

MATTHEW A. KRAFT

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EDUCATION

Harvard Graduate School of Education Ed.D. in Quantitative Policy Analysis of Education (Economics of Education Concentration)	2008-2013
Alliant International University California Single Subject Teaching Credentials in English & History	2005-2006
Stanford University M.A., International Comparative Education B.A., International Relations: Concentration in Political Economy	1999-2003

ACADEMIC APPOINTMENTS

Associate Professor of Education & Economics, Brown University (with a courtesy appointment in the Dept. of Economics)	2018-Present
Assistant Professor of Education & Economics, Brown University	2013-2018
Faculty Affiliate, Annenberg Institute at Brown	2018-Present
Faculty Affiliate, Taubman Center for American Politics and Policy at Brown	2017-Present
Faculty Affiliate, Student Engagement Research Network	2016-Present
Faculty Affiliate, Population Studies & Training Center, Brown University	2015-Present
Faculty Affiliate, Center for Education Policy Research, Harvard University	2013-Present

SELECTED ACADEMIC AWARDS AND FELLOWSHIPS

Early Career Award, <i>Society for Research on Educational Effectiveness</i>	2021
Excellence in Reviewing Award, <i>American Economic Journal: Economic Policy</i>	2021
Dean's Award for Excellence in Teaching, <i>Brown University</i>	2016
Palmer O. Johnson Memorial Award for most outstanding publication appearing in an AERA-sponsored publication, <i>American Educational Research Association</i>	2015
Early Career Scholar Award, <i>William T. Grant Foundation</i>	2015
Runner-up Award for Outstanding Dissertation, Division H (Research, Evaluation and Assessment in Schools), <i>American Educational Research Association</i>	2014
Honorable Mention, Jean Flanigan Outstanding Dissertation Award, <i>Association for Education Finance and Policy</i>	2014
Spencer Dissertation Fellowship, <i>National Academy of Education/Spencer Foundation</i>	2012
Emerging Education Policy Scholars Fellowship, <i>Thomas B. Fordham Institute</i>	2012
Dean's Summer Fellowship for Research, <i>Harvard Graduate School of Education</i>	2010, 2011, & 2012
Qualifying paper passed with Distinction, <i>Harvard Graduate School of Education</i>	2011
Education Pioneers Graduate School Fellowship, <i>Education Pioneers</i>	2009

PAPERS UNDER REVIEW

* Indicates undergraduate student, graduate student, or research assistant

Kraft, M.A., Bolves, A. & Hurd, N. School-based mentoring relationships and human capital formation.

James, J.K., Kraft, M.A., & Papay, J.P. Local supply, temporal dynamics, and unrealized gains in teacher hiring.

Kraft, M.A. & Bleiberg, J. The inequitable effects of teacher layoffs: What we know and can do. (R&R *Educational Finance and Policy*)

Kraft, M.A. The effect size benchmark that matters most: Education interventions often fail. (R&R *Educational Researcher*).

PEER-REVIEWED PUBLICATIONS

Papay, J.P., Kraft, M.A., & James, J.K. (in press). Operator versus partner: A case study of the Blueprint School Network's model for school turnaround. *Journal of Research on Educational Effectiveness*.

Kraft, M.A., & Christian*, A. (in press). Can teacher evaluation systems produce high-quality feedback? An administrator training field experiment. *American Educational Research Journal*.

Kraft, M.A., & Bolves*, A. (in press). Can technology transform communication between schools, teachers, and parents? Evidence from a randomized field trial. *Education Finance and Policy*.

Kraft, M.A., Simon, N.S., & Lyon, M.A. (2021). Sustaining a sense of success: The protective role of teacher working conditions during the COVID-19 pandemic. *Journal of Research on Educational Effectiveness*, 14(4), 727-769.

Kraft, M.A. & Falken*, G.T. (2021). A blueprint for scaling tutoring and mentoring across public schools. *AERA Open*, 7(1), 1-21.

Kraft, M.A., & Monti-Nussbaum*, M. (2021). The big problem with little classroom interruptions. *AERA Open*, 7(1), 1-17.

Kraft, M.A., & Hill, H.C. (2020). Developing ambitious mathematics instruction through web-based coaching: An experimental trail. *American Educational Research Journal*, 57(6):2378-2414.

Kraft, M.A., Brunner, E.J., Dougherty, S.M., & Schwegman*, D. (2020). The effect of teacher evaluation reforms on new teacher supply and quality. *Journal of Public Economics*, 188: 104212

Kraft, M.A. (2020). Interpreting Effect Sizes of Education Interventions. *Educational Researcher*, 49(4), 241-253.

