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ACADEMIC APPOINTMENTS

Academic Dean and Henry Lee Shattuck Professor of Education, Harvard Graduate School of Education (2021–present)

William Henry Bloomberg Professor of Education, Harvard Graduate School of Education (2019–present)

Professor of Education, Harvard Graduate School of Education (2018–2019)

Associate Professor of Education, Harvard Graduate School of Education (2013–2018)

Assistant Professor of Education, Harvard Graduate School of Education (2009–2013)

Assistant Professor of Education, Political Science, and Public Policy, Brown University (2006–2009)

OTHER AFFILIATIONS AND EMPLOYMENT

Editor-in-Chief, *Education Next: A Journal of Opinion and Research* (2016–present; Executive Editor, 2006–2016; Research Editor, 2001–2006)

Deputy Director, Program on Education Policy and Governance, Harvard University (2009–present; Research Affiliate, 2006–2008)

Faculty Research Fellow, National Bureau of Economic Research (2015–present)

Member, National Assessment Governing Board (2019–present)

Member, Massachusetts Board of Elementary and Secondary Education (2017–present)

Nonresident Senior Fellow, Brookings Institution (2013, 2014–2016)

Research Fellow, Hoover Institution, Stanford University (2015–2016)

Senior Education Policy Advisor, U.S. Senate Committee on Health, Education, Labor, and Pensions (2013–2014)

EDUCATION

Harvard University, Ph.D., Government and Social Policy, 2006. Dissertation: “Politics, Public-sector Unionism, and Education Policy.” Concentrations in American politics, social policy, and political theory.

Oxford University, M.Phil. with Distinction in Economic and Social History, 2000. Thesis: “State Intervention in English Education: A Public Goods and Agency Approach.”

Williams College, B.A. with Highest Honors in History, *Summa Cum Laude*, *Phi Beta Kappa*.

PUBLICATIONS

Books and Edited Volumes

- West, M. R., & Woessman, L. (Eds.). (2021). *Public opinion and the political economy of education policy around the world*. Cambridge, MA: MIT Press.
- Peterson, P. E., Henderson, M., & West, M. R. (2014). *Teachers versus the public: What Americans think about their schools and how to fix them*. Washington, DC: Brookings Institution Press.
- Dunn, J. M., & West, M. R. (Eds.). (2009). *From schoolhouse to courthouse: The judiciary's role in American education*. Washington, DC: Brookings Institution Press.
- Woessmann, L., Luedemann, E., Schuetz, G., & West, M. R. (2009). *School accountability, autonomy, and choice around the world*. Cheltenham, UK: Edward Elgar.
- West, M. R., & Peterson, P. E. (Eds.). (2007). *School money trials: The legal pursuit of educational adequacy*. Washington, DC: Brookings Institution Press.
- Peterson, P. E., & West, M. R. (Eds.). (2003). *No Child Left Behind? The politics and practice of school accountability*. Washington, DC: Brookings Institution Press.

Peer-Reviewed Journal Articles

- Schueler, B. S., & West, M. R. (In press). How Online Learning Can Engage Students and Extend the Reach of Talented Teachers: Evidence from a Pandemic-Era National Virtual Summer Program. *Journal of Educational Change*.
- Houston, D., Henderson, M., Peterson, P. E., & West, M. R. (In press). Public Opinion, Attitude Stability, and Education Policy. *Teachers College Record*.
- Schueler, B. S., & West, M. R. (2022.) Federalism, Race, and the Politics of Turnaround: U.S. Public Opinion on Improving Low-Performing Schools and Districts. *Educational Researcher*, 51(2), 122-133.
- Houston, D., Henderson, M., Peterson, P. E., & West, M. R. (2022). Status, growth, and perceptions of school quality. *Educational Evaluation and Policy Analysis*, 44(1), 105-126.
- Leonard, J., Romeo, R., Scherer, E., Gabrieli, J. D. E., West, M. R., Mackey, A., Robinson, S., & Takada, M. (2021). Replication and extension of family-based training program to improve cognitive abilities in young children. *Journal of Research on Educational Effectiveness*, 14(4), 792-811.
- Romeo, R., Leonard, J. A., Grotzinger, H. M., Robinson, S. T., Takada, M. E., Mackey, A. P., Scherer, E., Rowe, M. L., West, M. R., Gabrieli, J. D. E. (2021). Neuroplasticity associated with changes in conversational turn-taking following a family-based intervention. *Developmental Cognitive Neuroscience*, 29 (June), 100967.
- Cheng, A., Henderson, M., Peterson, P. E. & West, M. R. (2021). Cost-Benefit Information Closes Aspiration Gaps—If Parents Think their Child is Ready for College. *Education Economics*, 29(3), 233-251.

