

CURRICULUM VITAE

Richard J. Correnti
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EDUCATION

- Ph.D. **University of Michigan, Ann Arbor**
Educational Administration and Policy, June 2005

Dissertation committee: Brian Rowan (chair), Stephen Raudenbush, Cecil Miskel, Fredrick Morrison, and Roger Goddard
- M.S. **Northeastern University, Boston**
Human Resource Counseling, May 1996
- B.S. **University of Massachusetts, Amherst**
Psychology, May 1994

PROFESSIONAL EXPERIENCE

- Associate Professor**, 2007 – Present
Learning Sciences and Policy Program, School of Education, University of Pittsburgh
- Research Scientist**, 2007 – Present
Learning Research and Development Center, University of Pittsburgh
- Senior Research Associate**, 2003-2007
Study of Instructional Improvement, University of Michigan, Ann Arbor

AWARDS AND HONORS

- Distinguished Dissertation Award**, 2006
American Education Research Association, Division L
- Charles Milne Greig Award**, 2005
(Outstanding Graduate Student)
University of Michigan, Ann Arbor
- Spencer Fellow**, 1997-2003
University of Michigan, Ann Arbor

PUBLICATIONS

Peer Reviewed Journal Articles

*Denotes graduate student co-author

*Wang, E., Matsumura, L.C., & Correnti, R. (Accepted). Student Writing Accepted as 'High-Quality' Responses to Analytic Text-Based Writing Tasks. *Elementary School Journal*.

*Wang, E., Matsumura, L.C., & Correnti, R. (Accepted). Attending to students' thinking when assessing cognitively demanding text-based writing assignments. *Reading Teacher*.

*Rahimi, Z., Litman, D., Correnti, R., Wang, E., & Matsumura, L. C. (2017). Assessing Students' Use of Evidence and Organization in Response-to-Text Writing: Using Natural Language Processing for Rubric-Based Automated Scoring. *International Journal of Artificial Intelligence in Education*, 1-35.

Stein, M. K., Correnti, R., Moore, D., Russell, J. L., & Kelly, K. (2017). Using Theory and Measurement to Sharpen Conceptualizations of Mathematics Teaching in the Common Core Era. *AERA Open*, 3(1), pp.1-20.

Wang, E., Matsumura, L. C., & Correnti, R. (2017). Making a CASE: Improving Use of Text Evidence in Students' Writing. *The Reading Teacher*, 70(4), 479-484.

Munter, C., & Correnti, R. (2017). Examining Relations between Mathematics Teachers' Instructional Vision and Knowledge and Change in Practice. *American Journal of Education*, 123(2), pp.171-202.

Stein, M.K., Kelly, K., Moore, D., Correnti, R., & Russell, J. (2016). Theorizing and Measuring Teaching for Conceptual Understanding. *International Congress on Mathematics Education (Proceedings)*. Hamburg, Germany.

Matsumura, L.C., Bickel, D., Zook-Howell, D., Correnti, R., & Walsh, M., (2016). Cloud Coaching: Web-based learning holds promise, especially for districts with limited resources. *Journal of Staff Development*, v. 37 (4), pp. 30-39.

Matsumura, L. C., Wang, E., & Correnti, R. (2016). Text-Based Writing Assignments for College Readiness. *The Reading Teacher*, 70(3), 347-351.

Patchan, M., Schunn, C., and Correnti, R. (2016). The nature of feedback revisited: How feedback features affect students' willingness and ability to revise. *Journal of Educational Psychology*.

*Wang, E., Matsumura, L.C., Bickel, D., Correnti, R., Zook-Howell, D., Prine, D., & Walsh, M. (2015). Web-based professional development to improve text discussions. *European Research for Practitioner Research on Improving Learning (Proceedings)*, Belval, Luxembourg.

Matsumura, L. C., Correnti, R., & *Wang, E. (2015). Classroom Writing Tasks and Students' Analytic Text-Based Writing. *Reading Research Quarterly*, 50(4), 417-438.

