

Matthew Shirrell

The George Washington University

2134 G Street, NW

Washington, D.C. 20052

mshirrell@gwu.edu

202-994-4515

<https://gsehd.gwu.edu/directory/matthew-shirrell>

EDUCATION

- 2014 Ph.D., Human Development and Social Policy, Northwestern University
2007 M.S., Early Childhood Education, Erikson Institute
1998 B.A. (with Honors), English, Grinnell College

APPOINTMENTS

- 2022- Associate Professor of Educational Leadership and Administration, Department of Educational Leadership, Graduate School of Education and Human Development, The George Washington University
- 2016-2022 Assistant Professor of Educational Leadership and Administration, Department of Educational Leadership, Graduate School of Education and Human Development, The George Washington University
- 2014-2016 Postdoctoral Fellow, Distributed Leadership Study, School of Education and Social Policy, Northwestern University

REFEREED JOURNAL ARTICLES

- In Press **Shirrell, M.**, & Saha, A.* All dressed up with no place to go? National Board certification and teacher leadership. *Educational Administration Quarterly*.
- 2023 **Shirrell, M.**, Glazer, J. L., Duff, M., & Freed, A. D.* The winds of changes: How research alliances respond to and manage shifting field-level logics. *American Educational Research Journal*, 60(6), 1221-1257.
<https://doi.org/10.3102/00028312231193401>
- Duff, M., Glazer, J. L., **Shirrell, M.**, & Freed, A. D.* Walking a tightrope: Navigating principal-agent dilemmas in research-practice partnerships. *Educational Evaluation and Policy Analysis*. Advance online publication.
<https://doi.org/10.3102/01623737231188366>
- Shirrell, M.**, Bristol, T. J., & Britton, T. A. The effects of student-teacher ethnoracial matching on exclusionary discipline for Asian American, Black, and Latinx students: Evidence from New York City. *Educational Evaluation and*

Policy Analysis. Advance online publication.
<https://doi.org/10.3102/01623737231175461>

Glazer, J. L., **Shirrell, M.**, Duff, M., & Freed, A. D.* Beyond boundary spanning: Theory and learning in research-practice partnerships. *American Journal of Education*, 129(2), 265-295. <https://doi.org/10.1086/723061>

2021 **Shirrell, M.** On their own? The work-related social interactions and turnover of new teachers. *American Journal of Education*, 127(3), 399-439.
<https://doi.org/10.1086/713828>

2020 Thessin, R., **Shirrell, M.**, & Richardson, T.* How do principal supervisors interact with leadership teams in high needs schools? *Planning and Changing*, 49(3/4), 173-201.

Shirrell, M., & Spillane, J. P. Opening the door: Physical infrastructure, school leaders' work-related social interactions, and sustainable educational improvement. *Teaching and Teacher Education*, 88.
<https://doi.org/10.1016/j.tate.2019.05.012>

2019 Bristol, T. J., & **Shirrell, M.** Who is here to help me? The work-related social networks of staff of color in two mid-sized districts. *American Educational Research Journal*, 56(3), 868-898. <https://doi.org/10.3102/0002831218804806>

- Covered in Chalkbeat's "Research Roundup"

Shirrell, M., Hopkins, M., & Spillane, J. P. Educational infrastructure, professional learning, and changes in teachers' instructional practices and beliefs. *Professional Development in Education*, 45(4), 599-613.
<https://doi.org/10.1080/19415257.2018.1452784>

2018 Spillane, J. P., **Shirrell, M.**, & Adhikari, S. Constructing 'experts' among peers: Test data, educational infrastructure, and teachers' interactions about teaching. *Educational Evaluation and Policy Analysis*, 40(4), 586-612.
<https://doi.org/10.3102/0162373718785764>

Shirrell, M. The effects of subgroup-specific accountability on teacher turnover and attrition. *Education Finance and Policy*, 13(3), 333-368.
https://doi.org/10.1162/edfp_a_00227

- Covered on the Thomas Fordham Institute's "Flypaper" blog

2017 Spillane, J. P., **Shirrell, M.**, & Sweet, T. M. The elephant in the schoolhouse: The role of propinquity in school staff interactions about teaching. *Sociology of Education*, 90(2), 149-171. <https://doi.org/10.1177/0038040717696151>