- Bauer, C.C.C., Rozenkrantz, L., Caballero, C., Scherer, E., West, M. R., Mrazek, M., Phillips, D.T., Gabrieli, J. D. E., & Whitfield-Gabrieli, S. (2020.) Mindfulness training enhances sustained attention and resting state anticorrelation between default-mode network and dorsolateral prefrontal cortex: a randomized controlled trial. *Human Brain Mapping*, 41(18), 5356-5369.
- West, M. R., Fricke, H., Pier, L., Hough, H. J., Loeb, S., Meyer, R. H., & Rice, A. (2020). Trends in Student Social-Emotional Learning: Evidence from the CORE Districts. *Educational Evaluation and Policy Analysis*, 42(2), 279-303.
- Nagler, M., Piopiunuk, M., & West, M. R. (2020). Weak markets, strong teachers: Recession at career start and teacher effectiveness. *Journal of Labor Economics*, 38(2), 453-500. Also available as NBER Working Paper No. 21393. Cambridge, Mass: National Bureau of Economic Research.
- Bauer, C.C.C., Caballero, C., Scherer, E., West, M., Mrazek, M.D., Phillips, D.T., Whitfield-Gabrieli, S., and Gabrieli, J.D.E. (2019). Mindfulness training reduces stress and amygdala reactivity to fearful faces in middle-school children: a randomized controlled trial. *Behavioral Neuroscience*, 133(6), 569-585.
- Loeb, S., Christian, M. S., Hough, H. J., Meyer, R. H., Rice, A. & West, M. R. (2019.) School differences in social-emotional learning: Findings from the first large-scale panel of survey of students. *Journal of Educational and Behavioral Statistics*, 44(5), 507-542.
- Caballero, C., Scherer, E., West, M. R., Mrazek, M. D., Gabrieli, C. F. O., & Gabrieli, J. D. E. (2019). Greater mindfulness is associated with better academic achievement in middle school. *Mind, Brain, and Education*, 13(3), 157-166.
- Barrows, S., Cheng, A., Peterson, P. E., & West, M. R. (2019). Do Charters Pose a Threat to Private Schools? Evidence from Nationally Representative Surveys of U.S. Parents. *Journal of School Choice*, 13(1), 10-32.
- Abadie, A., Chingos, M. M., & West, M. R. (2018). Endogenous stratification in randomized experiments. *Review of Economics and Statistics*, 100(4), 567-580. Also available as NBER Working Paper No. 19742. Cambridge, Mass: National Bureau of Economic Research.
- Lergetporer, P., Schwerdt, G., Werner, K., West, M. R., & Woessmann, L. (2018). How information affects support for education spending: Evidence from survey experiments in Germany and the United States. *Journal of Public Economics*, 167, 138-157. Also available as NBER Working Paper No. 22808. Cambridge, Mass: National Bureau of Economic Research.
- Romeo, R. R., Segaran, J., Leonard, J. A., Robinson, S. T., West, M. R., Mackey, A. P., Yendiki, A, Rowe, M. L., & Gabrieli, J. D. E. (2018). Language Exposure Relates to Structural Neural Connectivity in Childhood. *Journal of Neuroscience*, 38(36), 7870-7877.
- Romeo, R. R., Leonard, J. A., Robinson, S. T., West, M. R., Mackey, A. P., Rowe, M. L., & Gabrieli, J. D. E. (2018). Beyond the “30 Million Word Gap”: Children’s Conversational Exposure is Associated with Language-Related Brain Function. *Psychological Science*, 29(5), 700-710.

- West, M.R., Buckley, K., Krachman, S. B., & Bookman, N. (2018). Development and Implementation of Student Social-Emotional Surveys in the CORE Districts. *Journal of Applied Developmental Psychology, 55*(March-April), 119-129.
- Schwerdt, G., West, M. R., & Winters M. A. (2017). The effects of test-based retention on student outcomes over time: Regression discontinuity evidence from Florida. *Journal of Public Economics, 152*, 154-169. Also available as NBER Working Paper No. 21509.
- Finn, A., Minas, J. E., Leonard, J. A., Mackey, A. P., Salvatore, J., Goetz, C., West, M. R., Gabrieli, C. F. O., & Gabrieli, J. D. E. (2017). Functional brain organization of working memory in adolescents varies in relation to family income and academic achievement. *Developmental Science, 20*(5).
- Barrows, S., Henderson, M., Peterson, P. E., & West, M. R. (2016). Relative performance information and perceptions of public service quality: Evidence from American school districts. *Journal of Public Administration Research and Theory, 26*(3), 571-583.
- West, M. R., Kraft, M. A., Finn, A. S., Martin, R. E., Duckworth, A. L., Gabrieli, C. F. O., & Gabrieli, J. D. E. (2016). Promise and paradox: Measuring non-cognitive traits of students and the impact of schooling. *Educational Evaluation and Policy Analysis, 38*(1), 148-170.
- Schueler, B. E. & West, M. R. (2016). Sticker shock: How information affects citizen support for public school spending. *Public Opinion Quarterly, 80*(1), 90-113.
- Grindal, T., West, M. R., Willet, J. B., and Yoshikawa, H. (2015). The impact of home-based child care provider unionization on the cost, type and availability of subsidized child care in Illinois. *Journal of Policy Analysis and Management, 34*(4), 853-880.
- Mackey, A. P., Finn, A. S., Leonard, J. A., Senghor, D. J. S., West, M. R., Gabrieli, C. F. O., & Gabrieli, J. D. E. (2015). Neuroanatomical correlates of the achievement gap. *Psychological Science, 26*(6), 925-933.
- Chingos, M. M. & West, M. R. (2015). The uneven performance of Arizona's charter schools. *Educational Evaluation and Policy Analysis, 37*(1S), 120S-134S.
- Chingos, M. M., & West, M. R. (2015). Which teachers choose defined contribution retirement plans? Evidence from the Florida Retirement System. *Education Finance and Policy, 10*(2), 193-222.
- Finn, A. S., Kraft, M. A., West, M. R., Leonard, J. A., Bish, C. E., Martin, R. E., Sheridan, M. A., Gabrieli, C. F. O., & Gabrieli, J. D. E. (2014). Cognitive skills, student achievement tests, and schools. *Psychological Science, 25*(3), 736-744.
- Page, L. C., Fullerton, J. B., Cohodes, S. R., West, M. R., Bacher-Hicks, A., Owens, A., & Glover, S. (2013). The Strategic Data Project Strategic Performance Indicators. *Education Finance and Policy, 8*(3), 435-456.
- Schwerdt, G., & West, M. R. (2013). The impact of alternative grade configurations on student outcomes through middle and high school. *Journal of Public Economics, 97*, 308-326.
- Chingos, M. M., Henderson, M., & West, M. R. (2012). Citizen perceptions of government service quality: Evidence from public schools. *Quarterly Journal of Political Science, 7*(4), 411-445.

- Papay, J., West, M. R., Kane, T. S., & Fullerton, J. B. (2012). Does an urban teacher residency improve student achievement? Early evidence from Boston. *Educational Evaluation and Policy Analysis*, 34(4), 413-444. Also available as National Bureau of Economic Research Working Paper No. 17646.
- Chingos, M. M., & West, M. R. (2012). Do more effective teachers earn more outside of education? *Education Finance and Policy*, 7(1), 8-43.
- West, M. R., Henderson, M., & Peterson, P. E. (2012). The education iron triangle. *The Forum: A Journal of Applied Research in Contemporary Politics*, 10(1), Article 5. DOI: 10.1515/1540-8884.1500.
- Dee, T. S., & West, M. R. (2011). The non-cognitive returns to class size. *Education Evaluation and Policy Analysis*, 33(1), 23-46. A longer version is available as National Bureau of Economic Research Working Paper No. 13994.
- Chingos, M. M., & West, M. R. (2011). Promotion and reassignment in public school districts: How do schools respond to differences in teacher effectiveness? *Economics of Education Review*, 30(3), 419-433.
- West, M. R., & Woessmann, L. (2010). "Every Catholic child in a Catholic school": Historical resistance to state schooling, contemporary school competition, and student achievement across countries. *Economic Journal*, 120(546), F229-F255.
- Berry, C. R., & West, M. R. (2010). Growing pains: The school consolidation movement and student outcomes. *Journal of Law, Economics, and Organization*, 26(1), 1-29.
- West, M. R., & Woessmann, L. (2006). Which school systems sort weaker students into smaller classes? International evidence. *European Journal of Political Economy*, 22(4), 944-968.
- West, M. R., & Peterson, P. E. (2006). The efficacy of choice threats within accountability systems: Results from legislatively induced experiments. *Economic Journal*, 116(510), C46-C62.
- Woessmann, L., & West, M. R. (2006). Class-size effects in school systems around the world: Evidence from between-grade variation in TIMSS. *European Economic Review*, 50(3), 695-736.
- Campbell, D. E., Peterson, P. E., & West, M. R. (2005). Participation in a national, means-tested school voucher program. *Journal of Policy Analysis and Management*, 24(3), 523-541.
- Linos, K., & West, M. R. (2003). Self-interest, social beliefs, and attitudes to redistribution: re-addressing the issue of cross-national variation. *European Sociological Review*, 19(4), 393-410.

