

MIMI ENGEL
UNIVERSITY OF COLORADO BOULDER
SCHOOL OF EDUCATION
249 UCB, BOULDER, CO 80309
MIMI.ENGEL@COLORADO.EDU

AREAS OF SPECIALIZATION

Substantive: Overarching interest in improving 1) opportunities to learn for youth in ECE-12th grade from marginalized populations and 2) working conditions for the teachers who serve them
Topics – Early childhood education: kindergarten; mathematics teaching and learning | Teachers: educator labor markets; teacher policies; teacher & student outcomes | Contextual influences on youth that potentiate positive developmental outcomes

Methodological: Program evaluation, quantitative methods, mixed methods

CURRENT ACADEMIC APPOINTMENT

2017-present Associate Professor, Research & Evaluation Methodology (REM), School of Education, University of Colorado Boulder

PREVIOUS ACADEMIC, ADMINISTRATIVE, & PROFESSIONAL POSITIONS

Jan 2019- May 2024	Program Chair, Research & Evaluation Methodology, School of Education, University of Colorado Boulder
Jan 2022- Dec 2024	Faculty Director for New Faculty Development, Office of Faculty Affairs, University of Colorado Boulder
2009-2017	Assistant Professor of Public Policy & Education, Department of Leadership, Policy and Organizations, Peabody College of Vanderbilt University
2008-2009	Institute of Education Sciences (IES) Postdoctoral Fellow Mentor, Larry Hedges, Northwestern University
1998-2002	Research Associate/Study Co-Director, Consortium on Chicago School Research & School of Social Service Administration, University of Chicago
1995-1997	Project Coordinator, Youth Outreach Services, Chicago, IL
1993-1994	Case Manager/Counselor, Fillmore Center for Human Services, Berwyn, IL

EDUCATION

2008 Northwestern University
Ph.D., Human Development and Social Policy
Dissertation: *Principals' and districts' hiring practices: An exploration of the demand side of the teacher labor market*

- 1998 University of Chicago
A.M., Social Service Administration
- 1993 University of Illinois at Urbana-Champaign
B.A., History (major); Literature (minor)

AFFILIATIONS

- 2017-present Faculty Affiliate, Center for Assessment, Design, Research, & Evaluation (CADRE), School of Education, University of Colorado Boulder
- 2018-present Faculty Affiliate, Institute of Behavioral Science, University of Colorado Boulder
- 2020-2022 Faculty Fellow, Renée Crown Wellness Institute, University of Colorado Boulder
- 2011-present Affiliate, Urban Education Lab, University of Chicago
- 2008-2014 Affiliate, Center for the Analysis of Pathways from Childhood to Adulthood, University of Michigan (Center ended in 2014)

RESEARCH GRANTS & FUNDING

EXTERNAL

- 2025-2026 Implementing HQIM in a Transformation Network District. Colorado Department of Education (Co-PI), \$99,995
- 2022-2025 Human Tutoring Augmented by Artificial Intelligence (AI): A Tutoring Analytics and Performance Support Model to Improve the Work and Professional Growth of Future Tutors. National Science Foundation, Standard Grant (Co-PI), \$1,800,000
- 2022-2024 A Deeper Phase of Partnership: Supporting DPS as it Confronts Unintended Ethnoracial Bias in Teacher Policies. William T. Grant Foundation's Institutional Challenge Grant, 2-year Continuation Grant (PI), \$350,000
- 2019-2022 Partnering to Improve: The Denver Public Schools and CU-Boulder Teacher Workforce Collaborative. William T. Grant Foundation's Institutional Challenge Grant with support from The Spencer Foundation (PI), \$649,997
- 2019-2021 Mind the Gap: Partnering to Narrow Denver's Achievement Gaps by Retaining Top Teachers. Institute of Education Sciences, Researcher-Practitioner Partnerships in Education Research RFA (CFDA: 84.305H) (PI), \$400,000
- 2018-2019 Variation in Early Mathematics Instruction across Grades and Schools. Heising-Simons Foundation, (Co-PI), \$900,000
- 2016-2017 The Alignment of Mathematics Content in the Earliest Years of Formal Schooling Heising-Simons Foundation, (Co-PI), \$487,872