- Covered in *Education Week* (top featured story in EdWeek Update newsletter), *Politico Morning Education*, *ACSD SmartBrief*, *the74million.org*, and *EdNext podcast*

Spillane, J. P., & **Shirrell, M.** Breaking up isn't hard to do: Exploring the dissolution of teachers' and school leaders' work-related ties. *Educational Administration Quarterly*, 53(4), 616-648. <https://doi.org/10.1177/0013161X17696557>

Shirrell, M., & Reininger, M. School working conditions and changes in student teachers' planned persistence in teaching. *Teacher Education Quarterly*, 44(2), 49-78. <https://www.jstor.org/stable/90010518>

2016 **Shirrell, M.** New principals, accountability, and commitment in low-performing schools. *Journal of Educational Administration*, 54(5), 558-574. <https://doi.org/10.1108/JEA-08-2015-0069>

Spillane, J. P., **Shirrell, M.**, & Hopkins, M. Designing and deploying a Professional Learning Community (PLC) organizational routine: Bureaucratic and collegial structures in tandem. *Les Dossiers des Sciences de l'Education*, 35, 97-122. <https://doi.org/10.4000/dse.1283>

* Student co-author

REFEREED BOOK CHAPTERS

2018 Hopkins, M., Spillane, J. P., & **Shirrell, M.** Designing educational infrastructures for improvement: Instructional coaching and professional learning communities. In S. A. Yoon & K. J. Baker-Doyle (Eds.), *Networked by design: Interventions for teachers to develop social capital* (pp. 174-195). New York: Routledge.

2017 Spillane, J. P., Hopkins, M., Sweet, T., & **Shirrell, M.** The social side of capability: Supporting classroom instruction and enabling its improvement through social capital development. In E. Quintero (Ed.), *Teaching in context: The social side of education reform* (pp. 95-112). Cambridge, MA: Harvard Education Press.

WORKING PAPERS

2021 **Shirrell, M.**, Bristol, T. J., & Britton, T. A. The effects of student-teacher ethnoracial matching on exclusionary discipline for Asian American, Black, and Latinx students: Evidence from New York City (EdWorkingPaper 21-475). Annenberg Institute at Brown University. <https://doi.org/10.26300/3jqw-5x05>

- Covered by *k12dive.com*, *CZI Education Monthly Newsletter*, *Diverse Issues in Higher Education*, *KQED.com*, *Latinos for Education*, *Tech & Learning*

NON-REFEREED PUBLICATIONS

- 2022 Ortiz-Licon, F. I., & Bristol, T. J. [contributors: Britton, T., & **Shirrell, M.**] “Latino teachers matter: A new study reveals how important they really are.” *Con Ganas We Can Blog, Latinos for Education*.
<https://www.latinosforeducation.org/2022/04/28/latino-teachers-matter-a-new-study-reveals-how-important-they-really-are/>
- Shirrell, M.** Students are suspended less when their teacher has the same race or ethnicity. *The Conversation*. <https://theconversation.com/students-are-suspended-less-when-their-teacher-has-the-same-race-or-ethnicity-173660>
- 2021 Bristol, T. J., **Shirrell, M.**, & Britton, T. “How does student-teacher matching affect suspensions for students of color?” *Brown Center Chalkboard, Brown Center on Education Policy, Brookings Institution*.
<https://www.brookings.edu/blog/brown-center-chalkboard/2021/10/11/how-does-student-teacher-matching-affect-suspensions-for-students-of-color/>
- Shirrell, M.** “Are new teachers still ‘on their own’?” *AJE Forum: Forum of the American Journal of Education*. <http://www.ajeforum.com/aje-may-2021-issue-are-new-teachers-still-on-their-own-by-matthew-shirrell/>
- 2019 **Shirrell, M.** [Review of the book *Demoralized: Why teachers leave the profession they love and how they can stay*, by Doris A. Santoro]. *Teachers College Record*.
- 2018 Spillane, J. P., & **Shirrell, M.** “The schoolhouse network: How school buildings affect teacher collaboration.” *Education Next*, 18(2), 68-73.
<https://www.educationnext.org/schoolhouse-network-how-school-buildings-affect-teacher-collaboration/>
- Shirrell, M.**, Spillane, J. P., Hopkins, M., & Sweet, T. “The social side of capability: Improving educational performance by attending to teachers’ and school leaders’ interactions about instruction.” *Shanker Blog, Albert Shanker Institute*. <https://www.shankerinstitute.org/blog/social-side-capability-improving-educational-performance-attending-teachers'-and-school-leaders>
- 2017 **Shirrell, M.** “Subgroup-specific accountability, teacher job assignments, and teacher attrition: Lessons for states.” *Shanker Blog, Albert Shanker Institute*.
<https://www.shankerinstitute.org/blog/subgroup-specific-accountability-teacher-job-assignments-and-teacher-attrition-lessons-states>

