

**CURRICULUM VITAE
LINDSAY CLARE MATSUMURA**

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EDUCATION

University of California, Los Angeles PhD 1998
Graduate School of Education and Information Studies
Developmental Studies
Dissertation Advisor: Ronald Gallimore
Honors, Doctoral Comprehensive Exams
Dean's Scholar Fellowship

University of California, Los Angeles MA 1991
Music

University of California, Santa Cruz BA 1988
Music, Honors
Chancellor's Undergraduate Award

HONORS AND AWARDS

Learning Agency 2022
Winner, Learning Engineering Tools Competition
Automated Assessment of Classroom Discussion Quality: A Web-Based App to Advance Learning Science Research

American Educational Research Association 2013
Outstanding Reviewer, Educational Evaluation and Policy Analysis

Council of Graduate Students in Education, University of Pittsburgh 2012
Extra Mile Award for Mentoring

American Educational Research Association, Division H 2002
Outstanding Publication for Advances in Methodology

ACADEMIC APPOINTMENTS

Senior Scientist
Learning Research and Development Center, University of Pittsburgh 2019-present

Professor Learning Sciences and Policy Program, University of Pittsburgh	2017-present
Research Scientist Learning Research and Development Center, University of Pittsburgh	2012-present
Associate Professor Learning Sciences and Policy Program, University of Pittsburgh	2012-2017
Assistant Professor Learning Sciences and Policy Program, University of Pittsburgh	2006-2012
Research Associate Learning Research and Development Center, University of Pittsburgh	2004-2006
Senior Researcher National Center for Research on Evaluation, Standards & Student Testing University of California, Los Angeles	1998-2004
Lecturer Department of Educational Psychology and Counseling California State University, Northridge	2001

ADMINISTRATIVE POSITIONS

Associate Director Learning Research and Development Center	2022-present
Research-Practice Partner Institute for Learning	2021-present
Co-Director Institute for Learning	2018-2021
Associate Dean of Academic Programs School of Education, University of Pittsburgh	2017-2020
Interim Renee and Richard Goldman Dean School of Education, University of Pittsburgh	2016-2017
Associate Dean of Research and Faculty Development School of Education, University of Pittsburgh	2014-2016
Interim Department Chair, Learning Sciences and Policy	2013 (Fall)

PUBLICATIONS (*Graduate student)**Journal Articles**

- Walsh, M. & Matsumura, L.C. (under review). Growth and tension in dialogic practice: Negotiating student discussion roles, learning opportunities and ability assumptions in coach-guided reflection. *Cognition and Instruction*.
- Crosson, A., Correnti, R.C., Matsumura, L.C., & McKeown, M. (provisional acceptance). Effects of the Triple Q intervention on argument writing: Findings from a small-scale randomized control trial. *Journal of Research on Educational Effectiveness*.
- Walsh, M., Witherspoon, E., Schunn, C., & Matsumura, L.C. (2023). Mental simulations to facilitate teacher learning of ambitious mathematics instruction in coaching interactions. *International Journal of STEM Education*. [available online]
- Matsumura, L.C., Wang, E., Correnti, R., & Litman, D. (2023). Tasks and feedback: An exploration of students' opportunity to develop adaptive expertise for analytic text-based writing. *Assessing Writing*. [available online]
- Correnti, R., Matsumura, L.C., Wang, E., Litman, D., & *Zhang, Z. (2022). Developing a validity argument for an automated writing evaluation system as a formative assessment. *Computers and Education Open*, 3. [available online]
- Matsumura, L.C., Sandora, C., DeMartino, S., & Zook-Howell, D. (2022). Student-centered routines for analytic writing online and 'in person.' *Reading Teacher*, 75(4), 513-519.
- Correnti, R., Matsumura, L.C., *Walsh, M.W., Zook-Howell, D., & Bickel, D.D. (2021). Effects of Online Content-Focused Coaching on discussion quality and reading achievement: Building theory for how coaching develops teachers' adaptive expertise. *Reading Research Quarterly*, 56(3), 519-558.
- Zook-Howell, D., Matsumura, L.C., *Walsh, M.W., Correnti, R., & Bickel, D.D. (2020). Developing adaptive expertise at facilitating dialogic text discussions. *Reading Teacher*, 74(2), 179-189.
- Matsumura, L.C., Wang, E., Correnti, R., & Litman, D. (July 22, 2020). What do teachers want to see in automated writing evaluation systems? *eSchool News*.
- *Walsh, M.W., Matsumura, L.C., Zook-Howell, D., Correnti, R., & Bickel, D. D. (2020). Video-based literacy coaching to develop teachers' professional vision for dialogic classroom text discussions. *Teaching and Teacher Education*, 89,
- Wang, E. L., Matsumura, L. C., Correnti, R., Litman, D., *Zhang, H., et al (2020). eRevis(ing): Students' revision of text evidence use in an automated writing evaluation system. *Assessing Writing*, 44.