*Rahimi, Z., Litman, D. J., Correnti, R., Matsumura, L. C., *Wang, E., & *Kisa, Z. (2015). Incorporating coherence of topics as a criterion in Automatic Response-to-Text assessment of the organization of writing.

*Kisa, Z. & Correnti, R. (2014) Examining implementation fidelity in America's Choice schools: A longitudinal analysis of changes in professional development associated with changes in teacher practice. *Educational Evaluation and Policy Analysis*, (Online first, December 9, 2014).

*Rahimi, Z., Litman, D. J., Correnti, R., Matsumura, L. C., *Wang, E., & *Kisa, Z. (2014). Automatic Scoring of an Analytical Response-To-Text Assessment. In *Intelligent Tutoring Systems* (pp. 601-610). Springer International Publishing.

*Bathgate, M., Schunn, C., & Correnti, R. (2013). Children's Motivation Toward Science Across Contexts, Manner of Interaction, and Topic. *Science Education*, 98(2), 189-215.

*Abramovich, S., Schunn, C., & Correnti, R. (2013). The role of evaluative metadata in an online teacher resource exchange. *Educational Technology Research and Development*, 61(6), 863-883.

Correnti, R., Matsumura, L.C., Hamilton, L.H., & *Wang, E. (2013). Assessing students' skills at writing in response to texts. *Elementary School Journal*, v.114(2).

Scott, S., Kucan, L. & Correnti, R. (2013). Using video records to mediate teaching interns' critical reflection. *Journal of Technology and Teacher Education* v. 21(1), 119-145.

Correnti, R., Matsumura, L.C., Hamilton, L.H., & *Wang, E. (2012). Combining multiple measures of students' opportunities to develop analytic text-based writing. *Educational Assessment*, v. 17 (2-3 special issue on measuring instruction), 132-161.

Correnti, R. & Martinez, J.F. (2012). Conceptual, methodological, and policy issues in the study of teaching: Implications for improving instructional practice at scale. *Educational Assessment*, v. 17 (2-3 special issue on measuring

instruction), 51-61.

Crosson, A.C., Matsumura, L.C., Correnti, R., & *Arlotto-Guerero, A. (2012). The quality of writing tasks and students' use of academic language in Spanish. *Elementary School Journal*, 112(3) 469-496.

Matsumura, L.C., Garnier, H.E., Correnti, R., Junker, B., & Bickel, D.D. (2010). Investigating the effectiveness of a comprehensive literacy-coaching program in schools with high teacher mobility. *Elementary School Journal*, 111(1) 35-62.

Rowan, B. & Correnti, R. (2009). Studying reading instruction with teacher logs: Lessons from A Study of Instructional Improvement. *Educational Researcher*, 38(2) 120-131.

Rowan, B., & Correnti, R. (2009). Measuring Reading Instruction with Teacher Logs. *Educational Researcher*, 38(7) 549-551.

Carlisle, J. Correnti, R. Phelps, G. & *Zang, J. (2009). Exploration of the contribution of teachers' knowledge about reading to their students' improvement in reading. *Reading and Writing*, 22(4), 457-486.

Rowan, B., Jacob, R. & Corenti, R. (2009). Using instructional logs to identify quality in educational settings. *New Directions for Youth Development*, 121, 5-31.

Correnti, R. (2007). An empirical investigation of professional development effects on literacy instruction using daily logs. *Educational Evaluation and Policy Analysis*, 29(4), 239-261.

Correnti, R. & Rowan, B. (2007). Opening up the black box: Literacy instruction in schools participating in three comprehensive school reform programs. *American Educational Research Journal*, 44 (2), 298-338.

Rowan, B., Camburn, E. & Correnti, R. (2004). Using teacher logs to measure the enacted curriculum: A study of literacy teaching in third-grade classrooms. *Elementary School Journal*, 105, 75-102.