MANUSCRIPTS IN PREPARATION

Britton, T. A., Bristol, T. J., & **Shirrell, M.** Student-teacher ethnoracial matching and postsecondary access: Evidence from New York City.

Shirrell, M. The rise (and fall?) of professionalism: Logics of work in popular

discourse about teachers, 1990-2019.

GRANTS AND FELLOWSHIPS

Funded

- 2020 National Academy of Education/Spencer Foundation Post-Doctoral Fellowship, “From Accomplishment to Influence: Professional Knowledge, Educational Infrastructure, and National Board-Certified Teacher Leadership.” Role: P.I. Award: \$70,000.
- 2019 Walton Family Foundation and Chan Zuckerberg Initiative, “Long-Run Impacts of Student-Teacher Ethnoracial Match in New York City: Evidence from Kindergarten-College.” Role: Co-P.I. (with Travis J. Bristol and Tolani Britton). Sub-award to George Washington University: \$134,328.
- 2018 William T. Grant Foundation Officer’s Research Grant, “Student-Teacher Ethnoracial Match and Student Outcomes in Large Urban School Districts: Evidence from New York City.” Role: Co-P.I. (with Travis J. Bristol). Award: \$45,960.
- The George Washington University, University Facilitating Fund Grant, “Building Capacity for Teacher Improvement: Educational Infrastructure and Accomplished Teachers’ Work-Related Social Networks.” Role: P.I. Award: \$14,602.
- 2017 American Educational Research Association Research Grant, “The Effects of Subgroup-Specific Accountability on Teacher Job Assignments, Turnover, and Attrition.” Role: P.I. Award: \$35,000.
- 2014 Albert Shanker Institute Research Grant, “The Effects of Subgroup-Specific Accountability on Teacher Turnover and Attrition.” Award: \$2,000.
- 2013 National Academy of Education/Spencer Foundation Dissertation Fellowship, “School Working Conditions and Teacher Attrition: The Roles of Policy, Teacher Preparation, and School Principals.” Award: \$25,000.

Unfunded

- 2021 National Science Foundation Faculty Early Career Development Program (CAREER), “Teacher Learning Opportunities About Ambitious Mathematics Teaching in High-Poverty Elementary Schools: The Roles of Districts, Schools, and Communities of Practice.” Role: P.I. Requested award: \$1,108,922.
- 2019 Semifinalist, National Academy of Education/Spencer Foundation Post-Doctoral Fellowship, “Interactions and Improvement: Educational Infrastructure, National

Board-Certified Teachers' Work-Related Social Interactions, and Teacher Learning." Role: P.I. Requested award: \$70,000.

National Science Foundation, "Informal Science Institutions in Teacher Education (ISITE)." Role: Co-P.I. Requested sub-award to George Washington University: \$74,653.

2018 Spencer Foundation Small Research Grant, "Differentiating Professional Development to Grow the Capacity of Novice Male Teachers of Color: A Mixed Methods Exploration." Role: Co-P.I. (with Travis J. Bristol and Derron O. Wallace). Requested award: \$50,000.

William T. Grant Foundation Research Grant, "Differentiating Professional Development to Grow the Capacity of Novice Male Teachers of Color: A Mixed Methods Exploration." Role: Co-P.I. (with Travis J. Bristol and Derron O. Wallace). Requested award: \$100,000.

2016 The George Washington University, University Facilitating Fund Grant, "Understanding the Impacts of Teacher Turnover on Teachers' and School Leaders' Work-Related Social Networks." Requested award: \$15,000.