- Correnti, R., Matsumura, L.C., *Wang, E., Litman, D., *Rahimi, Z., & *Kisa, Z. (2019). Automated scoring of students' use of text evidence in writing. *Reading Research Quarterly*, 55(3), 493-520.
- Matsumura, L.C., Zook-Howell, D., Bickel, D., *Walsh, M.W., Correnti, R. (2019). Harnessing the power of video to improve classroom text discussions. *Reading Teacher*. 73(1), 65-74.
- Matsumura, L. C., Correnti, R., Walsh, M.W., Zook-Howell, D., & Bickel, D.D. (2019). Online Content-Focused Coaching to increase classroom text discussion quality. *Journal of Technology, Pedagogy and Education*. 29(2), 191-215.
- Wang, E. L., & Matsumura, L. C. (2019). Text-based writing in elementary classrooms: teachers' conceptions and practice. *Reading and Writing*, 32(2), 405-438.
- Wang, E.L., Matsumura, L.C., & Correnti, R. (2018). Student writing accepted as high-quality responses to analytic text-based writing tasks. *Elementary School Journal*, 18(3), 357-383.
- *Rahimi, Z., Litman, D., Correnti, R., *Wang, E.L., & 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. *Journal of Artificial Intelligence in Education*, 27 (4), 694–728.
- *Wang, E., Matsumura, L.C., & Correnti, R. (2017). Written feedback that supports students' higher-level thinking about texts in writing. *Reading Teacher*, 71(1), 101-107.
- *Wang, E., Matsumura, L. C., & Correnti, R. (2017). Making a CASE: Improving the use of text evidence in students' writing. *Reading Teacher*. 70(4), 479-484.
- Matsumura, L. C., *Wang, E., & Correnti, R. (2016). Text-based writing assignments for college readiness. *Reading Teacher*, 70(3), 347-351.
- Matsumura, L. C., Bickel, D. B., & 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*, 7(4), 30-39.
- Matsumura, L. C., & Correnti, R., & *Wang, E. (2015). Classroom writing tasks and students' analytic text-based writing skills. *Reading Research Quarterly*, 50(4), 417-438.
- Bickel, D. B., Berstein-Danis, T., & Matsumura, L. C. (2015). Clear goals, clear results: Content-Focused Coaching supports learning for everyone – including coaches. *Journal of Staff Development*, 36(1), 34-39.

- Matsumura, L. C., & *Wang, E. (2014). Principals' sensemaking of coaching for ambitious reading instruction in a high-stakes accountability policy environment. *Educational Policy and Analysis Archives*, 22(51).
- Matsumura, L. C., Garnier, H.E., & Spybrook, J. (2013). Literacy coaching, reading comprehension instruction and student achievement: A multi-level mediation model. *Learning and Instruction*, 25, 35-48.
- Correnti, R., Matsumura, L. C., Hamilton, L. S., & *Wang, E. (2013). Assessing students' skills at writing in response to texts. *Elementary School Journal*, 114(2), 142-177.
- Matsumura, L. C., Garnier, H. E., & Spybrook, J. (2012). The effect of Content-Focused Coaching on text discussion quality: A cluster randomized trial. *Journal of Teacher Education*, 63(3), 214-228
- Correnti, R., Matsumura, L. C., Hamilton, L. S., & *Wang, E. (2012). Combining multiple measures of students' opportunities to develop analytic text-based writing. *Educational Assessment*, 17(2-3), 132-161.
- Crosson, A., Matsumura, L. C., Correnti, R., & *Arlotta-Guerrero, A. (2012). Writing tasks and students' use of academic language. *Elementary School Journal*. 112(3), 469-496.
- Matsumura, L. C., Garnier, H., Resnick, L. B. (2010). Implementing literacy coaching: The role of school social resources. *Educational Evaluation and Policy Analysis*, 32(2), 249-272.
- 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.
- Matsumura, L. C., Sartoris, M., Bickel, D., & Garnier, H. (2009). Leadership for literacy coaching: The principal's role in launching a new coaching program. *Educational Administration Quarterly*, 45(5), 655-693.
- Matsumura, L. C., Garnier, H., Slater, S. C., & Boston, M. B. (2008). Measuring instructional interactions 'at-scale', *Educational Assessment*, 13(4), 267-300.
- Matsumura, L. C., Slater, S. C., & Crosson, A. (2008). Classroom climate, rigorous instruction and curricula, and students' interactions in urban middle school classrooms. *Elementary School Journal*, 108(4), 293-312.
- Resnick, L. B., & Matsumura, L. C. (2007). Academic proficiency: Bright hopes, blurry vision. *Voices in Urban Education*, 14, 9-21.

