

DAVID M. QUINN

Department of Organizational Leadership, Policy, and Development
College of Education and Human Development
University of Minnesota, Twin Cities
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ACADEMIC POSITIONS

Rodney S. Wallace Associate Professor for the Advancement of Teaching and Learning 2023-Present
University of Minnesota, Dept. of Organizational Leadership, Policy, and Development

Associate Professor of Education 2022
University of Southern California, Rossier School of Education

Assistant Professor of Education 2016-2022
University of Southern California, Rossier School of Education

EDUCATION

Harvard Graduate School of Education 2016
Ed.D., Education Policy, Leadership, and Instructional Practice

Harvard Graduate School of Education 2013
Ed.M., Education Policy and Management

University of Nevada-Las Vegas 2007
M.Ed., Curriculum and Instruction

Boston University 2003
B.S., Film and Television

RESEARCH ARTICLES

Peer-reviewed Publications (*indicates student co-author)

Quinn, David M. (2023). "Framing Effects and the Public's Attitudes toward Racial Equity in Education Policy." *Educational Evaluation and Policy Analysis*. Published online ahead of print: <https://journals.sagepub.com/doi/10.3102/01623737231200202>

Quinn, David M., and Tara-Marie Desruisseaux.* (2022). "Replicating and Extending Effects of 'Achievement Gap' Discourse." *Educational Researcher*, 51, 496-499.

Cooc, North, and **David M. Quinn.** (2022). "A Seasonal Analysis of Disparities in Academic Skills for Early Elementary School Children with Disabilities." *The Elementary School Journal*, 122, 502-533.

Quinn, David M., and Andrew D. Ho. (2021). "Ordinal Approaches to Decomposing Between-group Test Score Disparities." *Journal of Educational and Behavioral Statistics*, 46, 466-500.

- Copur-Gencturk, Yasemin, Ian Thacker, and **David M. Quinn**. (2021). "K-8 Teachers' Overall and Gender-Specific Beliefs About Mathematical Aptitude." *International Journal of Science and Mathematics Education*, 19, 1251-1269.
- Quinn, David M.** (2020). "Experimental Evidence on Teachers' Racial Bias in Student Evaluation: The Role of Grading Scales" *Educational Evaluation and Policy Analysis*, 42, 375-392.
- Quinn, David M.** (2020). "Experimental Effects of 'Achievement Gap' News Reporting on Viewers' Racial Stereotypes, Inequality Explanations, and Inequality Prioritization." *Educational Researcher*, 49, 482-492.
- Chin, Mark J., **David M. Quinn**, Tasminda K. Dhaliwal*, and Virginia S. Lovison. (2020). "Bias in the Air: A Nationwide Exploration of Teachers' Implicit Racial Attitudes, Aggregate Bias, and Student Outcomes." *Educational Researcher*, 49, 566-578.
- Kane, Thomas J., David Blazar, Hunter Gehlbach, Miriam Greenberg, **David M. Quinn**, and Daniel Thal. (2020). "Can Video Technology Improve Teacher Evaluations? An Experimental Study." *Education Finance and Policy*, 15, 397-427.
- Quinn, David M.**, Tara-Marie Desruisseaux*, and Akua Nkansah-Amankra.* (2019). "Achievement Gap Language Affects Teachers' Issue Prioritization." *Educational Researcher*, 48(7), 484-487. doi: 10.3102/0013189X19863765
- Downey, Douglas B., **David M. Quinn**, and Melissa Alcaraz. (2019). "Do Schools Serving Mostly White and High-SES Children Produce the Most Learning?" *Sociology of Education*, 92(4), 386-403.
- Quinn, David M.** and Ashley M. Stewart.* (2019). "Examining the Racial Attitudes of White PreK-12 Teachers." *The Elementary School Journal*, 120(2), 272-299.
- Quinn, David M.** and James S. Kim. (2018). "Experimental Effects of Program Management Approach on Teachers' Professional Ties and Social Capital." *Educational Evaluation and Policy Analysis*, 40(2), 196-218. doi: 10.3102/0162373717742198
- Quinn, David M.** and Q. Tien Le.* (2018). "Are We Trending to More or Less between-group Achievement Inequality over the School Year and Summer? Comparing across ECLS-K Cohorts." *AERA Open*, 4(4), 1-19. doi: 10.1177/2332858418819995
- Quinn, David M.**, Thomas J. Kane, Miriam Greenberg, and Daniel Thal. (2018). "Effects of a Video-Based Teacher Observation Program on the De-privatization of Instruction: Evidence from a Randomized Experiment." *Educational Administration Quarterly*, 54(4), 529-558. doi: 10.1177/0013161X18764333
- Quinn, David M.** (2017). "Racial Attitudes of PreK-12 and Postsecondary Educators: Descriptive Evidence from Nationally-representative Data." *Educational Researcher*, 46, 397-411. doi:10.3102/0013189X17727270
- Quinn, David M.** and James S. Kim. (2017). "Scaffolding Fidelity and Adaptation in Educational Program Implementation: Experimental Evidence from a Literacy Intervention." *American Educational Research Journal*, 54, 1187-1220. doi: 10.3102/0002831217717692

