

Curriculum Vitae

Cassandra Marie Guarino
Professor of Education and Public Policy
University of California Riverside
Research Fellow, Institute for the Study of Labor, IZA

CONTACT INFORMATION

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http://www.iza.org/en/webcontent/personnel/photos/index_html?key=7300

EDUCATION

Ph.D., Economics of Education, Stanford University, 1999

A.M., Economics, Stanford University, 1997

A.M., Educational Administration and Policy Analysis, Stanford University, 1992

B.A., English with Honors, University of California at Berkeley, Phi Beta Kappa

PROFESSIONAL EXPERIENCE

2015-present	Professor of Education and Public Policy, University of California, Riverside
2011-present	Research Fellow, Institute for the Study of Labor (IZA)
2011-2015	Associate Professor of Educational Leadership and Policy Studies, Indiana University, Bloomington, IN
2011-2015	Affiliate, School of Public and Environmental Affairs, Indiana University, Bloomington, IN
2007-2011	Assistant Professor of Education, Michigan State University, East Lansing, MI
2007-2011	Adjunct Assistant Professor of Economics, Michigan State University, East Lansing, MI
2003-2007	Economist, RAND, Santa Monica, CA
2006-2007	Core Faculty Member, Pardee Rand Graduate School, Santa Monica, CA
2006	Visiting Associate Professor of Economics, UCLA, Los Angeles, CA
1999-2003	Associate Economist, RAND, Santa Monica, CA
1997-1999	Research Scientist, American Institutes for Research, Palo Alto, CA
1997	Research Assistant, Stanford University Department of Health Research and Policy, Stanford, CA
1997	Economic Consultant, Menlo Park, CA
1994-1997	Research Assistant, Teaching Fellow, and Teaching Assistant, Stanford University School of Education, Stanford, CA

1994-1995	Research Assistant, National Center for Research on Vocational Education, Berkeley, CA
1992-1993	Research Assistant, Stanford University School of Medicine, Stanford, CA
1989-1991	Branch Manager, Wells Fargo Bank, Sunnyvale, CA
1989	Sales Manager, Wells Fargo Bank, Stanford, CA

FUNDED GRANTS

As Principal Investigator or Co-Principal Investigator

Principal Investigator (collaborative with Anna Bargagliotti-LMU, Christine Alvarado-UCSD, and Jelena Trajkovic-CSULB), “Equity of Access to Computer Science: Factors Impacting the Success and Characteristics of Undergraduate CS Majors,” 2020-2023, NSF, \$1,498,000.

Principal Investigator, “Uprooting Children: The Risks and Rewards of Mobility for Vulnerable Students in California’s Public Schools,” 2019-2023, NSF, \$694,964.

Principal Investigator, “Uprooting Children: The Risks and Rewards of Mobility for Vulnerable Students in California’s Public Schools,” 2019-2022, Institute of Education Sciences, \$594,219.

Principal Investigator, “Examining Disparities in Mathematics Achievement to Promote Educational Equity,” 2018-2021, John Randolph Haynes and Dora Haynes Foundation, Major Research Grants, \$200,000.

Co-Principal Investigator, (Principal Investigator: Tom Smith) “Best Practices to Mitigate Remediation of Riverside County Students,” 2017-2020, John Randolph Haynes and Dora Haynes Foundation, Major Research Grants, \$199,895.

Principal Investigator, “Alignment Study Comparing Two Models of School Effectiveness: The GaDOE Beating the Odds Model and the SCSC Value Added Model,” 2014-2016, State Charter Schools Commission of Georgia, \$155,000.

Principal Investigator (with M. Reckase and J. Wooldridge) and Project Director, “Constructing Value-Added Indicators of Teacher and School Performance that We Can Trust,” 2010-2015, Institute of Education Sciences, \$1,200,000.

Principal Investigator, “Impact of Teacher Qualifications and Instructional Practices on Reading and Mathematics Achievement in Young Children,” 2008-2011, R03: NICHD, \$145,000.

Principal Investigator, “Characteristics of Children Identified with Special Needs after Kindergarten Entry,” 2005-2007, First 5 California Children and Families Commission, \$125,000.

Principal Investigator, “Feasibility of Evaluating the Impact of the District Alliance Program on Student Achievement,” 2006-2007, \$90,000, Stupski Foundation.

Principal Investigator, “The Impact of Teachers on the Educational Outcomes of Young Children” 2004-2005, Education Statistics Services Institute, National Center for Education Statistics, \$56,080.

Principal Investigator, “An Evaluation of the Funding Determination Process for Nonclassroom-based Charter Schools” 2003-2005, State of California Legislative Analyst’s Office, \$334,000.

Principal Investigator, “Effect of Health on Education Outcomes of Young Children” 2003-2005, R03: NICHD, \$83,060.

Principal Investigator, “Recruitment and Retention of Effective Teachers” 2003-2004, Education Commission of the States, \$70,000.

Principal Investigator, “ECLS-K Expert Help: Conceptualization and Measurement of the Characteristics, Practices, and Philosophies of the Teachers and Classrooms of Young Children,” 2001-2002, Education Statistics Services Institute, National Center for Education Statistics, \$89,904.

Principal Investigator, “Medical Education in an Era of Upheaval,” 2000-2004, The Atlantic Philanthropies, \$1,930,000.

As Team Member

Co-Investigator, Task Leader. “Education for a New Era in Qatar,” 2006-2008, Supreme Education Council of the Nation of Qatar, Large multi-year project (amount confidential).

