

Matthew P. Steinberg

Email: matthew@matthewpsteinberg.com

Website: www.matthewpsteinberg.com

Current Position

Managing Director of Research and Evaluation, Accelerate (accelerate.us) (September 2023 – present)

Prior Academic Positions

Associate Professor of Education and Public Policy, College of Education and Human Development & Schar School of Policy and Government (joint appointment, with tenure), George Mason University (August 2021 – August 2023)

Director, EdPolicyForward: The Center for Education Policy, George Mason University (August 2019– August 2023)

Faculty Affiliate, Center for Micro-Economic Policy Research, Schar School of Policy and Government, George Mason University (September 2021 – August 2023)

Faculty Affiliate, The Interdisciplinary Center for Economic Science, College of Humanities and Social Sciences, George Mason University (September 2022 – August 2023)

Faculty Affiliate, Center for Advancing Human-Machine Partnership, George Mason University (May 2023 – August 2023)

Faculty Affiliate, Annenberg Institute, Brown University (May 2019 – August 2023)

IUR Scholar, University of Pennsylvania Institute for Urban Research (July 2019 – August 2023)

Associate Professor, College of Education and Human Development, George Mason University (August 2019 – July 2021)

University Affiliate Faculty, Schar School of Policy and Government, George Mason University (August 2019 – July 2021)

Visiting Scholar in School Reform, Annenberg Institute for School Reform, Brown University (February 2019– May 2019)

Affiliated Researcher, UChicago Consortium on School Research (January 2013 – May 2022)

Assistant Professor, Graduate School of Education, University of Pennsylvania (July 2012 – June 2019)

Faculty Affiliate, University of Pennsylvania Wharton Public Policy Initiative (May 2013 – June 2019)

Faculty Fellow, University of Pennsylvania Institute for Urban Research (November 2012 – June 2019)

Faculty Methodologist, University of Pennsylvania IES Pre-Doctoral Training Program (July 2012 – July 2016)

Senior Research Specialist, Consortium for Policy Research in Education (September 2014 – June 2019)

Lecturer, School of Public Affairs, CUNY-Baruch College (August 2011 – July 2012)

Education

University of Chicago, Ph.D. in Public Policy, 2012

University of Wisconsin-Madison, M.P.A. in Public Policy Analysis, 2007

The City College of New York, M.S.Ed. with *graduation honors* in Childhood Education, 2004

Chase Manhattan Bank Global Investment Banking Analyst Training Program, July-Sept. 2000

University of Virginia, B.A. with *high distinction* in Economics and Sociology, 2000

Publications: Journal Articles

(* indicates graduate student; # indicates authors listed in alphabetical order)

- Sartain, L., & **Steinberg, M.**# (In press). Can personnel policy improve teacher quality? The role of evaluation and the impact of exiting low-performing teachers. *Education Finance and Policy*.
- Houston, D., & **Steinberg, M.**# (In press). Politics, covid, and in-person instruction during the first year of the pandemic. *Educational Policy*.
- Virudachalam, V., Savin, S., & **Steinberg, M.** (In press). Too much information: When does additional testing benefit schools? *Management Science*.
- Shores, K., & **Steinberg, M.**# (2022). Fiscal federalism and K-12 education funding: Policy lessons from two educational crises. *Educational Researcher*.
- Steinberg, M.** & Yang, H.* (2022). Does principal professional development improve schooling outcomes? Evidence from Pennsylvania's Inspired Leadership induction program. *Journal of Research on Educational Effectiveness*, 15(4), 799-847.
- Steinberg, M.** & Sartain, L. (2021). What explains the race gap in teacher performance ratings? Evidence from Chicago Public Schools. *Educational Evaluation and Policy Analysis*, 43(1), 60-82.
- Steinberg, M.**, Quinn, R., & Anglum, C.* (2020). Education finance reform and the Great Recession: Did state policy and fiscal federalism improve education spending, school resources and student achievement in Pennsylvania? *Journal of Education Finance*, 45(4), 427-458.
- Shores, K., & **Steinberg, M.**# (2019). The Great Recession, fiscal federalism and the consequences for cross-district spending inequality. *Journal of Education Finance*, 45(2), 123-148.
- Shores, K., & **Steinberg, M.**# (2019). Schooling during the Great Recession: Patterns of school spending and student achievement using population data. *AERA Open*, 5(3), 1-29.
- Kreisman, D., & **Steinberg, M.** (2019). The effect of increased funding on student achievement: Evidence from Texas's small district adjustment. *Journal of Public Economics*, 176, 118-141.
- Steinberg, M.**, Ukert, B., & MacDonald, J. (2019). Schools as places of crime? Evidence from closing chronically underperforming schools. *Regional Science and Urban Economics*, 77, 125-140.
- Steinberg, M.**, & MacDonald, J. (2019). The effects of closing urban schools on students' academic and behavioral outcomes: Evidence from Philadelphia. *Economics of Education Review*, 69, 25-60.
- Jensen, B., Wallace, T. L., **Steinberg, M.**, Gabriel, R., Dietiker, L., Davis, D., Kelcey, B., Covay Minor, E., Halpin, P., & Rui, N. (2019). Complexity and scale in teaching effectiveness research: Reflections from the MET Study. *Education Policy Analysis Archives*, 27(7), 1-17.
<http://dx.doi.org/10.14507/epaa.27.3923>
- Lacoe, J., & **Steinberg, M.**# (2019). Do suspensions affect student outcomes? *Educational Evaluation and Policy Analysis*, 41(1), 34-62.
- Steinberg, M.**, & Lacoe, J. (2018). Reforming school discipline: School-level policy implementation and the consequences for suspended students and their peers. *American Journal of Education*, 125(1), 29-77.
- Lacoe, J., & **Steinberg, M.**# (2018). Rolling back zero tolerance: The effect of discipline policy reform on suspension usage and student outcomes. *Peabody Journal of Education*, 93(2), 207-227.
- Steinberg, M.**, & Kraft, M. (2017). The sensitivity of teacher performance ratings to the design of teacher evaluation systems. *Educational Researcher*, 46(7), 378-396.

- Steinberg, M., & Quinn, R.** (2017). Education reform in the post-NCLB era: Lessons learned for transforming urban public education. *Cityscape*, 19(1), 207-232.
- Steinberg, M., & Lacoë, J.** (2017). What do we know about school discipline reform? Assessing the alternatives to suspensions and expulsions. *Education Next*, 17(1), 44-52. [Article ranked among the top *Education Next* articles published in 2016: <http://educationnext.org/top-20-education-next-articles-2016/>]
- Steinberg, M., & Cox, A.*** (2017). School autonomy and district support: How principals respond to a tiered autonomy initiative in Philadelphia public schools. *Leadership and Policy in Schools*, 16(1), 130-165.
- Steinberg, M., Quinn, R., Kreisman, D., & Anglum, C.*** (2016). Did Pennsylvania's statewide school finance reform increase education spending or provide tax relief? *National Tax Journal*, 69(3), 545-582.
- Steinberg, M., & Garrett, R.** (2016). Classroom composition and measured teacher performance: What do teacher observation scores really measure? *Educational Evaluation and Policy Analysis*, 38(2), 293-317. [4th Most read article in *Educational Evaluation and Policy Analysis* in 2016; <http://www.era.net/Newsroom/News-Releases-and-Statements/AERA-Announces-Most-Read-Education-Research-Articles-of-2016>]
- Steinberg, M., & Donaldson, M.** (2016). The new educational accountability: Understanding the landscape of teacher evaluation in the post-NCLB era. *Education Finance and Policy*, 11(3), 340-359.
- Sartain, L., & **Steinberg, M.#** (2016). Teachers' labor market responses to performance evaluation reform: Experimental evidence from Chicago public schools. *Journal of Human Resources*, 51(3), 615-655.
- Steinberg, M., & Sartain, L.** (2015). Does teacher evaluation improve school performance? Experimental evidence from Chicago's Excellence in Teaching Project. *Education Finance and Policy*, 10(4), 535-572.
- Garrett, R., & **Steinberg, M.#** (2015). Examining teacher effectiveness using classroom observation scores: Evidence from the randomization of teachers to students. *Educational Evaluation and Policy Analysis*, 37(2), 224-242.
- Steinberg, M., & Quinn, R.** (2015). A tale of two decades: New evidence on adequacy and equity in Pennsylvania. *Journal of Education Finance*, 40(3), 273-299.
- Steinberg, M., & Sartain, L.** (2015). Does better observation make better teachers? *Education Next*, 15(1), 70-76. [Article ranked among the top *Education Next* articles published in 2014: <http://educationnext.org/top-education-next-articles-2014/>]
- Steinberg, M.** (2014). Does greater autonomy improve school performance? Evidence from a regression discontinuity analysis in Chicago. *Education Finance and Policy*, 9(1), 1-35.
- Steinberg, M.** (2011). Educational choice & student participation: The case of the supplemental educational services provision in Chicago public schools. *Educational Evaluation and Policy Analysis*, 33(2), 159-182.
- Steinberg, M., Piraino, P., & Haveman, R.** (2009). Access to higher education: Exploring the variation among U.S. colleges and universities in the prevalence of Pell grant recipients. *The Review of Higher Education*, 32(2), 235-270.
- Burch, P., **Steinberg, M.,** Donovan, J. (2007). Supplemental educational services and NCLB: Policy assumptions, market practices, emerging issues. *Educational Evaluation and Policy Analysis*, 29(2), 115-133.
- Steinberg, M.** (2006). Private educational services: Whom does the market leave behind? *PolicyMatters*, 4(1), 17-22.