- Quinn, David M.** and Joe McIntyre. (2017). “Do Learning Rates Differ by Race/ethnicity over Kindergarten? Reconciling Results across Gain Score, First-Difference, and Random Effects Models.” *Economics of Education Review*, 59, 81-86. doi: <https://doi.org/10.1016/j.econedurev.2017.06.006>
- Kim, James S., Mary A. Burkhauser, **David M. Quinn**, Jonathan Guryan, Helen Chen Kingston, and Kirsten Aleman. (2017). “Effectiveness of Structured Teacher Adaptations to an Evidence-based Summer Literacy Program.” *Reading Research Quarterly*, 52, 443-467. doi:10.1002/rrq.178
- Quinn, David M.**, North Cooc, Joe McIntyre, and Celia J. Gomez. (2016). “Seasonal Dynamics of Academic Achievement Inequality by Socioeconomic Status and Race/ethnicity: Updating and Extending Past Research with New National Data.” *Educational Researcher*, 45(8), 443-453. doi:10.3102/0013189X16677965
- Kim, James S., Jonathan Guryan, Thomas White, **David M. Quinn**, Lauren Capotosto, and Helen Chen Kingston. (2016). “The Delayed Effects of a Low-Cost and Large-Scale Summer Reading Intervention on Elementary School Children’s Reading Comprehension.” *Journal of Research on Educational Effectiveness*, 9(S1): 1-22. doi: 10.1080/19345747.2016.1164780
- Quinn, David M.** and North Cooc. (2015). “Science Achievement Gaps by Gender and Race/Ethnicity in Elementary and Middle School: Trends and Predictors.” *Educational Researcher*, 44(6): 336-346. doi: 10.3102/0013189X15598539
- Quinn, David M.** (2015). “Kindergarten Black-White Test Score Gaps: Re-examining the Roles of Socioeconomic Status and School Quality with New Data.” *Sociology of Education*, 88(2): 120-139. doi:10.1177/0038040715573027
- Quinn, David M.** (2015). “Black-White Summer Learning Gaps: Interpreting the Variability of Estimates across Representations.” *Educational Evaluation and Policy Analysis*, 37(1): 50-69. doi: 10.3102/0162373714534522
- Kim, James S., and **David M. Quinn**. (2013). “The Effects of Summer Reading on Low Income Children’s Literacy Achievement from Kindergarten to Grade 8: A Meta-analysis of Classroom and Home Interventions.” *Review of Educational Research*, 83(3): 386-431. doi:10.3102/0034654313483906

Book Chapters

- Jimenez-Castellanos, Oscar, Danielle Farrie, and **David M. Quinn** (2022). “The Case for Transformative School and Community Funding Models.” In Joseph P. Bishop (Ed). *Beyond Schools: The Urgency of Reinventing Education Policy in America*. Teachers College Press.
- Kingston, Helen Chen, James S. Kim, Mary Burkhauser, Bethany Mulimbi, and **David M. Quinn** (2019). “Does the Quality of Children’s Oral Retellings of Narrative and Informational Texts Predict Transfer to Standardized Reading Comprehension Tests?” in Ageliki Nicolopoulou and Edy Veneziano (Eds), “Narrative, literacy, and other skills: Studies in intervention” Studies in Narrative series. Pp 69-89. John Benjamin Publishing Company.