Work-in-Progress

- Kim, E., Goodman, J., & West, M. R. Kumon in: The recent, rapid rise of private tutoring centers. [Under review.]

Chapters in Edited Volumes

- Henderson, M. B., Lernetporer, P., Peterson, P. E., Werner, K., West, M. R., & Woessmann, L. (2021). Is seeing believing? How Americans and Germans think about their schools. In

- M. R. West & L. Woessmann (Eds.), *Public opinion and the political economy of education around the world* (pp. 55-96). Cambridge, MA: MIT Press.
- Barrows, S., Henderson, M. B., Peterson, P. E., & West, M. R. (2021). Ten-year trends in public opinion of U.S. schools. In M. R. West & L. Woessmann (Eds.), *Public opinion and the political economy of education around the world* (175-203). Cambridge, MA: MIT Press.
- West, M. R. (2018). Asking too much of accountability: The predictable failure of No Child Left Behind. In J. P. Greene & M. Q. McShane (Eds.), *Failure up close: What happens, why it happens, and what we can learn from it* (pp. 47-53). New York, NY: Rowman & Littlefield.
- West, M. R. (2017). The case for ESSA: A proper balance. In F. M. Hess & M. Eden (Eds.), *The Every Student Succeeds Act: What it means for America's schools, systems, and states* (pp. 75-90). Cambridge, MA: Harvard Education Press.
- Schuetz, G., Luedemann, E., Woessmann, L., & West, M. R. (2013). In M. Windzio (Ed.), *Integration and inequality in educational institutions* (pp. 123-152). New York, NY: Springer Science.
- West, M. R. (2012). Education and global competitiveness. In K. Hassett (Ed.), *Rethinking Competitiveness* (pp. 68-94). Washington DC: American Enterprise Institute Press.
- West, M. R., & Woessmann, L. (2012). How school choice, autonomy, and accountability impact student achievement: International evidence. In C. L. Glenn, J. De Groof, & C. S. Candal (Eds.), *Balancing freedom, autonomy, and accountability in education* (pp. 275-298). Oisterwijk, The Netherlands: Wolf Legal Publishers.
- West, M. R. (2010). Overcoming the political barriers to change. In F. M. Hess & E. Osberg (Eds.), *Stretching the school dollar: How schools and districts can save money while serving students best* (pp. 263-287). Cambridge, MA: Harvard Education Press.
- West, M. R. (2010). A new education federalism. In C. E. Finn, Jr. (Ed.), *American education in 2030* (pp. 45-52). Hoover Institution, Stanford University.
- West, M. R., & Chingos, M. M. (2009). Teacher effectiveness, mobility, and attrition in Florida. In M. G. Springer (Ed.), *Performance incentives: Their growing impact on American K-12 education* (pp. 251-272). Washington, DC: Brookings Institution Press.
- West, M. R. (2009). School choice litigation after *Zelman*. In J. M. Dunn & M. R. West (Eds.), *From schoolhouse to courthouse: The judiciary's role in American education* (pp. 167-188). Washington, DC: Brookings Institution Press.
- West, M. R., & Dunn, J. M. (2009). The Supreme Court as school board revisited. In J. M. Dunn & M. R. West (Eds.), *From schoolhouse to courthouse: The judiciary's role in American education* (pp. 3-16). Washington, DC: Brookings Institution Press.
- West, M. R. (2009). Public choice and the political economy of American education. In D. Plank, G. Sykes, & B. Schneider, (Eds.), *Handbook of education policy research* (pp. 362-371). New York, NY: Routledge.
- Dunn, J. M., & West, M. R. (2008). Calculated justice: Education research and the courts. In F. M. Hess, (Ed.), *When research matters: How scholarship influences education policy* (pp. 155-176). Cambridge, MA: Harvard Education Press.

- West, M. R. (2007). Testing, teaching, and learning: The effects of test-based accountability on student achievement and instructional time. In M. A. Davis & C. E. Finn, Jr. (Eds.), *Beyond the basics: Are math, reading, and science sufficient for a 21st century education?* (pp. 45-62). Washington DC: Thomas B. Fordham Institute.
- West, M. R., & Peterson, P. E. (2006). The adequacy lawsuit: A critical appraisal. In M. R. West & P. E. Peterson (Eds.), *School money trials: The legal pursuit of educational adequacy* (pp. 1-24). Washington DC: Brookings Institution Press.
- West, M. R., & Peterson, P. E. (2003). The politics and practice of accountability. In P. E. Peterson & M. R. West (Eds.), *No child left behind? The politics and practice of school accountability* (pp. 1-20). Washington DC: Brookings Institution Press.
- West, M. R. (2003). The future of tax credits. In P. E. Peterson (Ed.) *The future of school choice* (pp. 157-186). Stanford, CA: Hoover Institution Press.
- Campbell, D. E., Peterson, P. E., & West, M. R. (2002). Who chooses? Who uses? Participation in a national school voucher experiment. In P. T. Hill (Ed.), *Choice with equity* (pp. 51-84). Stanford, CA: Hoover Institution Press.

