

Susanna Loeb

Barnett Family Professor of Education

Stanford University

CONTACT

Center for Education Policy Analysis at Stanford University
520 Galvez Mall #524, CERAS building
Stanford, CA 94305-3084

Phone: (650) 736-1258

Fax: (650) 723-9931

Email: sloeb@stanford.edu

Web: <http://cepa.stanford.edu>

CURRENT POSITIONS

Barnett Family Professor of Education, Stanford University (Assistant 1999-2004, Associate 2004-2009, Full 2009-present)

Director, Center for Education Policy Analysis (CEPA) at Stanford. 2009-present

Co-Director, Policy Analysis for California Education (PACE). 2005-present

Senior Fellow, Stanford Institute for Economic Policy Research (SIEPR). 2009-present

Faculty Research Fellow, National Bureau of Economic Research (NBER). 2003-present

Director, Institute for Research on Education Policy and Practice (IREPP). 2006-2009, renamed CEPA in 2009

EDUCATION

Ph.D. Economics, University of Michigan, August 1998

M.P.P. Institute of Public Policy Studies, University of Michigan, 1994

B.A. Political Science, Stanford University, 1988

B.S. Civil Engineering, Stanford University, 1988

JOURNAL ARTICLES

Using student test scores to measure principal performance (with Jason Grissom and Demetra Kalogrides). *Education Evaluation and Policy Analysis*, Forthcoming.

Is a Good Teacher a Good Teacher for All? Comparing Value-Added of Teachers with Their English Learners and Non-English Learners (with James Soland and Lindsay Fox). *Education Evaluation and Policy Analysis*, Forthcoming.

Strategic Involuntary Teacher Transfers and Teacher Performance: Examining Equity and Efficiency (with Jason Grissom and Nathaniel Nakashima). *Journal of Policy Analysis and Management*, 33(1), pp. 112–140. 2014.

Analyzing the Determinants of the Matching of Public School Teachers to Jobs: Disentangling the Preferences of Teachers and Employers (with Donald Boyd, Hamilton Lankford, and James Wyckoff). *Journal of Labor Economics*, 31(1), pp. 83-117. 2013.

Different teachers, different peers: The magnitude of student sorting within schools (with Demetra Kalogrides). *Educational Researcher*, 42(6), pp. 304-316. 2013.

Measuring test measurement error: A general approach (with Donald Boyd, Hamilton Lankford, and James Wyckoff). *Journal of Educational and Behavioral Statistics*, 38(6), pp. 629-663. 2013.

Measure for measure: The relationship between measures of instructional practice in middle school English language arts and teachers' value-added (with Pamela Grossman, Julia Cohen, and James Wyckoff). *American Journal of Education*, 119(3), pp. 445-470. 2013.

The early childhood care and education workforce in the United States: Understanding changes from 1990 through 2010 (with Daphna Bassok, Maria Fitzpatrick, and Agustina S. Paglayan). *Education Finance and Policy*, 8(4), pp. 581-601. 2013.

Effective Instructional Time Use for School Leaders: Longitudinal Evidence from Observations of Principals (with Jason Grissom and Ben Master). *Educational Researcher*, 42(8), pp. 433-444. 2013.

Systematic sorting: Teacher characteristics and class assignments (with Demetra Kalogrides, and Tara Beteille). *Sociology of Education*, 86(2), pp. 103-123. 2013.

How teacher turnover harms student achievement (with Matthew Ronfeldt, and James Wyckoff). *American Educational Research Journal*, 50(1), pp. 4-36. 2013.

Principals' perceptions of competition for students in Milwaukee schools (with Matthew Kasman). *Education Finance and Policy*, 8(1), pp. 43-73. 2013.

Recruiting effective math teachers: Evidence from New York city (with Donald Boyd, Pamela Grossman, Hamilton Lankford, Matthew Ronfeldt, and James Wyckoff). *American Education Research Journal*, 49(6), pp. 1008-1047. 2012.

Stepping stones: Principal career paths and school outcomes (with Tara Beteille and Demetra Kalogrides). *Social Science Research*, 41(4), pp. 904-919. 2012.

Effective schools: Teacher hiring, assignment, development, and retention (with Tara Beteille and Demetra Kalogrides). *Education Finance and Policy*, 7(3), pp. 269-304. 2012.

