructor for Dr. Matthew Diemer</i> University of Michigan	Winter 2019
Psychometrics (EDUC 707) <i>Graduate Student Instructor for Dr. Matthew Diemer</i> University of Michigan	Fall 2018

Professional Development of In-Service Teachers

Facilitator <i>AVID Summer Institute</i> Sacramento, California	2016
Instructional Coach <i>Curriculum and Instruction Department</i> Lodi Unified School District, Lodi, California	2015–2016

K-12 Teaching Experience

Mathematics Instructor <i>Bear Creek High School, Summer Enrichment Program</i> Stockton, California	2015
Mathematics Teacher <i>Joe Serna Junior Charter School, Grades 6-8 Mathematics and AVID</i> Lodi, California	2012–2015
Mathematics Teacher <i>Woodrow Wilson Senior High School, Grades 9-12 Mathematics</i> Los Angeles, California	2010–2012
Urban Teacher Resident <i>Woodrow Wilson High School, Los Angeles Urban Teacher Residency</i> Los Angeles, California	2010–2011

Professional Service

Peer Reviewer <i>Journals</i> Educational Studies in Mathematics, Journal for Research in Mathematics Education, Educational Evaluation and Policy Analysis, Journal of Cognition and Development	2017–Present
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Peer Reviewer	2017–Present
<i>Conferences</i>	
American Educational Research Association, Psychology of Mathematics Education – North America, Research in Undergraduate Mathematics Education, National Council of Teachers of Mathematics, Association of Mathematics Teacher Educators	
Dean Advisory Committee Member	2018–2020
<i>Graduate Student Representative for Educational Studies</i>	
School of Education, University of Michigan	
Graduate Student Co-coordinator	2020–2021
<i>Causal Inference in Education Research Seminar</i>	
School of Education, University of Michigan	
Graduate Student Co-coordinator	2019–2020
<i>Education in Mathematics, Science, and Technology research workshop</i>	
School of Education, University of Michigan	
Placement Policy and Assessment Consultant	2016–2018
<i>Department of Curriculum and Instruction</i>	
Lodi Unified School District	
Advisory Board Member	2013–2016
<i>Joe Serna Junior Charter School</i>	
Lodi Unified School District, Lodi, California	
Tutor	2010–2012
<i>United Friends of the Children</i>	
Los Angeles, California	

Advanced Methods Training

Statistical and Mathematical Software: Stata, R, C++, Python, Ruby

Advanced Research Methods: Causal Inference Methods, Psychometrics, Structural Equation Modeling, Systemic Functional Linguistics