Burch, P., Donovan, J., & **Steinberg, M.** (2006). The new landscape of educational privatization in the era of NCLB. *Phi Delta Kappan*, 88(2), 129–135.

Publications: Policy Reports & Book Chapters

- Anglum, C., Shores, K., & **Steinberg, M.**[#] (2022). Federal stimulus aid and school finance: Lessons from the Great Recession. In Downes, T. & Killeen, K. (Eds.), *Recent Advancements in Education Finance and Policy*. Charlotte, NC: Information Age Publishing.
- Steinberg, M.** & Yang, H.* (2020, December). *Teacher Effectiveness and Improvement in Charter and Traditional Public Schools*. Washington, DC: The Thomas B. Fordham Institute.
- Steinberg, M.**, Pileggi, M., & Neild, R. (2019). *Student mobility and dropout in Philadelphia high schools, 2013-14 through 2016-17*. Philadelphia: The Philadelphia Education Research Consortium.
- Steinberg, M.**, & Yang, H.* (2019). *Principal mobility in Philadelphia traditional and charter public schools, 2007-08 through 2015-16*. Philadelphia: The Philadelphia Education Research Consortium.
- Steinberg, M.**, Neild, R., Canuette, W.K.*, Park, S.*, Schulman, E.*, & Wright, M*. (2018). *Teacher mobility in the School District of Philadelphia, 2009-10 through 2015-16*. Philadelphia: The Philadelphia Education Research Consortium.
- Steinberg, M.** & Lacoë, J. (2017, December). *The Academic and Behavioral Consequences of Discipline Policy Reform: Evidence from Philadelphia*. Washington, DC: The Thomas B. Fordham Institute.
- Steinberg, M.**, & Quinn, R. (2016). *Education Reform in the Post-NCLB Era: Lessons Learned for Transforming Urban Public Education* (Penn Institute for Urban Research/Federal Reserve Bank of Philadelphia). Retrieved from:
http://www.penniur.upenn.edu/uploads/media/Steinberg-Quinn_PennIUR-Philly_Fed_working_paper_final.pdf
- Steinberg, M.** (2016). The future of teacher evaluation. *State Education Standard*, 16(3), 6-12.
- Sartain, L., Allensworth, E., Porter, S., Levenstein, R., Johnson D., Huynh, M., Anderson, E., Mader, N., & **Steinberg, M.** (2015, September). *Suspending Chicago's students: Differences in discipline practices across schools*. Chicago: Consortium on Chicago School Research.
- Quinn, R., & **Steinberg, M.** (2015). Can state policy deliver equitable and adequate funding? *State Education Standard*, 15(2), 37-41.
- Steinberg, M.**, Allensworth, E., & Johnson, D. (2015). What conditions support safety in urban schools? The influence of school organizational practices on student and teacher reports of safety in Chicago. In D. Losen (Ed.), *Closing the school discipline gap: Research for policymakers*. New York: Teachers College Press.
- Steinberg, M.**, & Quinn, R. (2014). *An urban myth? New evidence on equity, adequacy, and the efficiency of educational resources in Pennsylvania* (PB 14-4). Philadelphia: Consortium for Policy Research in Education.
- Steinberg, M.**, Allensworth, E., & Johnson, D. (2011, May). *Student and teacher safety in Chicago public schools: The roles of community context and school social organization*. Chicago: Consortium on Chicago School Research.
- Steinberg, M.** (2010, October). *Education tax credits: A review of the Rhode Island program and assessment of possibilities in Massachusetts* (White Paper No. 69). Boston: Pioneer Institute.
- Steinberg, M.**, Piraino, P., & Havemen, R. (2007). *How successful are research universities in enrolling low-income students?* (Policy Report Vol. 17, No. 1). Madison, WI: La Follette School of Public Affairs, University of Wisconsin-Madison.

Publications: Other Writings

- Steinberg, M.** (2022, August 15). Promising insights about teacher professional development: Commentary on Leading Educators' study of long-term impact. *Leading Educators*. <https://leadingeducators.org/blog/commentary-research-partnerships/>
- Shores, K., & **Steinberg, M.** (2022, April 12). Has federal crisis spending for K-12 schools served its intended objectives? Lessons from the Great Recession and COVID-19. *Brown Center Chalkboard, The Brookings Institution*. <https://www.brookings.edu/blog/brown-center-chalkboard/2022/04/12/has-federal-crisis-spending-for-k-12-schools-served-its-intended-objectives/>
- Lacoe, J., & **Steinberg, M.** (2018, March 27). Focusing on school discipline after Parkland is unsound policy [Editorial]. *The Hill*. <http://thehill.com/opinion/education/380530-focusing-on-school-discipline-after-parkland-is-unsound-policy>
- Quinn, R., **Steinberg, M.**, & Anglum, C. (2016, September 21). Extra money for Pa. schools may fall short [Editorial]. *The Philadelphia Inquirer*.
- Steinberg, M.**, & Quinn, R. (2016, September 13). Lessons Learned for Transforming Urban Public Education. *Urban Link*. Philadelphia: Institute for Urban Research, University of Pennsylvania: <http://pennur.upenn.edu/publications/lessons-learned-for-transforming-urban-public-education>
- Steinberg, M.** (2015, December 8). Can rigorous, observation-based teacher evaluations move the needle on student achievement?? Policy Analysis for California Education (PACE) web log post: <http://edpolicyinca.org/blog/can-rigorous-observation-based-teacher-evaluations-move-needle-student-achievement>
- Steinberg, M.** (2014, September 8). Teacher evaluation reform: Building research to inform policy. *Urban Link*. Philadelphia: Institute for Urban Research, University of Pennsylvania: <http://pennur.upenn.edu/publications/teacher-evaluation-reform-building-research-to-inform-policy>
- Steinberg, M.** (2014, March 4). Does greater principal autonomy improve school achievement? Policy Analysis for California Education (PACE) web log post: <http://www.edpolicyinca.org/blog/does-greater-principal-autonomy-improve-school-achievement>
- Steinberg, M.**, & Quinn, R. (2013, November 20). Surprising new research on school funding. *The Washington Post* web log post: <http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/11/20/surprising-new-research-on-school-funding/>

Working Papers

- “Does Teacher Professional Development Improve Student Learning? Evidence from Leading Educators’ Fellowship Model,” (with Ariana Audisio, Rebecca Taylor-Perryman, Tim Tasker), Revise and Resubmit, *Journal of Research on Educational Effectiveness*.
- “Do You Observe What I Observe? The Predictors and Consequences of Discordance in Teacher and Evaluator Ratings of Teacher Performance,” (with Seth Hunter), Revise and Resubmit, *Educational Evaluation and Policy Analysis*.
- Dormant:*
- “When Suspensions Are Shorter: Direct and Spillover Effects on Students,” (with Lauren Sartain and Nick Mader), January 2018. *Working Paper*.
- “Home Field Advantage? Examining Whether Teacher Performance Scores Depend on Who Evaluates Teacher Instructional Practice,” (with Cara Jackson), November 2017. *Working Paper*.
- “Teacher Effectiveness, Peer Quality and Student Achievement: Evidence from Student Sorting Following Teacher Random Assignment,” (with Rachel Garrett), October 2015. *Working Paper*.
- “An Urban Myth? New Evidence on Equity, Adequacy and the Efficiency of Educational Resources” (with Rand Quinn), February 2014. *Working Paper*.