- Patthey-Chavez, G. G., Matsumura, L. C., & *Valdés, R. (2004). Investigating the process approach to writing instruction in urban middle school classrooms. *Journal of Adolescent and Adult Literacy*, 47(6), 462-477.
- Matsumura, L. C., Garnier, H., Pascal, J., & *Valdés, R. (2002). Measuring instructional quality in accountability systems: Classroom assignments and student achievement. *Educational Assessment*, 8(3), 207-229.
- Matsumura, L. C., Patthey-Chavez, G.G., *Valdés, R., Garnier, H. (2002). Teacher feedback, writing assignment quality, and third-grade students' revision in lower- and higher-achieving urban schools. *Elementary School Journal*, 103(1), 3-25.
- Clare, L., & Aschbacher, P. (2001). Exploring the technical quality of using assignments and student work as indicators of classroom practice. *Educational Assessment*, 7(1), 39-59.
- Clare, L., & Garnier, H. (2000). Parents' goals for children diagnosed with developmental delays in early childhood. *Journal of Early Adolescence*, 20(4), 442-466.
- Clare, L., Garnier, H., & Gallimore, R. (1998). Parents' developmental expectations and child characteristics: A longitudinal study of children with developmental delays and their families. *American Journal of Intellectual and Developmental Disabilities*, 103(2), 117-137.
- Patthey-Chavez, G. G., & Clare, L. (1996). Task, talk and text: The influence of instructional conversation on transitional bilingual writers. *Written Communication*, 13(4), 515-563.
- Clare, L., Patthey-Chavez, G. G., & Gallimore, R. (1996). Using moral dilemmas in children's literature as a vehicle for moral education and teaching reading comprehension. *Journal of Moral Education*, 25(3), 325-342.
- Patthey-Chavez, G. G., Clare, L., & Youmans, M. (1996). Watery passion: The struggle between hegemony and sexual liberation in erotic fiction for women. *Discourse & Society*, 7(1), 77-106.

Book

- Matsumura, L. C. (2005). *Creating high-quality classroom assignments*. Lanham, MD: Rowman & Littlefield Publishing Group.

Chapters/Conference Proceedings/Research Briefs

- Matsumura, L.C., Wang, E., Correnti, R., & Litman, D. (2022). Designing automated writing evaluation systems for ambitious instruction and classroom integration. In F. Ouyang, J. Pengcheng, B. McLaren, & A. Alavi (Eds.). *Artificial intelligence in STEM education: The paradigmatic shifts in research, education, & technology*. CRC Press (a Taylor and Francis Group).
- Wang, E.L., Matsumura, L.C., Litman, D., & Correnti, R. (2022). Contributions to research on automated writing scoring and feedback systems. Research Brief RB-A1062-1. RAND Corporation.
- Litman, D., *Zhang, H., Correnti, R., Matsumura, L.C., & Wang, E. (2021). A fairness evaluation of automated methods for scoring text evidence usage in writing. In *Proceedings of the Artificial Intelligence in Education Conference* (online), Utrecht, Netherlands.
- *Afrin, T., Wang, E. L., Litman, D., Matsumura, L. C., & Correnti, R. (2020, July). Annotation and classification of evidence and reasoning revisions in argumentative writing. In *Proceedings of the Fifteenth Workshop on Innovative Use of NLP for Building Educational Applications* (pp. 75-84).
- *Zhang, H., *Magooda, A., Litman, D., Correnti, R., Wang, E., Matsumura, L. C & Quintana, R. (2019, July). eRevise: Using natural language processing to provide formative feedback on text evidence usage in student writing. In *Proceedings of the AAAI Conference on Artificial Intelligence*, 33 (pp. 9619-9625).
- *Wang, E., Matsumura, L. C., DiPrima-Bickel, D., Correnti, R., Zook-Howell, D., Prine, D. W., & *Walsh, M. (2016). Web-based professional development to improve text discussions. In *EAPRIL Conference Proceedings 2015*. Belval, Luxembourg. European Association for Practitioner Research on Improving Learning.
- Matsumura, L. C., & Garnier, H. E. (2015). Embedding discursive teaching in the practice of a large school district. In Resnick, L. B., Asterhan, C. A. & Clarke, S. N. (Eds.) *Socializing intelligence through academic talk and dialogue*. Washington, DC: American Educational Research Association.
- *Rahimi, Z., Litman, D. J., Correnti, R., Matsumura, L. C., *Wang, E., & *Kisa, Z. (2014). Automated scoring of an analytical response-to-text assessment. In S. Trausan-Matu, K. Boyer, M. Crosby, & K. Panourgia (Eds.), *Intelligent tutoring systems* (pp. 601-610). Springer International Publishing.
- Stein, M.K., & Matsumura, L. C. (2008). Measuring instruction for teacher learning. In D. Gitomer (Ed.), *Measurement issues and assessment for teacher quality* (pp.179-205). Sage Publications.