Rowan, B., Correnti, R., & Miller, R. (2002). What large-scale, survey research tells us about teacher effects on student achievement: Insights from the Prospects study of elementary schools. *Teachers College Record*, 104(8), 1525-1567.

Book Chapters

Correnti, R., with Stein, M.K., & Smith, M., & Scherrer, J., & McKeown, M., & Greeno, J., & Ashley, K. (2013). Improving teaching at-scale: Design for the

scientific measurement and development of discourse practice. In Resnick, L. & Asterhan, C. (Ed.s). *Socializing Intelligence through Academic Talk and Dialogue*.

Rowan, B., Correnti, R., Miller, R., & Camburn, E. (2009). School improvement by design: Lessons from a study of Comprehensive School Reform programs. In Schneider, B., & Sykes, D. (Ed.s) *AERA Handbook on Education Policy Research*.

Rowan, B., & Correnti, R. (2009). Interventions to improve instruction: How implementation strategies affect instructional change. In Hoy, W.K. & DiPaola, M. (Ed.s). *Studies in School Improvement: A Volume in Research and Theory in Educational Administration*. Charlotte, NC: Information Age Publishing.

Rowan, B., Camburn, E., & Correnti, R. (2009). Using time diaries to study instruction in schools. In Belli, R. & Stafford, F. & Alwin, D. (Ed.s) *Calendar and time diary methodologies in life course research*. Thousand Oaks, CA: Sage Publications.

Other Articles

Scott, A. & Correnti, R. (2013). *Pittsburgh's New Teacher Improvement System: Helping teachers help students to learn*. A+ Schools: Pittsburgh, PA.

Correnti, R. (2008). Professional development as a lever for changing teacher practice. *Learning Policy Brief*, 1(2), 1-5.

Rowan, B. & Raudenbush, S. & Correnti, R. & Schilling, S. & Johnson, C. (2005). Using survey data to examine how different mixes of word analysis and text comprehension instruction affect first grade students' reading achievement. Paper prepared for NCES seminar, *Learning from Longitudinal Data in Education*.

Technical Reports/Working Papers

Correnti, R. (2010). Examining CSR program effects on achievement: A technical report summarizing achievement growth models in the *Study of Instructional Improvement*.

Correnti, R., Hansen, B., & Rowan, B. (2009). Early implementation and student achievement outcomes in Texas schools using agile mind services. Submitted to Hewlett Foundation.

Atkins-Burnett, S., Rowan, B. & Correnti, R. (2001). Administering standardized tests to young children: How mode of administration affects the reliability and validity of standardized measures of student

achievement in kindergarten and first grade. Consortium for Policy Research in Education, Study of Instructional Improvement, research Note S-1. Ann Arbor: University of Michigan.

Ball, D., Camburn, E., Correnti, R., Phelps, G. & Wallace, R. (1999). New tools for research on instruction and policy: A web-based teacher log (CTP Working Paper W-99-2). Seattle: Center for the Study of Teaching and Policy, University of Washington.

Manuscripts Currently in Peer Review

*Kisa, Z. & Correnti, R. (In Review). A quasi-experimental study of the effect of mathematics professional development on student achievement. *Educational Evaluation and Policy Analysis*.

*Sung, H.C., Wallace, T.W., Correnti, R., & Cohen, J. (In Review). Hidden but powerful: The effects of psychological experiences on math achievement among middle school students. *Educational Psychology*.

Russell, J., Correnti, R., Stein, M.K., Hannan, M., Bill, V., Schwartz, N., Booker, L., and Roberts Pratt, N. (In Review). Learning to leverage coaching for instructional improvement at scale: Adaptive integration in the TN mathematics coaching project. *American Educational Research Journal*.

INVITED TALKS/ PANELIST

Correnti, R. (Dec. 2016). *Theory and Practice of Academically Productive Talk: What we Know and What we Need to Know; Co-PIs Suzanne Donovan and Catherine Snow*. Harvard University, Cambridge, MA.