Kraft, M.A., Papay, J.P., Chi*, O.L. (2020). Teacher skill development: Evidence from performance ratings by principals. *Journal of Policy Analysis and Management*, 39(2), 315-347.

Blazar, D.L. & Kraft, M.A. (2019). Balancing rigor, replication, and relevance: A case for multiple-cohort, longitudinal experiments. *AERA Open*, 5(3), 1-18.

Kraft, M.A. (2019). Teacher effects on complex cognitive skills and social-emotional competencies. *Journal of Human Resources*, 54(1), 1-36.

Kraft, M.A., Blazar, D., Hogan*, D. (2018). The effect of teaching coaching on instruction and achievement: A meta-analysis of the causal evidence. *Review of Educational Research*, 88(4), 547-588.

** [Most-read](#) article published in *Review of Educational Research* and second most-read in all AERA journals in 2018.

Kraft, M.A., & Monti-Nussbaum*, M. (2017). Can schools empower parents to prevent summer learning loss? A text messaging field experiment to promote literacy skills. *The ANNALS of the American Academy of Political and Social Science*, 674(1), 85-112.

Steinberg, M.P. & Kraft, M.A. (2017). The sensitivity of teacher performance ratings to the design of teacher evaluation systems. *Educational Researcher*, 46(7), 378–396.

Kraft, M.A. & Blazar, D. (2017). Individualized coaching to improve teacher practice across grades and subjects: New experimental evidence. *Educational Policy*, 31(7), 1033-1068.

Kraft, M.A. & Gilmour*, A. (2017). Revisiting the widget effect: Teacher evaluation reforms and distribution of teacher effectiveness ratings. *Educational Researcher*, 46(5), 234-249.

Charner-Laird, M., Ng, M., Johnson, S.M., Kraft, M.A., Papay, J.P., & Reinhorn S.K. (2017). Gauging goodness of fit: Teachers' expectations for their instructional teams in high-poverty schools. *American Journal of Education*, 123(4), 553-584.

Blazar, D. & Kraft, M. (2017). Teacher and teaching effects on students' attitudes and behaviors. *Educational Evaluation and Policy Analysis*, 39(1), 146-170.**

** [Most read](#) article in *Educational Evaluation and Policy Analysis* in 2017.

Kraft, M.A. & Gilmour*, A. (2016) Can principals promote teacher development as evaluators? A case study of principals' views and experiences. *Educational Administration Quarterly*, 52(5), 711-753.

Kraft, M.A., Marinell, W.H. & Yee, D*. (2016). School organizational contexts, teacher turnover, and student achievement: Evidence from panel data. *American Educational Research Journal*, 53(5), 1411-1499.

Papay, J.P., Kraft, M.A. (2016). The productivity costs of inefficient hiring practices: Evidence from late teacher hiring. *Journal of Policy Analysis and Management*, 35(4), 791–817.

West, M.R., Kraft, M.A., Fin, A. S., Martin, R., Duckworth, A., Gabrieli, C.F., & Gabrieli, J.D. (2016). Promise and paradox: Measuring students' non-cognitive skills and the impact of schooling. *Educational Evaluation and Policy Analysis*, 38(1), 148-170.

Blazar, D., & Kraft, M.A. (2015). Exploring mechanisms of effective teacher coaching: Results from two cohorts of an experimental evaluation. *Educational Evaluation and Policy Analysis* 37(4) 542–566.

Papay, J.P. & Kraft, M.A. (2015). Productivity returns to experience in the teacher labor market:

- Methodological challenges and new evidence on long-term career improvement. *Journal of Public Economics*, 130, 105-119.
- Kraft, M.A., Papay, J.P., Charner-Laird, M., Johnson, S.M., Ng, M., & Reinhorn, S.K. (2015). Educating amidst uncertainty: The organizational supports that teachers need to serve students in high-poverty, urban schools. *Educational Administration Quarterly* 51(5), 753–790.
- Kraft, M.A. (2015). Teacher layoffs, teacher quality and student achievement: Evidence from a discretionary layoff policy. *Education Finance and Policy* 10(4), 467-507.
- Kraft, M.A. & Rogers, T. (2015). The underutilized potential of teacher-to-parent communication: Evidence from a field experiment. *Economics of Education Review* 47, 49-63.
- Kraft, M.A. (2015). How to make additional time matter: Extending the school day for individualized tutorials. *Education Finance and Policy*. 10(1), 81-116.
- Kraft, M.A. & Papay, J.P. (2014). Can professional environments in schools promote teacher development? Explaining heterogeneity in returns to teaching experience. *Educational Evaluation and Policy Analysis*. 36(4), 476-500.**
- ** Awarded the Palmer O. Johnson Memorial Award for most outstanding publication appearing in an AERA-sponsored publication in 2014.
- Johnson, S.M., Reinhorn S.K., Charner-Laird, M., Kraft, M.A., Ng, M., Papay, J.P. (2014) Ready to lead, but what role will they play? Teachers' experiences in high-poverty urban schools. *Teachers College Record*, 116(10), 1-50.
- Herlihy, C., Karger, E., Pollard, C., Hill, H.C., Kraft, M.A., Gregory, M., & Howard, S. (2014) State and local efforts to investigate the validity and reliability of scores from teacher evaluation systems. *Teachers College Record*, 116(1), 1-28.
- Fin, A.S., Kraft, M.A., West, M.R., Leonard, J.A., Bisch, C.E., Martin, R.E., Sheridan, M.A., Gabrieli, C.F., & Gabrieli, J.D. (2014). Cognitive skills, student achievement tests, and schools. *Psychological Science*, 25(3), 736-744.
- Kraft, M.A. & Dougherty, S.M. (2013). The effect of teacher-family communication on student engagement: Evidence from a randomized field experiment. *Journal of Research on Educational Effectiveness*. 6(3), 199-222.
- Hill, H.C., Charalambous, C.Y., McGinn, D., Blazar, D., Kraft, M.A., Beisiegel, M., Humez, A., Litke, E., & Lynch, K. (2012). Validating arguments for observational instruments: Attending to multiple sources of variation. *Educational Assessment*, 17, 1-19.
- Hill, H.C., Charalambous, C.Y., & Kraft, M.A. (2012). When rater reliability is not enough: Teacher observation systems and a case for the G-study. *Educational Researcher*, 41(2), 56-64.
- Johnson, S.M., Kraft, M.A., & Papay, J.P. (2012). How context matters in high-need schools: The effects of teachers' working conditions on their professional satisfaction and their students' achievement. *Teachers College Record*, 114(10), 1-39.
- Kraft, M.A. (2007). Toward a school-wide model of teaching for social justice: An examination of the

best practices of two small public schools. *Equity & Excellence in Education*, 40(1), 77-86.

WORKS IN PROGRESS

Wedenoja, L., Papay, J.P., & Kraft, M.A. Second time's the charm? How repeat student-teacher matches build academic and behavioral skills.

Kraft, M.A., & Falken, G. Shortages, preferences, and incentives among on-demand workers: Evidence from substitute teachers

Kraft, M.A., Papay, J.P., & Monti-Nussbaum*, M. Does teacher effectiveness translate across school contexts? Evidence from a randomized experiment

Kraft, M.A., Papay, J.P., & Wedenoja, L. & Jones, N. The benefits of early and unconstrained hiring: Evidence from teacher labor markets

Bleiberg, J., Brunner, E., Harbatkin, E., Kraft, M., & Springer, M. The effects of state teacher evaluation reforms on student achievement and attainment

Kraft, M.A., & Novicoff*, S. Learning time in U.S. public schools: Large variation and lost hours

Kraft, M.A., Buckley, K., Ruzek, E., Schenke, K., & Hulleman, C. The importance of belonging in school: Evidence from half a million students.

Papay, J.P. & Kraft, M.A. Toward a broader conceptualization of teacher quality: Individual characteristics, school context, and teacher effectiveness.

West, M.R., Kraft, M.A., Dow*, A., Scherer*, E., Gabrieli, C.F., & Gabrieli, J.D. Re-thinking high school readiness: The relationship between cognitive and non-cognitive skills, high school performance, and on-time graduation.

BOOK CHAPTERS

Kraft, M.A. (2018). Federal efforts to improve teacher quality. In Hess R. & McShane, M. (Editors). *Bush-Obama School Reform: Lessons Learned*. Harvard Education Press. 69-84.

Papay, J.P. & Kraft, M.A. (2017). *Developing Workplaces Where Teachers Stay, Improve, and Succeed*. In Quintero, E. (Editor). *Teaching in Context: How Social Aspects of School and School Systems Shape Teachers' Development & Effectiveness*. Harvard Education Press. 15-35.

OP-EDS, POLICY BRIEFS, PRACTITIONER ARTICLES, & BLOG POSTS

Robinson, C.D., Kraft, M.A., Loeb, S., & Schueler, B.E. (2021). Accelerating student learning with high-dosage tutoring. *EdResearch For Recovery*.

Kraft, M.A. & Falken G.T. (2020, December 9th). The case for a national student tutoring system. *Education Next Blog*

Kraft, M.A. & Simon, N.S. (2020, October 25th). School organizational practices and the challenges of remote teaching during a pandemic. *The Albert Shanker Institute Blog*.