Technical Reports

- Matsumura, L. C., Slater, S.C., Junker, B., Peterson, M., Boston, M., Steele, M., & Resnick, L. (2006). *Measuring reading comprehension and mathematics instruction in urban middle schools: A pilot study of the Instructional Quality Assessment*. (CSE Technical Report #681). Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).
- Matsumura, L. C., Slater, S. C., Wolf, M. K., Crosson, A., Levison, A., Peterson, M., Resnick, L., & Junker, B. (2006). *Using the Instructional Quality Assessment toolkit to investigate the quality of reading comprehension assignments and student work*. (CSE Technical Report #669). Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).
- Crosson, A., Boston, M., Levison, A., Matsumura, L. C., Resnick, L., Wolf, M. K., & Junker, B. (2006). *Beyond summative evaluation: The Instructional Quality Assessment as a professional development tool*. (CSE Technical Report #691). Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).
- Junker, B. W., Matsumura, L. C., Crosson, A., Wolf, M. K., Levison, A., Wiesberg, J., & Resnick, L. (2006). *Overview of the Instructional Quality Assessment*. (CSE Technical Report #671). Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).
- Matsumura, L. C., & Pascal, J. (2003). *Teachers' assignments and student work: Opening a window on classroom practice*. (CSE Technical Report #602). Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).
- Matsumura, L. C., & Steinberg, J. (2002). *Collaborative, school-based professional development settings for teachers: Implementation and links to improving the quality of classroom practice and student learning*. (CSE Technical Report #568). Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).
- Matsumura, L. C., Garnier, H., & Pascal, J. (2002). *Measuring instructional quality in accountability systems: Classroom assignments and student achievement*. (CSE Technical Report #582). Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).
- Clare, L., Valdés, R., Pascal, J., & Steinberg, J. (2001). *Teachers' assignments as indicators of classroom practice in elementary schools*. (CSE Technical Report #545). Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Clare, L. (2000). *Using teachers' assignments as an indicator of classroom practice*. (CSE Technical Report #532). Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Clare, L., & Valdés, R., & Patthey-Chavez, G. G. (2000). *Learning to write in urban elementary and middle schools: An investigation of teachers' written feedback on student compositions*. (CSE Technical Report #526). Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Patthey-Chavez, G. G., Clare, L., & Gallimore, R. (1995). *Building a community of scholarship: The role of instructional conversation in bridging the worlds of home and school in a transitional bilingual classroom*. Educational Practice Report, The National Center for Research on Cultural Diversity and Second Language Learning.

CONFERENCE PRESENTATIONS

Walsh, M., Matsumura, L.C. et al. (June, 2023). Dialogic coaching routines to develop teachers' adaptive expertise in video-based coaching. International Conference of the Learning Sciences, Montreal.

Walsh, M., Matsumura, L.C., Zook-Howell, D., & Correnti, R. (August, 2023). Dialogic coaching routines to develop teachers' adaptive expertise in video-based reflection. European Association for Research in Learning and Instruction, Greece.

Matsumura, L.C. (September, 2022). Advancing teachers' enactment of high-quality classroom discourse through web-mediated Content-Focused Coaching. Advancing (Digital) Learning Discourse in Teaching, Teacher Education and Teachers' Professional Discourse Conference, Alcona Switzerland (keynote address).

Zook-Howell, D., & Matsumura, L.C. (September, 2022). Creating an integrated knowledge base for conferring that builds teachers' text discussion facilitation. Advancing (Digital) Learning Discourse in Teaching, Teacher Education and Teachers' Professional Discourse Conference, Alcona Switzerland.