- 2015-2016 A Field Study of Mathematics Teaching in Kindergarten. Heising-Simons Foundation, (Co-PI), \$265,415
- 2011-2014 The Causes of Truancy and Dropout: A Mixed-Methods Experimental Study in Chicago Public Schools. William T Grant Foundation, (Co-Investigator), \$597,811
- 2007-2008 AERA/IES Dissertation Grant, \$15,000
- 2006 WT Grant Foundation, Research Grant, (Co-Investigator), \$25,000

INTERNAL

- 2023-2024 Kindergarten in the United States: Evidence, Problems, and Possible Solutions. CU Boulder LEAP Individual Growth Grant Award. (PI), \$8,385
- 2021-2022 Collaborating on CollaboRATE: Partnering to Shine Light on the Racialized Experiences of DPS Teachers. School of Education Place-Based Partnership Seed Award. (Co-PI), \$19,362
- 2020 Collaborating on CollaboRATE: Reimagining Denver's Teacher Survey to Capture Racialized Teacher Experiences in DPS Schools. Women Investing in the School of Education (WISE) Grant. (Co-PI), \$9,852
- 2019-2020 Formation of a Long-Term RPP with Denver Public Schools. CU Boulder Research & Innovation Seed Grant Program (Co-PI). \$49,460
- 2018-2019 Partnering to Improve Denver Public Schools' Talent Management Team: The SoE-DPS Teacher Workforce Collaborative. School of Education Place-Based Partnership Seed Grant. (Co-PI), \$20,000

AWARDS & FELLOWSHIPS

- 2027-2028 Research & Innovation Office (RIO) Faculty Fellows Program, University of Colorado Boulder (*fellowship participation postponed; invitation for 2026-2027*)
- 2022 Provost's Faculty Achievement Award, University of Colorado Boulder
- 2014-2016 National Academy of Education (NAEd)/Spencer Postdoctoral Fellow
- 2010-2011 Ralph E. Powe Junior Faculty Enhancement Award, Oak Ridge Associated Universities
- 2008-2009 Institute of Education Sciences Post-Doctoral Fellow, Northwestern University
- 2003-2008 Institute for Policy Research Graduate Research Fellow, Northwestern University
- 2002-2003 Northwestern University Graduate Fellow
- 1996-1998 School of Social Service Administration, University of Chicago, Merit Scholarship

PUBLICATIONS

⁺denotes graduate student advisee at time of writing

PEER-REVIEWED JOURNAL ARTICLES & HANDBOOK CHAPTERS

⁺Doughty, M., Atteberry, A., & **Engel, M.** (2025) “The Challenge of Measuring Instructional Coach Effectiveness.” *Educational Policy*. Online First
<https://doi.org/10.1177/08959048251395199>

Engel, M., ⁺Denker, H., ⁺Shaw Attaway, D. (2025). “Curricula in Early Childhood Education Preschool Settings.” In Cohen-Vogel, L, Youngs, P., & Scott, J (Eds). *Handbook of Education Policy Research* 2nd ed., pp. 959-983. American Educational Research Association (AERA).

⁺Shaw Attaway, D., **Engel, M.**, Jacob, R., Claessens, A. (2025). “Understanding Mathematics Instruction in Kindergarten.” *The Elementary School Journal*. 10(3). pp. 518-547.

Engel, M., Jacob, R., Hart Erickson, A., Mattera, S., ⁺Shaw Attaway, D., & Claessens, A. (2024). The Alignment of P–3 Math Instruction. *AERA Open*, 10.
<https://doi.org/10.1177/23328584241281483>

Robinson, K., Hubbard, D., Jacob, R., Erickson, A., **Engel, M.** (2023) Variations in Mathematics Content Coverage, Topic Sequencing, Instructional Grouping, and Representational Strategies—an Analysis of Three U.S. Kindergarten Mathematics Textbooks. *The Elementary School Journal*. 50(2). 270-296. <https://doi.org/10.1086/727474>

Engel, M., Jacob, R., Claessens, A., & Hart, A. (2021) Kindergarten in a Large Urban District. *Educational Researcher*. 50(6). 401-415.