Co-Investigator, Co-Author. “Reforming the Labor Market in Qatar,” 2006-2007, Supreme Education Council of the Nation of Qatar, Large multi-year project (amount confidential).

Co-Investigator, Co-Author. “Alternative Ways of Financing Graduate Medical Education,” 2005-2006, ASPE, US Department of Health and Human Services, \$150,000.

Co-Investigator, Co-Author. “California Charter School Evaluation,” 2002-2003, State of California Legislative Analyst’s Office, \$662,000.

Co-Author and Steering Committee Member (Principal Investigators: R. Floden and J. Wooldridge) “Predoctoral Training Grant: Learning to Use Economic Methods to Answer Questions about Education,” 2009-2014, Institute of Education Sciences, \$4,900,000.

Co-Investigator, Principal Author. “Who’s Teaching, and Who Will Teach, Vocational Education?” 1999-2000, U.S. Department of Education, \$100,000.

Co-Investigator, Co-Author. “The Labor Market for Attorneys in the State of California: Past, Present, and Future,” 1999-2000, University of California, Office of the President, \$111,000.

PUBLICATIONS

Peer-Reviewed Journal Articles

Santibanez, L. & Guarino, C. (2021) The Effects of Absenteeism on Cognitive and Social-Emotional Outcomes: Lessons for COVID-19. *Educational Researcher*, 50 (6), 392–400.
<https://journals.sagepub.com/doi/pdf/10.3102/0013189X21994488>

Guarino, C., Stacy, B., and Wooldridge, J. (2019) Comparing and Assessing the Consequences of Two Different Approaches to Measuring School Effectiveness, *Educational Assessment, Evaluation, and Accountability*, 31, 437-463.

Vosters, K., Guarino, C., and Wooldridge, J. (2018) Understanding and Evaluating SAS® EVAAS® Models for Measuring Teacher Effectiveness, *Economics of Education Review*, 66, 191-205.

Stacy, B., Guarino, C., and Wooldridge, J. (2018) Does the Precision and Stability of Value-Added Estimates of Teacher Performance Depend on the Types of Students They Serve? *Economics of Education Review*, 64, 50-74.

Bargagliotti, A., Gottfried, M., and Guarino, C. (2017) Educating the Whole Child: Kindergarten Mathematics Instructional Practices and Students' Academic and Socioemotional Development, *Teachers College Record*, 119(8), 1-41.

Guarino, C. & Borden, V.M.H. (2017) Faculty Service Loads and Gender: Are Women Taking Care of the Academic Family? *Research in Higher Education*, 58(6), 672-694.

Guarino, C., Maxfield, M., Reckase, M., Thompson, P., and Wooldridge, J. (2015) An Evaluation of Empirical Bayes' Estimation of Value-Added Teacher Performance Measures, *Journal of Educational and Behavioral Statistics*, 40, 190-222.

Guarino, C., Reckase, M., Stacy, B., and Wooldridge, J. (2015) A Comparison of Growth Percentile and Value-Added Models of Teacher Performance, *Statistics and Public Policy*, 2:1, e1034820, DOI: 10.1080/2330443X.2015.1034820.

Guarino, C., Reckase, M., Stacy, B., and Wooldridge, J. (2015) Evaluating Specification Tests in the Context of Value-Added Models of Teacher Performance, *Journal of Research on Educational Effectiveness*, 8(1), 35-59.

Guarino, C., Reckase, and Wooldridge, J. (2015) Policy and Research Challenges of Moving toward Best Practices in Using Student Test Scores to Evaluate Teacher Performance, *Journal of Research on Educational Effectiveness*, 8(1), 1-7.

Guarino, C., Reckase, M., & Wooldridge, J. (2015, Published online November 2014) Can Value-added Measures of Teacher Performance be Trusted? *Education Finance and Policy*, 10(1), 117-156.

Dieterle, S., Guarino, C., Reckase, M., and Wooldridge, J. (2015) How do Principals Assign Students to Teachers? Finding Evidence in Administrative Data and the Implications for Value-Added, *Journal of Policy Analysis and Management*, 34(1), 32-58.

Zimmer, R. and Guarino, C. (2013) Is There Evidence that Charter Schools Push Out Low-Performing Students? *Educational Evaluation and Policy Analysis*, 35(4), 461-480.

Guarino, C., Dieterle, S., Bargagliotti, A., and Mason, W. (2013) What can we learn about effective early mathematics teaching? A framework for estimating causal effects using longitudinal survey data. *Journal of Research on Educational Effectiveness*. 6(2), 164-198.

Guarino, C. & Tanner, J. (2012) Adequacy, Accountability, Autonomy, and Equity in a Middle Eastern School Reform: The Case of Qatar, *International Review of Education*, 58(2), 221-245.

Guarino, C., Brown, A., and Wyse, A. (2011) Can Districts Keep Good Teachers in the Schools that Need Them Most? *Economics of Education Review*, 30(5), 962-975.

Constant, L., Goldman, C., Zellman, G., Augustine, C., Galama, T., Gonzalez, G., Guarino, C., Karam, R., Ryan, G., and Salem, H. (2010) Promoting Quality and Variety through the Public Financing of Privately Operated Schools in Qatar. *Journal of School Choice*. 4(1), 450-473.

Guarino, C., Pham, C., Quiter, E. and Escarce, J. (2010) Predictors of Internal Medicine Satisfaction with Teaching by Attendings, *Forum for Health Economics & Policy*. 13(2), 1-13.