Walsh, M., & Matsumura, L.C. (September, 2022). The influence of exclusionary framings on teacher sensemaking and dialogic discussion practice. Advancing (Digital) Learning Discourse in Teaching, Teacher Education and Teachers' Professional Discourse Conference, Alcona Switzerland.

Walsh, M., Schunn, C., Matsumura, L.C., & Zook-Howell, D. (June, 2022). Mental simulations to advance adaptive teaching expertise in reflection-based instructional coaching. International Society of the Learning Sciences (online).

Correnti, R., Matsumura, L.C., et al. (2021, April). Online literacy coaching for facilitating dialogic text discussions. American Education Research Association Conference (online).

- Matsumura, L.C., & Sandora, C. (2020, June). Online student-centered routines for analytic text-based writing. Institute for Learning Online Forum.
- Correnti, R., Matsumura, L.C., Zook-Howell, D., & Walsh, M. (2020, June). Literacy coaching for reading comprehension: Designing online experiences. International Conference of the Learning Sciences, Nashville, TN [meeting cancelled]
- Wang, E., Matsumura, L.C., Correnti, R., & Litman, D., et al. (2020, April). eRevis(ing): Students' revision of text evidence use in an automated writing evaluation system. Paper accepted for presentation at the American Education Research Association Conference, San Francisco [meeting cancelled]
- Matsumura, L.C., Correnti, R., Zook-Howell, D., Walsh, M., & Bickel, D.D. (2020, January). Online Content-Focused Coaching for high-quality reading instruction. Paper presented at the Annual Principal Investigators Meeting, Institute of Education Sciences, Washington, DC.
- Litman, D., Correnti, R., Wang, E., Matsumura, L.C., & Zhang, H. (2020, January). eRevising: Student revision in an automated writing evaluation system. Poster presented at the Annual Principal Investigators Meeting, Institute of Education Sciences, Washington, DC.
- Wang, E., Matsumura, L.C., Correnti, R., & Litman, D., et al. (2019, April). eRevise: Automated formative feedback to improve students' use of text evidence in writing. Paper presented at the American Education Research Association Conference, Toronto.
- Matsumura, L.C. (2018, June). Leveraging online technologies to increase the quality of reading instruction. Paper presented at the International Workshop on Advanced Learning Sciences, Pittsburgh, PA.
- Correnti, R., & Matsumura, L.C., (2018, April). Students thinking in writing: Validity of inferences of enactment of cognitively demanding tasks. Paper presented at the National Council on Measurement in Education Annual Meeting, New York, NY.
- *Walsh, M., Matsumura, L. C, Correnti, R., Bickel, D. & Zook-Howell, D. (2018, April). *Teachers' and learners' use of video to increase the quality of teaching and learning*. Paper presented at the American Educational Research Association Annual Meeting, New York, NY.
- Matsumura, L. C, Correnti, R. (presenting author), Bickel, D., Zook-Howell, D., & *Walsh, M. (2017, April). Designing web-based professional development to improve reading instruction. Paper presented at the American Educational Research Association Annual Meeting, San Antonio, TX.
- *Walsh, M., Matsumura, L. C, Correnti, R., Bickel, D., & Zook-Howell, D. (2017, April). Exploring the relationship between remote coaching interactions and teacher

noticing. Paper presented at the American Educational Research Association Annual Meeting, San Antonio, TX.

Matsumura, L. C., Correnti, R., Bickel, D., Zook-Howell, D., & *Walsh, M. (2016, December). *Online professional learning to improve classroom text discussion quality*. Paper presented at the Literacy Research Association meeting, Nashville, TN.

Matsumura, L.C., *Wang, E., & Correnti, R. (2016, July). *Student thinking and reasoning in writing*. Paper presented at the meeting of the European Association for Research in Learning and Instruction, Writing SIG, Liverpool, UK.

Bickel, D. D., Zook-Howell, D., & Matsumura, L. C. (2016). Online Content-Focused Coaching for high-quality reading instruction. Institute for Learning Annual Conference, Pittsburgh, May.

Sobolak, M., Jacob, K., & Matsumura, L. C. (2016, April). *Simulations as a space for professional learning in teacher preparation programs*. Roundtable presentation at the American Educational Research Association Annual Meeting, Washington: DC.

*Wang, E., Matsumura, L. C., Correnti, R., et al. (2015, November). *Web-based literacy coaching to improve classroom text discussion quality*. Paper presented at the European Association for Practitioner Research on Improving Learning, Luxembourg.