Stein, M.K. and Correnti, R. (Oct. 2016). *CCSSO Meeting of Math State Leaders*. Minneapolis, MN.

Russell, J. L., Correnti, R., Stein, M. K., Hannan, M., Bill, V., Schwartz, N., Booker, L. & Pratt, N. R. (2015, October). *Using data for improvement to support implementation at scale: Adaptive integration in the TN Mathematics Coaching Project*. National Center on Scaling Up Effective Schools Second National Conference, Nashville, TN.

Correnti, R., Russell, J., & Stein, M.K. (2014). *Tennessee as a STEM Learning Environment: Conceptualizing and Describing Mathematics Teaching At-Scale*. Tennessee State Department of Education, Nashville, TN.

Correnti, R. (April 2013). *Designing and Analyzing Data from Daily Logs in Mathematics and Science*. North Carolina State University, Raleigh, NC.

Correnti, R. (January, 2013). Project ATOMS: *Accomplished elementary Teachers of Mathematics and Science*. Chair of Advisory Board, North Carolina State University, Raleigh, NC.

Correnti, R. (December, 2012). *Identifying teaching-learning Associations for instructional improvement: analytic writing in 4th through 6th grades*. Research Talk given at Educational Testing Service, Princeton, NJ.

Correnti, R. (May, 2012). *Combining Multiple Measures of Teaching*. Measurement grantees meeting, WT Grant/Spencer Foundation, Chicago, IL.

Correnti, R. (February, 2012). *Measuring Students Skills in Writing through a Response to Text Assessment (RTA): Implications for learning and teaching*. IES Pre-Doctoral Training Program in Interdisciplinary Methods for Field-based Research in Education. University of Pennsylvania, Philadelphia, PA.

Correnti, R., & Phelps, G. (March 2012). *Planning for Measuring Instruction: Reliability, Validity and Costs/Benefits of Different Measures of Teaching*. North Carolina State University, Raleigh, NC.

Correnti, R. (February, 2012). Project ATOMS: *Accomplished elementary Teachers of Mathematics and Science*. Advisory Board Meeting, North Carolina State University, Raleigh, NC.

Correnti, R., with Stein, M.K., & Smith, M., & Scherrer, J., & McKeown, M., & Greeno, J., & Ashley, K. (September, 2011) *Improving Teaching At-Scale: Design for the Scientific Measurement and Development of Discourse Practice, Socializing Intelligence through Academic Talk and Dialogue*, University of Pittsburgh, Pittsburgh, PA.

Correnti, R. (May, 2011). *Supporting Implementation of the Common Core State Standards for Mathematics: Recommendations for Professional Development*. North Carolina State University, Raleigh, NC.

Correnti, R., & Matsumura, L.C. (January, 2010). *Measuring instruction using logs and teachers' assignments: Reflections on a pilot study*. Setting-Level Intervention/Measurement Grantees Meeting, WT Grant/Spencer Foundation, Washington, DC.

PRESENTATIONS

Correnti, R., Thomas, A.S., Yu, B., Russell, J., Booker, L., Schwartz, N., Matthis, C. (2017). Prospective Matching Methods in Education Research: Recruiting an Active Comparison Sample for Causal Inference. *Society for Research on Educational Effectiveness*, Washington, DC.

Correnti, R., McKeown, M., Crosson, A., Quintana, R., Sartoris, M., Matsumura, L.C. and Howe, E. (2016). Assessments for Understanding Student

Writing Performance. *Literacy Research Association Annual Conference*, Nashville, TN.

Matsumura, L.C., Bickel, D., Zook-Howell, D., Correnti, R., Wang, E., & Walsh, M., (2016). Online Learning to Improve Classroom Text Discussion Quality. *Literacy Research Association Annual Conference*, Nashville, TN.

Knutson, K., Crowley, K., & Correnti, R. (July 2016). Comparing and contrasting within and between family variation in engagement and learning experiences in seven different dinosaur halls. *Visitor Studies Association Annual Meeting*, Boston, MA.

