

MIN SUN

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ACADEMIC POSITIONS

- 2018 - present Associate Professor in Education Policy
Director of Education Policy Analytics Lab
College of Education
University of Washington
- 2014 -18 Assistant Professor in Education Policy
College of Education
University of Washington
- 2011-14 Assistant Professor in Quantitative Methods and Policy Analysis
School of Education
Virginia Polytechnic Institute and State University (Virginia Tech)

EDUCATION

- 2006-11 Ph.D. dual major in Educational Policy (Ed. Policy) and Measurement and Quantitative Methods (MQM)
Michigan State University
- 2003-06 M.A. Economics of Education
Beijing Normal University
- 1999-03 B.A. Pre-school Education
Hebei University

OTHER PROFESSIONAL EXPERIENCES

- 2014-15 Visiting Scholar at the Center for Education Policy Analysis
Graduate School of Education
Stanford University
- 2005-06 Visiting Scholar in Educational Policy
European Commission
European Union

AWARDS AND HONORS

- 2020 Winner NSF I-Corps Competition at Northwest site: "Colleague"
2016 Thomas B. Fordham Institute and American Enterprise Institute: Emerging Education Policy Scholar
- 2014 National Science Foundation (NSF): Early Career Scholar
2011 American Educational Research Association (AERA): Dissertation Grant Award
2007 Michigan State University: Graduate Student Research Enhancement Award
2006 Michigan State University: Erickson Research Fellowship

2006 Beijing Normal University: Excellent Thesis for Master's Degree
 2005 European Commission: Full Erasmus Mundus Scholarship

PEER-REVIEWED JOURNAL ARTICLES

* indicates a graduate student # indicates a practitioner

Kim, J. *, & Sun, M. (2020). The implementation and potential effects of teacher evaluation under local control. *School Effectiveness and School Improvement*.

Sun, M., Kennedy, A.I. *, & Anderson, E.M. # (2020). The multidimensionality of school performance: Using multiple measures for school accountability and improvement. *Education Policy Analysis Archives*, 28 (89). <https://doi.org/10.14507/epaa.28.4689>

Bastian, K.C., Sun, M., & Lynn, H. (2019). What do surveys of program completers tell us about teacher preparation quality? *Journal of Teacher Education*.
<https://doi.org/10.1177/0022487119886294>

Sun, M., Liu, J., LeClair, Z. *, & Zhu, J. * (2019). Using a text-as-data approach to understand reform processes: A deep exploration of school improvement strategies. *Educational Evaluation and Policy Analysis*, 41(4), 510-536.

Kim, J. *, Sun, M., & Youngs, P. (2019). Developing the 'will': The relationship between teachers' perceived Policy legitimacy and instructional improvement? *Teachers College Record*, 121(3), 1-44.

Sun, M. (2018). Black teachers' retention and transfer patterns in North Carolina: How do patterns vary by teacher effectiveness, subject, and school conditions? *AERA Open*, 4(3), <https://doi.org/10.1177/2332858418784914>

Master, B., Sun, M., & Loeb, S. (2018). Teacher workforce developments: Recent changes in academic competitiveness and job satisfaction of new teachers. *Education Finance and Policy*, 13(3), pp.310-332.

Sun, M., Penner, E., & Loeb, S. (2017). Resource- and approach-driven multi-dimensional change: Three-year effects of School Improvement Grants. *American Educational Research Journal*. 54(4), 607-643.

Sun, M., Saultz, A. *, & Ye, Y. * (2017). Federal policy and the teacher labor market: Exploring the effects of NCLB school accountability on teacher turnover. *School Effectiveness and School Improvement*, 28(1), 102-122.

Sun, M., Loeb, S., & Grissom, J. A. (2017). Building teacher teams: Positive spillover from more effective colleagues. *Educational Evaluation and Policy Analysis*, 39(1), 104-125.

Sun, M., & Ni, Y. (2016). Work environments and labor markets: Explaining principal turnover gap between charter schools and traditional public schools. *Educational Administration Quarterly*, 52(1), 144-183.

- Among the journal's top 20 most-read articles in 2016.