REFEREED PROFESSIONAL PRESENTATIONS

2024 **Shirrell, M.** "Market, management, profession: Continuity and change in popular discourse about teachers, 1990-2019." American Educational Research Association, Philadelphia, PA.*

Shirrell, M., Duff, M., & Glazer, J. L. "Designing partnerships for learning and improvement: Lessons from a longitudinal study of research alliances in the United States." American Educational Research Association, Philadelphia, PA.*

2022 **Shirrell, M.,** Bristol, T. J., & Britton, T. A. "The effects of student-teacher ethnoracial matching on exclusionary discipline for Asian American, Black, and Latinx students: Evidence from New York City." George Washington University Equity Institute Showcase, Washington, DC.

Shirrell, M., & Saha, A. "The advice and information networks of accomplished teachers in U.S. elementary schools." Sunbelt Conference of the International Network for Social Network Analysis (virtual conference).

Shirrell, M., Bristol, T. J., & Britton, T. A. "Effects of student-teacher ethnoracial match on exclusionary discipline for Asian American, Black, and Latinx students." In R. Haynes (Chair), *Student-teacher ethnoracial match, teacher training, and student academic and disciplinary outcomes in New York City*. Symposium presented at the meeting of the American Educational Research Association, San Diego, CA.

- Shirrell, M.**, Bristol, T. J., & Britton, T. A. “The effects of student-teacher ethnoracial matching on exclusionary discipline for Asian American, Black, and Latinx students: Evidence from New York City.” Association for Education Finance and Policy Annual Conference, Denver, CO.
- 2021 Britton, T. A., Bristol, T. J., & **Shirrell, M.** “Student-guidance counselor ethnoracial match and postsecondary outcomes.” World Education Research Association Virtual Focal Meeting.
- 2020 **Shirrell, M.** “From accomplishment to influence? A network exploration of the work-related social interactions of accomplished teachers in U.S. schools.” Sunbelt Conference of the International Network for Social Network Analysis, Paris, France (rescheduled as virtual conference).
- Shirrell, M.** & Bristol, T. J. “The effects of student-teacher ethnoracial matching on exclusionary student discipline: Evidence from New York City.” American Educational Research Association, San Francisco, California (rescheduled as virtual conference).
- 2019 **Shirrell, M.** “Interactions and improvement: School district infrastructure and the leadership (and influence) of National Board-certified teachers.” University Council for Education Administration, New Orleans, LA.
- Thessin, R., Richardson, T., & **Shirrell, M.** “Distributing leadership development: Principal supervisors’ interactions with school leadership teams.” University Council for Education Administration, New Orleans, LA.
- Shirrell, M.**, & Bristol, T. J. “Student-teacher ethnoracial match and student outcomes in large urban districts: Evidence from New York City.” Association for Public Policy Analysis and Management, Denver, CO.
- Shirrell, M.**, Glazer, J., & Duff, M. “Contested institutional environments and the structure and function of research-practice partnerships.” American Educational Research Association, Toronto, Canada.
- Duff, M., Glazer, J., & **Shirrell, M.** “Acknowledging the principal-agent dilemma in research practice partnerships.” American Educational Research Association, Toronto, Canada.
- Shirrell, M.** “The effects of subgroup-specific accountability on teachers’ job assignments, turnover, and attrition.” American Educational Research Association, Toronto, Canada.
- Shirrell, M.** “On their own? New teachers’ work-related social interactions and turnover.” In E. Capella (Chair), *Seeking advice in schools: Understanding social*

network ties among educators. Symposium presented at the meeting of the Society for Research in Child Development, Baltimore, MD.

Shirrell, M., & Bristol, T. J. “Student-teacher ethnoracial match and student outcomes in large urban districts: Evidence from New York City.” Association for Education Finance and Policy, Kansas City, MO.

2018

Shirrell, M. “The effects of subgroup-specific accountability on teacher job assignments, turnover, and attrition.” Poster presented at the meeting of the Association for Public Policy Analysis and Management, Washington, D.C.

Shirrell, M., & Spillane, J. P. “Opening the door to sustainable improvement: Educational infrastructure, physical infrastructure, and work-related social interactions in schools.” American Educational Research Association, New York, NY.

Shirrell, M., Spillane, J. P., & Sweet, T. M. “Understanding the building blocks of on-the-job teacher education: The role of physical proximity in work-related social ties among school staff.” Society for Research on Educational Effectiveness, Washington, D.C.