In light of the limitations of data-driven decision making. *Education Finance and Policy*, 7(1), pp. 1-7. 2012.

The effectiveness and retention of teachers with prior career experience (with Donald Boyd, Pamela Grossman, Hamilton Lankford, Rachel H. O'Brien, and James Wyckoff). *Economics of Education Review*, 30, pp. 1229-1241. 2011.

Tapping the principal pipeline: Identifying talent for future school leadership in the absence of formal succession management programs (with Jeannie Myung and Eileen Horng). *Education Administration Quarterly*, 47(5), pp. 695-727. 2011.

The influence of school administrators on teacher retention decisions (with Donald Boyd, Pamela

Grossman, Marsha Ing, Hamilton Lankford, and James Wyckoff). *American Education Research Journal*, 48(2), pp. 303-333. 2011.

Triangulating principal effectiveness: How perspectives of parents, teachers, and assistant principals identify the central importance of managerial skills (with Jason Grissom). *American Education Research Journal*, 48(5), pp. 1091-1123. 2011.

Teacher layoffs: An empirical illustration of seniority v. measures of effectiveness (with Donald Boyd, Hamilton Lankford, and James Wyckoff). *Education Finance and Policy*, 6(3), pp. 439–454. 2011.

Increasing choice in the market for schools: Recent reforms and their effects on student achievement (with Jon Valant, and Matt Kasman). *National Tax Journal*, 64(1), pp. 141-164. 2011.

The role of teacher quality in retention and hiring: Using applications-to-transfer to uncover preferences of teachers and schools (with Donald Boyd, Hamilton Lankford, Matthew Ronfeldt, and James Wyckoff). *Journal of Policy Analysis and Management*, 30(1), pp. 88-110. 2011.

New thinking about instructional leadership (with Eileen Horng). *Phi Delta Kappan*, 92(3), pp. 66-69. 2010.

Principal's time use and school effectiveness (with Eileen Horng and Daniel Klasik). *American Journal of Education*, 116(4), pp. 491-523. 2010.

Principal preferences and the uneven distribution of principals across schools (with Eileen Horng and Demetra Kalogrides). *Educational Evaluation and Policy Analysis*, 32(2), pp. 205-229. 2010.

Examining teacher turnover: The role of school leadership (with Rekha Balu and Tara Beteille). *Politique Americaine*, Issue 15, pp. 55-79. 2010.

Learning from multiple routes: The variation in teacher preparation pathways can propel our understanding of how best to prepare teachers (with Pamela Grossman). *Educational Leadership*, 67(8), pp. 22-27. 2010.

Teacher preparation and student achievement (with Donald Boyd, Pamela Grossman, Hamilton Lankford, and James Wyckoff). *Education Evaluation and Policy Analysis*, 31(4), pp. 416-440. 2009.

The state role in teacher professional development and education throughout teachers (with Luke Miller and Katharine Strunk). *Education Finance and Policy*, 4(2), pp. 212-228. 2009.

Getting Down to Facts: School Finance and Governance in California (with Anthony Bryk, and Eric Hanushek). *Education Finance and Policy*, 3(1), pp. 1-19. 2008.

The state role in teacher compensation (with Luke Miller and Katharine Strunk). *Education Finance and Policy*, 4(1), pp. 89-114. 2009.

Surveying the landscape of teacher education in New York city: Constrained variation and the challenge of innovation (with Donald Boyd, Pam Grossman, Karen Hammerness, R. Hamilton Lankford, Morva McDonald, Michelle Reininger, Mathew Ronfeldt, and James Wyckoff). *Education Evaluation and Policy Analysis*, 30(4), pp. 319-343. 2008.

The narrowing gap in New York city teacher qualifications and its implications for student achievement in high-poverty schools (with Donald Boyd, Hamilton Lankford, and James Wyckoff). *Journal of Policy*

Analysis and Management, 27(4), pp. 793-818. 2008.

What do cost functions tell us about the cost of an adequate education? (with Robert Costrell and Eric Hanushek). *Peabody Journal of Education* 83(2), pp. 198-223. 2008.

How schools and students respond to school improvement programs: The case of Brazil's PDE (with Martin Carnoy, Amber Gove, Jeffery Marshall, and Miguel Socias). *Economics of Education Review*, 27(1), pp. 22-38. 2008.