Work in Progress

“Examining the Distribution and Mobility of Teacher and Principal Human Capital across Pennsylvania Charter and Traditional Public Schools”

“School-Specific Human Capital and School Effectiveness,” (with Kenneth Shores)

“The Causes and Consequences of Teacher Strikes in the United States,” (with Matt Kraft and Melissa Lyon)

“The Effect of Teacher Strikes on Teacher Labor Market Outcomes and Student Achievement,” (with Matt Kraft and Melissa Lyon)

“The Professional Trajectories of School Leaders and the Consequences for Schooling Outcomes: Evidence from Pennsylvania,” (with Morgaen Donaldson)

Teaching

George Mason University

Economics of Education (EDPO 880/POGO 750, Instructor: Fall 2019, Fall 2020, Fall 2021, Fall 2022)

Quasi-Experimental Methods for Causal Inference (Educ 897, Instructor: Fall 2021)

Social Science Research and Education Policy (Educ 872/POGO 750, Instructor: Spring 2020, Spring 2021; Spring 2022; Spring 2023)

Teacher Development and Education Policy (Educ 876/POGO 750, Instructor: Spring 2021; Spring 2022; Spring 2023)

University of Pennsylvania

Introductory Statistics for Educational Research (Ed 667, Instructor: Fall 2012, Spring 2013, Fall 2013; Fall 2014)

Applied Research and Reporting (Ed 838, Instructor: Spring 2013)

Economics of Education (Ed 672, Instructor: Fall 2017; Fall 2018)

Education Policy Research Practicum (Ed 711, Instructor: Spring 2014; Spring 2015; Spring 2016; Spring 2017; Spring 2018)

Analytical Methods for Local Research and Evaluation (Ed 801: Mid-Career Doctoral Program in Educational Leadership, Instructor: Fall 2013; Fall 2014; Fall 2015)

Evidence Block Module on Quantitative Research Methods (Penn CLO Executive Doctoral Program, Instructor: Fall 2014)

UPenn IES Methods Workshops. (i) *Applications of Regression Discontinuity Design* (June 2013): This one-day practicum provided UPenn IES fellows with hands-on experience designing studies to estimate program impacts using regression discontinuity designs. It addressed the theory, mechanics, and interpretation of results of RD designs. (ii) *MET Data Overview and Study Design Proposals* (July 2013): This one-day workshop provided an overview of the MET data, exposed fellows to examples of the types of analyses being done with the data, and provided opportunities for fellows to work in groups to conceptualize research they might conduct with the data.

Measures of Effective Teaching (MET) Project Workshops. (i) *Random Assignment in the MET Longitudinal Database (LDB)* (May 2014): This webinar provided an overview of the MET Project’s randomization process, discussion of compliance and implications for analysis, and practical tips for secondary analysis using the randomized blocks. (ii) *ICPSR/University of Michigan Summer Data Workshop* (June 2014): This three-day summer workshop offered a summary of the MET project, in-class lectures and discussions of the randomization process and quantitative student/teacher-level data, and hands-on experience working with the MET quantitative data files.

CUNY-Baruch College, School of Public Affairs

Research and Analysis II (PAF 9172, Instructor: Fall 2011, Winter 2012, Spring 2012)

Issues in Educational Policy (PAF 9318, Instructor: Spring 2012)

University of Chicago

K-12 Education Policy and Evaluation (PPHA 343, Instructor: Spring 2010, Spring 2011)

Statistics for Public Policy I (PPHA 310, Teaching Assistant for Bruce Meyer: Fall 2009; Teaching Assistant for Amy Claessens: Fall 2010)

Statistics for Public Policy II (PPHA 311, Teaching Assistant for James Sallee: Winter 2010, Winter 2011)

Statistical Method of Research I: An Introduction to Quantitative Methods in Social Science (SOC1 30004, Teaching Assistant for Stephen Raudenbush: Winter 2009)

Honors and Awards

National Academy of Education/Spencer Foundation, Postdoctoral Fellowship, 2016

Emerging Education Policy Scholar, Thomas B. Fordham Institute, 2015.

Penn Social Science and Policy Forum Course Development Grant recipient, 2013. (\$5,000)

Poster Session Winner (1st Place), 2011 Association for Public Policy Analysis & Management (APPAM) Fall Research Conference

Mathematica Policy Research, Inc., Summer Fellowship; 2008.

Institute of Education Sciences (IES) Pre-Doctoral Educational Fellow, Committee on Education; University of Chicago; 2007-2012.

Director's Book Award, La Follette School of Public Affairs. Awarded to one student in each year's graduating class who has demonstrated the highest academic achievement and excellence in thinking and writing in public policy; May 2007.

La Follette School Fellow, 2005-2006 academic year

Dean's List, University of Virginia: Fall 1996, Spring 1998, Fall 1998, Fall 1999

Intermediate Honors, University of Virginia: Spring 1998

Golden Key National Honor Society, Fall 1998

National Society of Collegiate Scholars, Spring 1998

Phi Eta Sigma National Freshman Honor Society, Fall 1997

Research Funding

Awarded

- The Heinz Endowments, (\$50,000), 2020, "Examining the Distribution and Mobility of Teacher Human Capital across Traditional and Charter Schools in Pennsylvania: Patterns, Contexts and Consequences."
- Russell Sage and W.T. Grant Foundations Small Grants Award for *Improving Education and Reducing Inequality in the United States* (with Co-PI Kenneth Shores), (\$20,000), 2016-2017, "The Great Recession, Fiscal Federalism and Student Achievement."
- University of Pennsylvania Research Foundation Award, Co-PI with Rand Quinn, (\$48,484), 2014-2015, "How Does a Statewide Funding Formula Impact the Distribution of Educational Revenues, Spending and Academic Achievement? Evidence from School Finance Reform in Pennsylvania."
- Milken Strategic Faculty Support Fund Grant, Co-PI with Rand Quinn, (\$20,000), 2014-2015, "How Does a Statewide Funding Formula Impact the Distribution of Educational Revenues, Spending and Academic Achievement? Evidence from School Finance Reform in Pennsylvania."

- Measures of Effective Teaching (MET) Early Career Grant, Principal Investigator (with Co-PI Rachel Garrett, American Institutes for Research), (\$25,000), 2013-2014, “From Practice to Performance: The Role of Observed Teacher Instruction in Student Achievement.”
- Atlantic Philanthropies, Subcontract with the University of Chicago Consortium on Chicago School Research, 2012-2015, “School Discipline Policies and Practices: Links to Instruction and Student Learning.”
- Robert Bowne Foundation Edmund A. Stanley, Jr. Research Grant, Co-PI with Chloe Gibbs & Stephen Raudenbush, (\$10,000), 2009, “Exploring the Role of Out-of-School Time in Schooling and Labor Market Outcomes.”