Working Papers

Guryan, Jonathan, James S. Kim, Lauren L. Capotosto, **David M. Quinn**, Helen C. Kingston, Lisa Foster, and North Cooc. (2015). "Can a Scaffolded Summer Reading Intervention Reduce Socioeconomic Gaps in Children's Reading Comprehension Ability and Home Book Access? Results from a Randomized Experiment." *Northwestern University Institute for Policy Research Working Paper*.

Guryan, Jonathan, James S. Kim, and **David M. Quinn**. (2014). "Does Reading During the Summer Build Reading Skills? Evidence from a Randomized Experiment in 463 Classrooms." *NBER Working Paper 20689*.

Policy Reports and Other Publications

Desruijsseaux, Tara-Marie, and **David M. Quinn**. (2022, September 30). "The term 'achievement gap' fosters a negative view of Black students." *The Conversation*.

Quinn, David M. (2021). "How to Reduce Racial Bias in Grading." *Education Next*, 21(1), 72-79.

Haderlein, S., Julie Marsh, Tong Tong, Katrina Bulkley, Huriya Jabbar, Emily Germain, **David M. Quinn**, Dwuana Bradley, Jacob Alonso, and Laura Mulfinger (2021). "Schools and School Choice During a Year of Disruption: Views of Parents in Five States." *National Center for Research on Education Access and Choice*.

Chin, Mark, Virginia Lovison, Tasminda Dhaliwal*, and **David Quinn**. (Sept 10, 2020). "Black-white disparities in education correlate with teachers' implicit biases, but it will take more than education reform to solve the issue." *The Hechinger Report*.

Dhaliwal, Tasminda K.*, Mark J. Chin, Virginia S. Lovison, and **David M. Quinn**. (July 20, 2020). "Educator bias is associated with racial disparities in student achievement and discipline." *Brookings Institution*.

Desruijsseaux, Tara-Marie*, **David M. Quinn**, and Akua Nkansah-Amankra* (2020). "Voters' Opinions on Educational Equity Initiatives in California: Evidence from the 2020 PACE/USC Rossier Annual Poll." *Policy Analysis for California Education*.

Quinn, David M., Tara-Marie Desruijsseaux*, and Akua Nkansah-Amankra.* (December 11, 2019) "is G-A-P a four-letter word?" *Education Week*.

Quinn, David M. and Morgan S. Polikoff. (2017). "Summer Learning Loss: What Is It, and What Can We Do About it?" Published as part of the Brookings *Evidence Speaks* series and for *Education Next*.

Kane, Thomas J., Hunter Gehlbach, Miriam Greenberg, **David Quinn**, and Daniel Thal (2015). "The Best Forward Project: Substituting Teacher-Collected Video for In-Person Classroom Observations. First Year Implementation Report." *Center for Education Policy Research, Harvard University*.

GRANTS

National Science Foundation, "Examining the Potential and Limits of Rubrics as Tools for Racial Equity in Graduate Admissions: A Sequential Mixed Methods Inquiry." Co-PI. Principal Investigator: Julie Posselt (2023-2028). \$1,279,774 (UMN: \$170,767).

Spencer Foundation, “Framing Racial Equity in Education: Communication Frames and their Effects on the Public’s Policy Preferences, Priorities, and Beliefs.” Principal Investigator (2020-2022). \$50,000.

Spencer Foundation, “A Large-Scale Analysis of Educators’ Implicit Racial Biases and their Correlates.” Principal Investigator (2018-2019). \$49, 354.

Zumberge Individual Research Award, “Teachers’ Stereotypes and Implicit Biases: New Measures and Applications in Education.” Principal Investigator (2017-2018). \$30,000.

AERA Research Grants, “Trends in Seasonal Dynamics of Test Score Gaps.” Principal Investigator (2017-2018). \$20,000

AWARDS AND FELLOWSHIPS

Outstanding Reviewer Awards, *American Educational Research Journal*, *AERA Open*, and *Educational Researcher* (2021).

Outstanding Reviewer Awards, *AERA Open* and *Educational Researcher* (2019).

Thomas B. Fordham Institute Emerging Education Policy Scholar (2018).

Harvard Graduate School of Education Presidential Fellowship. (2010-2015). \$23,000 per year for 3 years

Harvard Graduate School of Education Dean’s Summer Fellowship, “Teacher Networks, Social Capital, and Professional Learning: Effects and Moderators of a Teacher-Adapted Summer Literacy Intervention.” Principal Investigator. (2015). \$3,000.