Engel, M., Cannata, M., & ⁺Curran, F.C. (2018). Principal Influence in Teacher Hiring: Documenting Decentralization over Time. *Journal of Educational Administration*. 56(3), 277-296.

Engel, M., Claessens, A., Watts, T.W., Stone, S.I. (2016). Socioeconomic Inequality at School Entry: A Cross-Cohort Comparison of Families and Schools. *Children and Youth Services Review*. 71, 227-232.

Engel, M., Claessens, A., Watts, T.W., & Farkas, G. (2016). Mathematics Content Coverage and Student Learning in Kindergarten. *Educational Researcher*. 45(5), 293-300.

Engel, M. & ⁺Curran, F.C. (2016). Toward Understanding Principals’ Hiring Preferences. *Journal of Educational Administration*. 54(2), 173-190.

Engel, M. & Cannata, M. (2015) Localism and Teacher Labor Markets: How Geography and Decision-Making May Contribute to Inequality. *Peabody Journal of Education*. 90(1), 84-92.

Engel, M. & ⁺Finch, M.A. (2015). Staffing the Classrooms: How Urban Principals Find Teachers and Make Hiring Decisions. *Leadership and Policy in Schools*. 14(1), 12-41.

Claessens, A., **Engel, M.**, & ⁺Curran, F.C. (2015). The Effects of Maternal Depression on Child Outcomes during the First Years of Formal Schooling. *Early Childhood Research Quarterly*. 32(3), 80-93.

Watts, T. W., Duncan, G.J., Chen, M., Claessens, A., Davis-Kean, P.E., Duckworth, K., **Engel, M.** Siegler, R., Susperreguy, M.I. (2015). The Role of Mediators in the Development of Longitudinal Achievement Associations in Mathematics and Reading. *Child Development*. 86(6), 1892-1907.

Duncan, G.J., **Engel, M.**, Claessens, A., & Dowsett, C. (2014). Replication and Robustness in Developmental Research. *Developmental Psychology*. 50(11), 2417-2425.

Claessens, A., **Engel, M.**, & ⁺Curran, F.C. (2014). Academic Content, Student Learning, and the Persistence of Preschool Effects. *American Educational Research Journal*, 51(2), 403-434.

Engel, M., Jacob, B., & ⁺Curran, F.C. (2014) New Evidence on Teacher Labor Supply. *American Educational Research Journal*, 51(1), 36-72.

Engel, M., Claessens, A., & ⁺Finch, M.A. (2013). Teaching students what they already know? The (Mis)Alignment between mathematics instructional content and student knowledge in kindergarten. *Educational Evaluation and Policy Analysis*, 35(2), 157-178.

Claessens, A., & **Engel, M.** (2013). How important is where you start? Early mathematics knowledge and later school success. *Teachers College Record*, 115(6), 1-29.

Engel, M. (2013). Problematic Preferences? A Mixed Method Examination of What Principals Look for when Hiring Teachers. *Educational Administration Quarterly*, 49(1), 52-91.

Engel, M. (2012). The timing of teacher hires and teacher qualifications: Is there an association? *Teachers College Record*, 114(12), 1-29.

Cannata, M. & **Engel, M.** (2012). Does Charter Status Determine Preferences? Comparing the Hiring Preferences of Charter and Traditional Public School Principals. *Education Finance and Policy*, 7(4), 455-488.

Siegler, R.S., Duncan, G.J., Davis-Kean, P.E., Duckworth, K., Claessens, A., **Engel, M.**, Susperreguy, M.I., & Chen, M., (2012). Early Predictors of High School Mathematics Achievement. *Psychological Science*, 23(7), 691-697.

Claessens, A., Duncan, G.J., & **Engel, M.** (2009). Kindergarten Skills and Fifth Grade Achievement: Evidence from the ECLS-K. *Economics of Education Review*, 28(4), 415-427.