Ni, Y., Sun, M., & Rorrer, A. (2015). Principal turnover: Upheaval and uncertainty in charter schools? *Educational Administration Quarterly*, 51(3), 409-437.

- Among the journal's top 10 most-read articles in 2015 and 2016.

- Frank, K. A., Lo, Y., & Sun, M. (2014). Social network analysis of the influences of educational reforms on teachers' practices and interactions. *Zeitschrift für Erziehungswissenschaft*, 17, 117-134. (all three authors are in equal authorship).
- Sun, M., Garrison, A. *, Larson, C. J., & Frank, K. A. (2014). Exploring colleagues' professional influences on mathematics teachers' learning. *Teachers College Record*, 116(6), 305-335.
- Konstantopoulos, S., & Sun, M. (2014). Are teacher effects larger in small classes? *School Effectiveness and School Improvement*, 25(3), 312-328.
- Sun, M., Penuel, W. R., Frank, K. A., Gallagher, H. A., & Youngs, P. (2013). Shaping professional development to promote the diffusion of instructional expertise among teachers. *Educational Evaluation and Policy Analysis*, 35(3), 344-369.
- Among the journal's top 10 most-read articles in 2013 and #1 in Aug. & Sept., 2013.
- Sun, M., Frank, K. A., Penuel, W.R., & Kim, C. (2013). How external institutions penetrate schools through formal and informal leaders? *Educational Administration Quarterly*, 49(4), 610-644.
- Penuel, W. R., Frank, K. A., Sun, M., Kim, C., & Singleton, C. A. (2013). The organization as a filter of institutional diffusion. *Teachers College Record*, 115(1), 306-339.
- Konstantopoulos, S., & Sun, M. (2012). Is the persistence of teacher effects in early grades larger for lower-performing students? *American Journal of Education*, 118(3), 309-339.
- Penuel, W. R., Sun, M., Frank, K. A., & Gallagher, H. A. (2012). Using social network analysis to study how collegial interactions can augment teacher learning from external professional development. *American Journal of Education*, 119(1), 103-136.
- Sun, M., Youngs, P., Yang, H., Chu, H., & Zhao, Q. (2012). The association of district principal leadership evaluation with learning-centered leadership practice: Evidence from Michigan and Beijing. *Educational Assessment, Evaluation and Accountability*, 24(3), 189-213.
- Sun, M., & Youngs, P. (2009). How does district principal evaluation affect learning-centered principal leadership? Evidence from Michigan school districts. *Leadership and Policy in Schools*, 8(4), 411-445.

MANUSCRIPTS UNDER PEER REVIEW

- Sun, M., Kennedy, A., & Loeb, S. The longitudinal effects of School Improvement Grants. (R&R)
- Aulck, L. Malters J., Lee C. Mancinelli, G., Sun, M., & West, J. Helping students FIG-ure it out: A computational mixed-methods study of freshmen seminars via FIGs. (under review)

MANUSCRIPTS IN PROGRESS

- Sun, M., Candelaria, C. A., *LeClair, Z., & *Kabourek, S.E. Resources equity in teacher salaries under McCleary school finance reforms. (*Sun & Candelaria are in equal authorship*).
- Sun, M., *Chang, K., & *LeClair, Z. What can novel "big" data afford for educational research and practice? Illustrated by applying Social Network Analysis tools to school improvement report data.

Sun, M., *Chang, K., & *LeClair, Z. What characterizes effective leadership teams that drive school turnaround: A social network analysis approach.

Barajas-López, F., Ishimaru, A. M., **Sun, M.** Building systemic capacity for racial equity: A longitudinal mixed-methods study of how this reform unfolds in one urban school district. (*Equal authorship, alphabetically ordered*).

BOOK CHAPTERS

Penuel, W. R., Spillane, J. P., & **Sun, M.** (2021). Learning sciences and policy design and implementation: Key concepts and tools for collaborative engagement. In (Eds. R.K. Sawyer) *Cambridge Handbook of the Learning Sciences*.