Professional Service

Referee: *American Educational Research Journal*; *AERA Open*; *American Journal of Education*; *Economics of Education Review*; *Educational Evaluation and Policy Analysis*; *Educational Administration Quarterly*; *Education Finance and Policy*; *Educational Researcher*; *Journal of Educational and Behavioral Statistics*; *Journal of Human Resources*; *Journal of Research on Educational Effectiveness*; *Journal of Policy Analysis and Management*; *Journal of Public Economics*; *Review of Economics and Statistics*; *William T. Grant Foundation*

George Mason University

Academic Program Coordinator, Education Policy, (September 2019 – August 2023)

PhD Committee, College of Education and Human Development (September 2019 – August 2023)

CEHD Mason Collaborative (October 2022 – August 2023)

Search Committee Chair, Education Policy (Sept 2019 – April 2020)

University of Pennsylvania

Committee Member, *Committee on Instruction*, University of Pennsylvania Graduate School of Education (September 2013 – August 2015)

Committee Member, *Committee on Degrees*, University of Pennsylvania Graduate School of Education (September 2015 – September 2018)

Steering Committee Member, *Teach for America Urban Teacher Master's & Certification Program*, University of Pennsylvania Graduate School of Education (October 2012 – September 2015)

Other Service

Committee Member, *Program Subcommittee on Education* (Fall 2015 Conference), Association for Public Policy Analysis and Management (APPAM)

Editorial Board, *American Educational Research Journal* (March 2016-July 2019)

Editorial Board, *Journal of Research on Educational Effectiveness* (October 2016-December 2019; May 2023-present)

Evaluation Advisory Board, *Leading Educators (Carnegie Corporation of NY: Teacher Practice Measurement Project)* (March 2020 – July 2021)

National Academies of Sciences, Engineering, and Medicine: Ford Foundation Fellowships Panelist (January 2022 – February 2022; January 2023 – March 2023)

Planning Committee, Virginia Longitudinal Data System (VLDS) (September 2020 – December 2020)

Technical Advisory Committee, *Pennsylvania Educator Evaluation*, Pennsylvania Department of Education (January 2013 – September 2015)

Technical Working Group (TWG), REL (Regional Educational Laboratory) Mid-Atlantic (April 2017 – present)

Doctoral Dissertation Advising (graduation date): Nina Hoe, Penn GSE (committee member; May 2014); Claire Robertson-Kraft, Penn GSE (committee member; August 2014); Marlene Walk, Penn School of Social Policy & Practice (committee member; May 2015); Kailey Spencer, Penn GSE (chair; May 2017); Michael Chirico, Penn Economics (committee member; May 2017); M. Soledad Ortuzar, Penn GSE (committee member; August 2018); Cameron Anglum, Penn GSE (chair; May 2019); Gregory Collins, Penn GSE (committee member; May 2019); Haisheng Yang, Penn GSE (chair; May 2021); John Dooris, GMU CEHD (committee member, May 2022); Elizabeth Davis, GMU CEHD (chair, May 2023).

Doctoral Advisees' Dissertation Awards & Initial Placements

- Cameron Anglum (Penn GSE; Initial Placement: Assistant Professor of Education Policy and Equity (tenure-track), Saint Louis University): National Academy of Education/Spencer Foundation Dissertation Fellowship (2018-19); New Scholar Award, Association for Education Finance and Policy (2018); David L. Clark Scholar, American Educational Research Association/University Council for Educational Administration (2018); Emerging Education Policy Scholar, Thomas B. Fordham Institute (2019)
- Haisheng Yang (Penn GSE; Initial Placement: Senior Analyst, Abt Associates): AEI Education Policy Academy (2018); GAPSA-Provost Fellowship for Interdisciplinary Innovation (2019); William E. Arnold Award for Outstanding Contributions by a Student (2021); Emerging Education Policy Scholar, Thomas B. Fordham Institute (2021)
- Elizabeth Davis (GMU CEHD; Initial Placement: Associate Consultant, Education First): American Educational Research Association (AERA) Dissertation Grant (2021-22)

Other Professional Experience

Research Assistant, Consortium on Chicago School Research, Chicago, IL; 2008-2011

Graduate Research Assistant, University of Wisconsin-Madison, Madison, WI; 2005-2007

New York City Teaching Fellow, New York, NY; 2002-2005

Financial Analyst, J.P. Morgan Securities, New York, NY; 2000-2002

Presentations and Invited Talks

2023

“School-Specific Human Capital and School Effectiveness,” paper to be presented at the Southern Economic Association (SEA) 93rd Annual Meeting, November 2023.

“School-Specific Human Capital and School Effectiveness,” paper to be presented at the Association for Public Policy Analysis and Management (APPAM) conference, November 2023.

“Research Overview: Context of Teaching & Learning in Virginia’s K-12 Schools,” Invited keynote presentation to the George Mason University College of Education and Human Development’s Summer Summit, June 2023.

Invited presentation to the George Mason University Center for Advancing Human Machine Partnership (CAHMP), April 2023.

“The Professional Trajectories of School Leaders and the Consequences for Schooling Outcomes: Evidence from Pennsylvania,” paper presented at the Association for Education Finance and Policy (AEFP) 48th Annual Conference, March 2023.

“School-Specific Human Capital and School Effectiveness,” poster presented at the Association for Education Finance and Policy (AEFP) 48th Annual Conference, March 2023.

“Strengthen Your CV Workshop,” invited presentation to the Schar School of Policy and Government PhD student workshop, February 16, 2023.

2022

Schar School of Policy & Government Symposium; Invited Panelist/Discussant: “Higher Education Costs: What Can Government Do?” December 5, 2022.

Faculty Seminar Series, Marx School of Public and International Affairs, CUNY-Baruch College; Invited Talk: “The Effect of Teacher Strikes on Student Achievement and Teacher Labor Market Outcomes: Evidence from Pennsylvania,” September 21, 2022.

Annenberg Institute for School Reform at Brown University; Invited panel discussion with Annenberg Undergraduate Fellows; July 12, 2022.

“Do You Observe What I Observe? Exploring the Discordance in Teacher and Evaluator Ratings of Teacher Performance,” paper presented at the Association for Education Finance and Policy (AEFP) 47th Annual Conference, March 2022.

“The Effects of Pandemic-Induced School Closures on Public Support for Education Spending,” paper presented at the Association for Education Finance and Policy (AEFP) 47th Annual Conference, March 2022.

“The Effect of Teacher Strikes on Student Achievement,” paper presented at the Association for Education Finance and Policy (AEFP) 47th Annual Conference, March 2022.

“Equitable Teacher Evaluations: Improving Measurement of Teacher Effectiveness,” invited presentation to the UChicago Consortium Steering Committee, March 2, 2022.

“Strengthen Your CV Workshop,” invited presentation to the Schar School of Policy and Government PhD student workshop, March 1, 2022.

2021

“The Effect of Teacher Strikes on Student Achievement,” paper to be presented at the Association for Public Policy Analysis and Management (APPAM) conference, November 2021. (conference postponed until March 2022).

“What Explains the Race Gap in Teacher Performance Ratings: Evidence from Chicago Public Schools,” invited presentation to the Chicago Public Schools Offices of Talent and Equity, December 6, 2021.

“Exploring the Conditions Affecting Teacher and Evaluator Disagreement Regarding Teacher Performance Ratings,” paper to be presented at the University Council for Educational Administration (UCEA) conference, November 2021.

“Do You Observe What I Observe? Exploring the Discordance in Teacher and Evaluator Ratings of Teacher Performance,” invited presentation to the EdPolicy*Forward* Research Workshop, November 18, 2021.

“Can Personnel Policy Improve Teacher Quality? The Role of Evaluation and the Impact of Exiting Low-Performing Teachers,” invited presentation to the Chicago Public Schools Office of Talent, October 29, 2021.

“Teacher Evaluation Reform: A Primer on Impacts and System Design,” invited presentation to the Virginia Board of Education and Virginia Department of Education, Richmond, VA, October 20, 2021.

“Leveraging Your EEPs Experience: A Conversation With Past EEPs,” invited panelist at Emerging Education Policy Scholars (EEPS) annual meeting, American Enterprise Institute/Fordham Institute, October 7, 2021.