- Kraft, M.A & Goldstein, M. (2020, May 21st). Getting tutoring right to reduce COVID-19 learning loss. *Brookings Institute Brown Center Chalkboard*.
- Kraft, M.A. & Simon, N.S. (2020, May 18th). Why school climate matters for teachers and students. *The Albert Shanker Institute Blog*.
- Kraft, M.A. (2020). The hidden cost of Classroom Interruptions. *Educational Leadership*, Summer 30-34.
- Kraft, M.A. & Falken, G. (2020, May). Why school climate matters for teachers and students. The National Association of State Boards of Education. *The State Education Standard*. 33-35.
- Kraft, M.A. (2019, June 13th). What will teacher raises buy students? *The New York Times*.
- Kraft, M.A., & Blazar, D. (2018). Taking teacher coaching to scale. *Education Next*, 18(4).
- Kraft, M.A. (2018, June 25th). What have we learned from the gates-funded teacher evaluation reforms? *Education Next Blog*.
- Kraft, M.A. (2017). Engaging parents as partners in education through better communication. *Educational Leadership*, 75(1), 58-62.
- Blazar, D., & Kraft, M.A. (2016, October 25th). Social and emotional skills in school: Pivoting from accountability to development. *The Albert Shanker Institute Blog*.
- Papay, J.P. & Kraft, M.A. (2016). The myth of the teacher performance plateau? *Educational Leadership*, 73(8), 36-42.
- Kraft, M.A. (2016) The underutilized potential of teacher-parent communication. Federal Reserve Bank of Boston, *Communities and Banking*, 27(2). 15-17.
- Kraft, M.A., & Papay, J.P. (2015, June 1st) What teachers really need to stay, improve and succeed. *The Washington Post*.
- West, M.R, Gabrieli, C.F., Fin, A.S., Kraft, M.A., & Gabrieli, J.D. (2014). What do effective schools do? Stretching the cognitive limits on achievement. *Education Next*, 14(4).
- Kraft, M.A. (2010). From ringmaster to conductor: 10 simple techniques can turn an unruly classroom into a productive one. *Phi Delta Kappan*, 91(7), 44-47.
- Reprinted in *Educational Horizons* 90, 8-12 in 2011
- Bloom, J., Buckley, K., Cohodes, S., Kraft, M.A., Liebowtiz, D., Papay, J.P. & Viruleg, E. (2009). Teaches in charlotte-mecklenburg schools. Cambridge, MA: Strategic Data Project of the Center for Education Policy Research at Harvard University.
- Kraft, M.A. (2004). The Guatemalan elections: Reshuffling the same business elites. *Z Magazine*, 17(2).

SELECTED GRANT AWARDS

Principal Investigator. “Understanding and Addressing Teacher Shortages in Tennessee” 2021

Tennessee Education Research Alliance. [Co-PI Christopher Candelaria] (\$80,000)	
<i>Principal Investigator.</i> “Personalizing Math Instruction at Scale: A Meta-Analytic and Cost-Effectiveness Analysis of Math Tutoring Programs.” NSF 19-508 EHR Core Research Award #2100334 [Co-PI Beth Schueler] (\$817,090)	2021-2024
<i>Principal Investigator.</i> “Reducing COVID-19 Learning Loss and Educational Inequity through Tutoring: A Meta-Analytic and Cost-Effectiveness Analysis.” William T. Grant Foundation. Grant #OR-201159 [Co-PI Beth Schueler] (\$40,000)	2020-2021
<i>Principal Investigator.</i> Scholars Mentoring Grant. William T. Grant Foundation. Grant Award #188928. [Co-PI Benjamin West] (\$52,288)	2018-2020
<i>Principal Investigator.</i> “Exploring Competing Theories of How Teacher Accountability Reforms Affect Teacher Labor Markets and Student Achievement” Institute for Education Sciences, U.S. Department of Education. Award # R305A170053 (\$1,192,566)	2018-2021
<i>Principal Investigator.</i> “The Effect of School Climate on Students’ Social-Emotional Competencies” Mindset Scholars Network [Co-PIs Katie Buckley & Chris Hulleman] (\$75,000)	2017-2018
<i>Principal Investigator.</i> “Improving the Teacher Hiring and Match Process: A Research Partnership with Boston Public Schools” Smith-Richardson Foundation grant #2016-1248 [Co-PIs John P. Papay & Nathan Jones] (\$150,000)	2017-2020
<i>Principal Investigator.</i> “How Does Eliminating Tenure and Collective Bargaining Affect Teacher Labor Markets and Student Achievement?” Spencer Foundation Lyle Spencer Award #201700052 (\$494,830)	2016-2021
<i>Principal Investigator.</i> “Teacher Effects on Students’ Non-Cognitive Competencies: A Study of Impacts, Instruction, and Improvement.” William T. Grant Scholars Program. Grant Award #184355. (\$350,000)	2015-2020
<i>Co-Principal Investigator.</i> “Developing Common Core Classrooms Through Rubric-Based Coaching.” National Science Foundation DRL-1348144 [PI – Heather C. Hill, Co-PI Corinne Herlihy] (\$1,499,683)	2014-2017
<i>Principal Investigator.</i> “Evaluating the MATCH Individualized Teacher Coaching Program.” New Schools for New Orleans (\$150,000)	2011-2014
<i>Principal Investigator.</i> “What promotes teacher development? Examining the effect of the professional environment on the productivity growth of teachers.” Spencer Dissertation Fellowship, National Academy of Education/Spencer Foundation (\$25,000)	2012-2013
<i>Co-Principal Investigator.</i> “Exploring the Sources of Teacher Career Productivity Growth.” Institute for Education Sciences sub-grant R305C09002 from the National Center for Teacher Effectiveness [PI – John P. Papay] (\$42,090)	2011-2012
<i>Co-Principal Investigator.</i> “The Effect of Teacher–Family Communication on Student	2009-2010