The impact of assessment and accountability on teacher recruitment and retention: Are there unintended consequences? (with Donald Boyd, Hamilton Lankford, and James Wyckoff). *Public Finance Review* 36(1), pp. 88-111. 2008.

How much is too much? The effects of duration and intensity of child care experiences on children's social and cognitive development (with Margaret Bridges, Daphna Bassok, Bruce Fuller, and Russ Rumberger). *Economics of Education Review*, 26(1), pp. 52-66. 2007.

Accountability and local control: Incentive response with and without authority over resource generation and allocation (with Katharine Strunk). *Education Finance and Policy*, 2(1), pp. 10-39. 2007.

Complex by design: Investigating pathways into teaching in New York city schools (with Donald Boyd, Pamela Grossman, Hamilton Lankford, Nicholas Michelli, and James Wyckoff). *Journal of Teacher Education*, 57(2), pp. 155-166. 2006.

How changes in entry requirements alter the teacher workforce and affect student achievement (with Donald Boyd, Pamela Grossman, Hamilton Lankford, and James Wyckoff). *Education Finance and Policy*, 1(2), pp. 176-216. 2006.

How teaching conditions predict teacher turnover in California schools (with Linda Darling-Hammond, and John Luczak). *Peabody Journal of Education*, 80(3), pp. 44-70. 2005.

Explaining the short careers of high-achieving teachers in schools with low-performing students (with Donald Boyd, Hamilton Lankford, and James Wyckoff). *American Economic Review*, 95(2), pp. 166-171. 2005.

The draw of home: How teachers' preferences for proximity disadvantage urban schools (with Donald Boyd, Hamilton Lankford, and James Wyckoff). *Journal of Policy Analysis and Management*, 24(1), pp. 113-132. 2005.

Child care in poor communities: Early learning effects of type, quality and stability (with Bruce Fuller, Sharon Lynn Kagan, and Bidemi Abioseh Carrol). *Child Development*, 75(1), pp. 47-65. 2004.

How welfare reform impacts preschool-age children: An analysis of random assignment data from Connecticut (with Bruce Fuller, Sharon Lynn Kagan, and Bidemi Abioseh Carrol). *Journal of Policy Analysis and Management*, 22(4), pp. 537-550. 2003.

The contribution of administrative and experimental data to education policy research (with Katharine Strunk). *National Tax Journal*, 56(2), pp. 415-438. 2003.

Does external accountability affect student outcomes? A cross-state analysis (with Martin Carnoy). *Education Evaluation and Policy Analysis*, 24(4), pp. 305-331. 2003.

Teacher sorting and the plight of urban schools: A descriptive analysis (with Hamilton Lankford and James Wyckoff). *Education Evaluation and Policy Analysis*, 24(1), pp. 37-62. 2002.

Estimating the effects of school finance reform: A framework for a federalist system. *Journal of Public Economics*, 80(2), pp. 225-247. 2001.

Welfare, work experience, and economic self-sufficiency (with Mary Corcoran). *Journal of Policy Analysis and Management*, 20(1), pp. 1-20. 2001.

Examining the link between teacher wages and student outcomes: The importance of alternative labor market opportunities and non-pecuniary variation (with Marianne Page). *Review of Economics and Statistics*, 82(3), pp. 393-408. 2000.

School size in Chicago elementary schools: Effects on teachers' attitudes and students' achievement (with Valerie E. Lee). *American Education Research Journal*, 37(1), pp. 3-31. 2000.

Contextual effects of prekindergarten classrooms for disadvantaged children on cognitive development: The case of Chapter 1 (with Valerie E. Lee and Sally Lubeck). *Child Development*, 69(2), pp. 479-494. 1998.

Centralization of school finance in Michigan (with Paul N. Courant). *Journal of Policy Analysis and Management*, 16(1), pp. 114-136. 1997.

The effect of measured school inputs on academic achievement: Evidence from the 1920s, 1930s and 1940s birth cohorts (with John Bound). *Review of Economics and Statistics*, 78(4), pp. 653-664. 1996.

Gender differences in secondary school teachers' control over classroom and school policy (with Valerie E. Lee and Helen M. Marks). *American Journal of Education*, 103(3), pp. 259-301. 1995.

Michigan's recent school finance reforms: A preliminary report (with Paul N. Courant and Edward Gramlich). *American Economic Review*, 85(2), pp. 372-377. 1995.