2017

Shirrell, M. “Testing and ties: Work-related social interactions in schools and test-based measures of teacher performance.” University Council for Educational Administration, Denver, CO.

Shirrell, M. “Finding a place: New teachers’ integration into their schools’ work-related social networks.” North American Social Networks Conference of the International Network for Social Network Analysis, Washington, D.C.

Bristol, T. J., & **Shirrell, M.** “‘Who is here to help me?’ The work-related social networks of teachers of color.” American Educational Research Association, San Antonio, TX.

Spillane, J. P., **Shirrell, M.**, & Sweet, T. “The role of physical proximity in work-related social ties among school staff.” American Educational Research Association, San Antonio, TX.

Shirrell, M. “Trying to find a place: New teachers’ work-related ties, turnover, and attrition.” Association for Education Finance and Policy, Washington, D.C.

2016

Spillane, J. P., **Shirrell, M.**, & Sweet, T. “Does physical proximity in school buildings predict teachers’ and school leaders’ advice seeking about instruction?” University Council for Educational Administration, Detroit, MI.

Spillane, J. P., & **Shirrell, M.** “What predicts the dissolution of advice and information ties between teachers?” Sunbelt Conference of the International

Network for Social Network Analysis, Newport Beach, CA.

Spillane, J. P., & **Shirrell, M.** “What predicts the dissolution of advice and information ties between teachers?” Association for Education Finance and Policy, Denver, CO.

2015 **Shirrell, M.** “The effects of subgroup-specific accountability on the working conditions, turnover, and attrition of Black teachers in North Carolina.” In Y. Sealey-Ruiz (Chair), *School working conditions and teacher turnover: Implications for diversifying the teacher workforce*. Symposium presented at the meeting of the American Educational Research Association, Chicago, IL.

Shirrell, M. “Managing under pressure: New principals, accountability, and commitment in low-performing urban schools.” American Educational Research Association, Chicago, IL.

Spillane, J. P., & **Shirrell, M.** “Engaging the ‘black box’ of teacher peer effects: Do teachers seek out higher performing peers for advice and information about teaching?” Association for Education Finance and Policy, Washington, D.C.

2014 **Shirrell, M.** “The effects of subgroup-specific accountability on teacher attrition.” Association for Education Finance and Policy, San Antonio, TX.

2013 **Shirrell, M.** “The effects of subgroup-specific accountability on teacher attrition.” Association for Public Policy Analysis and Management, Washington, D.C.

2012 **Shirrell, M.** & Reininger, M. “Do student teachers’ career plans change during student teaching? Evidence from an urban district.” In L. M. Anderson (Chair), *Student teaching in urban districts: Implications for teacher quality, career paths, and policy*. Symposium presented at the meeting of the American Educational Research Association, Vancouver, B.C.

2011 **Shirrell, M.** & Reininger, M. “Early differences: Student teaching schools, career plans, and teacher hiring.” Poster presented at the meeting of the American Educational Research Association, New Orleans, LA.

Shirrell, M. & Reininger, M. “Do student teachers’ career plans change during student teaching? Evidence from an urban district.” Association for Education Finance and Policy, Seattle, WA.

2010 **Shirrell, M.** & Reininger, M. “Student teaching placements in a large urban district.” Poster presented at the Institute for Education Sciences Research Conference, Washington, D.C.

Shirrell, M. & Reininger, M. “Student teaching placements in a large urban district.” American Education Finance Association, Richmond, VA.

* Scheduled

INVITED PROFESSIONAL PRESENTATIONS

2022 **Shirrell, M.** “Understanding teacher retention in U.S. schools.” George Washington University, Graduate School of Education and Human Development, Office of Admissions.

2021 **Shirrell, M.,** Bristol, T. J., & Britton, T. A. “The effects of student-teacher ethnoracial match on exclusionary discipline for Asian American, Black, and Latinx students in New York City.” Invited presentation at the NYC Men Teach public briefing.

Shirrell, M., & Saha, A. “Inside out: National Board certification, classroom practice, and leadership.” Invited presentation at the 2021 Annual Meeting of the National Academy of Education.