Sun, M., Mutcherson B. R. *, & Kim, J.* (2015). Teachers' use of information to improve instruction and school supports for this use. In J. A. Grissom & P. Youngs (Eds.), *Making the most of multiple measures: The impacts and challenges of implementing rigorous teacher evaluation systems* (pp. 102-115). New York, NY: Teachers College Press.

Sun, M. (2014). Capacity building of organizations. In D. J. Brewer and L. O. Picus (Eds.), *Encyclopedia of education economics and finance* (pp. 93-97). Thousand Oaks, CA: Sage Publications.

Penuel, W. R., Frank, K. A., **Sun, M.**, & Kim, C. (2011). Teachers' social capital and the implementation of schoolwide reforms. In S. Kelly (Ed.), *Assessing teacher quality: Understanding teacher effects on instruction and achievement* (pp. 183-200). New York, NY: Teachers College Press.

COMMENTARIES, BRIEFS AND REPORTS (SELECTED)

Sun, M. (June, 2020). *Reinvesting in school improvement as a strategy for economic recovery*. *Brown Center Chalkboard at the Brookings Institute*. Retrieved from <https://www.brookings.edu/blog/brown-center-chalkboard/2020/06/12/reinvesting-in-school-improvement-as-a-strategy-for-economic-recovery/>

Sun, M., Kennedy, A.* , Anderson, E.# (2018). *What do states need to know about using multiple measures for school accountability?* Seattle, WA: Education Policy Analytics Lab.

Bastian, K.C., **Sun, M.**, & Lynn, H. (2017). *What do graduate surveys tell us about teacher preparation quality?* Chapel Hill, NC: Education Policy Initiative at Carolina.

Sun, M., Mutcherson, R. B. *, & Kim, J.* (2015). *The implementation of Virginia Teacher Evaluation System: Year 2 Report*. Seattle, WA: University of Washington.

Sun, M., Mutcherson, R. B. *. (2014). *The implementation of Virginia Teacher Evaluation System: Year 1 Report*. Blacksburg, VA: Virginia Tech.

Sun, M. (2013). *Shaping professional development to promote the diffusion of instructional expertise among teachers*. Palo Alto, CA: Policy Analysis for California Education.

Sun, M. (2012). *Evaluation of the National Writing Project School Partnership: Report on a social network analysis*. Blacksburg, VA: Virginia Tech.

FUNDED RESEARCH PROJECTS (SELECTED)

- 01/2021-12/22 William T. Grant Foundation, "Reducing Inequality through School Finance Reforms: Understanding the Mechanisms and Outcomes." Principal Investigator (with Equal co-PIs, David Knight, Chris Candelaria, and co-PI, Marge Plecki). Award amount: \$250,000.
- 07/2019-06/21 Institute of Education Sciences (IES), "Systemic Teacher Talent Management: Partnering to Support Beginning and Struggling Veteran Teachers." Principal Investigator (with Co-PIs Clover Codd, Eric Anderson, Marge Plecki, & Kevin Bastian). Award amount: \$400,000.
- 07/2018-06/20 Spencer Foundation, "Public Policy, Organizational Reform Strategies and Performance: A Textual Analysis of Strategic Actions that Move the Needle in Underperforming Schools." Principal Investigator. Award amount: \$50,000.
- 01/2018-12/20 Spencer Foundation, "Collaborating to Build School and Systems Capacity for Racial Equity". Co-Principal Investigator (with PI Ann Ishimaru and Co-PI Filiberto Barajas-López). Award amount: \$400,000.
- 08/2014-07/20 National Science Foundation (NSF), Supplement to "CAREER: Exploring Beginning Mathematics Teachers' Career Patterns." Principal Investigator. Award amount: \$86,942.
- 08/2014-07/20 National Science Foundation (NSF), "CAREER: Exploring Beginning Mathematics Teachers' Career Patterns." Principal Investigator. Award amount: \$621,578.
- 06/2017-05/18 Washington Educational Research Association (WERA), "Research Collaborative on Addressing Systemic Disparities in Education." Co-Principal Investigator (with PI Ann Ishimaru and Co-PI Filiberto Barajas-López). Award amount: \$4,185.
- 09/2013-08/15 National Science Foundation (NSF), "Cross-National Comparison of School and District Supports for High-Quality Mathematics Instruction in the U.S. and China." Co-Principal Investigator (with PI Thomas Smith and Co-PI Paul Cobb). Award amount: \$200,000.
- 07/2013-06/14 Virginia Tech, "Organizing for Policy Implementation in Schools: Evidence from the Implementation of New Performance-Based Teacher Evaluation Reform in Virginia." Jointly funded by the College of Liberal Arts and Human Sciences (CLAHS) Grant-Writing Incentive Grants and Institute for Society, Culture, and Environment (ISCE). Principal Investigator. Award amount: \$10,000.
- 08/2012-09/12 Virginia Tech, "School and District Supports for Mathematics Teachers' Learning." Funded by the Institute for Society, Culture, and Environment (ISCE). Principal Investigator. Award amount: \$5,000.
- 06/2010-05/11 American Educational Research Association (AERA), in conjunction with National Science Foundation (NSF), "Shaping Professional Development to Promote the Diffusion of Instructional Expertise among Teachers." Principal