Duncan, G.J., Dowsett, C.J., Claessens, A., Magnuson, K., Huston, A.C., Klebanov, P., Pagani, L., Feinstein, L., **Engel, M.**, Brooks-Gunn, J., Sexton, H., Duckworth, K., & Japel, C. (2007). School Readiness and Later Achievement. *Developmental Psychology*, 43(6), 1428-1466.

Stone, S.I., & **Engel, M.** (2007). "Same Old, Same Old? Students' Experiences of Grade Retention Under Chicago's Ending Social Promotion Policy." *American Journal of Education*, 113(4), 605-634.

Stone, S.I., **Engel, M.**, Nagaoka, J., & Roderick, M. (2005). "Getting it the Second Time Around: Student Classroom Experience in Chicago's Summer Bridge Program." *Teachers College Record*, 107(5), 935-957.

Roderick, M. & **Engel, M.** (2001) "The Grasshopper and The Ant: Motivational Responses of Low Achieving Students to High-Stakes Testing." *Educational Evaluation and Policy Analysis*, 23(3), 197-227.

EDITOR-REVIEWED PUBLICATIONS

Bassok, D. & **Engel, M.** (2019). Taking Preschool to Scale: Implications of Research for Policy and Practice. *AERA Open*. 5(1). 1-7.

EDITED VOLUMES

Bassok, D. & **Engel, M.** (2019). Successfully Taking Preschool to Scale: Implications of Research for Policy and Practice. Special topic in *AERA Open* on early childhood education. 5(1) DOI: 10.1177/2332858419828690

MANUSCRIPTS IN REVISION & UNDER REVIEW

⁺Doughty, M., **Engel, M.**, & Atteberry, A. *Null Effects of an Intensive Teacher Leadership & Coaching Program at Scale*, In revision, *Educational Evaluation & Policy Analysis*

⁺Mangan, D., Atteberry, A., **Engel, M.** "*Multiyear Looping and Student Achievement.*" Revisions requested, *Educational Policy*

Engel, M., Cannata, M., Nguyen, T., Curran, F.C. *Teacher Involvement in Teacher Hiring: Changes over Time* Revisions requested, *Educational Administration Quarterly*

Jacobs, J., Bush, J., ⁺Thomas, K., **Engel, M.**, Sumner, T. *The Relationship between Academically Productive Talk and Instructional Quality in Mathematics Lessons*

PAPERS IN PROGRESS

Engel, M. & ⁺Schodt, S. *The State of Kindergarten in the United States*

Engel, M., Atteberry, A., ⁺Doughty, M., & ⁺Thomas, K. *The Role of Discretion in a District Teacher Evaluation System*

⁺Mangan, D., Atteberry, A., **Engel, M.** *Continuity and Commitment: Teacher-Student Looping and Teacher Retention*

Atteberry, A., ⁺Doughty, M., & **Engel, M.** *Educator Movements into and out of Teacher Leadership Coaching Roles*

REPORTS, POLICY BRIEFS, BOOK CHAPTERS, OTHER SCHOLARLY OR PUBLIC FACING WORK

Engel, M., Atteberry, A., & ⁺Doughty, M. (2023). A Report on the Denver Public Schools LEAP Multi-measure Teacher Evaluation System: Investigating Ethnoracial and Gender Bias (embargoed by Denver Public Schools).

Atteberry, A. **Engel, M.** ⁺Doughty, M., ⁺Mangan, D. (2020). [Highest Priority Incentive Report Summary](#).

Atteberry, A. **Engel, M.** ⁺Doughty, M., ⁺Mangan, D. (2020). [A Report on the Denver Public Schools Highest Priority Incentive Program: Descriptive Results and Estimates of Causal Impacts](#).

Bassok, D., Claessens, A., & **Engel, M.** (2014). [The Case for the New Kindergarten: Challenging and Playful](#). *Education Week*. (Invited commentary).