Stein, M.K., Correnti, R., & *Kelly, K. (2016). Measuring and Supporting the Improvement of Mathematics Teaching at Scale. *NCTM Research Preconference*, San Francisco, CA.

Stein, M.K., Thomas, A., *Kelly, K., Russell, J., & Correnti, R. (2016). Assignments and Student Work as Measures of Teaching. *American Educational Research Association Annual Meeting*, Washington, DC.

Correnti, R., Stein, M.K., Russell, J., Moore, D., *Kelly, K., & Thomas, A. (2016). Innovative Survey Approaches: Making Sense of Patterns that Make Sense. *American Educational Research Association Annual Meeting*, Washington, DC.

*Kelly, K., Stein, M.K., Moore, D., Correnti, R., & Russell, J. (2016). Measuring "Explicit Attention to Concepts" and "Students' Opportunity to Struggle" using Video-based Observations. *American Educational Research Association Annual Meeting*, Washington, DC.

Russell, J. L., Stein, M. K., Correnti, R. J., *Kehoe, S. S., Moore, D. W. & Thomas, A. (2016, April). Theorizing and measuring social supports for teacher learning. *American Educational Research Association Annual Meeting*, Washington, DC.

Russell, J. L., Stein, M. K., Correnti, R. J., Booker, L., Schwartz, N., Pratt, N. R., *Stelitano, L. & Pullen, B. (2016, April). Fostering research-practice partnerships at the state level: The mathematics instructional coaching project. *American Educational Research Association Annual Meeting*, Washington, DC.

Matsumura, L.C., Correnti, R., & *Wang, E. (2015). *The Contribution of Assignment Quality to Students' Analytic Text-Based Writing Skills*. Paper presented at the annual meeting of the *American Educational Research Association Annual Meeting*, Chicago, IL.

*Kisa, Z., & Correnti, R. (2015). *A Quasi-Experimental Study of the Effects of*

Professional Development on Student Achievement. Paper presented at the annual meeting of the *American Educational Research Association Annual Meeting*, Chicago, IL.

*Briggs, J., *Pieri, J., Wanless, S., & Correnti, R. (2015). *Targeting Teacher-Student Relationships to Support Preschool Social Competence: What Really Matters in the Classroom?* Paper presented at the annual meeting of the National Council of Teachers of Mathematics, Chicago, IL.

Russell, J., *Kehoe, S.S., Stein, M.K., Moore, D., & Correnti, R. (2015). *Teacher Collaboration in the Common Core Era: The Role of Teachers' Networks in the Transition to Ambitious Mathematics Instruction*. Paper presented at the annual meeting of the National Council of Teachers of Mathematics, Chicago, IL.

Munter, C., & Correnti, R. (2014). *Examining Relationships Between Mathematics Teachers' Instructional Vision, Knowledge, and Change in Practice*. Paper presented at the annual meeting of the National Council of Teachers of Mathematics, New Orleans, LA.

*Kisa, Z., & Correnti, R. (2012) *Examining Implementation Fidelity in America's Choice Schools: A Longitudinal Analysis of Changes in Professional Development Associated With Changes in Teacher Practice*. Poster presented at 2012 annual meeting of the American Educational research Association, Vancouver, CA.

*Kisa, M., Correnti, R., & Stein, M.K. (2012) *Factors Influencing Mathematics Teachers' Reform-Oriented Instruction*. Poster presented at 2012 annual meeting of the American Educational research Association, Vancouver, CA.

Kaufman, J., Correnti, R. & Stein, M.K. (2012) *How Staffing Policies and Practices Exacerbate Inequitable Teacher Distribution in a Large Urban School District*. Paper roundtable at 2012 annual meeting of the American Educational research Association, Vancouver, CA.

*Bathgate, M., Schunn, C., & Correnti, R. (2012) *Oceans Versus Robots: Exploring the Importance of Topic Effects in Student Science Engagement*. Paper presented at 2012 annual meeting of the American Educational research Association, Vancouver, CA.