Investigator. Award amount: \$20,000.

INVITED SPEAKER PRESENTATIONS (SELECTED)

- 2020 University of Chicago, Workshop on Education Committee, Speaker Series.
- 2020 University of Oregon, College of Education. Data Science in Education Speaker Series.
- 2017 LEV Webinar, the Leagues of Educational Voter, Seattle, WA.
- 2017 Featured panel at The International Teacher Leadership Conference, Bill & Melinda Gates Foundation and the University of Florida, Miami, FL.
- 2016 Joint seminar at the Department of Economics and Woodring College of Education at Western Washington University, Bellingham, WA.
- 2015 Labor Economics brownbag at the University of Washington, Seattle, WA.
- 2015 Social Network Analyses seminar at Michigan State University, East Lansing, MI.
- 2014 Faculty seminar at the Center for Education Policy Analysis (CEPA) at Stanford University, Palo Alto, CA.
- 2014 EdPolicyWorks: The Center for Education Policy and Workforce Competitiveness. University of Virginia, Charlottesville, VA.
- 2013 Educational Policy Center at Michigan State University, East Lansing, MI.

MEDIA COVERAGE (SELECTED)

- 2020 "Podcast: Reinvesting in school improvement as a strategy for economic recovery from COVID-19". *UW Today* and the *UW COE News*
 "Can big data help faster a more culturally responsive teaching workforce?"
 EduTalks 2020, UW College of Education
 "Hindsight improves the picture for Obama-Era school improvement program"
Education Week
 "Machine learning in schools? UW researcher eyes big role for big data in improving public education" *Seattle Times*
 "Big Obama administration grants for Washington's worst schools paid off, new study shows" *Seattle Times*
- 2019 "Performance gap among Washington students widens on national test as gifted education faces scrutiny" *Seattle Times*
 "11 Charts that changed the way we think about schools in 2018" *The 74 Million Kids*
- 2018 "Black teachers leave schools at higher rates—Why?" *Chalkbeat*
 "Grants to strengthen community-engaged partnerships." *UW COE News*.
- 2017 "Betsy DeVos called Obama's school turnaround program a failure, but new research shows it worked—in a few places." *Chalkbeat*
 "Study: Sustained investment in lowest-performing schools can drive improvement." *UW Today*
 "UW study suggests federal school-improvement grants weren't a complete waste." *Seattle Times*
 "Criticized federal grant program helped turn around Spokane's Rogers High School." *The Spokesman-Review*
- 2016 "School leadership and teacher collaboration." *Education Week*
 "An effective teacher can improve student learning across the grade, study finds."

Education Week

“New teachers rate higher academically than in the past.” *Seattle Times*

“A teacher satisfaction gap? New study shows teachers of color less happy in their schools.” *The 74 Million Kids*

“Teachers of color less happy in their schools, new study shows.” *UW COE Newsletter*

2015

“The spillover effect: Good teaching doesn’t stop at the classroom door.” *UW Today*

“Social capital matters as much as human capital—A message to skeptics.” *Albert Shanker Institute Blog*

“What makes professional development ripple through a school?” *School Leadership 2.0*

PEER-REFEREED CONFERENCE PRESENTATIONS (SELECTED)

Sun, M., Candelaria, C. A., *LeClair, Z., & *Kabourek, S.E. *Resources equity in teacher salaries under McCleary school finance reforms. (Sun & Candelaria are in equal authorship)*. Paper presented at:

- Annual Meeting of the American Education Research Association (AERP), Fort Worth, Texas, March 2020.