Guarino, C., Buddin, R., Pham, C., and Cho, M. (2010) Demographic Factors Associated with the Early Identification of Children with Special Needs, *Topics in Early Childhood Special Education*, 30(3), 162-175.

Guarino, C., Santibanez, L., and Daley, G. (2006) Teacher Recruitment and Retention: A Review of the Recent Empirical Literature, *Review of Educational Research*, 76(2), 173-208.

Gates, S., Ringel, J., Santibanez, L., Brown, A., and Guarino, C. (2006) Mobility and Turnover Among School Principals, *Economics of Education Review*, 25(3), pp. 289-302.

Guarino, C., Ko, C., Baker, L., Klein, D., Quiter, E. and Escarce, J. (2006) The Impact of Instructional Practices on Student Satisfaction with Attendings' Teaching in Internal Medicine Clerkships, *Journal of General Internal Medicine*, 27(1), 7-12.

Guarino, C., Ridgeway, G., Chun, M., and Buddin, R. (2005) Latent Variable Analysis: A New Approach to University Ranking, *Higher Education in Europe*, 30(2), 147-165.

Ko, C., Escarce, J., Baker, L., Sharp, J. and Guarino, C. (2005) Predictors of Surgery Resident Satisfaction with Teaching by Attendings: A National Survey, *Annals of Surgery*, 241(2), 373-80.

Baker, L., Phibbs, C., Guarino, C. and Supina, D. (2004) Within-Year Variation in Hospital Utilization and Its Implication for Hospital Costs, *Journal of Health Economics*, 23(1), 191-211.

Ko, C., Escarce, J., Baker, L., Klein, D. and Guarino, C. (2004) Predictors for Medical Students Entering a General Surgery Residency: National Survey Results, *Surgery*, 136(3), 567-572.

Guarino, C. and Chambers, J. (2001) The Impact of the Kentucky Education Reform Act on Special Education, *Journal of Special Education Leadership*, 14(1), 27-32.

Bergen, M., Guarino, C., and Jacobs, C. (1996) A Climate Survey for Medical Students: A Means to Assess Change, *Evaluation and the Health Professions*, 19(1), 30-47.

Books

Guarino, C., Galama, T., Constant, L, Gonzalez, G., Tanner, J., and Goldman, C. (2009) *Developing a School Finance System for K-12 Reform in Qatar*, MG-839-QATAR, RAND, Santa Monica, CA.

Guarino, C., Zimmer, R., Krop, C., and Chau, D. (2005) *Nonclassroom-Based Charter Schools in California and the Impact of SB 740*, MG-323-EDU, RAND, Santa Monica, CA.

Zimmer, R., Buddin, R., Chau, D., Gill, B., Guarino, C., Hamilton, L., Krop, C., McCaffrey, D., Sandler, M., and Brewer, D. (2003) *Charter School Operations and Performance: Evidence from California*, MR-1700-EDU, RAND, Santa Monica, CA.

--Guarino, C. (2003) Staffing in Charter and Conventional Public Schools, Chapter VII in Zimmer et al. *Charter School Operations and Performance: Evidence from California*, MR-1700-EDU, RAND, Santa Monica, CA.

--Guarino, C. and Chau, D. (2003) Special Education in Charter and Conventional Public Schools, Chapter VIII in Zimmer et al. *Charter School Operations and Performance: Evidence from California*, MR-1700-EDU, RAND, Santa Monica, CA.

--Zimmer, R. and Guarino, C. (2003) Conclusions and Implications, Chapter IX in Zimmer et al. *Charter School Operations and Performance: Evidence from California*, MR-1700-EDU, RAND, Santa Monica, CA.

Carroll, S., Reichardt, R. and Guarino, C. (2000) *The Distribution of Teachers among California's School Districts and Schools*, MR-1298.0-JIF, RAND, Santa Monica, CA.

Bikson, T., Beckett, M., Gates, S., Guarino, C., Ross, K. and Zimmer, R. (2000) *The Labor Market for Attorneys in the State of California: Past, Present, and Future*, MR-1710-UC, RAND, Santa Monica, CA.

Parrish, T., Chambers, J., and Guarino, C., Eds (1999) *Funding Special Education*, Nineteenth Annual Yearbook of the American Education Finance Association. Thousand Oaks, CA: Corwin Press, Inc.

Book Chapters

Guarino, C. (2018) *Value-Added and Growth Models in Education Research*, in ed. Lochmiller, C., Complementary Research Methods for Educational Leadership and Policy Studies, Palgrave Macmillan: Cham, Switzerland. p 213-230.

Guarino, C. (2018) *Value-Added Models*, in ed. Frey, B., *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation*. Thousand Oaks, CA: Sage Publications, Inc.

Guarino, C. (2014) *Teacher Effectiveness*, in eds. Brewer, D. and Picus, L. *Encyclopedia of Economics, Education, and Finance*. Thousand Oaks, CA: Sage Publications, Inc.

Zimmer, R., Guarino, C., and Buddin, R. (2010) *School Choice: Options and Outcomes*. Chapter 3 in ed. Wial, H. *Urban and Regional Policy and its Effects: Volume III*. The Brookings Institution, Washington DC.

Peer-Reviewed Reports

Guarino, C., Hamilton, L., Lockwood and J.R., Rathbun, A. (2006) *Teacher Qualifications, Instructional Practices, and Reading and Mathematics Achievement Gains in Kindergartners*, (NCES2006-031) U.S. Department of Education: National Center for Education Statistics.

Guarino, C., Santibanez, L., Daley, G., and Brewer, D. (2004) *A Review of the Research Literature on Teacher Recruitment and Retention*, TR-164-EDU, RAND, Santa Monica, CA.