“Federal Stimulus Aid and School Finance: Lessons from the Great Recession,” invited presentation at the *Recent Advancements in Education Finance and Policy* webinar, September 28, 2021. (to view webinar:

https://tufts.zoom.us/rec/share/EQCY4ifZAcS-xEplnwXNV9ncA6I5humasl6o9c815DPNlepRW67S1KCBxdLbcW-D.pWVG4FOIRf_4A5qP

“What Explains the Race Gap in Teacher Performance Ratings: Evidence from Chicago Public Schools,” Invited presentation to Schar School of Policy and Government, May 4, 2021.

“What Explains the Race Gap in Teacher Performance Ratings: Evidence from Chicago Public Schools,” Invited presentation to New America, March 9, 2021.

“Examining Bullying Reporting in Pennsylvania Schools: Preliminary Findings and Next Steps,” Invited presentation to the Pennsylvania Department of Education (PDE), February 1, 2021.

2020

“Teacher Evaluation Reform and the Exit of Low-Performing Teachers: The Role of Tenure Protections,” paper presented at the Triangle Economics of Education Workshop, Duke University; December 10, 2020.

“Do Teachers Improve Faster in Charter or District Schools? Evidence from Pennsylvania,” paper presented at the Association for Public Policy Analysis and Management (APPAM) conference, November 2020.

“Understanding Funding Models,” Invited panelist at the Murmuration 2020 Annual Conference, July 2020.

“Improving Teaching Practice and Student Learning: The Role of Teacher Evaluation,” paper presented at the Association for Education Finance and Policy (AEFP) 45th Annual Conference, March 2020.

2019

“Improving Teaching Practice and Student Learning: The Role of Teacher Evaluation,” paper presented at the Association for Public Policy Analysis and Management (APPAM) conference, November 2019.

Schar School of Policy and Government, George Mason University; Invited Talk: “Schools as places of crime? Evidence from closing chronically underperforming schools,” September 27, 2019.

“The Labor Market Consequences of Teacher Evaluation Reform: Regression Discontinuity Evidence from Chicago,” paper presented at the Association for Education Finance and Policy (AEFP) 44th Annual Conference, March 2019.

“Examining Teacher Mobility across Traditional and Charter Schools in Pennsylvania: Patterns, Contexts and Consequences,” poster presented at the Association for Education Finance and Policy (AEFP) 44th Annual Conference, March 2019.

Annenberg Institute for School Reform (Brown University) Brown Bag Series; Invited Talk: “The Labor Market Consequences of Teacher Evaluation Reform in Chicago,” February 12, 2019.

2018

“The Effect of Teacher Evaluation Reform on Teacher Mobility, Teacher Performance and Student Achievement: Evidence from Chicago Public Schools,” paper presented at the Association for Public Policy Analysis and Management (APPAM) conference, November 2018.

Faculty Seminar Series, Marx School of Public and International Affairs, CUNY-Baruch College; Invited Talk: “Schools as Places of Crime? Evidence from School Closings in Philadelphia,” October 3, 2018.

“What Do Funders Need to Know about Discipline Policy Reform?” Invited panelist at the Grantmakers for Education 2018 Annual Conference, October 2018.

“The Great Recession, Fiscal Federalism and Cross-District Spending Inequality,” paper presented at the Association for Education Finance and Policy (AEFP) 43rd Annual Conference, March 2018.

Labor, Development & Health Workshop, University of Connecticut; Invited Talk: “The Effects of Closing Urban Schools on Students’ Academic and Behavioral Outcomes: Evidence from Philadelphia,” February 26, 2018.

“School Discipline Reform: Hard Lessons from the Front Lines,” invited panel presentation to the Fordham Institute; January 25, 2018.

Workshop on Education, University of Chicago; Invited Talk: “The Direct and Indirect Effects of Closing Schools on Students’ Academic and Behavioral Outcomes: Evidence from Philadelphia,” January 23, 2018.

2017

“The Direct and Indirect Effects of Closing Schools on Students’ Academic and Behavioral Outcomes: Evidence from Philadelphia,” paper presented at the NAEed/Spencer Annual Meeting & Fellows Retreat; November 10, 2017.

“Does Closing Schools Affect Neighborhood Crime? Evidence from Philadelphia,” paper presented at the Association for Public Policy Analysis and Management (APPAM) conference, November 2017.

“Reforming School Discipline: The Impact of District-Level Policy Reform on Suspended Students and Their Peers,” paper presented at the Association for Public Policy Analysis and Management (APPAM) conference, November 2017.

“The Great Recession and Student Achievement: Evidence from Population Data,” paper presented at the Association for Public Policy Analysis and Management (APPAM) conference, November 2017.

“The Impact of Out-of-School Suspensions on Student Outcomes,” paper presented at the Association for Public Policy Analysis and Management (APPAM) conference, November 2017.

Russell Sage Foundation, Improving Education and Reducing Inequality in the United States: Obtaining New Insights from Population-Based Academic Performance Data; Invited Talk: “The Impact of the Great Recession on Student Achievement: Evidence from Population Data;” September 15, 2017.

“Transforming Urban Public Education;” Invited Presentation to Executive Committee and Faculty Fellows Executive Council, Penn Institute for Urban Research (IUR); May 12, 2017.

Harvard University, Program on Education Policy and Governance (PEPG) Colloquia Series; Invited Talk: “The Direct and Indirect Effects of Closing Schools on Students’ Educational Opportunities: Evidence from Philadelphia,” April 4, 2017.

“Do Suspensions Impact Students’ Academic and Behavioral Outcomes? Evidence from Discipline Policy Reform in Philadelphia,” paper presented at the Association for Education Finance and Policy (AEFP) 42nd Annual Conference, March 2017.

“Does Teacher Effectiveness Depend on Who Rates Classroom Practice?,” paper presented at the Association for Education Finance and Policy (AEFP) 42nd Annual Conference, March 2017.

“The Great Recession and Student Achievement,” paper presented at the Association for Education Finance and Policy (AEFP) 42nd Annual Conference, March 2017.

“The Direct and Indirect Effects of Closing Schools on Students’ Educational Opportunities: Evidence from Philadelphia,” paper presented at the Society for Research on Educational Effectiveness (SREE) conference, March, 2017.

2016

“Schools, Classrooms and Evaluators: Examining the Sources of Variation in Teacher Observation Scores in Chicago,” paper presented at the Association for Public Policy Analysis and Management (APPAM) conference, November 2016.

“Using School Climate Data to Promote Safe, Supportive Learning Environments,” invited panelist for the National Association of State Boards of Education (NASBE) webinar; November 1, 2016.

University of Arkansas, Department of Education Reform Lecture Series; Invited Talk: “Rolling Back Zero Tolerance: Evidence on the Scope and Impact of Discipline Policy Reform;” October 21, 2016.

“Addressing Extreme Poverty: Approaches that Work,” invited panelist at the Federal Reserve Bank of Philadelphia’s Reinventing Our Communities: Transforming Our Economies conference; September 21, 2016.

“School Discipline: A Debate,” invited panelist at the NewSchools Venture Fund Summit 2016; May 11, 2016. San Francisco, CA.

“How Do School Districts Respond to Statewide Finance Reform? Evidence from Pennsylvania,” paper presented at the American Educational Research Association (AERA) Annual Meeting; Washington, DC.

“The Direct and Indirect Effects of Closing Schools on Students’ Educational Settings: Evidence from Philadelphia,” paper presented at the American Educational Research Association (AERA) Annual Meeting; Washington, DC.

“Different Evaluator, Different Rating? Examining whether Teacher Effectiveness Depends on Observational Differences between Teachers and their Evaluators,” paper presented at the Association for Education Finance and Policy (AEFP) 41st Annual Conference; Denver, CO.

“Does Statewide Finance Reform and Federal Fiscal Stimulus Reduce District Spending Disparities? Evidence from Pennsylvania,” paper presented at the Association for Education Finance and Policy (AEFP) 41st Annual Conference; Denver, CO.

“Rolling back “Zero Tolerance”: The Relationship between Discipline Policy Reform and Suspension Usage,” paper presented at the Association for Education Finance and Policy (AEFP) 41st Annual Conference; Denver, CO.

“The Sensitivity of Teacher Performance Ratings to the Design of Teacher Evaluation Systems,” paper presented at the Association for Education Finance and Policy (AEFP) 41st Annual Conference; Denver, CO.