Where do head start attendees end up? One reason why preschool effects fade out (with Valerie E. Lee). *Education Evaluation and Policy Analysis*, 17(1), pp. 62-82. 1995.

BOOKS, BOOK CHAPTERS, REPORTS

Understanding Human Resources in Broad-Access Higher Education (with Agustina Paglayan and Eric Taylor). In Kirst, M.W & Stevens, M.L. (Eds.), *Remaking College: The Changing Ecology of Higher Education*, Stanford University Press, In Press.

How Can Value-Added Measures Be Used for Teacher Improvement?. *The Carnegie Knowledge Network* 2013.

Can a District-Level Teacher Salary Incentive Policy Improve Teacher Recruitment and Retention? (with Heather Hough). *Policy Analysis for California Education* 2013.

What do we know about the use of value-added measures for principal evaluation? (with Jason Grissom). *The Carnegie Knowledge Network* 2013.

What Do We Know About the Tradeoffs Associated with Teacher Misclassification in High Stakes Personnel Decisions? (with Dan Goldhaber). *The Carnegie Knowledge Network* 2013.

How stable are value-added estimates across years, subjects, and student groups? (with Christopher Candelaria). *The Carnegie Knowledge Network* 2012.

The Quality Teacher and Education Act: Second Year Report (with Heather J. Hough and David Plank). 2012.

The challenges of measuring school quality: Implications for educational equity (with Helen Ladd). In D. Allen, & R. Reich (Eds), *Education, Justice, and Democracy*, Chicago, IL: University of Chicago Press, pp. 22-55. Forthcoming.

The effect of school neighborhoods on teacher retention decisions (with Donald Boyd, Hamilton Lankford, and James Wyckoff). In G. Duncan & R. Murnane (Eds.), *Whither Opportunity? Rising Inequality, Schools, and Children's Life Chances*, New York: Russell Sage Foundation Press, pp. 377-396. 2011.

Recruiting, evaluating and retaining teachers: The children first strategy to improve New York City's teachers (with Margeret Goertz and James Wyckoff). In J. O'Day, C. Bitter, & L. Gomez (Eds.), *Education Reform in New York City: Ambitious Change in the Nation's Most Complex School System*, Cambridge, MA: Harvard Education Press, pp. 157-177 . 2011.

The Quality Teacher and Education Act: First Year Report (with Heather J. Hough and David Plank). 2011.

School accountability (with David Figlio). In E. A. Hanushek, S. Machin, & L. Woessmann (Eds.), *Handbook of the Economics of Education, Vol. 3*, San Diego, CA: North Holland, pp. 383-423. 2011.

Evaluating teachers: The important role of value-added (with Steven Glazerman, Dan Goldhaber, Stephen Raudenbush, Douglas Staiger, and Grover J. Whitehurst). *The Brookings Brown Center*, 2010.

Education reforms (with Patrick McEwan). In P. Levine & D. Zimmerman (Eds.), *Targeting Investments in Children: Fighting Poverty When Resources are Limited*. National Bureau of Economic Research, pp. 145-180. 2010.

Economic approaches to teacher recruitment and retention (with Jeannie Myung). In B. McGaw, P. Peterson & E. Baker (Eds.), *International Encyclopedia of Education, 8-Volume Set, 3rd Edition*, Elsevier, pp. 473-480. 2010.

Teacher quality and teacher labor markets (with Tara Beteille). In G. Sykes, B. Schneider & D. N. Plank (Eds.), *Handbook of Education Policy Research*, pp. 596-612. 2009.

Leaders for California's schools (with Jon Valant). Policy Analysis for California Education, 2009.

The development of a teacher salary parcel tax: The quality teacher and education act in San Francisco (with Heather J. Hough). *Policy Analysis for California Education*, 2009.

Teacher quality: Improving teacher quality and distribution. *National Academy of Education Policy White Paper Series*, 2008.

Teacher labor markets and teacher labor market research (with Tara Beteille). In G. Duncan & J. Spillane (Eds.), *Teacher Quality: Broadening and Deepening the Debate*, Northwestern University, 2008.

Funding student learning: How to align education resources with student learning goals. *School Finance*

Redesign Project, Center on Reinventing Public Education: University of Washington, 2008.