Gates, S., Guarino, C., Santibanez, L., Brown A., Chung, C. and Ghosh-Dastidar, B. (2004) *Career Paths of School Administrators in North Carolina: Insights from an Analysis of State Data*, TR-129-EDU, RAND, Santa Monica, CA.

Guarino, C., Brewer, D. and Hove, A. (2000) *Who's Teaching, and Who Will Teach, Vocational Education?* RP-901, RAND, Santa Monica CA and National Center for Research in Vocational Education, University of California, Berkeley.

Reports and Technical Assistance

Guarino, C., Stacy, B., and Wooldridge, J. (2016) *Alignment Study Comparing Two Models of School Effectiveness: the Georgia Department of Education's "Beating the Odds" Model and the State Charter Schools Commission's "Value-Added" Model*, prepared for the State Charter Schools Commission of Georgia and The Georgia Department of Education's Charter Division

Lynn, F., Keesler, V., Diemer, M., Guarino, C., Jones, N., Wang, Q., Wyse, A., Zhou, Y. (2007) *Beyond Compliance: Descriptive Characteristics of Public School Teachers in Michigan: Technical Report No. 1*, Michigan State University

Guarino, C., Stecher, B., Vuollo, M. and McCaffrey, D. (2007) *Feasibility of Evaluating a District-wide Intervention on Student Achievement*, PM-2223-EDU, RAND, Santa Monica, CA.

Wynn, B., Guarino, C., Morse L., and Cho, M. *Alternative Ways of Financing Graduate Medical Education* (2006) RAND, WR-369-ASPE.

Guarino, C., Chun, M., Buddin, R., Timilsina, A., Cremonini, L., Grammich, C., Das, J., Gates, S., Felder, B., and Jackson, C., (2005) *Higher Education Institutions Worldwide Eligible for Qatar Scholarships*, PM-1754-EDU, RAND, Santa Monica, CA.

White Papers, Policy Briefs, and Reviews

Santibanez, L. & Guarino, C. (2020). The Effects of Absenteeism on Cognitive and Social-Emotional Outcomes: Lessons for COVID-19. PACE, https://edpolicyinca.org/sites/default/files/2020-10/pb_santibanez_oct2020.pdf

Guarino, C. (2013) White Paper: Findings and Preliminary Recommendations from the Michigan State and Indiana University Research Study of Value-Added Models to Evaluate Teacher Performance. East Lansing: Education Policy Center at Michigan State University.

Guarino, C. (2013) Policy Brief: Highlights of the conference on Using Student Test Scores to Measure Teacher Performance: The State of the Art in Research and Practice. East Lansing: Education Policy Center at Michigan State University.

Guarino, C. and Stacy, B. (2012) Review of “Gathering Feedback for Teaching.” Boulder, CO: National Education Policy Center.

Chiang, Y., Cole, C., Delandshere, G., Guarino, C., Kunzman, R., Rutkowski, D., Rutkowski, L., Svetina, D., Yuan, X., Zhou, Y. (2011) White Paper: Using Value-Added Models to Evaluate Teacher Preparation Programs, Indiana University Bloomington

Berger, J., Zhao, Y., Britton, T., Guarino, C., Jackson, J., Marder, M. (2008) Educating Tomorrow’s Science Teachers.

Published Working Papers

Santibanez, Lucrecia, and Cassandra Guarino. (2020). The Effects of Absenteeism on Cognitive and Social-Emotional Outcomes: Lessons for COVID-19. *EdWorkingPaper: 20-261*, Annenberg Institute at Brown University: <https://doi.org/10.26300/yj9m-x430>

Guarino, C., and Borden, V. (2016) Faculty Service Loads and Gender: Are Women Taking Care of the Academic Family. *IZA Discussion Paper No. 10011*. (Published, see Peer-Reviewed Journal Articles)

Guarino, C., Reckase, M., Stacy, B., and Wooldridge, J. (2014) Evaluating Specification Tests in the Context of Value-Added. *IZA Discussion Paper No. 7974*. (Published, see Peer-Reviewed Journal Articles)

Guarino, C., Reckase, M., Stacy, B., and Wooldridge, J. (2014) A Comparison of Growth Percentile and Value-Added Models of Teacher Performance, *IZA Discussion Paper No. 7973*. (Published, see Peer-Reviewed Journal Articles)

Stacy, B., Guarino, C., and Wooldridge, J. (2014) Does the Precision and Stability of Value-Added Estimates of Teacher Performance Depend on the Types of Students They Serve? with *IZA Discussion Paper No. 7676*. (Published, see Peer-Reviewed Journal Articles)

Dieterle, S., Guarino, C., Reckase, M., and Wooldridge, J. (2012) How do Principals Assign Students to Teachers? Finding Evidence in Administrative Data and the Implications for Value-Added, *IZA Discussion Paper No. 7112*. (Published, see Peer-Reviewed Journal Articles)

Guarino, C., Reckase, M., and Wooldridge, J. (2012) Can Value-added Measures of Teacher Performance be Trusted? *IZA Discussion Paper No. 6602*. (Published, see Peer-Reviewed Journal Articles)

Bargagliotti, A., Guarino, C. and Mason, W. (2010) *Do first grade teachers engage in effective mathematics teaching practices?* California Center for Population Research On-line Working Paper Series, UCLA

Guarino, C. (2005) *Reinterpreting the Skill-biased Technological Change Hypothesis: A Study of Technology, Firm Size, and Wage Inequality in the California Hospital Industry*, WR-316, RAND, Santa Monica, CA.