Engagement” Education Labs, Harvard University. [Co-PI – Shaun M. Daugherty]
(\$10,000)

PROFESSIONAL EXPERIENCE

Harvard Teacher Education Program <i>Intern Teacher Advisor</i>	2008-2009
Life Academy, Berkeley Public High School, Berkeley, CA <i>Co-founder and Lead Teacher, 9th Grade Humanities Teacher</i>	2005-2008
Urban Promise Academy, Oakland, CA <i>Long-term Substitute Teacher, 8th Grade English</i>	2005
The School for Independent Learners, Mountain View, CA <i>Tutor</i>	2003-2004

INVITED LECTURES

“A Blueprint for Scaling Tutoring and Mentoring in School: Promises and Pitfalls.” Featured Policy Panel. *6th IZA Economics of Education Conference*. September, 2021.

“Shortages, Preferences, and Incentives among On-demand Workers: Evidence from Substitute Teachers.” Dept of Economics, *University of Maryland*. September, 2021

“Taking tutoring to Scale.” The Great Oaks Foundation. June, 2021.

“The Protective Role of Teacher Working Conditions During the COVID-19 Pandemic.” Teaching amid the Struggles of COVID-19 and for Racial Justice. *The National Academies of Sciences, Engineering, and Medicine*. June, 2021.

“Coaching and High-Dosage Tutoring.” What the Research Says: Supporting Teachers this Fall, *Council of Chief State School Officers*. May, 2021

“High-Dosage Tutoring.” Communities and the American Rescue Plan Act, *Center for American Progress*. May, 2021

“School Navigators and High-Dosage Tutoring.” U.S. Program Meeting. *Gates Foundation*, May 2021

“Can Technology Transform Teacher-Parent Communication?” Synapse Lab, *University of Stavanger, Norway*. May, 2021

“More than teaching: The long-run effects of teachers’ mentoring relationships with students.” *Syracuse University*, April, 2021

“Center Relationships in Schools: High-Dosage Tutoring and Mentoring.” Leading Beyond Covid Virtual Leadership Summit, *Tech & Learning*. February, 2021.

“Tutoring as an Equity Intervention.” *Rhode Island Department of Education*. February, 2021

“A National Corps to Support Student Success: A Conversation with the New Administration.” *InnovativeEDU* and *City Year*. February, 2021.

“The National Landscape for Tutoring: A Policy-Level Look.” *Serve to Grow (Minnesota Reading Corps)*. February, 2021.

“Acceleration vs. Remediation: Research-Driven Strategies to Address Learning Loss.” *National Association of State Boards of Education*. January, 2021.

Expert Testimony on High-Dosage. *D.C. State Board of Education*. January, 2021.

“Equitable Teacher Layoffs.” *W.T. Grant Foundation Reducing Inequality Convening*, December, 2020.

“Tutoring as an Equity Policy Intervention.” *Annenberg Institute, Brown University*. December, 2020.

“Interpreting the Policy Relevance of Effect Sizes.” *U.S. General Services Administration. Office of Evaluation Science*. December, 2020.

“The benefits of early and unconstrained hiring: Evidence from teacher labor markets.” *Center for Economic and Social Research, University of Southern California*. September, 2020.