Harvard Graduate School of Education Dean’s Summer Fellowship, “Kindergarten Black-White Test Score Gaps.” Principal Investigator. (2014). \$3,000.

Harvard Graduate School of Education Dean’s Summer Fellowship, “Black-White Summer Learning Gaps.” Principal Investigator. (2013). \$3,000.

PRESENTATIONS

Academic Conferences

Quinn, D.M. (2021). “Framing Effects and the Public’s Support for Equity-Advancing Education Policy.” Paper presented at the Annual Meeting of the American Educational Research Association, held virtually, Spring 2021.

Nkansah-Amankra, A.*, **Quinn, D.M.**, Hanson, D., Desruisseaux, T. K.*, Bensimon, E. M. (2021). “Developing a Scale to Measure Higher Education Instructors’ Equity-Mindedness” Paper presented at the Annual Meeting of the American Educational Research Association, held virtually, Spring 2021.

Desruisseaux, T. K.*, **Quinn, D.M.**, & Nkansah-Amankra, A.*, (2021). “California Voters’ Opinions on Racial Diversity in the Teaching Force: The Effect of Issue Frames.” Roundtable presentation at the Annual Meeting of the American Educational Research Association, held virtually, Spring 2021.

Quinn, D.M., Nkansah-Amankra, A.*, Desruisseaux, T. K.*, Bensimon, E. M. & Hanson, D. (2020, Apr 17 -

21) *Measuring Equity-Minded Competence in Higher Education Faculty* [Symposium]. AERA Annual Meeting San Francisco, CA (Conference Canceled)

Daramola, E., Dhaliwal, T., Marsh, J. A. & **Quinn, D.M.** (2020, Apr 17 - 21) *Educator Perceptions of Restorative Justice Implementation* [Symposium]. AERA Annual Meeting San Francisco, CA (Conference Canceled)

Quinn, David M. (2019). "Effects of the Achievement Gap Discourse on the Public's Implicit and Explicit Racial Stereotypes." Paper presented at the Annual meeting of the Association for Public Policy Analysis and Management, Denver, CO, Fall 2019.

Quinn, David M. (2019). "Relative versus Absolute Criteria and Racial Bias in Teachers' Evaluation of Student Work." Paper presented at the Annual meeting of the Association for Education Finance and Policy, Kansas City, MO, Spring 2019.

Quinn, David M. (2019). "Effects of the 'Achievement Gap Narrative' on the Public's Biased Academic Expectations and Implicit Racial Stereotypes." Paper presented at the Annual meeting of the Association for Education Finance and Policy, Kansas City, MO, Spring 2019.

Copur-Gencturk, Yasemin, Ian Thacker, **David M. Quinn**, and Caroline Brayer Ebby. (2019). "K-8 Mathematics Teachers' Beliefs about Mathematical Aptitude." Paper presented at the Annual Meeting of the National Council of Teachers of Mathematics, San Diego, CA, Spring 2019.

Copur-Gencturk, Yasemin, Ian Thacker, **David M. Quinn**, and Caroline Brayer Ebby. (2019). "K-8 Mathematics Teachers' Overall and Gender-specific Beliefs about Mathematical Aptitude." Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Canada, Spring 2019.

Quinn, David M. (2018). "Within-And Between-School Contributions to Black-White Test Score Gap Changes during School and Summer Vacation: Evidence of the Effects of Differential School Quality by Race." Paper presented at the Annual Meeting of the Society for Research on Educational Effectiveness, Washington, D.C., Spring 2018.

Quinn, David M., and Ashley Stewart.* (2018). "Examining the Racial Attitudes of White PreK-12 Educators." Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY, Spring 2018.

Quinn, David M., and Q. Tien Le* (2018). "Comparing the Seasonal Dynamics of Test Score Gaps across Two ECLS-K Cohorts: Are We Trending toward More, or Less, Inequality over the School Year and Summer?" Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY, Spring 2018.

Quinn, David M., and Andrew D. Ho (2017). "Ordinal Approaches to Decomposing Test Score Gaps." Paper presented at the Annual Meeting of the National Council of Measurement in Education, San Antonio, TX, Spring 2017.