Hamilton, L. and Guarino, C. (2005) *Measuring the Practices, Philosophies, and Characteristics of Kindergarten Teachers*, WR-199-EDU, RAND, Santa Monica, CA.

Submitted Journal Articles

Gottfried, M., Bargagliotti, A., Guarino, C., & Fletcher, T. (Resubmitted) How do Teachers' Mathematics Practices Differ based on Classroom Ability?

PRESS AND THE MEDIA

Opinion Editorials

Guarino, C. (March 8, 2017) Op Ed: *Vouchers require caution, charter schools need oversight*. San Francisco Chronicle. <http://www.sfchronicle.com/opinion/openforum/article/Vouchers-require-caution-charter-schools-need-10987621.php>.

Guarino, C. (September 27, 2017) *Why higher ed needs to get rid of the gender gap for 'academic housekeeping.'* The Conversation. <https://theconversation.com/why-higher-ed-needs-to-get-rid-of-the-gender-gap-for-academic-housekeeping-82135>

Featured Research

Media coverage for the journal article: Faculty Service Loads and Gender: Are Women Taking Care of the Academic Family? *Research in Higher Education*

<https://www.awis.org/awismagazine/>

<http://nytlive.nytimes.com/womenintheworld/2017/04/13/study-finds-female-professors-are-the-head-of-the-academic-family/>

<https://www.insidehighered.com/news/2017/04/12/study-finds-female-professors-outperform-men-service-their-possible-professional>

<https://www.universityofcalifornia.edu/news/when-good-deeds-go-unpublished>

<https://academeblog.org/2017/04/13/ihe-relying-on-women-not-rewarding-them/>

<https://ucrtoday.ucr.edu/46071>

<https://www.bustle.com/p/women-in-academia-do-more-unpaid-work-than-their-male-counterparts-the-reason-why-is-unacceptable-51270>

<http://www.newsweek.com/college-female-professors-study-gender-wage-gap-capitalism-stigma-583183>

<https://www.timeshighereducation.com/news/female-academics-held-back-greater-administrative-workloads>

<http://blogs.nature.com/naturejobs/2017/05/02/academic-housekeeping-womens-work-2/>
<https://www.sciencedaily.com/releases/2017/04/170412144832.htm>

<https://www.wiareport.com/2017/04/study-finds-academic-world-women-perform-service-work-men/>

<http://learningenglish.voanews.com/a/female-professors-do-more-service-work/3820446.html>

<https://highlandernews.org/29287/lets-transparent-ucr-professor-cassandra-guarino-gender-imbalances-faculty-workloads/>

Mentions in news articles

Quoted in: McAnn, A. (July 24, 2018) 2018's Most and Least Educated Cities in America
<https://wallethub.com/edu/most-and-least-educated-cities/6656/#experts>

Quoted in: Schultz, C. and Wall, S. (April 11, 2017) *California's graduation rate increases for the seventh year in a row*, Daily Breeze. http://www.dailybreeze.com/social-affairs/20170411/californias-graduation-rate-increases-for-seventh-year-in-a-row?mc_cid=2a0d5358ee&mc_eid=2726ad3799

Quoted in: Wall, Stephen, (May 30, 2016) *Why Inland charter schools are booming*, The Press-Enterprise. <http://www.pe.com/2016/05/30/education-why-inland-charter-schools-are-booming/>.

Quoted in: Wall, Stephen, (May 18, 2016) *Education: Five things to know about graduation rates*, The Press-Enterprise. <http://www.pe.com/2016/05/18/education-5-things-to-know-about-graduation-rates/>.

CONFERENCES, INVITED TALKS, AND BRIEFINGS

Conference Presentations

“The Impact of Moving Across Schools on Academic, Social-Emotional, and Behavioral Outcomes for Students in California,” Association for Education Finance and Policy, March 2022, Denver

“School Mobility among Vulnerable Students in California: Incidence Analysis,” Association for Education Finance and Policy, March 2020, Online Conference

“Faculty Service Loads and Gender: Are Women Taking Care of the Academic Family?” Women in Leadership in Education Conference, October 2018, Harvard University, Cambridge, MA

“Faculty Service Loads and Gender: Are Women Taking Care of the Academic Family?” American Educational Research Association, April 2018, New York, NY

“Faculty Service Loads and Gender: Are Women Taking Care of the Academic Family?” Association for Education Finance and Policy, March 2016, Denver, CO

“A Comparison of “Beating the Odds” and Value-Added Measures of School Effectiveness,” Association for Education Finance and Policy, March 2016, Denver, CO

“Teaching Mathematics to Girls in Kindergarten and First Grade: How do Instructional Practices Influence Learning and Socioemotional Development?” International Association for Feminist Economics June 2016, Galway, Ireland

“Faculty Service Loads and Gender: Are Women Taking Care of the Academic Family?” International Association for Feminist Economics, July 2015, Berlin, Germany

“An Evaluation of Teacher Value-Added Estimation with Peer Effects” Association for Education Finance and Policy, February 2015, Washington, DC

“Understanding and Evaluating SAS® EVAAS® Models for Measuring Teacher Effectiveness” Association for Education Finance and Policy, February 2015, Washington, DC

“Group versus Individual Teacher Incentive Policies: Implications for Accuracy, Equity, and Effectiveness,” Association for Education Finance and Policy, March 2014, San Antonio, TX

“Precision for Policy: Calculating Standard Errors in Value-Added Models of Teacher Performance,” Association for Education Finance and Policy, March 2014, San Antonio, TX