Engel, M. (2014) [Teacher Labor Supply in Chicago's Public Schools](#). *Policy Analysis for California Education, Conditions of Education in California Blog*.

Duncan, G., Miller, C., Claessens, A., **Engel, M.**, Hill, H., & Lindsay, C. (2008). [New Hope's Eight-Year Impacts on Employment and Family Income](#). New York: MDRC.

Roderick, M., **Engel, M.** & Nagaoka, J. (2003). [Ending Social Promotion in Chicago: Results from Summer Bridge](#). Chicago: Consortium on Chicago School Research.

Engel, M. (2007). "Mixing Methods: Reliability and Validity across Quantitative and Qualitative Measures of Relationship Quality." In K. Edin & P. England (Eds.), *Unmarried Couples with Children*. Russell Sage Foundation, New York, NY.

INVITED PRESENTATIONS [SELECT]

University of Delaware, College of Education and Human Development, Dean's Colloquium, inaugural invited speaker, Newark, DE, November 2023

William T. Grant Foundation, Institutional Challenge Grant Convening. Plenary Session Panelist. Boston, MA, September 2023.

Denver Public Schools (DPS) & Denver Classroom Teachers Association (DCTA) Bargaining Session, August 2022. *Quantitative Analysis of Historical LEAP Data*

Institute of Behavioral Science, University of Colorado Boulder, 2022. *Exploring Bias in a Teacher Evaluation System*

School of Education, University of Wisconsin, Madison, 2019. *Elementary School Absenteeism in Chicago*.

Institute of Behavioral Science, University of Colorado Boulder, 2018. *Understanding Elementary School Absenteeism*.

School of Education, University of Colorado Boulder, 2016 *Mathematics Instruction in Kindergarten: Understanding the Evidence*

School of Education, University of California, Irvine, 2016 *Kindergarten Mathematics Instruction: Content Coverage and Time Use*

EdPolicyWorks, Curry School of Education, University of Virginia, 2016: *Mathematics Instruction in Kindergarten: Understanding the Evidence*

Vanderbilt University, Gifted Education Institute, 2015: *Rising Inequality at School Entry: A Cross-Cohort Comparison*.

University of Chicago, Committee on Education. Workshop on Education, 2015: *Understanding Elementary School Absenteeism*.

University of Michigan, Ann Arbor, Ford School of Public Policy. Causal Inference in Education Research Seminar (CIERS), 2014: *The Misalignment of Kindergarten Mathematics Content*.

Stanford University, Center for Educational Policy Analysis (CEPA), 2012: *Teaching Students What They Already Know? The (mis)alignment between instructional content in mathematics and student knowledge in kindergarten*.

University of Chicago, Harris School of Public Policy, Center for Human Potential and Public Policy. Distinguished Scholar in Residence, 2011: *How Important is Where You Start? Early Mathematics Knowledge and Later School Success*.

Northwestern University, K-12 Advisory Council, 2009: *Problematic preferences? How principals hire teachers in urban schools*.

Russell Sage Foundation, New York, NY. 2005: *Mixing Methods: Reliability and Validity across Quantitative and Qualitative Measures of Relationship Quality*.

Northwestern University, Human Development and Social Policy Conference on the Family, 2005: *Examining Reliability and Validity across Quantitative and Qualitative Measures of Relationship Quality using the TLC3 and Fragile Families*.

Reading is Fundamental & Teach Baltimore, Washington, D.C. 2002: *Results from Summer Bridge*.

National Science Foundation, Workshop on Evaluation Methods, VA. 2002: *Evaluation research using mixed methods*.

National School Board Association Annual Meeting, San Diego, CA. 2001: *Ending Social Promotion in Chicago: Results from Summer Bridge*.