Correnti, R., Matsumura, L.C., Hamilton, L.H., & *Wang, E. (2011). *Measuring students' skills at writing in response to texts: A validation study of the Response to Text Assessment (RTA)*. Paper presented at 2011 annual meeting of the American Educational research Association, New Orleans, LA.

Munter, C., & Correnti, R. (2011). *Developing visions of high-quality math*

instruction. Pre-session presented at 2011 annual meeting of the National Council of the Teachers of Mathematics, Indianapolis, IN.

Smith, M.S., Stein, M.K., Correnti, R., and *Scherrer, J. (2010). *Measuring Discussions in Mathematics Classrooms*. Pre-session presented at 2010 annual meeting of the National Council of the Teachers of Mathematics, San Diego, CA.

Correnti, R., Phelps, G., & *Kisa, Z. (2010). *Investigating the Relationship Between Teachers' Knowledge, Literacy Practice and Growth in Student Learning*. Paper presented at 2010 annual meeting of the American Educational research Association, Denver CO.

Correnti, R., *Kisa, Z., Besterfield-Sacre, M., Sherer, J., and Magruder, P. (2010). *A Systems Approach to Educational Reform: Differences in Role Group Perceptions*. Paper presented at 2010 annual meeting of the American Educational research Association, Denver CO.

Correnti, R. (2009). Examining CSR Program Effects on Student Achievement: Causal Explanation Through Examination of Implementation Rates and Student Mobility. Paper presented at the 2nd annual conference of the *Society for Research on Educational Effectiveness*, Washington, DC, March, 2009

Correnti, R. & *Rosenberg, S. (2009). Instructional Variation: Examining Differences Between Populations in Variability of the Enacted Curriculum. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA, April, 2009.

*Frank, D. & Correnti, R. (2009). The nature of school funding: Allocation and distribution in Pennsylvania by levels of academic achievement. Poster presented at *Society for Research in Child Development* meeting in Denver, Colorado, April 2-4.

Correnti, R. & *Rosenberg, S. (2007). *Accumulation and attrition: Examining instructional differences from a student's perspective*. Paper to be presented at the annual meeting of the American Educational research Association, Chicago, IL.

Correnti, R. & Rowan, B. (2006). *Changing literacy instruction in schools: Consequences of CSR program participation on teachers' classroom practice*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Correnti, R. (2006). *Using daily teacher logs to demonstrate professional development effects on literacy instruction*. Paper presented at the annual

meeting of the American Educational Research Association, San Francisco, CA.

Rowan, B. & Correnti, R. (2006). *Reforming instruction from the outside-in: Rates of instructional program implementation in three CSR designs*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Barnes, C., Khorsheed, K., De Los Rios, D., & Correnti, R. (2006). *Learning by design: Developing the know-how to improve teaching and learning*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Camburn, E., Correnti, R., & Miller, R.J. (2005). *Capacity for improvement, instruction, and student achievement: Interim results from a study of instructional improvement*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Correnti, R. (2004). *Classroom instruction in CSR schools: A focus on literacy*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Correnti, R., Rowan, B. & Camburn, E. (2003). *School reform programs, literacy practices in third-grade classrooms, and instructional effects on student achievement: Notes from the first year of the Study of Instructional Improvement*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Rowan, B., Camburn, E. & Correnti, R. (2003). *Using teacher logs to measure the enacted curriculum in large-scale surveys: Insights from the study of instructional improvement*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Rowan, B., Correnti, R. & Miller, R. (2002). *What large-scale survey research tells about teacher effects on student achievement: Insights from the Prospects study of elementary schools*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Barnes, C., Correnti, R., Taylor, J. & Atkins-Burnett, S. (2001). *Marshalling evidence for validity: Problems and implications for measuring instruction*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Camburn, E., Correnti, R. & Taylor, J. (2001). *Examining differences in teachers' and researchers' understanding of an instructional log*. Paper

presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Camburn, E., Correnti, R. & Taylor, J. (2001). *Using qualitative techniques to assess the validity of teachers' responses to survey items*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

**GRANTS/
CONSULTING**

Principal Investigator (Co-PIs Mary Kay Stein, Jennifer Russell) Spencer Foundation, *Improvement of Mathematics Teaching At-Scale*, (2017-2019), \$1,000,000.