Quinn, David M., and Andrew D. Ho (2017). "An Ordinal Approach to Decomposing Test Score Gaps." Paper presented at the Annual Meeting of the Society for Research on Educational Effectiveness, Washington, DC, Spring 2017.

Kim, James, Catherine Armstrong, and **David M. Quinn** (2017). "Impact of Differential Treatment Trajectories on Reading Growth." Paper presented at the Annual Meeting of the Society for Research on Educational Effectiveness, Washington, DC, Spring 2017.

Cooc, North, and **David M. Quinn** (2016). "Children with Disabilities in the Summer: A Seasonal Analysis of Disparities in Achievement." Paper presented at the Annual Meeting of the Association for Education Finance and Policy, Denver, CO, Spring 2016.

Quinn, David M., and James S. Kim (2016). "Predictors and Moderators of Teacher Learning and Changes in Practice: Evidence from a Randomized Trial of a Teacher-Adapted Literacy Program." Paper presented at the Annual Meeting of the Society for Research on Educational Effectiveness, Washington, DC, Spring 2016.

Kim, James, Mary Burkhauser, **David M. Quinn**, Helen Chen Kingston, and Jonathan Guryan (2016). "Scaling an Evidence-Based Summer Literacy Program: A Randomized Controlled Trial Examining Precursors to Scale in a Fidelity versus an Adaptive Implementation Approach." Paper presented at the Annual Meeting of the Society for Research on Educational Effectiveness, Washington, DC, Spring 2016.

Quinn, David M., North Cooc, and Joe McIntyre. (2015). "Seasonal Comparisons of School Year and Summer Test Score Gap Trends: New Evidence from Nationally Representative Data." Poster presented the Annual Meeting of the Association for Public Policy Analysis and Management, Miami, FLA, Fall 2015.

Quinn, David M. and North Cooc. (2015). "Science Achievement Gaps by Gender and Race in Elementary and Middle School: Trends and Predictors." Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, Spring 2015.

Quinn, David M. and Thomas Kane. (2015). "Effects of a Video-Based Teacher Observation Program on the De-privatization of Instruction." Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, Spring 2015.

Kane, Thomas, Miriam Greenberg, Hilary Bresnahan, and **David M. Quinn**. (2015). "The Power of Shared Evidence: The Impact of Re-experiencing on Teacher Reception of Evaluative Feedback." Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, Spring 2015.

Kim, James S., **David M. Quinn**, and Thomas G. White. (2015). "How Teacher Expectations and Parent Involvement Predict Children's Summer Reading Behaviors." Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, Spring 2015.

Kim, James S., Jonathan Guryan, and **David M. Quinn**. (2015). "Scaling and Sustaining Effective Summer Literacy Reforms in High-Poverty Schools and Districts." Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, Spring 2015.

Quinn, David M., Kathleen Lynch, and James S. Kim, (2014). "Replicating the Moderating Role of Income Status on Summer School Effects across Subject Areas: A Meta-Analysis." Paper presented at the Annual Meeting of the Society for Research on Educational Effectiveness, Washington, DC, Spring 2014.

Quinn, David M. (2014). "Kindergarten Black-White Test Score Gaps: Replicating and Updating Previous Findings with New National Data." Paper presented at the Annual Meeting of the Society for Research on Educational Effectiveness, Washington, DC, Spring 2014.

Quinn, David M. (2014). "Black-White Summer Math Gap Trends: The Sensitivity of Estimates to

Various Reasonable Representations.” Poster presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA, Spring 2014.

Quinn, David M. (2014). “Randomized trials of teacher professional development programs: The alignment of research methods with content.” Poster presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA, Spring 2014.

Sherer, David G, Ebony N. Bridwell-Mitchell, and **David M. Quinn.** (2014). “Institutional Complexity and the Multiple Reform Logics of Teacher Communities in U.S. Public Schools.” Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA, Spring 2014.

Kim, James S., North Cooc, and **David M. Quinn.** (2013). “How teacher-scaffolded summer reading improves different components of reading comprehension: Lessons from two experimental studies.” Paper presented at the Annual Meeting of the Society for Research on Educational Effectiveness, Washington, D.C., Spring 2013.