PEER REVIEWED CONFERENCE PRESENTATIONS (SELECT)

Curricula in Early Childhood Education Preschool Settings. Education Policy Handbook Invited Roundtable Session. American Educational Research Association Annual Meeting, 2025

The Relationship between Academically Productive Talk and Instructional Quality in Mathematics Lessons. American Educational Research Association Annual Meeting, 2025

Multiple Measures of Instructional Coach Effectiveness. Association for Educational Finance and Policy Annual Meeting, 2023

Understanding Mathematics Instruction in Kindergarten. American Educational Research Association Annual Meeting, 2023

Do Teacher Evaluation Systems That Allow for Principal Discretion Result in Systematic Bias? Association for Public Policy Analysis & Management Annual Meeting, 2022

A Teacher Career Pathway Program in Denver. Association for Educational Finance and Policy Annual Meeting, 2022

Curriculum, Data Systems, and Governance in Early Childhood Education, Invited Roundtable American Educational Research Association Annual Meeting, 2021

The Effects of Bonuses for Recruiting and Retaining Effective Teachers in High-Needs Schools in Denver, American Educational Research Association Annual Meeting, 2020, remote

The Alignment of Mathematics Instruction from Prekindergarten to Third Grade in New York City Association for Public Policy Analysis & Management Annual Meeting, 2020, remote

Time to Learn: Instructional Time Use in Pre-Kindergarten American Educational Research Association Annual Meeting, 2020, remote

The Alignment of Mathematics Instruction from Prekindergarten to Third Grade in New York City American Educational Research Association Annual Meeting, 2020, remote

Sitting & Listening or Standing & Waiting: Kindergarten in a Large Urban District. Society for Research on Educational Effectiveness Spring Conference, 2019

Comparing Academic Time Use in Tested and Untested Grades. Association for Educational Finance and Policy Annual Meeting, 2019

Evidence and Recommendations on Replication in Education Association for Public Policy Analysis & Management Annual Meeting 2018, Washington DC

Replication and Robustness in Educational Research Society for Research on Educational Effectiveness Annual Meeting 2018, Washington DC

All Work and No Play? Evidence on Kindergarten Instructional Time from New York City
Association for Public Policy Analysis and Management 2017 Fall Meeting, Chicago IL

Teacher Involvement in Hiring: Changes over Time. Paper presented at the 2016 annual meeting for the American Educational Research Association

Understanding Mathematics Instruction in Kindergarten: Evidence from a large urban district
Association for Public Policy Analysis and Management 2016 Fall Meeting

Has Kindergarten become too Academic? Instruction and Children's Development in the First Year of School. Paper presented at the 2016 annual meeting for the American Educational Research Association

Understanding Elementary School Truancy, Association for Public Policy Analysis and Management 2015 Fall Meeting

Has Kindergarten become too Academic? Instruction and Children's Development in the First Year of School. Association for Public Policy Analysis and Management 2015 Fall Meeting

Who Decides? Changes over Time in the Distribution of Decision-Making related to Teacher Hiring. Association for Public Policy Analysis and Management 2015 Fall Meeting

The Misalignment of Kindergarten Mathematics Content. Paper presented at the 2015 annual meeting for the American Educational Research Association

The Distribution of Decision-Making in Teacher Hiring: Changes over Time. Paper presented at the 2015 annual meeting for the American Educational Research Association

Rising Inequality at School Entry: A cross-cohort comparison. Paper presented at the 2014 annual meeting for the Association for Public Policy Analysis and Management.

The Misalignment of Kindergarten Mathematics Content. Paper presented at the 2014 annual meeting for the Association for Public Policy Analysis and Management.

Optimizing Content: Evidence on the Importance of Content Coverage for Improving Student Outcomes. Paper Presented at the 2013 annual meeting for the American Educational Research Association

Strategic vs. Reactive Hiring Strategies: Developing a Typology of Principal Hiring Practices. Paper Presented at the 2013 annual meeting for the American Educational Research Association

Strategic vs. Reactive Hiring Strategies: Developing a Typology of Principal Hiring Practices. Paper presented at the 2013 annual meeting of the Association for Education Finance and Policy.