Other Publications (2010–present, selected)

- Henderson, M. B., Houston, D. M., Peterson, P. E., & West, M. R. (In press). Hunger for Stability Quells Appetite for Change: Results of the 2021 Education Next Survey of Public Opinion. *Education Next*, 22(1), 8-24.
- Henderson, M. B., Houston, D. M., Peterson, P. E., & West, M. R. (2022). Parent Poll Reveals Support for School Covid-Safety Measures Despite Vaccine Hesitancy, Partisan Polarization: Private-school parents report less learning loss, greater satisfaction with pandemic schooling. *Education Next*, 22(1), 26-36.
- Henderson, M. B., Houston, D. M., Peterson, P. E., & West, M. R. (2021). Pandemic parent survey finds perverse pattern: Students are more likely to be attending school in person where Covid is spreading more rapidly. *Education Next*, 21(2), 34-49.
- Henderson, M. B., Houston, D. M., Peterson, P. E., Shakeel, M. D., & West, M. R. (2021). Amid pandemic, support soars for online learning, parent poll shows: Results from the 2020 *Education Next* survey of public opinion. *Education Next*, 21(1), 6-21.
- Henderson, M. B., Houston, D. M., Peterson, P. E., & West, M. R. (In press). What American families experienced when Covid-19 closed their schools. *Education Next*, 21(1), 22-31.
- West, M. R., Nagler, M., & Piopiunik, M. How the coronavirus crisis may improve teacher quality: Recession hiring boosts teacher quality and student learning. *Education Next*, 20(4), 56-62.
- Henderson, M. B., Houston, D. M., Peterson, P. E., & West, M. R. (2020). Public support grows for higher teacher pay and expanded school choice: Results from the 2019 *EdNext* Poll. *Education Next*, 20(1), 8-27.
- Cheng, A., Henderson, M. B., Peterson, P. E., & West, M. R. (2019). Public support climbs for teacher pay, school expenditures, charter schools, and universal vouchers: Results from the 2018 *EdNext* Poll. *Education Next*, 19(1), 8-26.

- Slungard-Mumma, K., & West, M. R. (2018). Charter School Authorization in California. Getting Down to Facts II. Policy Analysis for California Education.
- West, M. R., Henderson, M. B., Peterson, P. E., & Barrows, S. (2018). The 2017 *EdNext* poll on school reform: Public thinking on school choice, Common Core, higher ed, and more. *Education Next*, 18(1), 32-52.
- Barrows, S., Peterson, P. E., & West, M. R. (2017). What do parents think of their children's schools? *EdNext* poll compares charter, district, and private school nationwide. *Education Next*, 17(1), 8-18.
- Harris, D. N., Ladd, H. F., Smith, M. S., & West, M. R. (2016). A principled federal role in PreK-12 education. In M. Hansen & J. Valant (Eds.), *Memos to the President on the Future of U. S. Education Policy*. Washington, DC: Brookings Institution.
- Gordon, N. E. & West, M. R. (2016). Federal school finance policy. In M. Hansen & J. Valant (Eds.), *Memos to the President on the Future of U. S. Education Policy*. Washington, DC: Brookings Institution.
- West, M. R. (2016). Why delaying school start dates is a bad deal for students. *Evidence Speaks Notes*, Brookings Institution.
- West, M. R. (2016). Should non-cognitive skills be included in school accountability systems? Preliminary evidence from California's CORE districts. *Evidence Speaks Reports*, 1(13), Brookings Institution.
- West, M. R. (2016). Schools of choice: Expanding opportunities for urban minorities. *Education Next*, 16(2), 46-54.
- West, M. R. (2016). From evidence-based programs to an evidence-based system: Opportunities under the Every Student Succeeds Act. *Evidence Speaks Notes*, Brookings Institution.
- Henderson, M. B., Peterson, P. E., & West, M. R. (2016). The 2015 *EdNext* Poll on School Reform. *Education Next*, 16(1), 8-20.
- West, M. R., Herlihy, C., & Morton, B. (2016). Achievement Network's Investing in Innovation Expansion: Impacts on Educator Practice and Student Achievement. Center for Education Policy Research Report. Harvard University.
- Henderson, M. B. & West, M. R. (2015). Partisanship and public opinion on the Common Core. *Brown Center Chalkboard*, Brookings Institution.
- West, M. R. (2015). Preserving the federal role in encouraging and evaluating education innovation. *Brown Center Chalkboard*, Brookings Institution.
- West, M. R., Gabrieli, C. F. O., Finn, A. S., Kraft, M. A., & Gabrieli, J. D. E. (2014). What Effective Schools Do: Stretching the Cognitive Limits on Achievement, *Education Next*, 14(4), 72-79.
- Chingos, M. M. & West, M. R. (2014). Why annual statewide testing is critical to judging school quality. *Brown Center Chalkboard*, Brookings Institution.
- Whitehurst, G., West, M. R., Chingos, M. M., & Dynarski, M. (2015). The case for annual testing. *Brown Center Chalkboard*, Brookings Institution.

- Henderson, M. B., Peterson, P. E., & West, M. R. (2015). No common opinion on the Common Core. *Education Next*, 15(1), 8-19.
- West, M. R. (2014). The limitations of self-reported measures of non-cognitive skills. *Brown Center Chalkboard*, Brookings Institution.
- Chingos, M. M. & West, M. R. (2014). Mixed results for Arizona's charter schools. *Brown Center Chalkboard*, Brookings Institution.
- West, M. R. (2014). Why do Americans rate their local schools so favorably? *Brown Center Chalkboard*, Brookings Institution.
- West, M. R. (2013). Do Americans know how well their state's schools perform? *Brown Center Chalkboard*, Brookings Institution.
- West, M. R. (2013). Do math and science teachers earn more outside of education? *Brown Center Chalkboard*, Brookings Institution.
- Chingos, M. M. & West, M. R. (2013). When teachers choose pension plans: The Florida story. Thomas B. Fordham Institute.
- Howell, W. G., West, M. R., & Peterson, P. E. (2013). Reform agenda gains strength. *Education Next*, 13(1), 8-19.
- West, M. R. (2012). Is retaining students in the early grades self-defeating? Center for Children and Families Policy Brief #49, Brookings Institution.
- West, M. R. (2012). Global lessons for improving U.S. education. *Issues in Science and Technology*, 28(3), 37-44.
- West, M. R., & Schwerdt, G. (2012). The middle school plunge: Achievement tumbles when young students transition. *Education Next*, 12(2), 62-68.
- West, M. R. (2012). Review of *Special interest: Teachers unions and America's public schools*. *Perspectives on Politics*, 10(1), 119-121.
- West, M. R. (2012). The federal role in improving educational productivity. Center for American Progress and American Enterprise Institute.
- Howell, W. G., West, M. R., & Peterson, P. E. (2011). The public weighs in on school reform. *Education Next*, 11(4), 11-22.
- Hess, F. M., Petrilli, M. J., & West, M. R. (2011). Pyrrhic victories? *Education Next*, 11(1), 58-65.
- Chingos, M. M., Henderson, M., & West, M. R. (2010). Grading schools: Can citizens tell a good school when they see one? *Education Next*, 10(4), 61-67.
- West, M. R., & Woessmann, L. (2010). Competition from private schools boosts performance systemwide," *Vox*, December 2.
- Howell, W. G., West, M. R., & Peterson, P. E. (2010). Meeting of the minds: The 2010 Education Next-PEPG Survey of Public Opinion. *Education Next*, 11(1), 20-31.