“When Suspensions Are Shorter: The Effects on School Climate and Student Learning,” paper presented at the Association for Education Finance and Policy (AEFP) 41st Annual Conference; Denver, CO.

“School Closure in Philadelphia Public Schools,” invited presentation to the Saint Joseph’s University Public Education Seminar Series; February 1, 2016.

2015

“How do School Districts Respond to Statewide Finance Reform? Evidence from Pennsylvania,” paper to be presented at the National Tax Association Annual Conference on Taxation, November, 2015.

“Classroom Composition and Measured Teacher Performance: What Do Teacher Observation Scores Really Measure?” paper presented at the Association for Public Policy Analysis and Management (APPAM) conference, November, 2015.

“How do School Districts Respond to Statewide Finance Reform? Evidence from Pennsylvania,” poster presented at the Association for Public Policy Analysis and Management (APPAM) conference, November, 2015.

“Rolling Back ‘Zero Tolerance’: Patterns of School Suspension in the Wake of District-Level Policy Reforms in New York City and Philadelphia,” paper presented at the Association for Public Policy Analysis and Management (APPAM) conference, November, 2015.

“The Direct and Indirect Effect of Closing Schools on Students' Educational Settings: Evidence from Two Rounds of School Closures in Philadelphia,” paper presented at the Association for Public Policy Analysis and Management (APPAM) conference, November, 2015.

“The Effects of Reducing Suspensions on Students and Schools,” paper presented at the Association for Public Policy Analysis and Management (APPAM) conference, November, 2015.

“The Direct and Indirect Effects of Closing Schools on Students’ Educational Settings: Evidence from Philadelphia,” invited presentation to the Superintendent of the School District of Philadelphia; June 3, 2015.

“The New Educational Accountability: Understanding the Landscape of Teacher Evaluation in the Post-NCLB Era,” paper presented at the American Educational Research Association (AERA) Annual Meeting; Chicago, IL, April 19, 2015.

“A Tale of Two Decades: New Evidence on Adequacy and Equity in Pennsylvania,” paper presented at the American Educational Research Association (AERA) Annual Meeting; Chicago, IL, April 19, 2015.

“School Discipline Reform, Research and Policy: Lessons from Chicago and Philadelphia,” invited panel presentation at the American Educational Research Association (AERA) Annual Meeting; Chicago, IL, April 16, 2015.

“Classroom Context and Observed Teacher Performance: What do Teacher Observation Scores Really Measure?” presentation to NYU’s Center for the Promotion of Research Involving Innovative Statistical Methodology (PRIISM) seminar series; March 25, 2015.

“School Closure and Student Relocation: Evidence from the School District of Philadelphia,” paper presented at the Association for Education Finance and Policy (AEFP) 40th Annual Conference; Washington, D.C., February 28, 2015.

“How do School Districts Respond to Statewide Finance Reform? Evidence from Pennsylvania,” paper presented at the Association for Education Finance and Policy (AEFP) 40th Annual Conference; Washington, D.C., February 26, 2015.

“Teacher Evaluation Reform: Building Evidence to Inform Policy,” UPenn IES Lecture Series; January 26, 2015.

2014

“Does Classroom Composition Influence Measured Teacher Performance? Evidence from the MET Study,” presentation given at the *Measures of Effective Teaching Grantee Meeting*, National Academy of Education Annual Meeting; Washington, D.C., November 14, 2014.

“Teacher Performance Evaluation and Teacher Sorting: Experimental Evidence from Chicago Public Schools,” paper presented at the Association for Public Policy Analysis and Management (APPAM) conference, November 7, 2014.

“Advancing the Utility of Regression Discontinuity Designs,” (panel chair) Society for Research on Educational Effectiveness Fall 2014 Conference; Washington, D.C., September 6, 2014.

“Developing a System of Excellent Schools: Turnarounds, Charters, and School Closures,” invited talk to The SDP Research, Policy, and Practice Conference; Philadelphia, PA, April 8, 2014.

“Does Teacher Evaluation Improve School Performance? Experimental Evidence from Chicago’s Excellence in Teaching Project,” paper presented at the American Educational Research Association (AERA) Annual Meeting; Philadelphia, PA, April 6, 2014.

“Examining Teacher Effectiveness using Classroom Observation Scores: Evidence from the Randomization of Teachers to Students,” poster presented at the American Educational Research Association (AERA) Annual Meeting; Philadelphia, PA, April 6, 2014.

“Understanding Student Sorting and the Allocation of Teacher Quality when Teachers are Randomly Assigned to Students,” poster presented at the American Educational Research Association (AERA) Annual Meeting; Philadelphia, PA., April 4, 2014.

“Teacher Performance Evaluation and Teacher Sorting: Experimental Evidence from Chicago Public Schools,” paper presented at the Association for Education Finance and Policy (AEFP) 39th Annual Conference; San Antonio, TX, March 15, 2014.

“The Impact of Teacher Evaluation Reform on Student Learning: Successes and Challenges in Replicating Experimental Findings with Non-Experimental Data,” paper presented at the Society for Research on Educational Effectiveness Spring 2014 Conference; Washington, D.C., March 8, 2014.

“Examining Teacher Effectiveness using Classroom Observation Scores: Evidence from the Randomization of Teachers to Students,” paper presented at the Society for Research on Educational Effectiveness Spring 2014 Conference; Washington, D.C., March 6, 2014.

Workshop on Education, University of Chicago; Invited Talk: “Does Teacher Evaluation Impact School Achievement and Teacher Mobility? Experimental Evidence from Chicago’s Excellence in Teaching Project;” Chicago, IL, February 18, 2014.

“The Decentralization of Decision-Making Authority to Local School Leaders: The Case of the Philadelphia School District,” invited talk to the School District of Philadelphia; Philadelphia, PA, January 29, 2014.

The 3rd International Conference on Educational Leadership; Santiago, Chile; January 6-8, 2014.

2013

“School Funding in Texas: Application of the Regression Discontinuity Design,” UPenn IES Lecture Series; December 9, 2013.

“Assessing Adequacy in Education Spending: A Summary of Key Findings,” presentation to the Philadelphia City Council Committee on Education; Philadelphia, PA, November 20, 2013.

“Examining the Causal Link between Observed Instructional Practice and Student Achievement: Evidence from the Randomization of Teachers to Students.” *Measures of Effective Teaching Grantee Meeting*, National Academy of Education Annual Meeting; Washington D.C., October 26, 2013.

“The Next 10 Years,” Invited talk on trends in urban education policy, University of Pennsylvania Institute for Urban Research; October 10, 2013.

Violence and Schools: New Findings and Emerging Questions from Across the Disciplines Conference, New York University Institute of Human Development and Social Change; April 12, 2013.

“The Effect of Increased Revenue on Student Outcomes: Evidence from Texas’ Small and Midsize District Adjustments,” paper presented at the Association for Education Finance and Policy 38th Annual Conference, New Orleans, LA, March 15, 2013.

“Does Teacher Evaluation Improve School Performance? Experimental Evidence from Chicago’s Excellence in Teaching Project,” UPenn IES Lecture Series; February 11, 2013.

“What Conditions Jeopardize and Support Safety in Urban Schools? The Influence of Community Characteristics, School Composition and School Organizational Practices on Student and Teacher Reports of Safety in Chicago,” paper presented at the *Closing the School Discipline Gap: Research to Practice* National Conference, Washington DC; January 10, 2013.

2012

“Community and Education Challenges in Philadelphia: Research and Reform,” Invited talk, University of Pennsylvania Institute for Urban Research, November 5, 2012.

“Charter Schools and Local Control: New Models of School Reform,” Invited talk, University of Pennsylvania Annual Homecoming Weekend, October 27, 2012.

American Educational Research Association (AERA) Annual Meeting (April); Vancouver B.C.

2011

Association for Public Policy Analysis and Management (APPAM) Fall Conference (November); Washington D.C.

Harris School of Public Policy Studies PhD Workshop, University of Chicago (November); Chicago, IL.

Workshop on Education, University of Chicago (October); Chicago, IL.

