

Emanuele Bardelli

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EDUCATION

- PhD in Educational Studies Expected: 2022
University of Michigan, Ann Arbor, Michigan
Concentration in Mathematics Education
Dissertation Committee: Dr. Matthew Ronfeldt (chair), Dr. Brian Jacob (cognate), Dr. Deborah Ball, Dr. Susan Dynarski.
- Master of Arts in Education Awarded: 2011
California State University Los Angeles, Los Angeles, California
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
- Bachelor of Science in Mathematics Awarded: 2008
Università Degli Studi di Modena e Reggio Emilia, Modena, Italy
Thesis: *Generation of 3-Dimensional Rigid Spheres*
Advisor: Dr. Carlo Gagliardi
Graduated with Highest Honors

PUBLICATIONS and PRESENTATIONS

Peer-Reviewed Publications:

- 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*. <https://doi.org/10/gpfg8q>
- Herbst, P., Shultz, M., **Bardelli, E.**, Boileau, N., & Milewski, 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>
- 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>
- Diemer, M. A., Frisby, M. B., Pinedo, A., **Bardelli, E.**, Elliot, E., Harris, E., McAlister, S., & Voight, A. M. (2020). Development of the Short Critical Consciousness Scale (ShoCCS). *Applied Developmental Science*, 1–17. <https://doi.org/10.1080/10888691.2020.1834394>
- Ronfeldt, M., **Bardelli, E.**, Truwit, M., Mullman, H., Schaaf, K., & Baker, J. C. (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>
- Ronfeldt, M., **Bardelli, E.**, Brockman, S. L., & 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>
- Milewski, 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:

- 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. *American Educational Research Journal*. Paper under review—revise and resubmit.
- Ronfeldt, M., Truwit, M., **Bardelli, E.**, Schaaf, K., & Smith, B. (2022). *Cultivating coaching in clinical mentors: An experimental evaluation of the Mentors Matter professional development initiative* (Working Paper 2022-01). Tennessee Education Research Alliance. https://peabody.vanderbilt.edu/TERA/files/TERA_Working_Paper_2022-01.pdf
- Bardelli, E.**, Ronfeldt, M., & Papay, J. P. (2021, August). *Teacher preparation programs and graduates' growth in instructional effectiveness* (EdWorkingPapers #ai21-450). Annenberg Institute for School Reform at Brown University. <https://doi.org/10.26300/120j-qb52>
- Goldhaber, D., Ronfeldt, M., Cowan, J., Gratz, T., **Bardelli, E.**, Truwit, M., & Mullman, H. (2020). *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>
- Ronfeldt, M., **Bardelli, E.**, Mullman, H., Truwit, M., Schaaf, K., & Baker, J. C. (2019, October). *Improving student teachers' feelings of preparedness to teach through recruitment of instructionally effective and experienced cooperating teachers: A randomized experiment* (EdWorkingPapers #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>
- Bardelli, E.** & Herbst, P. (2019, March). *Practical rationality and instructional choices: Can a socio-cultural framework explain teacher decision making?*
- Ronfeldt, M., Goldhaber, D., Cowan, J., **Bardelli, E.**, Johnson, J., & Tien, C. D. (2018, April). *Identifying promising clinical placements using administrative data: Preliminary results from ISTI placement initiative pilot* (CALDER Working Paper No. 2018-9). Available at <https://caldercenter.org/sites/default/files/WP%20189.pdf>

Policy Briefs:

- Morris, W., Ronfeldt, M., **Bardelli, E.**, & Truwit, M. (2020). Learning from the best: Promising practices in preparing Tennessee's future teachers (Tennessee Education Research Alliance Brief). Available at https://peabody.vanderbilt.edu/TERA/files/Mentors_Matter_FINAL.pdf

Invited and Conference Presentations:

- Bardelli, E., & Truwit, M.** (2022, April). *Teacher Evaluation Systems: Measures of Instructional Effectiveness or Mechanisms of Structural Bias?* Paper presented at the 2022 American educational research association (AERA) annual meeting, San Diego, CA.
- Bardelli, E., Truwit, M., & Ronfeldt, M.** (2022, April). *In-Depth Look at the Pipeline into Teaching: Insights from a State Longitudinal Data System.* Paper presented at the 2022 American educational research association (AERA) annual meeting, San Diego, CA.
- Bardelli, E., Truwit, M., & Ronfeldt, M.** (2022, March). *In-Depth Look at the Pipeline into Teaching: Insights from a State Longitudinal Data System.* Paper presented at the 2021 Association for Public Policy Analysis & Management (APPAM) fall research conference (conference delayed), Austin, TX.
- Fisher, L., **Bardelli, E., Ronfeldt, M., & Truwit, M.** (2022, March). *Revisiting the Relationship Between Clinical Mentors and Student Teacher Effectiveness.* Paper presented at the 2022 American Education Finance and Policy (AEFP) annual conference, Denver, CO.
- Bardelli, E., & Truwit, M.** (2021, August). *Teacher Evaluation Systems: Measures of Instructional Effectiveness or Mechanisms of Structural Bias?* Paper presented as the 2021 QUINT PhD Summer Institute, University of Oslo, Norway.
- Bardelli, E., Ronfeldt, M., & Papay, J.P.** (2021, June). *Exploring the relationship between teacher growth trajectories and teacher preparation program features.* Invited presentation to the Tennessee Department of Education—Human Capital division.
- Bardelli, E., & Truwit, M.** (2021, May). *Teacher Evaluation Systems: Measures of Instructional Effectiveness or Mechanisms of Structural Bias?* Paper presented as the Centennial Anti-Racist Colloquium, School of Education, University of Michigan.
- Bardelli, E., Ronfeldt, M., & Papay, J. P.** (2021, April). *Exploring the relationship between teacher growth trajectories and teacher preparation program features.* Paper presented at the 2021 American educational research association (AERA) annual meeting.
- Bardelli, E., Ronfeldt, M., Truwit, M., Schaaf, K., & Baker, J. C.** (2021, April). *Replicating and extending the mentors matter recruitment initiative findings.* Paper presented at the 2021 American educational research association (AERA) annual meeting.
- Ronfeldt, M., **Bardelli, E., Truwit, M., Baker, J. C., & 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.* Paper presented at the Association for Public Policy and Management (APPAM) annual meeting.
- 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.* Paper accepted at the 2020 American educational research association (AERA) annual meeting, San Francisco, CA (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.* Paper accepted at the 2020 American educational research association (AERA) annual meeting, San Francisco, CA (Conference cancelled).
- Bardelli, E., & Ronfeldt, M.** (2019, April). *Labor market outcomes for teachers endorsed in high-needs areas.* Paper presented at the American Educational Research Association (AERA) Annual Meeting, Toronto, ON.

- Bardelli, E.,** Papay, J., & Ronfeldt, M. (2019, April). *Modeling educator preparation provider effects on graduates' improvement trajectories*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, Toronto, ON.
- Ronfeldt, M., Mullman, H., Truwit, M., & **Bardelli, E.,** (2019, March). *Does cooperating teacher training impact coaching practice or candidate preparation?* Paper presented at the 2019 American Education Finance and Policy (AEFP) Annual Conference, Kansas City, MO.
- 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*. Paper presented at the 2019 American Education Finance and Policy (AEFP) Annual Conference, Kansas City, MO.
- Bardelli, E.,** & Ronfeldt, M. (2019, March). *Labor market outcomes for teachers endorsed in high-needs areas*. Paper presented at the 2019 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?* Poster presented at the 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 presented at the 2018 MIDAS Annual Symposium, Ann Arbor, MI.
- Bardelli, E.** (2018, March). *Teacher decision making in instructional situations in algebra and geometry: Do teachers follow instructional norms?* Paper presented at the 2018 School of Education Graduate Student (GSCO) Conference, 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*. Paper presented at the 2018 American Mathematics Teacher Educators (AMTE) Conference, Houston, TX.
- Bardelli, E.** (2017, March). *Exploring teacher narratives following an online professional development activity*. Paper presented at the 2017 School of Education Graduate Student (GSCO) Conference, University of Michigan, Ann Arbor, MI.

Conference Papers - Non-presenting Author:

- Diemer, M. A., Frisby, M. B., Pinedo, A., **Bardelli, E.,** Elliot, E., Harris, E., McAllister, S., & Voight, A. M. (2022, May). *Enacting critical quantitative methodology: Leveraging IRT to advance critical consciousness measurement*. Paper presented at the QMC22 Conference.
- Truwit, M., **Bardelli, E.,** & Ronfeldt, M. (2022, April). *The promise of the residency model: A statewide examination of effects on teacher employment, performance, and retention*. Paper presented at the 2022 American educational research association (AERA) annual meeting.
- 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*. Paper presented at the 2022 American educational research association (AERA) annual meeting, San Diego, CA.