“Sending Value-Added into Tailspin: A Simulation Study of Measurement Error and Nonrandom Sorting,” American Economic Association, January 2014, Philadelphia, PA

“A Comparison of Growth Percentile and Value-Added Models of Teacher Performance” October 2013, Conference on Using Student Test Scores to Measure Teacher Performance, East Lansing, MI

“Is There Evidence that Charter Schools Push Out Low-Performing Students?” April 2013, American Educational Research Association, San Francisco, CA

“Sending Value-Added into Tailspin: A Simulation Study of Measurement Error and Nonrandom Sorting” March 2013, Association for Education Finance and Policy, New Orleans, LA

“A Comparison of Growth Percentile and Value-Added Models of Teacher Performance” March 2013, Association for Education Finance and Policy, New Orleans, LA

“State of the Art in Value-Added Models of Teacher Performance: Taking Stock of What We Know and Still Don’t Know” November 2012, Association for Public Policy Analysis and Management, Baltimore, MD

“Does the Precision and Stability of Value-Added Estimates of Teacher Performance Depend on the Type of Students they Serve?” November 2012, Association for Public Policy Analysis and Management, Baltimore, MD

“Is There Evidence that Charter Schools Push Out Low-Performing Students?” November 2012, Association for Public Policy Analysis and Management, Baltimore, MD

“How do Principals Assign Students to Teachers? Finding Evidence in Administrative Data and the Implications for Value-Added” March 2012, Association for Education Finance and Policy, Boston, MA

“An Evaluation of Empirical Bayes’ Estimation of Value-Added Teacher Performance Measures under Nonrandom Teacher Assignment” March 2012, Association for Education Finance and Policy, Boston, MA

“Testing Value-Added Models: Do They Pass?” March 2012, Association for Education Finance and Policy, Boston, MA

“Teacher Program Evaluation under Non-Random Assignment using Student-Level Achievement Data: A Simulation Study” March 2012, Association for Education Finance and Policy, Boston, MA

“Do Charter Schools Push Out Low-Performing Students?” March 2012, Association for Education Finance and Policy, Boston, MA

“Can Value-added Measures of Teacher Performance be Trusted?” December 2011, 2011 International Symposium on the Economics of Education, The Chinese University of Hong Kong, Hong Kong

“Can Value-added Measures of Teacher Performance be Trusted?” November 2011, Association for Public Policy Analysis and Management, Washington, DC

“Can Value-added Measures of Teacher Performance be Trusted?” April 2011, American Educational Research Association Annual Meeting, New Orleans, LA

“Can Value-added Measures of Teacher Performance be Trusted?” March 2011, Association of Education Finance and Policy, Seattle, WA

“Can Value-added Measures of Teacher Performance be Trusted?” March 2011, Society for Research on Effectiveness in Education, Washington, D.C.

“Can Value-added Measures of Teacher Performance be Trusted?” February 2011, Michigan Testing Conference, Ann Arbor, MI

“Effects of Teaching Practices on the Mathematics Achievement of Kindergarten and First-Grade Children” May 2010, American Educational Research Association Annual Meeting, Poster session, Denver, CO

“Estimating and Testing Models for Teacher Value Added” March 2010, American Educational Finance Association Annual Meeting, Richmond, VA

“Missing Links in Value-added Models of Teacher Performance: Models, Methods, and Data” February 2010, Michigan Testing Conference, Ann Arbor, MI

“Mathematics Instruction in Kindergarten and First Grade in the United States at the Start of the 21st Century” April 2009, American Educational Research Association Annual Meeting, San Diego, CA

“Effects of Teaching Practices on the Mathematics Achievement of Kindergarten and First-Grade Children” March 2009, American Educational Finance Association Annual Meeting, Nashville, TN

“Developing a School Finance System to Support K-12 Reform in Qatar” April 2008, American Educational Finance Association Annual Meeting, Denver, CO

“Impact of Poor Health on the Academic Achievement of Young Children” March 2008, American Educational Research Association Annual Conference, New York, NY

“Evolution of School Governance and Finance in Qatar’s K-12 Reform” April 2007, American Educational Research Association Annual Conference, Chicago, IL

“Teacher Recruitment and Retention: A Review of the Recent Empirical Literature” May 2006, STEM ACT Conference, Arlington, VA

“Teacher Qualifications, Instructional Practices, and Reading and Mathematics Achievement Gains in Kindergartners” March 2006, American Educational Finance Association Annual Meeting, Denver, CO

“Predictors of Teacher Attrition in North Carolina” March 2006, American Educational Finance Association Annual Meeting, Denver, CO

“Nonclassroom-based Charter Schools in California and the Impact of SB 740” March 2005, American Educational Finance Association Annual Meeting, Louisville, KY

“The Association of Teaching Practices with the Reading Proficiency Gains of Kindergartners,” November 2004, Association for Public Policy Analysis and Management Annual Conference, Atlanta, GA

“Student Satisfaction with the Quality of Attending Physicians’ Teaching in Internal Medicine Clerkships” November 2003, 114th Annual Meeting of the Association of American Medical Colleges, Washington, DC

“The Consequence of Labor Market Shortages on the Distribution of Teacher Skills” April 2001, at the American Educational Research Association Annual Conference, Seattle, WA

“District Salary Structures and Equity Considerations in the California Public School System”
March 2001, American Education Finance Association Annual Conference, Cincinnati, OH