CUNY-Baruch College School of Public Affairs Faculty Seminar Series (September); New York, NY.

Research report and invited talk on school safety presented to Chief Executive Officer of Chicago Public Schools (February); Chicago, IL.

2010

Pioneer Institute's School Choice Models & Public School Reform Conference (October); Boston, MA.
Workshop on Education, University of Chicago (October); Chicago, IL.
American Educational Research Association (AERA) Annual Meeting (May); Denver, CO.
Harris School of Public Policy Studies PhD Workshop, University of Chicago (March); Chicago, IL.
Workshop on Education/Workshop on Human Potential (co-sponsored session), University of Chicago (February); Chicago, IL.

2009

The National Center on School Choice (NCSC) Conference, Vanderbilt University (October); Nashville, TN.
The Fourth Annual Institute of Education Sciences (IES) Research Conference (June); Washington D.C.
The School of Education/Wisconsin Center for Education Research (WCER) Tuesday Lecture Series, University of Wisconsin-Madison (April); Madison, WI.
Invited talk on Supplemental Educational Services to the Department of Applied Research, Chicago Public Schools (April); Chicago, IL.
Harris School of Public Policy Studies PhD Workshop, University of Chicago (April); Chicago, IL.
Workshop/Working Group on Human Potential at the Center for Human Potential and Public Policy, University of Chicago (February); Chicago, IL.

2008

Invited talk on Supplemental Educational Services to the Center for Elementary Mathematics and Science Education, University of Chicago (December); Chicago, IL.
Workshop on Education, University of Chicago (October); Chicago, IL.
American Educational Research Association (AERA) Annual Meeting (March); New York, NY.

2007

The 24th Annual Student Financial Aid Research Network Conference (June); Portland, Oregon.
American Educational Research Association (AERA) Annual Meeting (April); Chicago, IL.
The Wisconsin Center for the Advancement of Postsecondary Education (WISCAPE) forum, titled "Low-Income Student Access at UW-Madison and Beyond: Problems and Solutions" (February); Madison, WI.

2006

Association for Public Policy Analysis and Management (APPAM) Fall Conference (November); Madison, WI.
The La Follette School Seminar Series (October); Madison, WI.

Selected Media and Interviews

Catalyst Chicago (May 9, 2011):
http://www.catalyst-chicago.org/notebook/index.php/entry/1102/Study%3A_Strong_relationships_help_students_feel_safer
Chicago Tribune (May 10, 2011):
<http://www.chicagotribune.com/news/education/ct-met-school-safety-report-0510-20110510,0,3912466.story>
Education Week (May 10, 2011):
<http://www.edweek.org/ew/articles/2011/05/10/31safe.h30.html?tkn=UUQF2SCbEzN%2BpwPRvRi8TiO8CvCg17h0FqVD&cmp=clp-edweek>

New York Times (May 8, 2011):

http://www.nytimes.com/2011/05/08/us/08cnccalm.html?_r=1

Philadelphia Inquirer (November 20, 2013):

http://articles.philly.com/2013-11-21/news/44288268_1_philadelphia-school-district-steinberg-student

Philadelphia Tribune (November 29, 2013):

<http://www.phillytrib.com/newsarticles/item/11960-calls-to-change-education-funding-in-pa-get-louder.html>

Profit of Education (January 29, 2014):

<http://profitofeducation.org/>

Interview Guest on *Radio Times with Marty Moss-Coane*, “Racial Disparities in School Discipline” (March 31, 2014): <http://why.org/cms/radiotimes/2014/03/31/racial-disparities-in-school-discipline/>

ICPSR Bulletin, “Researchers obtaining important benefits from MET Project data” (Volume XXXIV, No. 2, Spring 2014): <http://www.icpsr.umich.edu/files/membership/publications/bulletin/2014-Q1.pdf>

Interview Guest on *Newsworks* (November 26, 2014):

<http://www.newsworks.org/index.php/component/flexicontent/items/item/75601-upenn-report-finds-pennsylvania-schools-need-an-additional-35-billion>

Interview Guest on *Knowledge@Wharton* (July 21, 2015; January 28, 2016).

Politico (January 21, 2016):

<http://www.politico.com/tipsheets/morning-education/2016/01/everybodys-talking-about-essa-gambling-on-grants-in-illinois-gearing-up-for-vergara-discord-in-detroit-212279>

Education Week (January 22, 2016):

http://blogs.edweek.org/edweek/teacherbeat/2016/01/observations_of_teachersmdashu.html

The 74 (September 20, 2016): “New Research: Chicago Teacher Eval Pilot Moved Out Struggling Teachers, Kept Stronger Ones”:

<https://www.the74million.org/article/new-research-chicago-teacher-eval-pilot-moved-out-struggling-teachers-kept-stronger-ones>

Education Next Podcast interview guest: “What Does the Research Say about School Discipline Policies?” (October 12, 2016):

<http://educationnext.org/ednext-podcast-what-does-research-say-about-school-discipline-policies-steinberg/>

Consortium for Policy Research in Education (CPRE) *Knowledge Hub* interview guest: “Classroom Composition’s Impact on Teacher Observation Scores” (December 22, 2016):

<https://soundcloud.com/cpre-knowledgehub/matthew-steinberg>

The 74 (May 2, 2017): “The School Discipline Revolution: How Policy and Rhetoric Outstrip Hard Evidence”:

<https://www.the74million.org/article/the-school-discipline-revolution-how-policy-and-rhetoric-outstrip-hard-evidence>

Chalkbeat (August 30, 2017): “The Great Recession decimated the economy. It also hurt student learning, according to pioneering new study”:

<https://www.chalkbeat.org/posts/us/2017/08/30/the-great-recession-decimated-the-economy-it-also-hurt-student-learning-according-to-pioneering-new-study/>

Consortium for Policy Research in Education (CPRE) *Knowledge Hub* interview guest: “Sensitivity of Teacher Performance Ratings” (November 16, 2017):

<https://soundcloud.com/cpre-knowledgehub/matthew-steinberg-sensitivity-of-teacher-performance-ratings>

The 74 (December 13, 2017): “10 Charts That Changed the Way We Think About America’s Schools in 2017”:

<https://www.the74million.org/article/10-charts-that-changed-the-way-we-think-about-our-schools-in-2017/>

The Atlantic (March 23, 2018): “The Push for Harsher School Discipline after Parkland”:

<https://www.theatlantic.com/education/archive/2018/03/harsher-school-discipline-after-parkland/556274/>

The Atlantic (May 8, 2018): “One Ohio School’s Quest to Rethink Bad Behavior”:

<https://www.theatlantic.com/education/archive/2018/05/ohio-school-bad-behavior/559766/>

The New York Times (June 4, 2018): “The Numbers That Explain Why Teachers Are in Revolt”:

<https://www.nytimes.com/2018/06/04/upshot/school-funding-still-lags-after-recession-ended.html>

Chalkbeat (August 23, 2018): “Suspensions really do hurt students academically, new studies confirm, but maybe less than previously thought”:

<https://www.chalkbeat.org/posts/us/2018/08/23/suspensions-really-do-hurt-students-academically-new-studies-confirm-but-maybe-less-than-previously-thought/>

The 74 (August 28, 2018): “New Study: Suspending Students for Minor Infractions Like Cursing Hurts Kids but Benefits Nobody”:

<https://www.the74million.org/new-study-suspending-students-for-minor-infractions-like-cursing-hurts-kids-but-benefits-nobody/>

Philadelphia Inquirer (September 5, 2018): “Teachers leave Philly schools at especially high rates, new study finds”:

<http://www2.philly.com/philly/education/high-teacher-mobility-philadelphia-school-district-20180905.html>

FutureEd interview: “How School Suspensions Affect Student Achievement” (September 19, 2018):

<https://www.future-ed.org/how-school-suspensions-affect-student-achievement/>

WHYY Philadelphia: “Principal turnover highest in Pa. cities, study says, and school leaders may be getting whiter, too” (January 8, 2019):

<https://whyy.org/articles/principal-turnover-highest-in-pa-cities-and-school-leaders-may-be-getting-whiter-too/>