GRANTS AND FUNDED PROJECTS

Research Grants

- PI, Arnold Ventures, Grant: “Innovative student support strategies for online education: An evaluation of the Duet-Southern New Hampshire University partnership” (2022-23) \$63,689.
- PI, U. S. Department of Education, Grant: “Rigorous Evaluation of the Ascend Learning Model” (2018–2022) \$599,163.
- PI, Walton Family Foundation, Grant: “Boston Charter Research Collaborative” (2017–2019) \$996,973.
- Co-PI, Smith Richardson Foundation, Grant (joint with David Blazar): “Validating teacher effects on non-tested outcomes” (2016–2017) \$50,000.
- PI, National Center on Time and Learning, Grant: “Development and Analysis of Social-Emotional Measures for the CORE Districts” (2014–2015) \$99,697.
- PI, Walton Family Foundation, Grant: “Boston Charter Research Collaborative” (2014–2017) \$2,690,077.
- PI, U.S. Department of Education, Grant: “Increasing Student Achievement Through the Use of Interim Assessment Data: Expanding the Achievement Network Model” (2011–2014) \$1,583,690.
- PI, U.S. Department of Education, Grant: “Measuring the Effectiveness of Boston Teacher Residents” (2011–2014) \$83,016.
- PI, Massachusetts 2020, Inc., Grant: “Measuring Student Mind and Brain Change in Education” (2011–2012) \$80,000.
- PI, Smith Richardson Foundation, Grant: “The Competition for Teaching Talent” (2010–2012) \$150,000.
- Co-PI, Searle Freedom Trust, Grant (joint with P. E. Peterson): “Lifting the Political Barriers to Teacher Quality” (2009–2010) \$150,000
- Co-PI, Searle Freedom Trust, Grant (joint with J. M. Dunn): “The Courts and Education” (2008–2009) \$102,000.
- Co-PI, Smith Richardson Foundation, Grant (joint with T. S. Dee): “The Effects of Class Size on Cognitive and Non-Cognitive Student Outcomes” (2007–2009) \$150,000.
- Co-PI, Smith Richardson Foundation, Grant (joint with P. E. Peterson): “The Adequacy Lawsuit: Its Origins and Ongoing Impact of American Education” (2005–2006) \$105,217.

Grants to Support HGSE Academic Programs

- Co-PI, Walton Family Foundation, Grant (joint with E. City): “Doctorate Program in Education Leadership” (2013–2017) \$1,974,922.

Grants to Support Education Next and the Program on Education Policy and Governance

- Co-PI, Bill and Melinda Gates Foundation, Grant (joint with P. E. Peterson): “Conducting the *Education Next* Poll amid a Pandemic” (2020–2021) \$200,000.

- Co-PI, Charles Koch Foundation, Grant (joint with P. E. Peterson): “Accelerating the Pace of Education Reform” (2020–2024) \$2,650,000
- Co-PI, Bill and Melinda Gates Foundation, Grant (joint with P. E. Peterson): “Continuing to Build Understanding of Education Policies that can Drive Improved Student Outcomes” (2019–2020) \$250,000.
- Co-PI, Walton Family Foundation, Grant (joint with P. E. Peterson): “*Education Next: A Journal of Opinion and Research*” (2018–2021) \$1,800,000.
- Co-PI, Bill and Melinda Gates Foundation, Grant (joint with P. E. Peterson): “Continuing to Build Understanding of Education Policies that can Drive Improved Student Outcomes” (2018–2019) \$250,000.
- Co-PI, Charles Koch Foundation, Grant (joint with P. E. Peterson): “To Build a Laboratory for Educational Entrepreneurship and Policy” (2015–2019) \$2,930,000
- Co-PI, Walton Family Foundation, Grant (joint with P. E. Peterson): “*Education Next: A Journal of Opinion and Research*” (2015–2018) \$1,508,620.
- Co-PI, Bill and Melinda Gates Foundation, Grant (joint with P. E. Peterson): “Continuing to Build Understanding of Education Policies that can Drive Improved Student Outcomes” (2017–2018) \$250,000.
- Co-PI, Bill and Melinda Gates Foundation, Grant (joint with P. E. Peterson): “Building Understanding of Education Policies that can Drive Improved Student Outcomes” (2015–2017) \$582,554.
- Co-PI, Bill and Melinda Gates Foundation, Grant (joint with P. E. Peterson): “*Education Next* School Reform Initiative” (2013–2015) \$557,168.
- Co-PI, Walton Family Foundation, Grant (joint with P. E. Peterson): “*Education Next: A Journal of Opinion and Research*” (2012–2015) \$1,422,890.
- Co-PI, Bill and Melinda Gates Foundation, Grant (joint with P. E. Peterson): “*Education Next* Charter School and Teacher Effectiveness Initiative” (2011–2013) \$495,337.
- Co-PI, Bill and Melinda Gates Foundation, Grant (joint with P. E. Peterson): “*Education Next* Charter School Initiative” (2010–2011) \$224,030.

GOVERNMENT TESTIMONY

- Expert Testimony, U.S. House of Representatives, Committee on Education and the Workforce, Full Committee Hearing: “The Power of Charter Schools: Promoting Opportunity for America’s Students” (June 2018).
- Expert Testimony, Massachusetts Board of Elementary and Secondary Education Special Meeting: “Educator Evaluation: Evaluating Educator Impact on Student Learning” (June 2016).
- Expert Testimony, U.S. Senate, Committee on Health, Education, Labor and Pensions. Full Committee Hearing: “Fixing No Child Left Behind: Testing and Accountability” (January 2015).