Sun, M., Kennedy, A., & Loeb, S. *The longitudinal effects of School Improvement Grants*. Different versions of this paper presented at:

- Annual Meeting of the American Education Research Association (AERP), Toronto, Canada, April, 2018.
- Annual Meeting of the Association for Public Policy Analysis and Management (APPAM), Denver, CO. November 2019.

Sun, M., Liu, J., Zhu, J., & LeClair, Z. *Public policy, organizational reform strategies, and performance: A textual analysis of strategic actions that move the needle in underperforming schools*. Different versions of this paper presented at:

- Annual Meeting of the Association for Education Finance and Policy (AERP), Portland, OR. March, 2018.
- Annual Meeting of the Association for Public Policy Analysis and Management (APPAM), Chicago, IL. November, 2017.

Sun, M., Penner, M., & Loeb, S. *Resource- and approach-driven multi-dimensional change: Three-year effects of School Improvement Grants*. Different versions of this paper presented at:

- Annual Meeting of the Association for Education Finance and Policy (AERP), Washington, DC. March, 2017.
- Annual Meeting of the Association for Public Policy Analysis and Management (APPAM), Washington DC. November, 2016.

Sun, M. *Retention and transfer patterns of Black teachers vary by their effectiveness, subjects, and school conditions*. Different versions of this paper presented at:

- Annual Meeting of the Association for Education Finance and Policy (AERP), Washington, DC. March, 2017.
- Annual Meeting of the American Education Research Association (AERA), San Antonio, TX. April, 2017

- Saultz, A., Lane, J., & Sun, M. (2017, April). *What should educational leaders know about teacher policy under ESSA?* Paper presented at the Annual Meeting of the American Education Research Association (AERA), San Antonio, TX.
- Sun, M., Loeb, S., & Grissom, J. A. *Building teacher teams: Positive spillover from more effective colleagues.* Different versions of this paper presented at:
- Annual Meeting of the Association for Education Finance and Policy (AEFP), Denver, CO. March, 2016.
 - Annual Meeting of the Association for Public Policy Analysis and Management (APPAM), Miami, FL. November, 2015.
 - Annual Meeting of the American Education Research Association (AERA), San Antonio, TX. April, 2017.
- Sun, M., Mutcherson B. R., & Kim, J. (2016, March). *Teachers' use of information to improve instruction and school supports for this use.* Paper presented at the Annual Meeting of the Association for Education Finance and Policy (AEFP), Denver, CO.
- Sun, M., Saultz, A., & Ye, Y. *Federal policy and the teacher labor market: Exploring the effects of NCLB on teacher turnover.* Different versions of this paper presented at:
- Annual Meeting of the American Education Research Association (AERA), Chicago, IL. April, 2015.
 - Annual Meeting of the Association for Education Finance and Policy, San Antonio, TX. March, 2014.
- Sun, M., Frank, K. A., Spillane, J., Penuel, W. R., & Daly, A. (2014, April). *Analysis of social networks of educators: Empirical findings, practical applications, new directions and theoretical issues.* Presenter and Chair, Presidential Session at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Sun, M. (2013, March). *Effects of schools' failure to make Adequately Yearly Progress (AYP) on teacher turnover: An application of propensity score matching.* Paper presented at the Annual Meeting of the Association for Education Finance and Policy, New Orleans, LA.
- Sun, M., & Ni, Y. (2013, March). *Explaining the principal turnover gap between charter schools and traditional public schools: Evidence from a nationally representative sample.* Paper presented at the Annual Meeting of the Association for Education Finance and Policy, New Orleans, LA.
- Sun, M., & Penuel, W. R. (2012, April). *Longitudinal analysis of how professional development can promote changes in teaching and learning.* Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, BC, Canada.
- Sun, M., & Youngs, P. (2012, April). *The association of district principal leadership evaluation with learning-centered leadership practice.* Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, BC, Canada.
- Sun, M., & Penuel, W. R. (2012, April). *Using social network analysis to study how collegial interactions can augment teacher learning from external professional development.* Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, BC, Canada.
- Sun, M., & Frank, P. (April, 2011). *Peers' influence on teachers' pedagogical content knowledge*