Co-Principal Investigator (Co-PIs Diane Litman; Lindsay Clare Matsumura) Institute of Education Sciences, *Response-to-Text Tasks to Assess Students' Use of Evidence and Organization in Writing: Using Natural Language Processing for Scoring Writing and Providing Feedback At-Scale Measurement (Goal 5)* (2016-2019), \$1,400,000

Co-Principal Investigator (with Amy Crosson, Moddy McKeown and Lindsay Clare Matsumura). Institute of Education Sciences. *For Argument's Sake: Applying Questioning the Author Techniques to Support Comprehension and Composition of Written Arguments*, (2015-2018), \$1,500,000.

Co-Principal Investigator (with Lindsay Clare Matsumura and Donna Bickel). Institute of Education Sciences. *Web-Mediated Literacy Coaching for High-Quality Reading Comprehension Instruction*, (2014-2017), \$1,499,723.

Co-Principal Investigator (with Jennifer Russell, Emily Barton, Victoria Bill, Nate Schwartz and Mary Kay Stein). Institute of Education Sciences. Continuous Improvement Research in Education. *Coaching to Improve Common Core Aligned Mathematics Instruction in Tennessee*, (2014-2017), \$2,499,749.

Co-Principal Investigator (with Mary Kay Stein and Jennifer Russell). National Science Foundation. *States as STEM Learning Environments: Building an Indicator System to Guide Instructional Improvement at Scale*, (2013-2016), \$1,499,253.

Co-Principal Investigator (with Jennifer Iriti, William Bickel and Lindsay Page). Benter Foundation. *Evidence-based Tools for Right-Matching Students' Postsecondary Selections*, (2014-2015) \$187,514

Principal Investigator (with Zahid Kisa). WT Grant Foundation. *Statewide Performance Based Assessments in Mathematics: Understanding Tennessee's Efforts to Scale-Up Reform Towards the Common Core State Standards*, (2013-2014) \$25,000

Co-Principal Investigator (with Timothy Nokes-Malach, Tanner Wallace and James Greeno). Learning Research and Development Center Internal Grant. *Innovating motivation research: Insights from urban middle school classrooms on the links between psychosocial classroom activity and mathematics learning*, (2014-2016), \$149,763

Principal Investigator (with Co-PIs Lindsay Clare Matsumura and Diane Litman). Learning Research and Development Center. *Response-to-Text Prompts to Assess Students' Writing Ability: Using Natural Language Processing for Scoring Writing At-Scale* (2013-2015), \$150,000

Evaluator (PI-Jeffrey Ziegler): Pennsylvania Department of Education *Math and Science Partnership: Development of Middle School Mathematics Teachers in Pittsburgh Public Schools* (2013-2016), \$140,000 (subcontract)

Subcontract (PI-Pam Grossman): Institute of Education Sciences, *Improving the Quality of English Language Arts Instruction Through an Observation Protocol* (2012-2013) \$20,000

Evaluator (PI-Eden Badertscher): Pennsylvania Department of Education *Math and Science Partnership: Development of High School Mathematics Teachers in Pittsburgh Public Schools* (2010-2013), \$135,000 (subcontract)

Principal Investigator (with Co-PIs Lindsay Clare Matsumura; Laura Hamilton): WT Grant and Spencer Foundations, *Assessing Instructional Content and Interactions 'At-Scale'* (2009-2012), \$499,789