Expert Testimony, Boston School Committee, “Grade configuration and student achievement: comparing K-8 and middle schools” (June 2012).

FELLOWSHIPS, HONORS, AND AWARDS

Outstanding Reviewer, *Educational Researcher* (2018).

Faculty Fellow, Bradley Foundation (2010–present).

Fellow, National Forum on the Future of Liberal Education, Teagle Foundation (2009–2012).

Visiting Scholar, Ifo Institute for Economic Research, Munich, Germany (2007, 2008, 2011).

Brookings Research Fellow in Governance Studies, Brookings Institution (2005–2006).

Bradley Fellow, Department of Government, Harvard University (2004–2006).

Harvey Fellow, Mustard Seed Foundation (2004–2006).

Doctoral Fellow, Multidisciplinary Program on Inequality and Social Policy, Harvard Kennedy School (2001–2006).

Derek Bok Certificate of Distinction for Teaching, Harvard University (2003, 2004).

Young Economist Award, European Economic Association (2003).

Visiting Scholar, Kiel Institute for World Economics, Kiel, Germany (2003).

Martin-Wilson Fellowship, Worcester College, Oxford (1998–2000).

INVITED SEMINARS AND CONFERENCE PRESENTATIONS (2009–present)

“Measuring college readiness: Comparing administrative and survey-based measures of non-cognitive skills.” Association for Education Finance and Policy Annual Conference (March 2020).

“An Education Politics of Place? Exploring Variation in Public Opinion Across U.S. States and School Districts,” Curry Education Research Lectures, University of Virginia (October 2019); Center for Education Policy Analysis Speaker Series, Stanford University (December 2019).

“Experimental estimates of the impact of customized economic information on adult aspirations for children’s post-secondary education.” Association for Education Finance and Policy Annual Conference,” Kansas City, KS (March 2019).

“School-wide positive behavioral interventions and supports as a tool to track and support student self-management: An exploratory analysis.” Association for Education Finance and Policy Annual Conference, Portland, WA (March 2018).

“Measuring social-emotional learning at scale: Early evidence from California’s CORE districts,” American Educational Research Association Annual Meeting, San Antonio, TX (April 2017); Association for Education Finance and Policy Annual Conference, Washington, DC (March 2017); Conference on Measuring and Assessing Skills, Center for the Economics of Human Development, University of Chicago (March 2017);

- Association for Education Finance and Policy Annual Conference, Denver, CO (March 2016).
- “Re-thinking high school readiness: The relationship between cognitive and non-cognitive skills, high school performance, and on-time graduation,” Association for Education Finance and Policy Annual Conference, Denver, CO (March 2016).
- “Weak markets, strong teachers: Recession at career start and teacher effectiveness,” Fall Conference of the Association for Public Policy Analysis and Management, Washington DC (November 2015); National Bureau of Economic Research Education Program Spring Meeting, Cambridge, MA (April 2015).
- “A randomized evaluation of the Achievement Network: The roles of teacher and school capacity.” ITP Seminar, University of Wisconsin-Madison (December 2016); Education Policy Seminar Series, University of Colorado-Colorado Springs (October 2015); Ifo Center for the Economics of Education Department Seminar, Munich, Germany (July 2015); Society for Research on Educational Effectiveness Annual Conference, Washington DC (March 2015).
- “The responsiveness of education policy to public opinion: Evidence from American states,” CESifo Workshop on Public Opinion and the Political Economy of Education, Munich, Germany (May 2015).
- “What we talk about when we talk about ESEA,” CUNY Institute for Education Policy at Roosevelt House, New York, NY (February 2015).
- “Promise and paradox: Measuring student non-cognitive skills and the impact of schooling,” Association of Education Finance and Policy Annual Conference (February 2014); National Bureau of Economic Research Education Program Fall Meeting, Washington DC (November 2014); CESifo Area Conference on the Economics of Education, Munich, Germany (September 2014); Fall Conference of the Association for Public Policy Analysis and Management, Washington DC (November 2013).
- “The effects of test-based retention on student outcomes over time: Regression discontinuity evidence from Florida.” National Bureau of Economic Research Education Program Fall Meeting, Washington DC (November 2012); Fall Conference of the Association for Public Policy Analysis and Management, Baltimore, MD (November 2012); Center for Education Policy Analysis Seminar Series, Stanford University (October 2012); Mathematica Policy Research Seminar Series, Cambridge, MA (March 2012).
- “Teachers vs. the public? Mapping the fault lines in the political of American education.” Education Policy Initiative Seminar, Ford School of Public Policy, University of Michigan (March 2012).
- “Education and global competitiveness: Lessons for the U.S. from international evidence,” American Institute Conference “Is competitiveness worth defending?” Washington DC (September 2011).
- “The impact of alternative grade configurations on student outcomes through middle and high school,” Department of Education Reform Lecture Series, University of Arkansas (December 2012); Fall Conference of the Association for Public Policy Analysis and

Management, Boston, MA. (November 2011); National Bureau of Economic Research Education Program Spring Meeting, Cambridge, MA (May 2011).

“Promotion and reassignment in public school districts: How do schools respond to differences in teacher effectiveness?” Annual Meeting of the American Economic Association, Denver, CO (January 2011); Fall Conference of the Association for Policy Analysis and Management, Boston, MA. (November 2010).

“Meeting of the minds? Results from the 2010 *Education Next*-PEPG Survey of Public Opinion,” Program on Education Policy and Governance Colloquia Series, Harvard University (September 2010).

“Citizen perceptions of government service quality: Evidence from public schools,” Harris School of Public Policy American Politics Workshop, University of Chicago (April 2010).

“Do more effective teachers earn more outside of education?” CESifo Area Conference on the Economics of Education,” Munich, Germany (August 2010); Conference on “Merit pay: will it work? Is it politically feasible?” Program on Education Policy and Governance, Harvard University (June 2010); Future of American Education Working Group, American Enterprise Institute, Washington, DC (May 2010); National Bureau of Economic Research Education Program Fall Meeting, Palo Alto, CA (November 2009); Faculty Research Lunch, Harvard Kennedy School (October 2009).

“‘Every Catholic in a Catholic school’: Historical resistance to state schooling, contemporary school competition, and student achievement across countries,” National Bureau of Economic Research Education Program Spring Meeting, Cambridge, MA (May 2009); Department of Education Reform Lecture Series, University of Arkansas (February 2009).