Kim, James S. and **David M. Quinn.** (2012). “A meta-analysis of K-8 summer reading interventions: The role of socioeconomic status in explaining variation in treatment effects.” Paper presented at the Annual Meeting of the Society for Research on Educational Effectiveness, Washington, D.C., Spring 2012.

Invited and Other Presentations

Quinn, David M. (2023). “Experimental Effect of ‘Achievement Gap’ Discourse.” Invited presentation, Northwest Evaluation Association conference on Innovations in Measuring, Analyzing, and Discussing Race and Racial Inequity in Education Research and Journalism.

Quinn, David M. (2021). “Effects of ‘Achievement Gap’ Frames.” Invited presentation, Lemann Center Colloquium – Equity in Education Research, Sobral, Brazil (remote), December 2021.

Quinn, David M. (2021). “Experimental Effects of ‘Achievement Gap’ Frames.” Invited presentation, Maryland Equity Project Colloquium Series, University of Maryland, March 2021.

Quinn, David M. (2020). “Racial Bias and Educational Equity: Two Studies on Causes and Consequences.” Invited presentation, Harvard Strategic Data Project Racial Justice Research Series, September 2020.

Quinn, David M. (2020). “Two Studies on Racial Bias and Educational Equity.” Invited presentation, Urban Institute, July 2020.

Quinn, David M. (2018). “Do Schools Simultaneously Mitigate and Exacerbate Inequality? Evidence from Nationally-representative US Data.” Invited presentation, German Institute for International Educational Research, Berlin, Germany, June 2018.

Quinn, David M. (2016). “Seasonal Dynamics of Academic Achievement Inequality by Socioeconomic Status and Race/ethnicity: Updating and Extending Past Research with New National Data” Invited presentation, Stanford University Graduate School of Education, January 2016.

Quinn, David M., and North Cooc (presenter). (2015). “Science Achievement Gaps by Gender and Race/ethnicity in Elementary and Middle School: Trends and Predictors.” Invited presentation, Stanford University Graduate School of Education, October 2015.

Quinn, David M. (2015). "Fidelity versus Flexibility: Experimental Predictors and Moderators of Teacher Outcomes in a Literacy Intervention." Paper presented at the Harvard Graduate School of Education EPPE Seminar Series.

Quinn, David M. (2015). "Black-white summer learning gaps: Interpreting the variability of estimates across representations." Invited presentation for RAND Corporation and the Wallace Foundation, Washington, DC, June 2015.

Greenberg, Miriam, **David M. Quinn**, Tamika Guishard, and Jason Lange. (2015). "Video Technology: The End of Privatized Instruction?" Presentation at South by Southwest Education, Austin, TX, March 2015.

Quinn, David M. (2014). "Kindergarten Black-White Test Score Gaps: Replicating and extending previous findings with new national data." Paper presented at the Harvard Graduate School of Education EPLIP/HDE Seminar Series.

TEACHING

At USC Rossier:

EDUC 682: Introduction to Quantitative Research Methods in Education (PhD) (developed)

EDPT 652: Multiple Regression (PhD)

EDUC 719: The Policies and Politics of Education Governance (EdD)

EDUE 726: Research Methods 1 (EdD)

EDUC 570: Research Methods and Data Analysis (LDT)

EDUC 532: Inquiry I (OCL)

PROFESSIONAL SERVICE

Associate Editor

American Educational Research Journal 2023-present

Editorial Boards

American Educational Research Journal 2020-present

Educational Researcher 2020-present

AERA Open 2017-2021

Ad Hoc Peer Review

American Journal of Education, American Sociological Review, Child Development, Economics of Education Review, Education Finance and Policy, Educational Measurement: Issues and Practice, Journal of Public Economics, Journal of Research on Educational Effectiveness, Journal of the Royal Statistical Society, National Science Foundation (grant review), New England Journal of Medicine, Review of Educational Research, Russell Sage Foundation (grant review), Sage Open (Guest Editor), Social Forces, Social Science Research, Society for Research on Educational Effectiveness, Sociological Forum, Sociology of Education

RELATED EMPLOYMENT

Teach For America – Las Vegas Valley, Las Vegas, NV 2008-2010
Program Director

Quannah McCall Elementary School/Teach For America, North Las Vegas, NV
Teacher, Fourth Grade and Third Grade

2005-2008

Updated October 2023