Co-Principal Investigator (PI- Jim Spillane; Co-PI-Brian Junker): Institute of Education Sciences, *Learning Leadership: Kernel Routines for Instructional Improvement* (2010-2014), \$3,345,945
Awarded, but discontinued due to recruitment challenges
(54/75 schools agreed to participate).
Consumed funding (2010-2012), \$694,477

Co-Principal Investigator (Co-PIs Mary Kay Stein, Margaret McKeown, Peg Smith, and Kevin Ashley) Learning Research and Development Center, *Measuring classroom discussions in Mathematics and Literacy*, (2008-2010), \$160,737

Co-Principal Investigator (Co-PIs Mary Kay Stein; Julia Kaufman) A+ Schools, *A+ Excellent Teacher Initiative*, (2009), \$35,000 Pitt Contract

Co-Principal Investigator (PI- Brian Rowan) Hewlett Foundation, *Phase I Evaluation of the Dana Center–Agile Mind Services in Algebra I*, (2006-2008), \$150,000 Subcontract

**MEASURES
DEVELOPED**

Analyzing Teaching Moves (ATM) – A coding discourse tool for measuring class discussions and creating visual tools for teacher learning about discussions. Developed with colleagues at the Learning Research and Development Center (LRDC), Mary Kay Stein, Margaret Smith, Margaret McKeown, and Kevin Ashley

Leaders Improving Supports for Teaching (LIST) – A survey for measuring leaders’ meta-cognitive ability to productively observe in classrooms. Developed with colleague at the Institute for Learning (IFL), Pam Goldman

Response to Text Assessment (RTA) – A student assessment protocol and rubric designed to measure students’ ability to comprehend, analyze and write in response to text. Developed with colleague in the School of Education, Lindsay Clare Matsumura

**GRANT REVIEW
PANELS**

Invited to Serve as a Principal Member of the Systems and Broad Reform Grant Review Panel (2012)

Institute of Education Sciences, NCER/NCSEER Research and Development Center (2010)

National Science Foundation, Discovery Research K-12 (2010)

Institute of Educational Sciences, Center for Low Performing and Effective Schools, (2009)

National Science Foundation, CAREER (2009)

National Science Foundation, Discovery Research K-12 (2008)

**COURSES
TAUGHT**

Design and Methodological Issues in Examining Effects on Student Achievement (Summer 2008)

Introduction to Educational Policy (Spring 2009; Spring 2010; Spring 2011; Spring 2012; Fall 2013)

Professional Learning in the Content Areas (Fall 2009)

Measuring Teaching (Fall 2010)

Advanced Applied Statistics (Fall 2011; Spring 2013; Spring 2014)

**UNIVERSITY/
DEPARTMENT
SERVICE**

Student Supervision – Milestone and Committee Service
Zahid Kisa
Elaine Wang
Jimmy Scherrer
Jolene Zywica
David Frank

Learning Policy Center Editorial Review Board

Served on University-Wide Council for Academic Computing (2010-2011)

Candidate Search Participation

Research Scientist at Learning Research and Development Center (2012)
Joint Reading Position School of Education/LRDC (2009)
Psychology in Education (2008)

Organized and Led Weekly Research Seminar Series (AY 2007-2008)

**OTHER
PROFESSIONAL
SERVICE**

Advisory Boards

Accomplished Teachers Of elementary Mathematics and Science (ATOMS)
Principal Investigator, Ellen McIntyre; NSF DRK-12

Editorial Boards

Elementary School Journal (2011-2015)
Educational Assessment (2014-present)

Special Guest Co-Editor with Felipe Martinez

Special Issue on Measuring Instruction, *Educational Assessment*

Ad-hoc Reviewer

Society for Research on Educational Effectiveness
Sociology of Education
American Educational Research Journal
Review for Educational Research
Educational Evaluation and Policy Analysis
Multivariate Behavioral Research
American Journal of Education
Educational Administration Quarterly
RAND Corporation
National Comprehensive Center for Teaching Quality
Sage Open
Educational Researcher
Journal for Research on Educational Effectiveness
American Educational Research Annual Conference Proposals

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