OTHER SPEAKING ENGAGEMENTS (2009–present, selected)

Panelist, “Assessment & Accountability Policy Amidst a Pandemic,” National Association of State Boards of Education Annual Conference (October 2020).

Panelist, “Rethinking Schools: What the COVID Pandemic Means for Public Education Going Forward,” Association of Educational Service Agencies Educators Call to Action Conference (October 2020).

Panelist, “Remote Learning Guidance from State Education Agencies During the COVID-19 Pandemic: A First Look,” MIT Teaching Systems Lab Webinar (April 2020).

Presenter/Moderator, “Public Support Grows for Higher Teacher Pay and Expanded School Choice,” Johnson Center, Hoover Institution, Washington, DC (September 2019).

Moderator, “Have we closed socioeconomic achievement gaps?” Johnson Center, Hoover Institution, Washington, DC (April 2019).

Moderator, “Are state proficiency standards falling?” Johnson Center, Hoover Institution, Washington, DC (May 2018).

Moderator, "Charter schools: Expanding opportunities or reinforcing divides." Askwith Forum, Harvard Graduate School of Education (March 2018).

Moderator, "Diversity and pluralism: The future of American education?" ExcelinEd 2017 National Summit on Education Reform, Nashville, TN (November 2017).

Panelist, "How do we know if we are getting better?" Aspen Institute National Commission on Social, Economic, and Academic Development Convening, Tacoma, WA (November 2017).

Presenter, "Grade configuration and student achievement: Comparing K-8 and middle schools," Conference on School Configuration in Boston Public Schools, Boston, MA (October 2017).

Panelist, "The changing politics of P-12 education," Education Writers Association Annual Conference, Washington DC (May 2017).

Panelist, "Making Policy Research Policy Relevant, Even in a 'Post-Truth' Era," Policy Talk, Association for Education Finance and Policy Annual Conference, Washington, DC (March 2017).

Session Organizer and Moderator, "Evidence-based practice and the Every Student Succeeds Act," Policy Talk, Association for Education Finance and Policy Annual Conference, Washington, DC (March 2017).

Moderator, "Vouchers: Friend or Foe," Askwith Forum, Harvard Graduate School of Education (May 2017).

Panelist, "What can Washington learn from recent school voucher studies?" Thomas B. Fordham Institute, Washington, DC (February 2017).

Panelist, "Federal education policy under the Trump administration," Brookings Institution, Washington, DC (January 2017).

Presenter, "What do parents think of their children's schools?" Johnson Center, Hoover Institution, Washington, DC (December 2016).

Panelist, "School Days," Opportunity American Conference on This way up: Economic mobility for poor and middle-class Americans, Washington, DC (December 2016).

Panelist, "The Politics of Education Reform," Foundation for Excellence in Education 2016 National Summit on Education Reform, Washington, DC (December 2016).

Moderator, "A conversation with Jeb Bush" Askwith Forum, Harvard Graduate School of Education (October 2016).

Panelist, "ESSA Overview and Evidence-Based Provisions," American Youth Policy Forum Discussion Group on Use of Research under ESSA: Implications for States, Washington, DC (October 2016).

Panelist, "Education and the 2016 Election," Education Writers Association Annual Conference, Boston, MA (May 2016).

Presenter, "Accountability: How to get people to care about outcomes." Jacobs Foundation Conference 2016 on Economizing Education Policy. Marbach, Germany (April 2016).

Session Organizer and Moderator, “The Every Student Succeeds Act: Implications for measurement research and practice,” Invited Session, National Council on Measurement in Education Annual Meeting, Washington, DC (April 2016).

Panelist, “Implementing ESSA: Key issues facing state and federal policymakers,” General Session, Association for Education Finance and Policy Annual Conference, Denver, CO (March 2016).

Keynote, “Improving school accountability: Opportunities for states under ESSA,” America Achieves Teacher and Leader Fellows Convening, Nashville, TN (March 2016).

Panelist, “Designing accountability to support school improvement and student achievement,” Invited Session, Society for Research on Educational Effectiveness, Washington, DC (March 2016).

Presenter, “James Coleman, the *Equality of Opportunity Study*, and school choice,” Equality of educational opportunity today: Reconsidering the Coleman Report on its 50th anniversary, Johnson Center, Hoover Institution, Washington, DC (February 2016).

Panelist, “What role should the federal government play?” Teach for America Summit, Washington DC (February 2016).

Moderator, “Teaching higher: Educators’ perspectives on Common Core implementation,” Askwith Forum, Harvard Graduate School of Education (February 2016).

Panelist, “Education and the 2016 White House Race,” Education Writers Association Special Event, National Press Club, Washington DC (November 2015).

Presenter, “Measuring what matters,” Large Countywide & Suburban District Consortium 2015 Member Meeting, Virginia Beach, VA (November 2015).

Panelist, “Federal policy implications on states: ESEA and higher education reauthorizations,” Education Commission of the States 2015 National Forum on Education Policy, Denver, CO (July 2015).

Panelist, “Getting education bills to the finish line,” Brookings Institution, Washington DC (June 2015).

Panelist, “Measuring what works and moving knowledge into action,” Strategic Data Project Annual Convening, Boston, MA (May 2015)

Event Organizer and Moderator, “Ready to be counted? Incorporating non-cognitive skills into education policy,” Brookings Institution, Washington, DC (March 2015).

Panelist, “Putting assessment to the test,” New York Times Schools for Tomorrow Conference, New York City, NY (September 2014).

Presenter, “Defining and measuring character skills,” Kern Family Foundation Education Reform Character Conference, Waukesha, WI (March 2014).

Presenter, “Assessing learning and innovation skills,” National Assessment Governing Board Quarterly Meeting, Arlington, VA (December 2013).

Panelist, “How to effectively communicate research findings to policymakers and the media,” Society for Research on Educational Effectiveness, Washington DC (September 2013).

Panelist, “Retention: help or hindrance?” Education Writers Association Annual Conference, Stanford University (May 2013).

Panelist, “How will the 2012 election results impact education policy?” Askwith Forum, Harvard Graduate School of Education (November 2012).

Panelist, “Education in the 2012 election,” National Academy of Education/Spencer Fellows Fall Retreat, Washington, DC (November 2012).

Panelist, “Rethinking competitiveness,” American Enterprise Institute, Washington DC (November 2012).

Presenter, “Is retention in the early grades self-defeating?” Brookings Institution, Washington DC (July 2012).