“Technology, Skill, and Wage Inequality in the California Hospital Industry: 1983-1994,”
November 2000, Association for Public Policy Analysis and Management Annual Conference,
Poster session, Seattle, WA

“Technology, Skill, and Wage Inequality in the California Hospital Industry: 1983-1994,” July
2000, Western Economic Association International’s 75th Annual Conference, Vancouver, BC

“Shortage Conditions in Teacher Labor Markets,” March 2000, American Education Finance
Association Annual Meeting, Austin, TX

“Special Education Reform in Kentucky,” March 1999, American Education Finance Association
Annual Meeting, Seattle, WA

Invited Talks

“Faculty Service Loads and Gender: Are Women Taking Care of the Academic Family?” October
2018, Peking University, Beijing, China

“Faculty Service Loads and Gender: Are Women Taking Care of the Academic Family?” October
2018, Central University of Finance and Economics, Beijing, China

“Faculty Service Loads and Gender: Are Women Taking Care of the Academic Family?” October
2018, Shanghai University of Finance and Economics, Shanghai, China

“Using Data to Understand and Improve Education” June 2018, Guest Lecture in seminar entitled
“Globalization through a Data Science Lens,” Loyola Marymount University Extension, Rome,
Italy

“Faculty Service Loads and Gender: Are Women Taking Care of the Academic Family?” May
2018, University of California, San Francisco.

“Faculty Service Loads and Gender: Are Women Taking Care of the Academic Family?” April
2018, NYU Steinhardt School of Culture, Education, and Human Development

“Faculty Service Loads and Gender: Are Women Taking Care of the Academic Family?” April
2018, University of California, Santa Barbara School of Education

“Issues in Constructing Teacher Performance Measures from Student Test Scores”, September
2017, Centre for Educational Measurement at the University of Oslo, Oslo, Norway

“School Choice,” April 2017, Graduate School of Education Roundtable Presentation, University of
California Riverside

“Assessing the Quality of Teachers and Schools: What we have Learned and Where we are Headed,” February 2017, UC Sacramento

“Faculty Service Loads and Gender: Are Women Taking Care of the Academic Family?” Women’s Faculty Association, December 2016, University of California Riverside

“Faculty Service Loads and Gender: Are Women Taking Care of the Academic Family?” Applied Economics Brownbag, January 2016, Department of Economics, University of California Riverside

“Value-Added Models and Teacher Effectiveness,” Partnershare, February 2014, Indiana University Bloomington, IN

“State of the Art in Value-Added Models of Teacher Performance: Taking Stock of What We Know and Still Don’t Know” September 2013, Invited Talk, Vanderbilt University

“State of the Art in Value-Added Models of Teacher Performance: Taking Stock of What We Know and Still Don’t Know” November 2012, Invited Talk, University of Southern California

“State of the Art in Value-Added Models of Teacher Performance: Taking Stock of What We Know and Still Don’t Know” November 2012, Economics of Education Speaker Series, Indiana University, Bloomington, IN

“State of the Art in Value-Added Models of Teacher Performance: Taking Stock of What We Know and Still Don’t Know” November 2012, Invited Talk, Loyola Marymount University

Panel member in discussion of “Teacher Labor Market Report” June 2004, Michigan State Education Policy Center Conference “What Teachers Need to Know,” Washington, DC

Briefings

“Patterns and Consequences of Absenteeism in CORE Districts – Recently published findings,” PACE-CORE Partnership, October 2020

“Potential Effects on Student Learning of the COVID-19 Pandemic (Preliminary Results),” LA County, June 2020

“Patterns and Consequences of Absenteeism in CORE Districts-Part 2 (Preliminary Results),” PACE-CORE Partnership, June 2020

“Patterns and Consequences of Absenteeism in CORE Districts-Part 1 (Preliminary Results),” PACE-CORE Partnership, May 2020

“Education Policy Today in the US and in California,” Webinar, Junior Leagues of CA State Public Affairs Committee, February 2020

“Student Mobility and its Impact on Academic and Behavioral Outcomes” PACE-CORE Partnership, June 2016

“Study to Compare BTO and VAM Measures of School Effectiveness,” State Charter Schools Commission of Georgia, February 2016

“Preliminary Findings: Study to Compare BTO and VAM Measures of School Effectiveness,” State Charter Schools Commission of Georgia, May 2015

“RAND Study of Funding and Costs in Qatar K-12 Education Reform,” Secretary General, Supreme Education Council, January 2007, Doha, Qatar

“Qatar K-12 Education Funding and Costs: 2003-2005,” Executive Committee, Supreme Education Council, June 2006, Doha, Qatar

“Review of Research Findings on Teacher and Principal Recruitment and Retention,” Presidents’ Joint Commission on Los Angeles Unified School District Governance, October 2005, Los Angeles, CA

“Overview of RAND’s Research on Charter Schools in California,” Ed Voice Legislative Policy Symposium, September 2005, Squaw Valley, CA

“Nonclassroom-based Charter Schools in California and the Impact of SB 740,” California Legislative Analyst’s Office, February 2005, Sacramento, CA

“Status Report on Nonclassroom-based Charter Schools in California and the Impact of SB 740” California Legislative Analyst’s Office, April 2004, Sacramento, CA

“California Charter School Evaluation,” California Legislative Analyst’s Office, December 2002, Sacramento, CA

“Teacher Labor Markets and Shortages,” Little Hoover Commission Teacher Workforce Advisory Committee, March 2001, Sacramento, CA