Assessing the effectiveness of teachers from different pathways: Issues and results (with Marsha Ing). In P. Grossman & S. Loeb (Eds.), *Alternative Routes to Teaching: Mapping the New Landscape of Teacher Education*, Cambridge, MA: Harvard Education Press, pp. 157-186. 2008.

California's teachers (with Marsha Ing). *Policy Analysis for California Education*, 2008.

Alternative Routes to Teaching: Mapping the New Landscape of teacher education (with Pamela Grossman). . Pamela Grossman, Susanna Loeb. Cambridge, MA: Harvard Education Press, 256 pages. 2008.

Assessing accomplished teaching: Advanced-level certification programs. In M. D. Hakel, J. A. Koenig & S. W. Elliott (Eds.), *The National Academies Press*, 2008.

Learning what works: Continuous improvement in California's education system (with David Plank). *Policy Analysis for California Education*, 2008.

Building an information system to support continuous improvement in California public schools (with Tara Beteille and Maria Perez). *Policy Analysis for California Education*, 2008.

District dollars: Painting a picture of revenues and expenditures in California's school districts (with Katharine Strunk and Jason Grissom). *Getting Down to Facts Project: Stanford University*, 2007.

Early childhood and the achievement gap (with Daphna Bassok). In H.F. Ladd & E.B. Fiske (Eds.), *Handbook of Research in Education Finance and Policy*, Routledge Press, pp. 517-534. 2007.

California principals' resources: Acquisition, deployment, and barriers (with Bruce Fuller, Nicole Arshan, Allison Chen, and Susanna Yi). *Getting Down to Facts Project: Stanford University*, 2007.

A review of state teacher policies: What are they, what are their effects, and what are their implications for school finance? (with Luke Miller). *Getting Down to Facts Project: Stanford University* 2007.

Excellence in the classroom (with Cecilia Rouse and Anthony Shorris). . Susanna Loeb, Cecilia Rouse, Anthony Shorris. *The Future of Children*, 17(1), 2007.

Race, SES and achievement gaps. Section Editor In H.F. Ladd & E.B. Fiske (Eds.), *Handbook of Research in Education Finance and Policy*, Routledge Press, pp. 499-518. 2007.

Have assessment-based accountability reforms influenced the career decisions of teachers? (with Jesse Cunha). *A report commissioned by the U.S. Congress as part of Title I, Part E, Section 1503 of the No Child Left Behind Act of 2001* 2007.

A federal foray into teacher certification: Assessing the Highly qualified teacher' provision of NCLB (with Luke Miller). *Report prepared for The Campaign for Educational Equity at Teachers College, Columbia University Symposium, Examining America's Commitment to Closing Achievement Gaps NCLB and Its Alternatives*, 2006.

An economic approach to education policy implementation (with Patrick McEwan). In M. Honig (Ed.), *Defining the Field of Education Policy Implementation*, State University of New York Press, 2006.

Federal financial support for adequacy and equity in school finance (with Michael Dannenberg). *Prepared*

for the Rethinking Rodriguez Conference, University of California, Berkeley, 2006.

Improving Science Achievement: The Role of Teacher Workforce Policies (with Donald Boyd, Hamilton Lankford, and James Wyckoff). 2005.

Does external accountability affect student outcomes? A cross-state analysis (with Martin Carnoy). In R. Elmore & S. Fuhrman (Eds.), *Redesigning Accountability Systems*, New York, NY: Teachers College Press, 2004.

The preparation and recruitment of teachers: A labor-market framework (with Donald Boyd, Hamilton Lankford, and James Wyckoff). In F. M. Hess, A. J. Rotherham & K. Walsh (Eds.), *Proceedings of the American Enterprise Institute Conference, A Qualified Teacher in Every Classroom: Appraising Old Answers and New Ideas*, Cambridge, MA: Harvard Education Press, pp. 149-172. 2004.

School finance reform in Michigan: Evaluating Proposal A (with Julie Berry Cullen). In J. Yinger & W. Duncombe (Eds.), *Helping Children Left Behind: State Aid and the Pursuit of Educational Equity*, Cambridge, MA: MIT Press, pp. 215-250. 2004.

Public policy and teacher labor markets: What we know and why it matters (with Michelle Reininger). *The Education Policy Center at Michigan State University*, 2004.