*Wang, E., Matsumura, L. C., & Correnti, R. (2015, December). *Writing tasks and student cognition: An example of thinking and reasoning in 'high quality' student responses to cognitively demanding writing tasks*. Paper presented at the Literacy Research Association Annual Meeting, Carlsbad, CA.

Matsumura, L. C., Correnti, R., & *Wang, E. (2015, April). *Classroom writing tasks and students' analytic text-based writing skills*. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.

Matsumura, L. C. (2011). The effect of Content-Focused Coaching on classroom text discussions and students' reading achievement, Vanderbilt University, October.

Correnti, R., Hamilton, L. S., & Matsumura, L. C. (2011, April). *Measuring classroom interactions 'at-scale': Instructional logs and classroom assignments*. Paper presented at the American Educational Research Association Annual Meeting, New Orleans, LA.

Matsumura, L. C. (2011). Embedding discursive teaching in the practice of a large school system: Getting there from here. Socializing Intelligence Through Academic Talk and Dialogue Conference, Learning Research and Development Center, September.

Matsumura, L. C. (2010, December). *Launching a coaching program: The role of a school's social resources*. Paper presented at the National Reading Conference, Fort Worth, TX.

- Matsumura, L. C., Garnier, H., Bickel, D. D., Junker, B., & Resnick, L. (2010, April). *The influence of a comprehensive literacy-coaching program on instruction and learning*. Paper presented at the American Educational Research Association Annual Meeting, Denver, CO.
- Matsumura, L. C., Garnier, H., Bickel, D. D., Junker, B., & Resnick, L. (2010, March). *Investigating the implementation and effectiveness of the Content-Focused Coaching program*. Paper presented at the Society for Research on Educational Effectiveness Annual Meeting, Washington, DC.
- Matsumura, L. C., Garnier, H., Bickel, D. B., et al. (2009, April). *Features of the school environment that predict teachers' participation in literacy coaching*. Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.
- Matsumura, L. C. (2009, March). *The influence of Content-Focused Coaching on instruction and learning*. Paper presented at the Society for Research on Educational Effectiveness Annual Meeting, Washington, DC.
- Matsumura, L. C., Garnier, H. G., Resnick, L. B., & Junker, B. J. (2008, March). *Classroom observations and classroom artifacts: An investigation of different approaches to measuring instruction at-scale*. Paper presented at the American Educational Research Association Annual Meeting, New York, NY.
- Junker, B., Resnick, L., Matsumura, L. C., Bickel, D., Garnier, H., & Young, K. M. (2008, March). *Navigating ethical and compliance issues in developing causal conclusions from randomized field trials in education*. Paper presented at the Society for Research on Educational Effectiveness (SREE) Annual Meeting, Crystal City, VA.
- Boston, M. D., & Matsumura, L. C. (2008, February). *Using student work to identify meaningful differences in students' opportunities to learn mathematics*. Paper presented at the American Association of Colleges for Teacher Education Meeting, New Orleans, LA.
- Stein, M. K., & Matsumura, L. C. (2007, October). *Measuring instruction for teacher learning*. Paper presented at the Educational Testing Service Invitational Conference, Measurement Challenges and the Assessment of Teacher Quality, San Francisco, CA.
- Bickel, D., Matsumura, L. C., Garnier, H., & Young, K. (2007, August). *Developing the organizational capacity necessary to support effective coaching*. Paper presented at the European Association for Research on Learning and Instruction (EARLI) conference, Budapest, Hungary.
- Matsumura, L. C., Slater, S. C., & Crosson, A. (2006, April). *The contribution of instructional quality and classroom climate to students' behavior in urban middle*

schools. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA.