“Interpreting the Policy Relevance of Effect Sizes.” *Office of Planning, Research and Evaluation (OPRE), in the Administration for Children and Families (ACF), U.S. Department of Health and Human Services (DHHS)*. February, 2020.

“Innovations to Transform Teaching Practices.” *World Bank*. February, 2020.

“Hiring reforms to improve teacher productivity, diversity and retention.” *Wheelock College, Boston University*. December, 2019.

“Interpreting Effect Sizes of Education Interventions.” *Office of Planning and Research, Massachusetts Department of Elementary and Secondary Education*. May, 2019.

“Teacher Evaluation Reforms and the Supply and Quality of New Teachers.” *PIER Program, Harvard Graduate School of Education*. September, 2018.

“Teacher Accountability Reforms and the Supply of New Teachers.” *Committee on Education, University of Chicago*. May, 2018.

“Social Relationships in School Systems: What We Can and Cannot Learn from Large-Scale District Surveys.” *Social Relationships Across the Life Span Conference, Northwestern University*. October, 2017

“The Big Problem with Little Interruptions: How External Intrusions Disrupt Classroom Learning.” *Education Policy and Program Evaluation Colloquium Series, Harvard Graduate School of Education*. September, 2017.

“Misunderstanding Teacher Effectiveness.” *The Character Lab Education Summit, University of Pennsylvania*. July, 2017

“Teacher Accountability Reforms and the Supply of New Teachers.” *Program on Education Policy and Governance, Harvard Kennedy School*. April, 2017

“Teacher Accountability Reforms and the Supply of New Teachers.” Department of Education Reform, *University of Arkansas*. February, 2017

“Why Contexts Matter: How School Climate Affects Teacher Effectiveness, Teacher Turnover, and Student Achievement.” Peabody College, *Vanderbilt University*. January, 2017.

“Teacher Accountability Reforms and the Supply of New Teachers.” Department of Economics, *Tufts University*. December, 2016

“Teaching for Tomorrow’s Economy: Teacher Effects on Complex Cognitive Skills and Social-Emotional Competencies.” *Boston Federal Reserve*, New England Study Group Series. June, 2016

“Can Schools Empower Parents to Reverse Summer Learning Loss? A Text Messaging Intervention.” The Coleman Report 50 years later Conference, *Brown University*. April, 2016

“Teaching for Tomorrow’s Economy? Teacher Effects on Complex Cognitive Skills and Social-Emotional Competencies.” Interdisciplinary Training Program, *University of Wisconsin*, April 2016.

“School Organizational Contexts, Teacher Turnover, and Student Achievement.” The Social Side of Education Conference, *Albert Shanker Institute*. Washington, D.C. April, 2016

“Teaching for Tomorrow’s Economy: Teacher Effects on Students’ Grit, Growth Mindset and Complex Tasks.” Center for Education Policy Analysis, *Stanford Graduate School of Education*. Jan, 2016

“Should We Teach Character?” *American Economic Institute* K-12 Education Working Group, Washington D.C. Nov, 2015

“Teaching for Tomorrow’s Economy: Teacher Effects on Students’ Character and 21st Century Competencies.” Education Policy Colloquium, *Harvard Graduate School of Education*. Nov, 2015

“Teaching for Tomorrow’s Economy: Teacher Effects on Students’ Character and 21st Century Competencies.” Population Studies and Training Center, *Brown University*. October, 2015

“How to Make Additional Time Matter: Integrating Individualized Tutorials into an Extended Day.” Sao Paulo, Brazil. 12th Itaú *International Seminar on Economic Evaluation of Social Projects: After school and expanded learning opportunities programs*. October, 2015

“Teaching for Tomorrow’s Economy: Elementary Teacher Effects on Complex Tasks, Grit, and Growth Mindset.” *New York Federal Reserve*, Economics of Education Seminar Series. June, 2015

“Do Elementary Classrooms Affect Students’ Noncognitive Competencies?” *Teachers College, Columbia University*, Program in Economics of Education. March, 2015

“Do Teachers Affect Students’ Grit and Growth Mindsets?” *University of Connecticut*, Dept. of Economics. December, 2014

“Why do some teachers improve more than others?” *Brown University*, Dept. of Education. March, 2012

CONFERENCE PRESENTATIONS

Shortages, preferences, and incentives among on-demand workers: Evidence from substitute teachers. *University of Nottingham Education Economics Workshop*. May, 2021

The benefits of early and unconstrained hiring: Evidence from teacher labor markets. *Society of Labor Economists*. May, 2021.

The benefits of early and unconstrained hiring: Evidence from teacher labor markets. *National Bureau of Economic Research (NBER) Economics of Education Meeting*. April, 2021.