Have assessment-based school accountability reforms affected the career decisions of teachers? (with Felicia Estrada). *Proceedings of the Educational Testing Service Invitational Conference, Measurement and Research Issues in a New Accountability Era* 2004.

Comments on, "Public school finance and urban school policy: General versus partial equilibrium analysis". In W. G. Gale & J. R. Pack (Eds.), *Brookings-Wharton Papers on Urban Affairs*, pp. 176-180. 2003.

The impact of accountability policies in Texas high schools (with Martin Carnoy and Tiffany Smith). In M. Carnoy, R. Elmore & L. S. Siskin (Eds.), *The New Accountability: High Schools and High-Stakes Testing*, New York, NY: RoutledgeFalmer, pp. 142-167. 2003.

K-12 education in Michigan (with Julie Berry Cullen). In C. Ballard, P. N. Courant, D. C. Drake, R. Fischer & E. R. Gerber (Eds.), *Michigan at the Millennium: A Benchmark and Analysis of its Fiscal and Economic Structure*, 2003.

Understanding teacher labor markets: Implications for educational equity (with Donald Boyd, Hamilton Lankford, and James Wyckoff). In D. Monk & M. Plecki (Eds.), *School Finance and Teacher Quality: Exploring the Connections, AEFA 2003 Yearbook*, 2003.

Initial matches, transfers, and quits: Career decisions and the disparities in average teacher qualifications across schools (with Donald Boyd, Hamilton Lankford, and James Wyckoff). 2002.

New lives for poor families: Mothers and young children move through welfare reform (with Bruce Fuller and Sharon Lynn Kagan). *The Growing Up in Poverty Wave 2 Findings: California, Connecticut, and Florida*, 2002.

Teacher compensation. *TIAA-CREF Investment Forum*, 2002.

Do higher state test scores in Texas make for better high school outcomes (with Martin Carnoy and Tiffany Smith). *Consortium for Policy Research in Education Research Report*, 2001.

Local revenue options for K-12 education. In J. Sonstelie & P. Richardson (Eds.), *School Finance and California's Master Plan for Education*, pp. 125-154. 2001.

Teacher quality: Its enhancement and potential for improving pupil achievement. In D. H. Monk, H. J. Walberg & M. C. Wang (Eds.), *Improving Educational Productivity*, Greenwich, CT: Information Age Publishing Inc, pp. 99-114. 2001.

The property tax and education finance: Commentary. In W. E. Oates (Ed.), *Property Taxation and Local Government Finance: Essays in Honor of C. Lowell Harriss*, Lincoln Institute of Land Policy: Cambridge MA, pp. 236-241. 2001.

How teachers' choices affect what a dollar can buy: Wages and quality in K-12 schooling. *The Teacher Workforce: Symposium Proceedings from the Education Finance Research Consortium*, 2001.

Coding geographic areas across census years: Creating consistent definitions of metropolitan areas (with David A. Jaeger, Sarah E. Turner, and John Bound). *NBER Working Paper No. 6772*, 1997.

COMPLETED MANUSCRIPTS

Learning that Lasts: Understanding Variation in Teachers' Effects on Students' Long-Term Knowledge (with Ben Master and James Wyckoff). 2014.

Remote but Influential: Peer Effects and Reflection in Online Higher Education Classrooms (with Eric Bettinger, and Eric Taylor). 2014.

Performance Screens for School Improvement: The Case of Teacher Tenure Reform in New York City (with Luke C. Miller and James Wyckoff). 2014.

Do First Impressions Matter? Improvement in Early Career Teacher Effectiveness (with Allison Atteberry and James Wyckoff). *NBER Working Paper No. 19096*, 2013.

Principal time management skills: Explaining patterns in principals' time use and effectiveness (with Jason Grissom and Hajime Mitani). 2013.

Race and the principal pipeline: The prevalence of minority principals in light of a largely white teacher workforce (with Imeh Williams). 2012.

Does state preschool crowd-out private provision? The impact of universal preschool on the childcare sector in Oklahoma and Georgia (with Daphna Bassok and Maria Fitzpatrick). 2012.

Different skills? Identifying differentially effective teachers of English language learners (with Benjamin Master, Camille Whitney, and James Wyckoff). 2012.

Research Directions for Understanding Human Resources in Broad-Access Higher Education Institutions. 2011.