Presenter, “The federal role in enhancing school productivity,” CAP/AEI Conference “Tightening up Title I,” Center for American Progress, Washington, DC (March 2011).

Presenter, “Teacher attrition, mobility, and effectiveness,” Conference on “Equitable access to effective teaching,” Civil Rights Research Roundtable on Education, Washington DC (March 2011).

Panelist, “*In Brown’s Wake: Legacies of America’s Educational Landmark* with Martha Minow,” Askwith Forum, Harvard Graduate School of Education (February 2011).

Panelist, “HGSE faculty respond to *Waiting for ‘Superman’*” Askwith Forum, Harvard Graduate School of Education (October 2010).

Presenter, “School accountability, autonomy, and choice around the world: Policy lessons for the U.S.,” McREL Best in the World Exploratory Gathering, Mid-continent Research for Education and Learning, Denver, CO (October 2010).

Presenter, “The Strategic Data Project: An overview,” Gates Foundation Data Collaboration Day, New Orleans, LA (October 2010).

Panelist, “*The Death and Life of the Great American School System* with Diane Ravitch” Askwith Forum, Harvard Graduate School of Education (April 2010).

Panelist, “Paternalism: How some schools beat the achievement gap,” Askwith Forum, Harvard Graduate School of Education (April 2009).

PROFESSIONAL SERVICE AND ACTIVITIES

Editorial Board Member, *AERA Open* (2017-2020).

Editorial Board Member, *Educational Evaluation and Policy Analysis* (2015-2019).

Editorial Board Member, *Education Finance and Policy* (2012-2018).

Editorial Board Member, *Journal of Research on Educational Effectiveness* (2017-2019).

Chair, Consensus Panel on Academic Impacts of the Covid-19 Pandemic, National Center on Reinventing Public Education, University of Washington Bothell (2021).

Chair, Consensus Panel on Principles for Effective Assessment During the Covid-19 Pandemic, National Center on Reinventing Public Education, University of Washington Bothell (2020).

Member, Technical Working Group for Implementation of Title I and Title II-A of the Elementary and Secondary Education Act Study, U.S. Department of Education (2019).

Board Member, Association for Education Finance and Policy (2018-2021).

Member, Council of Distinguished Scientists, Aspen Institute Commission on Social, Emotional, and Academic Development (2016-2018).

Ad Hoc Referee: *AERA Open*, *American Economic Journal: Economic Policy*, *American Economic Review: Insights*, *American Educational Research Journal-SIA*, *American Educational Research Journal-TLHD*, *B.E. Journals in Economic Analysis and Policy*, Brown Center on Education Policy at the Brookings Institution, Center on Education Policy, *Economic Journal*, *Economics of Education Review*, *Education Evaluation and Policy Analysis*, *Education Finance and Policy*, *Economic Inquiry*, *Education Economics*, *Educational Policy*, *Educational Psychologist*, *Educational Researcher*, *Educational Research Review*, Education Research Alliance for New Orleans, Education Working Papers Archive, *European Economic Review*, *Journal of Applied Developmental Psychology*, *Journal of Educational Change*, *Journal of Human Capital*, *Journal of Human Resources*, *Journal of Policy Analysis and Management*, *Journal of Politics*, *Journal of Public Administration Research and Theory*, *Journal of Public Economics*, *Journal of Research on Educational Effectiveness*, *Journal of School Choice*, MDRC, National Center for Education Statistics – Institute for Education Sciences, Northwest Evaluation Association, *PLOS ONE*, *Politics & Policy*, *Public Administration Review*, *Publius: The Journal of Federalism*, *Quarterly Journal of Economics*, *Review of Economics and Statistics*, *Review of Educational Research*, *Science*, *Science Advances*, *Social Science Quarterly*, *Social Science Research*, *Sociology of Education*, Thomas B. Fordham Institute.

Manuscript Reviewer: Brookings Institution Press, Oxford University Press, Princeton University Press, SUNY Press, University of Chicago Press.

Proposal Reviewer: Kern Family Foundation, Lynde and Harry Bradley Foundation, Spencer Foundation, Smith-Richardson Foundation.

Member, Broad Prize Review Panel (2016, 2017).

Member, Technical Working Group for Data-Driven Instruction Evaluation, Mathematica Policy Research (2015-2017).

Faculty Affiliate, Taubman Center for State and Local Government, Harvard Kennedy School (2009-present).

External Advisor, European Expert Network on the Economics of Education (2006-2020).

Application Reviewer, National Academy of Education Spencer Dissertation Fellowship (2012-2013).

Member, Technical Advisory Group for New York Growth Model, New York State Education Department (2012).

Member, Massachusetts Task Force on the Evaluation of Teachers and Administrators (2010-2011).

Application Reviewer, Innovations in American Government Awards Program, Ash Institute for Democratic Governance and Innovation, Harvard Kennedy School (2008-2010).

Peer Reviewer for Differentiated Accountability Pilot, U.S. Department of Education (2008).

Advisor, Longitudinal Teacher Follow-up Survey, National Center for Education Statistics, U.S. Department of Education (2007-2008).

HGSE SERVICE AND TEACHING

Committee Leadership (2009–present):

- Faculty Appointments Committee Co-chair (2018-19, 2019-20, 2020-21, 2021-22, 2022-23)
- Ph.D. Concentration Chair, Education Policy and Program Evaluation (2013, 2014-15, 2015-16, 2017-18)
- Interim Faculty Director, Ed.D. and Ph.D. Programs (February-May 2015)
- Ed.D. Concentration Chair, Education Policy, Practice, and Instructional Leadership (2011-12, 2012-13)

Committee Service (2009–present):

- Ph.D. Steering Committee (2013, 2014-15, 2016-17, 2017-18)
- Communications Committee (2014-15)
- Ph.D. in Education Admissions Committee (2011-12, 2012-13, 2014-15)
- Ed.D. Steering Committee (2011-12, 2012-13)
- Education Policy and Management Program Admissions Committee (2009-10, 2010-11)
- Committee on Degrees (2009-10, 2010-11)

Courses Taught (2009–present):

- Evidence (Ed.M. course)
- Managing Evidence (Certificate in Advanced Education Leadership Module)
- Education Policy and Program Evaluation Core Seminar (Ph.D. course)
- Evidence-based Leadership in Education (Ed.L.D. course)
- Politics and Education Policy (Ed.M. course)
- Market-Based Education Reform in the U.S. (Ed.M. course)