

VIRGINIA S. LOVISON
valovison@g.harvard.edu

EDUCATION

Harvard Graduate School of Education , Cambridge, MA Ph.D. student, Education Policy & Program Evaluation	2016-present
Vanderbilt University, Peabody College , Nashville, TN M.Ed. International Education Policy and Management	2014-2016
North Carolina State University , Raleigh, NC B.A., Economics, University valedictorian, <i>summa cum laude</i> , Phi Beta Kappa	2007-2011

RESEARCH

Peer Reviewed Journal Articles

Hill, H.C., **Lovison, V.**, and Kelley-Kemple, T. (2019). Mathematics Teacher and Curriculum Quality, 2005 and 2016. *AERA Open*, 5(4), 1-14.

Working Papers

“Bias in the Air: A Nationwide Exploration of Teachers’ Implicit Racial Attitudes, Aggregate Bias, and Student Outcomes” with David Quinn, Mark Chin, and Tasminda Dhaliwal (*under review*)

“Revisiting the TIMSS Video Study, 2016” with Heather C. Hill (*under review*)

“The Impact of a Service-Focused Teaching Corps on Participants’ Career Pathways and Aspirations: Evidence from Teach for India” with Katharine Conn and Cecilia H. Mo

“What is the Effect of Teaching in Underserved Schools on Beliefs About Education Inequality? Evidence from Teach for America” with Katharine Conn and Cecilia H. Mo (*under review*)

Other Publications

Conn, K., **Lovison, V.** and Mo, C. H. (2020). How Teach for America Affects Beliefs About Education. *Education Next*, 20(1).

Lovison, V. & Taylor, E. (2018). Can Teacher Evaluation Programs Improve Teaching? In *Getting Down to Facts II*, Susanna Loeb ed. Stanford, CA: Policy Analysis for California Education.

FELLOWSHIPS AND HONORS

Partnering in Education Research Fellowship, Harvard University	2017-2020
Dean’s Tuition Scholarship, Vanderbilt University	2014-2016
The International Honor Society for Economics Outstanding Senior Award	2011

CONFERENCE PRESENTATIONS

Conn, K., **Lovison, V.**, & Mo, C. H. (2019, April). *What is the Effect of Teaching in Underserved Schools on Beliefs About Education Inequality? Evidence from Teach for America*. Paper accepted to the Comparative & International Education Society (CIES) Conference, San Francisco, CA.

Conn, K., **Lovison, V.**, & Mo, C. H. (2019, April). *The Impact of a Service-Focused Teaching Corps on Participants' Career Pathways and Aspirations: Evidence from Teach for India*. Paper accepted to the Comparative & International Education Society (CIES) Conference, San Francisco, CA.

Conn, K., **Lovison, V.**, & Mo, C. H. (2019, March). *What is the Effect of Teaching in Underserved Schools on Beliefs About Education Inequality? Evidence from Teach for America*. Paper accepted to the Society for Research of Educational Effectiveness (SREE) Conference, Washington, D.C.

Conn, K., **Lovison, V.**, & Mo, C. H. (2019, March). *The Impact of a Service-Focused Teaching Corps on Participants' Career Pathways and Aspirations: Evidence from Teach for India*. Poster accepted to the Society for Research of Educational Effectiveness (SREE) Conference, Washington, D.C.

Chin, M., Jeffries, J., **Lovison, V.**, and Pollard, C. (2018, March). *Educators' implicit racial bias and racial achievement gaps: A nationwide exploration*. Paper accepted to the Association for Education Finance & Policy (AEFP) Conference, Portland, OR.

OTHER PRESENTATIONS

Harvard Graduate School of Education Student Research Fair. Cambridge, MA. (August 2019)

Harvard Graduate School of Education Doctoral Colloquium Series. Cambridge, MA (December 2018).

TEACHING EXPERIENCE

Harvard Graduate School of Education	<i>Cambridge, MA</i>
Teaching Fellow, Program Evaluation and Education Policy Professor Thomas Kane	Spring 2020
Teaching Fellow, Quantitative Methods for Improving Causal Inference Professor Eric Taylor	Spring 2019
Teaching Fellow, Accumulating Evidence: How to Conduct a Quantitative Research Synthesis that Informs Educational Policy and Practice Professor James Kim	Winter 2019
Teaching Fellow, Applied Data Analysis Professor Andrew Ho	Spring 2017
Teaching Fellow, Intro to Applied Data Analysis Joseph McIntyre	Fall 2017/18/19

Knowledge Academies
Instructional Coach
5th Grade Math Teacher (Teach For America)

Nashville, TN
2014- 2015
2012-2014

PROFESSIONAL SERVICE

Invited Reviewer:

American Educational Research Journal
American Educational Research Association (AERA) Open

RELEVANT PROFESSIONAL EXPERIENCE

Massachusetts Department of Elementary and Secondary Education Research Fellow	Summer 2018
Center for Education Policy and Research Graduate Student Researcher	2017-present
Vanderbilt University Research Assistant	2015-2017
Tennessee Department of Education Data Coordinator, Teacher Incentive Fund (TIF) Grant	2015-2016
RTI, International Research Consultant	2015-2016