Disparities in child care availability across communities: Differential reflection of targeted interventions and local demand (with Daphna Bassok and Maria Fitzpatrick). 2011.

Student mobility in Milwaukee: The effects of school transfers on mobile and non-mobile students (with Jon Valant). 2011.

Alternative certification in the long run: Student achievement, teacher retention and the distribution of teacher quality in New York city (with Donald Boyd, Erin Dunlop, Hamilton Lankford, Patten Mahler, Rachel O'Brien, and James Wyckoff). 2011.

Effective linking in a principal advice network: A conceptual model and exploratory analysis (with Craig Rawlings). 2011.

Who leaves? Teacher attrition and student achievement (with Donald Boyd, Pamela Grossman, Hamilton Lankford, and James Wyckoff). 2007.

TEACHING

Stanford University

- Inquiry and Measurement in Education (Educ 250A)
- Introduction to Statistical Methods in Education (Educ 160)
- Economics of Education, (Educ 220A and 220Y)
- Education Governance, (Educ 226X)
- Economic Approaches to Education Policy Analysis, (Educ 330x)
- Resource Allocation, (Educ 222)
- Advanced Topics in Quantitative Policy Analysis, (Educ 339X)
- Workshop in the Economics of Education, (Educ 314)
- Regression Analysis, (Educ 250A)
- Administration and Policy Analysis Research Seminar, (Educ 331A)
- Exploratory Data Analysis, (Econ 100X)
- Schooling and Child Policy in Italy, (Overseas Studies 87)

Other

- Public Economics, Doctoral-level. Department of Economics, University of California, Davis
- Intermediate Microeconomics, Department of Economics, University of California, Davis
- Principles of Microeconomics, Teaching Assistant, The Woodrow Wilson Program in Statistics, School of Public Policy, University of Michigan
- Public Policy and International Affairs, University of Michigan.

FELLOWSHIPS, HONORS, AND AWARDS

- Member, National Academy of Education (2013-present)
- American Education Research Association Fellow
- President of the Association for Education Finance and Policy (AEFP, formerly AEFA), 2011-2012
- 2007 Distinguished Research in Teacher Education Award, Association of Teacher Educators
- Stanford School of Education Teaching Award. 2004
- Spencer Foundation Research Training Grant, Stanford University. 2004-2005
- Spencer Foundation Research Training Grant, Stanford University. 2003-2004
- Young Faculty Leaders Forum, Harvard University. 2002-2004
- National Academy of Education / Spencer Foundation Postdoctoral Fellowship. 2001-2003

- The Association for Public Policy Analysis and Management Dissertation Award. 2000
- American Education Finance Association Jean Flanigan Outstanding Dissertation Award. 2000
- Parker Prize for Labor Economics, University of Michigan. 1998
- Sloan Foundation Fellowship. 1997-1998
- Rackham Predoctoral Fellowship, University of Michigan. 1997
- NICHD Trainee, Population Studies Center, University of Michigan. 1995-1997
- Regents' Fellowship for Graduate Study, University of Michigan. 1993-1995
- Summer Research Fellowship, Department of Economics, University Michigan. 1994-1995