The benefits of early and unconstrained hiring: Evidence from teacher labor markets. *Association for Public Policy and Management* annual meeting. November 2020.

The benefits of early and unconstrained hiring: Evidence from teacher labor markets. *5th IZA Economics of Education Conference*, September, 2020.

The Potential for Teachers and Schools to Cultivate Students' Mindsets. *Organization for Economic Cooperation and Development* growth mindset online workshop. September, 2020.

Taking Stock of Teacher Evaluation Reforms. *Strategic Data Project Annual Convening*, Boston, MA, May, 2018.

Hiring reforms to improve worker productivity, diversity and retention: Evidence from teachers. *American Educational Research Association* annual conference, New York, NY. March, 2018

The Importance of Belonging in School: Evidence from Half a Million Students. *American Educational Research Association* annual conference, New York, NY. March, 2018

Teacher Accountability Reforms and the Supply of New Teachers. *Association for Public Policy and Management* annual meeting, Chicago, IL. November 2017

Does Teacher Effectiveness Translate across School Contexts? Evidence from a Randomized Experiment. *Association for Public Policy and Management* annual meeting, Chicago, IL. November 2017

Teacher Effects on Complex Cognitive Skills and Social-Emotional Competencies. *National Bureau of Economic Research (NBER) Education and Children's Meeting*. Chicago, April 2017.

The effect of teaching coaching on instruction and achievement: A meta-analysis of the causal evidence. *Association for Education Finance and Policy* annual conference, Washington, DC. March, 2017

Revisiting the widget effect: Teacher evaluation reforms and distribution of teacher effectiveness ratings. *Association for Education Finance and Policy* annual conference, Washington, DC. March, 2017

Teacher Accountability Reforms and the Supply of New Teachers. *Association for Education Finance and Policy* annual conference, Washington, DC. March, 2017

Can principals promote teacher development as evaluators? A case study of principals' views and experiences. *Association for Education Finance and Policy* annual conference, Denver, CO. March, 2016

Teaching for tomorrow's economy? Teacher effects on grit, growth mindset and complex tasks. *Association for Education Finance and Policy* annual conference, Denver, CO. March, 2016

Can Principals Promote Teacher Development as Evaluators? *Society for Research on Educational Effectiveness* spring conference, Washington, D.C., March, 2016

Teaching for Tomorrow's Economy: Teacher Effects on Students' Character and 21st Century Competencies. *Association for Public Policy and Management* annual meeting, Miami, FL. November 2015

Teaching for Tomorrow's Economy: Teacher Effects on Students' Character and 21st Century Competencies. *New England Economics of Education Working Group*, Hartford, CN, October, 2015

School Organizational Contexts, Teacher Turnover, and Student Achievement: Evidence from Panel Data. *Society for Research on Educational Effectiveness* spring conference, Washington, D.C., March, 2015

Promise and Paradox: Measuring Students' Non-Cognitive Skills and the Impact of School. *Society for Research on Educational Effectiveness* spring conference, Washington, D.C., March, 2015

Do Elementary Classroom Affect Students' Grit and Growth Mindset? *Society for Research on Educational Effectiveness* spring conference, Washington, D.C., March, 2015

Critical Conversations: Experimental Evidence on Improving Evaluator Feedback to Teachers. *Association for Education Finance and Policy* annual conference, Washington D.C. February, 2015

Do Elementary Classroom Affect Students' Grit and Growth Mindset?. *Association for Education Finance and Policy* annual conference, Washington D.C. February, 2015

School Organizational Contexts, Teacher Turnover, and Student Achievement: Evidence from Panel Data. *Association for Education Finance and Policy* annual conference, San Antonio, TX. March, 2014

Teacher Layoffs, Teacher Quality and Student Achievement: The Implementation and Consequences of a Discretionary Reduction-in-force Policy. *Association for Public Policy and Management* annual meeting, Albuquerque, NM. November 2014

School Organizational Contexts, Teacher Turnover, and Student Achievement: Evidence from Panel Data. *Association for Public Policy and Management* annual meeting, Albuquerque, NM. November 2014

Teacher-to-Parent Communication: Experimental Evidence from a Low-Cost Communication Policy. *Society for Research on Educational Effectiveness* spring conference, Washington, D.C. 2014

School Organizational Contexts, Teacher Turnover, and Student Achievement: Evidence from Panel Data. *Association for Education Finance and Policy* annual conference, San Antonio, TX. March, 2014

Improving Teacher Practice: Experimental Evidence on Individualized Teacher Coaching. *American Educational Research Association*, annual meeting, San Francisco, CA. April, 2013