- Gallagher, M. A., **Bardelli, E.**, Folger, T. D., Neely, A., Bostic, J., Walkowiak, T. A., Wilhelm, A. G., & Zelkowski, J. (2022, April). *Measures of Mathematics Teachers' Behavior and Affect: An Examination of the Assessment Landscape*. Paper presented at the 2022 American educational research association (AERA) annual meeting.
- Truwit, M., **Bardelli, E.**, & Ronfeldt, M. (2022, March). *The promise of the residency model: A statewide examination of effects on teacher employment, performance, and retention*. Paper presented at the 2022 association for public policy analysis & management (APPAM) annual meeting.
- 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*. Paper presented at the 2022 association for public policy analysis & management (APPAM) annual meeting.
- Goldhaber, D., Ronfeldt, M., Cowan, J., **Bardelli, E.**, Johnson, L. J., Mullman, H., & Tien, C. (2021, April). *Feedback for teaching candidates from mentor teachers and university supervisors*. Paper presented at the 2021 American educational research association (AERA) annual meeting.
- Ronfeldt, M., Truwit, M., **Bardelli, E.**, & Gathia, F. P. (2021, April). *Do better teachers make better instructional coaches?* Paper presented at the 2021 American educational research association (AERA) annual meeting.
- 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*. Paper presented at the 2021 American educational research association (AERA) annual meeting.
- Ronfeldt, M., Truwit, M., & **Bardelli, E.** (2020, November). *Does cooperating teacher training impact the frequency or quality of coaching practice?* Paper presented at the Association for Public Policy and Management (APPAM) annual meeting.
- Ronfeldt, M., Mullman, H., Truwit, M., & **Bardelli, E.** (2019, April). *Does mentor training impact coaching practice or candidate preparation?* Paper presented at the 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?* Paper presented at the American Educational Research Association (AERA) Annual Meeting, Toronto, ON.
- Milewski, A., **Bardelli, E.**, & Herbst, P. (2019, April). *Framing a task as both construction and proof: How do teachers manage?* Paper presented at the National Council of Teachers of Mathematics Research (NCTM-R) Conference, San Diego, CA.
- Mesa, V., Duranczyk, I., **Bardelli, E.**, & AI@CC Research Group (2019, February). *An exploratory factor analysis of EQIPM, a video coding protocol to assess the quality of community college algebra instruction*. Paper presented at the Research in Undergraduate Mathematics Education (RUME) Conference, Oklahoma City, OK.
- 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*. Paper presented at the 2019 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. Paper presented at the 2019 American Education Finance and Policy (AEFP) Annual Conference, Kansas City, MO.

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*. Paper presented at the 2019 American Education Finance and Policy (AEFP) Annual Conference, Kansas City, MI.

HONORS AND AWARDS

- Institute of Education Sciences Pre-Doctoral Fellowship 2017-Present
Pre-doctoral training in causal inference in education
- School of Education Scholar Award, University of Michigan 2016-present
- National Science Foundation Graduate Research Fellowship 2017
Honorable mention
- Horace H. Rackham School of Graduate Studies Regents Fellowship 2016-2017
- Department of Natural and Physical Sciences, Merit Scholarship 2005-2008
Università Degli Studi di Modena e Reggio Emilia

PROFESSIONAL SERVICE

- Reviewer 2017-Present
Conferences: 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
Journals: Educational Studies in Mathematics, Journal for Research in Mathematics Education, Educational Evaluation and Policy Analysis, Journal of Cognition and Development
- Dean Advisory Committee 2018-2020
Graduate Student Representative for Educational Studies
School of Education, University of Michigan
- Causal Inference in Education Research Seminar 2020-2021
Graduate Student Co-coordinator
School of Education, University of Michigan
- Education in Mathematics, Science, and Technology research workshop 2019-2020
Graduate Student Co-coordinator
School of Education, University of Michigan
- Placement Policy and Assessment Consultant 2016-2018
Department of Curriculum and Instruction
Lodi Unified School District, Lodi, California
- Advisory Board Member 2013-2016
Joe Serna Junior Charter School
Lodi Unified School District, Lodi, California
- Tutor, United Friends of the Children, Los Angeles, California 2010-2012

RESEARCH EXPERIENCE

- Research Assistant 2016 – Present
Multiple research projects, University of Michigan, Ann Arbor, Michigan

TEACHING EXPERIENCE

Graduate-level Courses

- Research and Educational Practice (EDUC 695) Fall 2021
 - Graduate Student Instructor for Dr. Matthew Ronfeldt, University of Michigan
- Research and Educational Practice (EDUC 695) Fall 2020
 - Graduate Student Instructor for Dr. Matthew Ronfeldt, University of Michigan
- Structural Equation Modeling (EDUC 803) Winter 2019
 - Graduate Student Instructor for Dr. Matthew Diemer, University of Michigan
- Psychometrics (EDUC 707) Fall 2018
 - Graduate Student Instructor for Dr. Matthew Diemer, University of Michigan

Professional Development of In-Service Teachers:

- AVID Summer Institute, Sacramento, California 2016
- Curriculum and Instruction 2015-2016
 - Lodi Unified School District, Lodi, California

K-12 Teaching Experience:

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