- Matsumura, L. C., & Boston, M. (2006, April). *Measuring instructional quality in mathematics: Lessons learned from development of the instructional quality assessment (IQA) Toolkit*. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA.
- Slater, S. C., Matsumura, L. C., & Junker, B.W. (2005, April). *Generalizability of a performance measure of instructional quality*. Paper presented at the Annual Conference for the National Council on Measurement in Education (NCME), Montreal, Canada.
- Matsumura, L. C., & Boscardin, C. K. (2005, April). *Findings from the evaluation of the Early Steps to Reading Success initiative*. Paper presented at the American Educational Research Association Annual Meeting, Montreal, Canada.
- Matsumura, L. C., (2004, October). *Findings from the evaluation of the Early Steps to Reading Success initiative*. Paper presented at the Beginning with Books Early Literacy Conference, Pittsburgh, PA.
- Matsumura, L. C., Wolf, M. W., Crosson, A., Levison, A., Peterson, M., Resnick, L., & Junker, B. (2004, April). *Assessing the quality of reading comprehension assignments and student work*. Paper presented at the Annual Conference for the American Educational Research Association, San Diego, CA.
- Matsumura, L. C. (2002, September). *Classroom assignments as indicators of instructional quality in accountability systems*. Paper presented at the National Center for Research on Evaluation, Standards and Student Testing (CRESST) Annual Conference, Los Angeles, CA.
- Matsumura, L. C., Cantrell, S., Garnier, H., Pascal, J., & Valdés, R. (2002, April). *The technical quality of the classroom assignment measure used in the LAUSD's local district accountability project: Reliability, validity, and potential impact on teachers*. Paper presented at the Annual Conference for the American Educational Research Association, New Orleans, LA.
- Clare, L. (2001, April). *Opening the black box on school reform evaluation: Investigating the use of teachers' assignments as indicators of classroom practice*. Paper (roundtable) presented at the Annual Conference for the American Educational Research Association, Seattle, WA.
- Valdés, R., Clare, L., & Patthey-Chavez, G. G. (2001, April). *Teachers' written feedback and student revision in diverse third-grade classrooms*. Paper presented at the Annual Conference for the American Educational Research Association, Seattle, WA.
- Clare, L, Pascal, J., & Valdés, R. (2000, September). *Assessment for teachers and administrators*. Paper and interactive scoring workshop conducted at the National

Center for Research on Evaluation, Standards and Student Testing (CRESST) Annual Conference, Los Angeles, CA.

Clare, L. (2000, September). *Teachers' written feedback to students in urban elementary and middle schools*. Paper presented at the National Center for Research on Evaluation, Standards and Student Testing (CRESST) Annual Conference, Los Angeles, CA.

Clare, L., & Aschbacher, P. (2000, April). *Developing indicators of instructional quality*. Paper presented the Annual Conference for the American Educational Research Association, New Orleans, LA.

Clare, L. (1999, September). *Measuring classroom practice: Reliability, validity and feasibility*. Paper presented at the National Center for Research on Evaluation, Standards and Student Testing Annual Conference, Los Angeles, CA.

Clare, L. (1999, April). *The role of qualitative research in validating and informing indicator systems*. Paper presented at the Annual Conference for the American Educational Research Association, Montreal, Canada.

Clare, L., & Garnier, H. (1999, April). *A ten-year study of the relationship of and parents' developmental goals for children and child characteristics*. Poster presented at the Society for Research in Child Development, Albuquerque, NM.

Garnier, H., & Clare, L. (1999, April). *Father involvement with children diagnosed with early developmental roles*. Poster presented at the Society for Research in Child Development, Albuquerque, NM.

Clare, L. (1998, June). *Tracing the theory of action: LAAMP's influence on schools and classroom practices*. Paper presented at the National Center for Research on Evaluation, Standards and Student Testing (CRESST) Annual Conference, Los Angeles, CA.

GRANT AWARDS

External Awards

National Science Foundation, Cyber Learning and Future Technologies 2022-2025
Development of Natural Language Processing Technology to Improve Students' Evidence Use in Argument Writing

Total cost: \$850,000

Project Role: Co-Principal Investigator

Other investigators: Diane Litman (PI), Richard Correnti, Elaine Wang

Institute of Education Sciences 2021-2025
The Effect of Online Content-Focused Coaching on Reading Comprehension Instruction: Evidence from Urban and Rural Schools

Total cost: \$3,800,0000

Project Role: Principal Investigator

Other investigators: Rip Correnti & Tom Farmer

James S. McDonnell Foundation 2018-2023

Teacher Learning to Enact Productive Discussions in Mathematics and Literacy

Total cost: \$2,500,000

Project Role: Co-Principal Investigator

Other investigators: Mary Kay Stein (PI), Richard Correnti, Jennifer Russell, & Chris Schunn

Institute of Education Sciences 2016-2019

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

Total cost: \$1,497,000

Project Role: Co-Principal Investigator

Other investigators: Diane Litman (PI), Richard Correnti

Institute of Education Sciences 2015-2018

For Argument's Sake: Applying Questioning the Author Techniques To Support Comprehension and Composition of Written Arguments

Total cost: \$1,495,000

Project Role: Co-Principal Investigator

Other investigators: Amy Crosson (PI), Margaret McKeown, Richard Correnti

Institute of Education Sciences 2014-2017

Web-Mediated Professional Development for High-Quality Reading Comprehension Instruction