and instructional practices. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Sun, M., & Penuel, W. R. (2010, April). *Formal versus informal leaders: How institutions penetrate schools.* Paper presented at the Annual Meeting of the American Educational Research Association, Denver, CO.

RESEARCH CONSULTING

- 2015-present Advisory Board Member, "Pre-service Teachers and Their Clinical Experience." PI: Mark Windschitl
- 2014-present Collaborator, "Effective Human Resource Management in San Francisco Unified School District". Partnership between the Center for Education Policy Analysis at Stanford University and San Francisco Unified School District. PI: Susanna Loeb
- 2013-2018 Consultant, "Building Capacity for Science Standards Through Networked Improvement Communities." Funded by the National Science Foundation (NSF). PIs: Jessica Thompson & Mark Windschitl
- 2009-12 Consultant, "Middle School Mathematics and the Institutional Setting of Teaching." Funded by the National Science Foundation (NSF). PIs: Paul Cobb & Thomas Smith
- 2009-12 Consultant, "National Evaluation of Writing Professional Development." Funded by multiple sources, including the Institute of Education Sciences (IES) and the National Science Foundation (NSF). PIs: H. Alix Gallagher & Patrick Shields

COURSES TAUGHT

- EDLPS 302:* Introduction to Education Policy
- EDLPS 560:* Education Policy Studies and Practice
- EDLPS 567:* Education Policy for the Improvement of Teaching and Learning
- EDLPS 564:* Economics of Education
- EDEL 6044:* Educational Policy and School Governance
- *EDSPY 567:* Applied Quasi-Experimental Design and Data Analysis in Education and Other Social Sciences
- EDRE 6605:* Quantitative Research Methods in Education I
- EDRE 6606:* Quantitative Research Methods in Education II
- EDRE 6654:* Multivariate Statistics for Applications to Educational Problems

ADVISING

- Chair: Carlos Aldrete (Ph.D. student in Education Policy, 2020- present)
- Cecilia Ramirez (Ph.D. student in Education Policy, 2018- present)
- Zach LeClair (Ph.D. student in Education Policy, 2018- present)
- Alan Moore (Ph.D. student in Education Policy, 2017-present)
- Junmeng Zhu (Ph.D. student in Measurement and Statistics, 2016-present)
- Nathan Adkins (Ph.D. student in Education Policy, 2015-present)
- Dr. Yincheng Ye (2015); Research Associate at the College of Education at Michigan State University
- Dr. Ryan Brock Mutcherson (2015); Director of Assessment at the Medical School at Virginia Tech
- Co-chair: Dr. Mechelle Savedge Blunt (2013)
- Committee Katherine Chang (Ph.D. student in Education Policy, 2020-present)

member: Andres Sanchez (Ph.D. student in Economics, 2019)
 Linghui Chu (Ph.D. student in Early Childhood Studies, 2017-present)
 Alec Kennedy (Ph.D. student in Public Affairs, 2019)
 Lavi Auluk (Ph.D. student in the iSchool, 2019)
 Caroline Black (Ph.D. student in Early Childhood Studies, 2018)
 Anna Van Windekens (Ph.D. student in Special Ed., 2018)
 Dr. Mahtab Nazemi (2017)
 Dr. Jihyun Kim (2017); Assistant Professor in Educational Leadership and Policy,
 Lehigh University.
 Dr. Sumeyra Sahbaz (2014)
 Dr. Molly Hall (2014)
 Dr. Roofia Galeshi (2012)
 Dr. Kenneth Nicely (2012)