Mentoring to Prevent Truancy in Chicago: Early results from a mixed methods process evaluation. Paper presented at the 2012 annual meeting for the Association for Public Policy Analysis and Management

Opportunities Lost: Kindergarten Classrooms and the Fadeout of Preschool Advantages. Paper Presented at the 2012 annual meeting for the American Educational Research Association

Teaching Students What They Already Know? The (Mis)alignment between Instructional Content in Mathematics and Student Knowledge in Kindergarten Paper presented at the 2011 fall meeting for the Society for Research on Educational Effectiveness

How Important is Where You Start? Early Mathematics Knowledge and Later School Success Paper presented at the 2010 annual meeting for the Association for Public Policy Analysis and Management

Staffing the Classrooms: How Urban Principals Make Teacher Hiring Decisions Paper presented at the 2010 annual meeting for the American Educational Research Association

Time-out on Timing: The Relationship between the Timing of Teacher Hires and Teacher Quality. Paper presented at the 2009 annual meeting for the Association for Public Policy Analysis and Management

What characteristics do principals in the Chicago Public Schools look for in teachers? A mixed methods study. Paper presented at the 2007 annual meeting of the Association for Public Policy Analysis and Management

Teacher Hiring Practices: A Mixed-Methods Look at How Principals Make Hiring Decisions. Paper presented at the 2007 annual meeting of the American Educational Research Association.

Investigating the Demand Side of the Teacher Labor Market. Paper presented at the 2006 annual meeting of the Association for Public Policy Analysis and Management

Is Summer School More than Just School? Evidence from Chicago's Summer Bridge Program. Paper Presented at the 2001 Annual Meeting of the American Educational Research Association.

TEACHING

Introduction to Quantitative Methods (PhD), *University of Colorado Boulder*

Quantitative Methods I: Introduction to Quantitative Methods (PhD), *University of Colorado Boulder*

Quantitative Methods II: Regression Analysis (PhD), *University of Colorado Boulder*

Quasi-Experimental Design for Causal Inference in Social Sciences (PhD), *University of Colorado Boulder*

Educational Program Evaluation (MA/PhD), *University of Colorado Boulder*

Basic Statistical Methods (BA/MA), *University of Colorado Boulder*

Education Policy Analysis (BA), *Vanderbilt University*

Policy Analysis (BA), *Vanderbilt University*

Teacher Policy (MA/PhD), *Vanderbilt University*

Educational Policy & Program Evaluation (EdD), *Vanderbilt University*

Statistics and Data Analysis (MA), *University of Chicago*

DISSERTATION COMMITTEES

**indicates completion, others in process*

University of Colorado Boulder: Malerie Barnes*, Jackie Bristol, Hannah Denker* (*Chair*), Michelle Doughty* (*Chair*), Spencer Dudley*, Daniel Mangan* (*Chair*), Kyla McClure*, Danielle Shaw Attaway* (*Chair*), Kim Strong*

Vanderbilt University: Dominique Baker*, Ryan Balch*, F. Chris Curran (*Chair*)*, Maida Finch*, Sarah Kabourek*, Laura Neergaard*, Beth Smith*, Walker Swain*, Kerri Tobin*

PROFESSIONAL SERVICE AND ACTIVITIES

FIELD

2016-present	Editorial Board, <i>Educational Evaluation and Policy Analysis</i>
2019-2023	Editorial Board, <i>Educational Researcher</i>
2021-present	Reviewer, NAEd/Spencer Dissertation Fellowship Program
2025	Pre-Screener, NAEd/Spencer Postdoctoral Fellowship Program
2023-2024	National Academy of Education Long-Term (Year-Long) Mentor for NAEd/Spencer Fellows
2024	University of Cyprus – Internal Research Funding Programme Reviewer
2022	Reviewer, Spencer Large Grant proposal
2021	Reviewer, American Institutes for Research, Equity Initiative Scholars & Leaders
2020, 2019	Reviewer, Spencer Foundation Research-Practice Partnership Grant Program
2020	Ad-hoc reviewer, Institute of Education Sciences Education Systems and Broad Reform Education Research Scientific Review Panel
2020-present	Reviewer, Association for Public Policy Analysis and Management Annual Meeting
2022	Reviewer, Association for Education Finance and Policy Annual Meeting
2018-2019	Section Chair, Early Childhood Education, Program Committee for Society for Research on Educational Effectiveness 2019 Annual Meeting