Philadelphia Public School Notebook: “Principals leave their schools at high rates in Philadelphia, new study shows” (January 8, 2019):

https://thenotebook.org/articles/2019/01/08/principals-leave-their-schools-at-high-rates-in-philadelphia-new-study-shows/?fbclid=IwAR0AbhzcvJsj1mDoWZNeTqGngzZeeXAQCMwkiwiU2-IsIXMkv4_rgJwK1rE

Chalkbeat (February 5, 2019): “Five things we’ve learned from a decade of research on school closures”:

<https://www.chalkbeat.org/posts/us/2019/02/05/school-closure-research-review/>

Chalkbeat (February 5, 2019): “17 studies that tell us something about how school closures affect students”:

<https://www.chalkbeat.org/posts/us/2019/02/05/list-school-closures-research-studies/>

WHYY Philadelphia (March 19, 2019): “What happened when Philly closed 30 schools? New study offers answers”:

<https://whyy.org/articles/what-happened-when-philly-closed-30-schools-new-study-offers-answers/>

Fordham Institute, Education Gadfly Show (April 17, 2019): *Amber’s Research Minute* discusses paper “The effects of closing urban schools on students’ academic and behavioral outcomes: Evidence from Philadelphia” (minutes 12:50-22:01): <https://fordhaminstitute.org/national/resources/education-gadfly-show-will-charter-opposition-come-dc>

WHYY Philadelphia (May 18, 2019): “Philly school closures found to make neighborhoods safer”:

<https://whyy.org/articles/philly-school-closures-found-to-make-neighborhoods-safer/>

Fordham Institute, Education Gadfly Show (May 22, 2019): *Amber's Research Minute* discusses paper “Schools as places of crime? Evidence from closing chronically underperforming schools” (minutes 12:16-21:40): <https://fordhaminstitute.org/national/resources/education-gadfly-show-education-leaderships-gender-imbalance>

The Economist (June 6, 2019): “What budget cuts during the Great Recession did to pupils’ test scores”: <https://www.economist.com/united-states/2019/06/06/what-budget-cuts-during-the-great-recession-did-to-pupils-test-scores>

The 74 (July 15, 2019): “Failing Schools: Home to Underachieving Students, Disillusioned Teachers and — According to a New Study — Higher Rates of Crime”: <https://www.the74million.org/failing-schools-home-to-underachieving-students-disillusioned-teachers-and-according-to-a-new-study-higher-rates-of-crime/>

Chalkbeat (August 13, 2019): “4 new studies bolster the case: More money for schools helps low-income students”: <https://www.chalkbeat.org/posts/us/2019/08/13/school-funding-spending-money-matter-latest-research-studies/>

AERA Newsroom (September 25, 2019): “School Spending Cuts Triggered by Great Recession Linked to Sizable Learning Losses for Students in Hardest Hit Areas”: <https://www.aera.net/Newsroom/School-Spending-Cuts-Triggered-by-Great-Recession-Linked-to-Sizable-Learning-Losses-for-Students-in-Hardest-Hit-Areas>

Education Dive (September 25, 2019): “Study: Recession cuts came at expense of achievement”: <https://www.educationdive.com/news/study-recession-cuts-came-at-expense-of-achievement/563455/>

Education Week (September 25, 2019): “Did the recession hurt test scores? A new study says, yes. A lot.”: http://blogs.edweek.org/edweek/campaign-k-12/2019/09/did_the_recession_hurt_test_sco.html

Politico (September 25, 2019): “Spending cuts during recession hurt student achievement”: <https://www.politico.com/morningeducation/>

Philadelphia Public School Notebook (October 9, 2019): “Study: One-third of Philly students switch high schools, increasing their risk of dropping out”: <https://thenotebook.org/articles/2019/10/09/study-one-third-of-philly-students-switch-high-schools-increasing-their-risk-of-dropping-out/>

Consortium for Policy Research in Education (CPRE) *Knowledge Hub* interview guest: “The Educational Toll of the Great Recession” (October 17, 2019): <https://www.researchminutes.org/episode/the-educational-toll-of-the-great-recession/>

The 74 (December 11, 2019): “14 Charts that Changed the Way We Looked at America’s Schools in 2019”: <https://www.the74million.org/article/15-charts-that-made-us-think-differently-about-schools-in-2019/>

Fordham Institute, Education Gadfly Show (January 8, 2020): “The best education research studies of 2019”: <https://fordhaminstitute.org/national/resources/education-gadfly-show-best-education-research-studies-2019>

Fordham Institute, Education Gadfly Show interview guest: “Research Deep Dive—School discipline reform” (January 21, 2020): <https://fordhaminstitute.org/national/resources/education-gadfly-show-research-deep-dive-school-discipline-reform>

Chalkbeat (March 24, 2020): “The coronavirus double whammy: School closures, economic downturn could derail student learning, research shows”: <https://chalkbeat.org/posts/us/2020/03/24/school-closures-economic-recession-coronavirus-students-research/>

The 74 (March 27, 2020): “What the Great Recession Tells Us About the Pandemic Downturn to Come: Expect Declining Student Performance, Widening Achievement Gaps”: <https://www.the74million.org/article/recession-coronavirus-k12-schools-students/>

Chalkbeat (April 7, 2020): “School budgets are in big trouble, especially in high-poverty areas. Here’s why — and what could help”: <https://chalkbeat.org/posts/us/2020/04/07/coronavirus-school-funding-great-recession-lessons-equity/>

Fordham Institute, Education Gadfly Show: “Research Deep Dive—The impact of school closures” (April 8, 2020): <https://fordhaminstitute.org/national/resources/education-gadfly-show-research-deep-dive-impact-school-closures>

World Bank (April 13, 2020): “We should avoid flattening the curve in education – Possible scenarios for learning loss during the school lockdowns”: <https://blogs.worldbank.org/education/we-should-avoid-flattening-curve-education-possible-scenarios-learning-loss-during-school>

Chalkbeat (April 22, 2020): “12 ways the last recession changed America’s schools — and what that means for the years ahead”: <https://www.chalkbeat.org/2020/4/22/21230992/great-recession-schools-research-lessons-coronavirus>

Education Week (June 2, 2020): “How Districts, States Can Survive the COVID-19 Recession”: <https://mobile.edweek.org/c.jsp?cid=25919951&bcid=&rssid=25919141&item=http%3a%2f%2fapi.edweek.org%2fv1%2few%2f%3fuuid%3d601881D4-A4E6-11EA-B605-956759D98AAA>

Chalkbeat Chicago (December 10, 2020): “New study says Chicago’s teacher evaluation may penalize Black educators”: <https://chicago.chalkbeat.org/2020/12/10/22166295/chicagos-reach-teacher-evaluation-may-penalize-black-educators-study-shows>

AERA Newsroom (December 10, 2020): “Study: Teacher Performance Measures May Penalize Black Educators”: <https://www.aera.net/Newsroom/Study-Teacher-Performance-Measures-May-Penalize-Black-Educators>

Education Week (December 14, 2020): “Teachers in High-Poverty Schools Penalized Unfairly on Observations, Study Says”: <https://www.edweek.org/teaching-learning/teachers-in-high-poverty-schools-penalized-unfairly-on-observations-study-says/2020/12>

Fordham Institute, Education Gadfly Show interview guest (discuss new research on teacher effectiveness and improvement in charter and traditional public schools) (December 17, 2020): <https://fordhaminstitute.org/national/resources/education-gadfly-show-emily-oster-and-noelle-ellerson-ng-answer-big-question>

Consortium for Policy Research in Education (CPRE) *Knowledge Hub* interview guest: “What Explains the Race Gap in Teacher Performance Ratings” (February 11, 2021): <https://cprehub.org/research-minutes/what-explains-race-gap-teacher-performance-ratings>

Virginia National Public Radio interview guest: “As Attention Turns To Richmond, Hope For A Big Education Budget” (November 9, 2021): <https://www.wvtf.org/news/2021-11-09/as-attention-turns-to-richmond-hope-for-a-big-education-budget>

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