SERVICE

College and University

2019- present Chair/ Vice Chair, Academic Initiative and Program Committee, College of Education at the University of Washington
 2018-2020 Committee Member, UW Royal Research Funds Review Committee
 2016-2017 Member, Faculty Development and Support Committee, College of Education at the University of Washington
 2016 Sponsor, State Assistant Superintendent, Michael Merrin, UW visit
 2014-present Organizer, Teacher Quality and Quantitative Education Policy Forum (jointly with Drs. Cap Peck and Mike Knapp), College of Education at the University of Washington
 Spring 2013 Member, Committee for the review of the continuing charter of the Center for Research and Development in Education (CRaDIE) at Virginia Tech
 Spring 2012 Member, Higher Education Visiting Assistant Professor Search Committee at Virginia Tech

Regional and State Level

2017-present Committee member, the Washington State K12 Education Data Governance Committee
 2016-present Expert Panelist, Seattle Public Schools in Washington
 2016-2018 Expert Panelist, Research-Policy Alliance with the State of Washington Office of School and System Improvement
 2015-2018 Expert Panelist, the State of Washington Professional Educator Standards Board (PESB)
 2012-2015 Expert Panelist, Salem City Schools in Virginia

National Level

2016-present Editorial Board Member, *Educational Evaluation and Policy Analysis*
 2018- 2019 Associate Editor, Educational Administration Quarterly (EAQ)
 2017-2018 Member, the Meetings/Conference Committee, Association for Public Policy Analysis and Management (APPAM)
 2012, 2013 Member, AERA Division H Outstanding Publication Award Competition Review Panel

March 2013 Discussant, the Association of Educational Finance and Policy annual meeting
2009-2018 Proposal Reviewer, American Educational Research Association (AERA) annual meetings
2009, 2010 Proposal Reviewer, University Council of Educational Administration (UCEA)
2011-2019 Grant Proposal Reviewer, National Science Foundation (NSF)
2014 Grant Proposal Reviewer, Spencer Foundation
2014 spring Member, AERA Division L, Outstanding Dissertation Award Competition Review Panel

Peer Reviewer for Journals

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

PROFESSIONAL AFFILIATIONS

Association for Education Finance and Policy (AEFP)
Association for Public Policy Analysis and Management (APPAM)
Society for Research on Educational Effectiveness (SREE)
American Educational Research Association (AERA)

*School Effectiveness; *School Restructuring. ABSTRACT. This paper examines the contributions of the two dominant theories of school improvement--effective schools and school restructuring--to education. The first section reviews effective schools theory; the second section reviews the school restructuring literature, with attention to its extension of tenets of the effective schools paradigm. Each section includes a brief historical. School Effectiveness. Effective schools that promote student academic success and social development are a major contributor to the immediate and lifetime success of students. CEPA researchers examine what school level factors impact student achievement, the measures of school effectiveness, and the efficacy of programs and policies intended to make schools more effective. Displaying 1 - 60 of 68. Classroom Segregation Without Tracking: Chance, Legitimacy, And Myth In "Racial Paradise". School-based governance: Local control also manifests in the form of school-based governance, which can take a wide variety of forms from school to school. For example, charter schools--privately operated schools funded partially or entirely by public money, often in the form of student tuition paid by states and communities--typically have their own distinct governance structure and board of directors. Improve academic quality and teaching effectiveness in a school. Supporting school leaders to become more effective in leading reading improvements. Tony Townsend, Anne Bayetto. Published: 8 December 2020. by Informa UK Limited. in School Effectiveness and School Improvement. References: 23. School Effectiveness and School Improvement pp 1-24; doi:10.1080/09243453.2020.1858118. Show/hide abstract. The publisher has not yet granted permission to display this abstract. School effectiveness is a fast-growing subject in educational research. This is the only journal devoted to the theme and its international authors enjoy an appropriate | Read 791 articles with impact on ResearchGate, the professional network for scientists. School Effectiveness and School Improvement (SCHOOL EFFECTIVENESS AND SCHOOL IMPROVEMENT). Publisher: Taylor & Francis (Routledge). Journal description. Official Journal of the International Congress for School Effectiveness and Improvement (ICSEI). School effectiveness is a fast-growing subject in educational research. This is the only journal devoted to the theme and its international authors enjoy an appropriate international readership.