TEACHING

Education Policy Analysis, University of California Riverside

Introduction to Education Policy, University of California Riverside

Introduction to Education Policy, Indiana University Bloomington

Teacher Evaluation, Guest Professor, BOOC, Indiana University Bloomington

Microeconomic Applications to Education, Indiana University Bloomington

Advanced Economics of Education II, Michigan State University

Quantitative Methods in Education Research II, Michigan State University

Capstone in Educational Policy Analysis and Evaluation, Michigan State University

Policy and Measurement Issues in Evaluating Teacher and School Quality Using Value-Added

Measures, Michigan State University

Teacher Labor Markets, Teacher Quality, and Policy, Michigan State University

School Choice and Privatization, Michigan State University

Quantitative Research Methods in Education Policy, Pardee Rand Graduate School

Seminar on Teacher Quality, Recruitment, and Retention, Pardee Rand Graduate School

Intermediate Microeconomics, UCLA

Introductory Microeconomics, Stanford University School of Education
 Quantitative Research Methods, Stanford University School of Education
 English Language and Literature, University of Genoa

PROFESSIONAL ASSOCIATIONS AND MEMBERSHIPS

American Educational Research Association
 Association for Education Finance and Policy
 Association for Public Policy Analysis and Management
 Institute for the Study of Labor (IZA)
 International Association for Feminist Economics
 Society for Research on Educational Effectiveness

SERVICE

Editorial Service

Co-Editor: *Educational Evaluation and Policy Analysis*, 2015-2018
 Guest Editor: *Journal of Research on Educational Effectiveness, Special Issue*, 2013-2015
 Editorial Board: *Educational Evaluation and Policy Analysis*, 2013-2015

Reviewer:

Advances in Health Sciences Education
 American Education Research Journal
 Economics of Education Review
 Educational Evaluation and Policy Analysis
 Educational Researcher
 Education Commission of the States
 Education Finance and Policy
 Evolutionary Economics
 Feminist Economics
 Journal of Applied Econometrics
 Journal of Educational and Behavioral Statistics
 Journal of Policy Analysis and Management
 National Center for Education Statistics
 Psychology of Women Quarterly
 RAND Corporation
 Sociology of Education
 Statistics and Public Policy

National Review Panels and Committees

NAEP Questionnaire Standing Committee 2019-present
 Institute of Education Sciences Statistics and Modeling Scientific Review Panel, US Department of Education, 2014
 National Science Foundation Review Panel, 2009
 Institute of Education Sciences Comprehensive Center Review Panel, US Department of Education, 2007, 2008, 2009

Professional Association Service

Association for Education Finance and Policy, Elected Board Member, 2016-2019
 Association for Education Finance and Policy, Publications Committee Chair, 2017-2019
 Association for Education Finance and Policy, Awards Committee, 2018-2019
 Association for Education Finance and Policy, Sexual Harassment Policy Committee, 2018-2019
 Association for Education Finance and Policy, Program Committee, 2017-2018
 Association for Education Finance and Policy, Program Committee, 2016-2017
 Association for Education Finance and Policy, Conference Chair/Discussant, annual
 AERA Committee Chair-Division L, Outstanding Policy Report Award, 2016
 AERA Program Chair-Division L, Section 4: School Choice and Other Reforms, 2013, 2014
 AERA Conference Session Chair/Discussant, annual

Selected University Service

Chair, Faculty Welfare Advisory Committee, GSOE, UCR, Fall 2019-Spring 2022
 Member, Institutional Review Board Faculty Advisory Committee, UCR, Fall 2020-Spring 2022
 Member Ad Hoc GSOE Finance and Grants Committee, GSOE, UCR, 2020-2022
 Chair, Quantitative Methods Review Committee, GSOE, UCR, 2019
 Graduate Council, UCR, 2016-2018
 Chair, Review Committee for the Visual Arts Department, Graduate Council, UCR, 2017-2018
 Fellowships Subcommittee, Graduate Council, UCR, 2017-2018
 Review Committee for the Sociology Department, Graduate Council, UCR, 2016-2017
 Courses and Programs Subcommittee, Graduate Council, UCR, 2016-2017
 Chair, Undergraduate Education Committee, GSOE, UCR, 2016-2018
 Chair, Search Committee, Technology, Society, and Policy position, SPP, UCR, 2017
 Education Policy Analysis and Leadership Area Group Committee, GSOE, UCR, 2016-present
 Search Committee, Vice Provost for Undergraduate Education, UCR, 2016
 Executive Committee, School of Public Policy, UCR, 2015-2017
 Convener, Education Policy Analysis and Leadership Area Group Committee, UCR, 2015-2016
 Chair, Search Committee, Ted and Jo Dutton Endowed Presidential Chair for Education Policy and Politics, UCR, 2015-2016
 Coordinator, Ed.D. Program in Educational Leadership, IUB, 2013-2015
 Policy Council, School of Education, IUB, 2013-2015 NCATE Accreditation Review Coordinator, Central Office Licensure, 2013-2015
 Co-chair Economics of Education Seminar Series, IUB, 2011-2015
 Annual Merit Review Committee, IUB, 2011, 2013, 2014
 Co-developer and coordinator of Education Policy Minor, IUB, 2012-2013
 Co-chair Search Committee for Director, CEEP, IUB, 2013
 Review panelist, IUCRG Research Grant Applications, IU, 2013
 Campus Review Board on Academic Misconduct, IUB, 2013
 Bloomington Faculty Council, IUB, 2012-2013
 University Faculty Council, IU, 2012-2013
 Steering Committee, IES Predoctoral Training Program, MSU, 2009-2011
 Student Progress and Retention Committee, MSU, 2009-2011