- 2015-2017 Division L, Section 3 Program Committee Member American Educational Research Association Annual Meeting
- 2015-2017 Principal Member Institute of Education Sciences (IES) Education Systems and Broad Reform Education Research Scientific Review Panel
- 2016 Expert reviewer, IES
- 2014 IES, panel member for grant application review
- 2012-present Reviewer, AERA, APPAM, AEFPP, and/or SREE annual meetings
- 2009-present Session Chair and/or Discussant AERA, APPAM, AEFPP, and/or SREE annual meetings

REFeree SERVICE [SELECT]

AERA Open, American Educational Research Journal, American Journal of Education, Child Development, Child Development Perspectives, Developmental Psychology, Early Childhood Research Quarterly, Education Finance and Policy, Educational Administration Quarterly, Educational Evaluation and Policy Analysis, Educational Researcher, Evaluation Review, Journal of Educational Administration, Journal of Family Psychology, Journal of Policy Analysis and Management, Journal of Research on Educational Effectiveness, Journal of School Leadership, Leadership and Policy in Schools, Learning and Individual Differences, Learning and Instruction, Pediatrics, Review of Educational Research, Social Forces, Sociology of Education, Teaching and Teacher Education

UNIVERSITY OF COLORADO BOULDER

- Jan 2022- Faculty Director for New Faculty Development, Office of Faculty Affairs
- Dec 2023
- Organized and ran THRIVE panel series for new faculty
 - Faculty Liaison for National Center for Faculty Development & Diversity (NCFDD)
 - Coordinated the RFP and selection of Faculty Success Program (FSP) fellowships
 - Developed and oversaw new writing group program for faculty at CU, 2022-2023
 - Planned and oversaw New Faculty Orientation, 2022
 - Planned and oversaw LEAP introductory leadership workshop, January 2024
- 2023 Reviewer Provost's Faculty Achievement Award Nominations

SCHOOL OF EDUCATION

^Primary Unit Evaluation Committee (PUEC, for reappointment, promotion, and tenure)

- 2025-present Teacher Education Data Advisor
- 2025-present Curriculum Committee
- 2025-present Faculty Reader (Scholarship & Graduation Ceremonies)

2025-present Scholarship Review Committee

2019-2024 Program Chair, Research & Evaluation Methodology (REM)

- Serve on Dean's Advisory Council (DAC)
- Led curriculum and course schedule planning
- Coordinated graduate student assistantships
- Formal and informal mentor to junior colleagues and REM students
- Managed and oversaw university-wide Quantitative Methods in Behavioral Science (QMBS) certificate

2023-2024 Chair ^PUEC Committee, REM

2022-2024 Doctoral Pathways Program Mentor

2021 Chair Faculty Search Committee, REM; successful hire

2019-2022 Salary/Merit Review Committee

2018-2020 Curriculum Committee

2018-2020 Student Awards & Scholarships Committee

2020 ^PUEC Committees (2)

2018 ^PUEC Committees (2)

2018 Faculty Search Committees (2)

INSTITUTE OF BEHAVIORAL SCIENCE

2023 Chair ^PUEC Committee

2023, 2022 Merit Review Committee

VANDERBILT UNIVERSITY (SELECT)

2015-2016 Facilitator, Doctoral Professional Seminar

- Redesigned doctoral student seminar, led weekly sessions
- Developed and facilitated units on diversity, equity, & inclusion
- Mentored doctoral students on all aspects of job market preparation

2014-2016 Co-Founder & Member LPO Committee on Diversity

2015-2016 PhD Steering Committee

2009-2016 Faculty Search Committees (6 total)

2011-2016 LPO Research Colloquium (co-founded, developed, and managed)

PROFESSIONAL AFFILIATIONS

American Educational Research Association

Association for Education Finance and Policy

Association for Public Policy Analysis and Management

Society for Research on Educational Effectiveness

LANGUAGES

English

Spanish (*first language, fluent*)