

# Emanuele Bardelli

Annenberg Institute, Brown University

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## Appointments

### Postdoctoral Research Associate

National Student Support Accelerator, Annenberg Institute, Brown University

Providence, RI

2022–Now

## Education

### University of Michigan

PhD in Educational Studies

Ann Arbor, MI

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

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- 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](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](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](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

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- 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

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| <b>Rackham's One-Term Dissertation Finishing Grant</b><br><i>University of Michigan</i>   | <b>2022</b>      |
| <b>Institute of Education Sciences Pre-Doctoral Fellowship</b><br><i>University of Michigan, Pre-doctoral training in causal inference in education</i> | <b>2017–2022</b> |
| <b>School of Education Scholar Award</b><br><i>University of Michigan</i>   | <b>2016–2022</b> |
| <b>National Science Foundation Graduate Research Fellowship</b><br><i>Honorable mention</i>   | <b>2017</b>      |
| <b>Horace H. Rackham School of Graduate Studies Regents Fellowship</b><br><i>University of Michigan</i>   | <b>2016–2017</b> |

## Research Experience

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| <b>Matthew Ronfeldt Research Lab</b>   | 2017–2022 |
| <i>Graduate Student Research Assistant, School of Education, University of Michigan</i><br>Managed multiple research project, including the Mentors Matter Recruitment randomized control trial. |           |
| <b>Advancing Critical Consciousness, Methods &amp; Equity (AC<sup>2</sup>ME) Lab</b>   | 2018–2022 |
| <i>Graduate Student Research Assistant, School of Education, University of Michigan</i><br>Research methods fellow   |           |
| <b>Grasping the Rationality of Instructional Practice (GRIP) Lab</b>   | 2016–2020 |
| <i>Graduate Student Research Assistant, School of Education, University of Michigan</i>  |           |

## Teaching Experience

### Graduate-level Courses

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

### Professional Development of In-Service Teachers

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

### K-12 Teaching Experience

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

Los Angeles, California

## Professional Service

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

## Advanced Methods Training

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

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