RESEARCH GRANTS

- Assessing School Leaders' Development of Management Skills and Leadership: A Longitudinal Mixed-Methods Study. Co-PI with Jason Grissom. U.S. Department of Education. 2010-2013.
- The Availability of Early Childhood Education and Care in the United States. U.S. Department of Education. 2010-2012.
- Institute for Research on Education Policy and Practice Core Grant. The William and Flora Hewlett Foundation. 2009-2011.
- Multi-District Collaborative for Evidenced-Based Reform. Spencer Foundation. 2008-2011.
- Using Data to Support and Guide Urban District Reform. PI with Linda Darling-Hammond. Joyce Foundation. 2008-2010.
- Policy Analysis for California Education. Strong Standards, Weak Finance, Shrinking Opportunity: Revitalizing School Reform with Resources. Hewlett Foundation. 2008-2010.
- Promoting Data-driven, Evidence-based Practices that help to Attract, Develop, and Retain High Quality Teachers in Urban School Districts. Stanford University.
- Postdoctoral Training Fellowship Program for Quantitative Research on Educational Policy and Practice. U.S. Department of Education. 2006-2010.
- Making a Difference: Examining Classroom Practices in Middle School English Language Arts. Co-PI with Pamela Grossman. The Spencer Foundation. 2008-2010.
- Making a Difference: Examining Classroom Practices in Middle School English Language Arts. Co-PI with Pamela Grossman. William T. Grant Foundation. 2008-2010.
- Institute for Research on Education Policy and Practice Core Grant. The William and Flora Hewlett Foundation. 2007-2009.
- Institute for Research on Education Policy and Practice Planning Grant. The William and Flora Hewlett Foundation. 2007.
- Accounting for Differences in Teachers' Value-Added to Student Achievement Scores in Elementary Literacy: Do Classroom Practices Make a Difference? Co-PI with Donald Boyd, Pamela Grossman, Hamilton Lankford, and James Wyckoff. Carnegie Corporation. 2007-2009.
- Do Reduced Barriers to Entry Improve Student Achievement and Teacher Retention: The Case of New York City Math Immersion. PI with Donald Boyd, Pamela Grossman, Hamilton Lankford, and James Wyckoff. Institute of Education Science. 2006-2008.
- Center for Analysis of Longitudinal Data in Education Research. Institute for Education Science. 2006-2011.
- Strong Standards, Weak Finance, Shrinking Opportunity - Revitlaizing School Reform with Resources. PI with Bruce Fuller. Policy Analysis for California Education. 2005-2008.

- Studying Education Policy in Florida. Harvard University. 2006-2007.
- Efficiency and Adequacy of California Public School Finance. Bill & Melinda Gates Foundation, James Irvine Foundation, The Stuart Foundation and The William and Flora Hewlett Foundation. 2005-2007.
- Examining Teacher Preparation: Does the Pathway Make a Difference? Co-PI with Donald Boyd, Pamela Grossman, Hamilton Lankford, and James Wyckoff. National Science Foundation, Carnegie Corporation Grant, Spencer Foundation Grant and City University of New York Grant. 2003-2006.
- Understanding the Dynamics of Teacher Markets: Attracting and Retaining High-Quality Teachers in Low-performing Schools. Co-PI with Donald Boyd, Hamilton Lankford, and James Wyckoff. U.S. Department of Education, OERI Field-Initiated Study. 2001-2003.
- How Can Low-Performing Schools Attract and Retain High-Quality Teachers? Co-PI with Donald Boyd, Hamilton Lankford, and James Wyckoff. Smith Richardson Foundation. 2001-2003.
- Fiscal Substitution and the Effectiveness of School Finance Equalization Policies. National Science Foundation / American Education Research Association Research Grant. 2000-2002.
- The Role of Compensating Differentials, Alternative Labor Market Opportunities and Endogenous Selection in Teacher Labor Markets. Co-PI with Marianne Page. Spencer Foundation. 1999.

SERVICE/ADVISORY BOARDS/OTHER

- Professor of Business (courtesy), Stanford University.
- Editorial board of Education Finance and Policy
- NYC Retrospective Panel 2009
- TFA Studies Advisory Panel 2008-2009
- What Works Clearinghouse Research Perspective working group 2009
- The Brown Center on Education Policy at Brookings Teacher Quality Task Group
- Member of the Center for Analysis of Longitudinal Data in Education Research 2006-present
- National Research Council Committee on Test-Based Accountability 2006-2009 and Council Committee on Evaluation of the Impact of Teacher Certification by NBPTS 2005-2008
- Carnegie-IAS Commission on Mathematics and Science Education 2008-2009
- National Working Group on Funding Student Success 2007-2008
- The Charter School Achievement Consensus Panel, Center on Reinventing Public Education, University of Washington. 2005-2006
- RAND Project Advisory Group, Adequacy and Efficiency of Preschool Education in California, 2006.
- Academic Consultant to the U.S. Chamber of Commerce, Center for American Progress, and Frederick M. Hess of AEI for State-by-State Education Report Cards. 2006.
- Expert Review Committee, Inside Charter Schools: Understanding Charter School Human Resources, Center on Reinventing Public Education, University of Washington.
- Past Board Member: American Education Finance Association
- Faculty Steering Committee Member: John W. Gardner Center For Youth and Their Communities
- Editorial Board of Economics of Education Review
- The International Association for the Evaluation of Educational Achievement: Expert Panel on Teachers
- Stanford: Faculty Senate, Steering Committee, Committee on Committees; Stanford University Press Editorial Board