Total cost: \$1,495,000

Project Role: Principal Investigator

Other investigators: Richard Correnti, Donna DiPrima Bickel

Institute of Education Sciences 2006-2011

Content-Focused Coaching for High-Quality Reading Instruction

Total cost: \$2,946,865

Project Role: Principal Investigator

Other investigators: Donna Bickel, Lauren Resnick, Brian Junker

WT Grant and Spencer Foundations 2008-2011

Assessing Instructional Content and Interactions 'At-Scale'

Total cost: \$499,000

Project Role: Co-Principal Investigator

Other investigators: Richard Correnti (PI), Laura Hamilton

National Science Foundation 2006-2011

Designing Learning Organizations for Instructional Improvement in Mathematics

Total cost: \$309,718

Project Role: Principal Investigator for the University of Pittsburgh Subcontract with Vanderbilt University
 Other investigators: Paul Cobb (PI), Tom Smith

Spencer Foundation 1999-2000
Collaborative Professional Development Settings for Teachers: Links to Improving the Quality of Instruction and Student Learning
 Total cost: \$35,000
 Project Role: Principal Investigator
 Other investigators: Joan Herman

Internal Awards

Learning Research and Development Center 2023-2024
Using ChatGPT to Analyze Classroom Discussions
 Total cost: \$84,000
 Project role: Co-PI
 Other investigators: Rip Correnti (PI), Amanda Godley, & Diane Litman

Learning Research and Development Center 2022-2024
Testing the Efficacy and Mechanism of a Glass Analysis Method Intervention
 Total cost: \$148,707
 Project Role: Co-Principal Investigator
 Other investigator: Julie Fiez (PI)

Learning Research and Development Center 2013-2015
Response-To Text Prompts to Assess Students' Writing Ability: Using Natural Language Processing for Scoring Writing At-Scale
 Total cost: \$149,978
 Project Role: Co-Principal Investigator
 Other investigators: Richard Correnti, Diane Litman (PI)

PROFESSIONAL SERVICE

Editorial Boards

Educational Evaluation and Policy Analysis 2018-present
Education Sciences 2013-present

Guest/Ad Hoc Reviewer (Selected Journals)

Reading Research Quarterly, Educational Evaluation and Policy Analysis, Elementary School Journal, Learning and Instruction, Journal of Teacher Education, Journal of Education for Students Placed at Risk, American Journal of Education, Educational Administration Quarterly, Educational Policy Analysis Archives, Journal of the Learning Sciences, AERA Open

Proposal Reviewer

W.T. Grant Foundation 2010, 2016
 Spencer Foundation 2009

Advisory Board/Panel Membership and Consultancies

Advisory Board Member, UNC, IES (PI, Fruewirth)	2017-2020
Advisory Board Member, RAND, Wallace Foundation (PI, Kaufman)	2017-2018
Panel Member, Institute of Education Sciences	2013-2014
Advisory Board Member, McCREL International	2012-2014
RAND	2010
American Federation of Teachers	2010
Regional Educational Laboratory-Southeast (SERVE)	2000
Expert Panel Rotating Member, NAEP	2007

Professional Organization Service

Learning Forward Foundation, Research Committee	2020-present
AERA Organization of Institutional Affiliates	2015-2017
LEARN Coalition	2016-2017
AERA Division L Section Co-Chair	2009-2010
Curriculum, Testing and Instructional Practice	

Professional Organization Memberships

American Educational Research Association (AERA)
European Association for Practitioner Research on Improving Learning
International Literacy Association
Learning Forward Foundation Executive Committee (Ambassador)

TEACHING AND ADVISING**Courses Taught**

TLL 3095	Learning Sciences and Educational Change
TLL 2243	Theory and Practice of Teaching Writing (online)
TLL/ADMPS 2089	Public Policy for School Leaders: Assessment and Accountability (online)
EDUC 3005	Policy as a Lever for Change
EDUC 3205	First Year Seminar for PhD Students
LSAP 3589	Assessment and Accountability
LSAP 3095	Research Methods in Learning Sciences and Policy
LSAP 3095	Learning Technology
LSAP 3095	Academic Writing Seminar
LSAP 3095	Learning Policy and Educational Change
LSAP 3095	Professional Learning in the Content Areas

Doctoral Advisees

Tianwen Li (expected graduation, 2025)
Marguerite Walsh (August, 2021); LRDC post-doc
Elaine Wang (April, 2016); RAND Corporation
Tara Hofkens (May 2017); co-advisee Dr. Ming-Te Wang. University of Virginia
Jolene Zywicca (December, 2012), Opportunity Education Foundation, Washington, DC