Do Supportive Professional Environments Promote Teacher Development? Explaining Heterogeneity in Returns to Teaching Experience. *American Educational Research Association*, annual meeting, San Francisco, CA. April, 2013

Missed Opportunities in the Labor Market or Temporary Disruptions? How Late Teacher Hiring Affects Student Achievement. *Association for Education Finance and Policy*. Annual conference, New Orleans, LA. March 2013

Teacher-Parent Communication: Is Positive or Negative Student Feedback to Parents More Potent? *Association for Education Finance and Policy*. Annual conference, New Orleans, LA. March 2013

Teacher Layoffs, Teacher Quality and Student Achievement: The Implementation and Consequences of a Discretionary Layoff Policy. *Society for Research on Educational Effectiveness* spring conference, Washington, D.C. March 2013

Improving Teacher Practice: Experimental Evidence on Individualized Teacher Coaching. *Society for Research on Educational Effectiveness* spring conference, Washington, D.C. March 2013

Do Supportive Professional Environments Promote Teacher Development? Explaining Heterogeneity in Returns to Teaching Experience. *Association for Public Policy and Management* annual meeting, Baltimore, MD. November 2012

Committed to their Students but in Need of Support: Teachers-Student Relationships and the Work Context in High-Poverty, Urban Schools. *American Educational Research Association*, annual meeting, Vancouver, BC. April, 2012

Teacher Layoffs, Teacher Quality and Student Achievement: The Implementation and Consequences of a Discretionary Reduction-in-force Policy. *American Educational Research Association*, annual meeting, Vancouver, BC. April, 2012

Do Supportive Professional Environments Promote Teacher Development? *Association for Education Finance and Policy*. Annual conference, Boston, MA. March 2012

Teacher Layoffs, Teacher Quality and Student Achievement: The Implementation and Consequences of a Discretionary Reduction-in-force Policy. *Association for Education Finance and Policy*. Annual conference, Boston, MA. March 2012

What Promotes Teacher Development? Exploring the Sources of Career Productivity Growth. *Society for Research on Educational Effectiveness* spring conference, Washington, D.C. March 2012

How Context Matters in High-Need Schools: The Effects of Teachers' Working Conditions on their Professional Satisfaction and their Students' Achievement. *Association for Public Policy and Management* annual meeting, Washington, D.C. November 2011

Do Teachers Continue to Improve with Experience? *American Educational Research Association*, annual meeting, New Orleans, LA. April, 2011

Measuring Instructional Quality Reliably and Cost-Effectively: Insights From the Development of the Mathematical Quality of Instruction Instrument, *American Educational Research Association* annual meeting, New Orleans, LA. April, 2011

Using Generalizability Theory to Develop Reliable and Cost-Effective Measures of Instructional Quality: Insights from the Mathematical Quality of Instruction Instrument, *National Council on Measurement in Education* annual meeting, New Orleans, LA. April, 2011

Isolating the Effects of Teacher Communication with Parents and Students: Evidence from a Randomized Field Experiment. *Institute for Quantitative Social Science*, Cambridge, MA. December 2010

Do Teachers Continue to Improve with Experience? Evidence of Long-Term Career Growth in the Teacher Labor Market. *Association for Public Policy and Management* annual meeting, Boston, MA. November 2010

Principals and Student Behavior: How to Establish School-wide Behavioral Norms and Support Effective Classroom Management. *Principals' Partnership Leadership Institute*, Phoenix, AZ. July 2009

The Prevalence and Effects of Teacher Dismissal Practices. *Harvard Student Research Conference*. Cambridge, MA. March 2009

From Ringmaster to Conductor: Practical Behavior Management Techniques for Transforming Challenging Classrooms. *Coalition of Essential Schools* Fall Forum. Charlotte, NC. November 2008

From Ringmaster to Conductor: Practical Behavior Management Techniques for Challenging Classes. *Coalition of Essential Schools* Fall Forum. Denver, NC. November 2007

Teaching for Academic Depth with Students Who Rarely Jump In: Integrated Project-Based Learning with At-Risk Youth at Berkeley High School. *Coalition of Essential Schools* Fall Forum. Chicago, IL. November 2006

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Education Journals:

American Educational Research Journal, Review of Educational Research, Educational Researcher, Educational Finance and Policy, Educational Evaluation and Policy Analysis, AERA Open, Journal of Research on Educational Effectiveness, Journal of Educational and Behavioral Statistics, Education Administration Quarterly, Education Policy, Elementary School Journal, American Journal of Education, Education Next

Conferences:

Society for Research in Educational Effectiveness, 2015 spring, 2017 spring, 2019, spring
American Educational Research Association, 2014
Association for Education Finance and Policy, 2016
Association for Public Policy and Management, 2018

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