Shirrell, M., & Saha, A. “Inside out: National Board certification, classroom practice, and teacher leadership.” In *Excellence in education research: Early career scholars and their work*. Invited poster presented at the online meeting of the American Educational Research Association.

2020 **Shirrell, M.** “How can schools and school districts support the leadership—and influence—of National Board-certified teachers?” Invited presentation at the office of the National Board for Professional Teaching Standards.

Shirrell, M. “Can school systems leverage National Board-certified teachers to build teacher improvement?” Invited lecture for the *Ecology of Education* lecture series, Graduate School of Education and Human Development, George Washington University.

2019 **Shirrell, M.** “On their own? New teachers’ integration into their schools’ work-related social networks.” In *Excellence in education research: Early career scholars and their work*. Invited poster presented at the meeting of the American Educational Research Association, Toronto, Canada.

2018 **Shirrell, M.** “The effects of subgroup-specific accountability on teacher job assignments, turnover, and attrition.” In *Excellence in education research: Early career scholars and their work*. Invited poster presented at the meeting of the American Educational Research Association, New York, NY.

2017 **Shirrell, M.** “The elephant in the schoolhouse: The role of physical proximity in school staff interactions about teaching.” Invited presentation at the Department

of Human Development and Quantitative Methodology, University of Maryland, College Park, MD.

2014 **Shirrell, M.** “New principals, accountability, and relationships in low-performing urban schools.” In *Promising scholarship in education: Dissertation fellows and their research*. Invited poster presented at the meeting of the American Educational Research Association, Philadelphia, PA.

TEACHING

The George Washington University

Education Policy for School Leaders
Fundamentals of Educational Leadership & the Change Process
Introduction to Quantitative Research Methods

Erikson Institute

Assessment for Classroom Teachers
Assessment of New Language Learners

Northwestern University

Human Development: Childhood and Adolescence (Teaching Assistant)
Introduction to Statistics and Research Methodology (Teaching Assistant)

GRADUATE THESIS COMMITTEES

Chair

2021 *They Have Always Been There: Education Support Professionals as Informal Mentors to Adolescent Students*, Darren Fleischer (Education Policy)

Interpretations of Equity and Sustainability in Computer Science Policy, Sara Gopalkrishna (Education Policy)

Mind Over Measure: Exploring School Leaders' Perceptions and Implementation of Teacher Evaluation and Their Connections to Teacher Efficacy, Brittany Rogers (Educational Leadership and Administration)

Leadership in an Urban Charter Turnaround School: Lessons from New Orleans, Nancy Turner (Educational Leadership and Administration)

2020 *Principals' Perspectives on Student Voice Leadership*, Elizabeth Dean (Educational Leadership and Administration)

In Candidacy Abby Brandt, Carson Dye, Danielle Terry, Nathaniel Thomas, Linda Toth

Pre-Candidacy Jeffrey Coupe, Van Jones, Tiana Ottley, Sylvia Royster

Committee Member

2023	Matthew Braun
2022	Christine Tomasik, Margaret Bello
2021	Erica Heflin
2020	Adrienne Freed
2019	Renee Carr, Tamilah Richardson
2015	Ryan Miller (Master's thesis, Northwestern University)
In Candidacy	Elvis Henriquez, Michelle Mitchell, Shaun Tomaszewski (University of Pittsburgh)
Pre-Candidacy	Camille Anderson, Tzitzzi Carreno, Noelani Davis, Denise Soukup

Reader

2020	Jing Burgi-Tian
2019	Lisa Zappetti, Tanisha Bynum
2018	Andrew Maguire
2017	Tara Dunderdale

PROFESSIONAL DEVELOPMENT

2017-18	Participant, Teaching Network for Early Career Faculty, George Washington University
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SERVICE

Professional Service

2020-	Newsletter editor, AERA Leadership for School Improvement (LSI) Special Interest Group
2014-	Proposal reviewer, American Educational Research Association Annual Meeting
2024	Discussant, American Educational Research Association Annual Meeting
2022	Discussant, Association for Public Policy Analysis and Management annual meeting
2022	Session Chair, Association for Education Finance and Policy Annual Conference
2021	Discussant, National Academy of Education/Spencer Foundation Spring Fellows Retreat
2021	Reviewer, <i>AERA Handbook of Education Policy Research</i>
2021	Reviewer, <i>Human Resource Development International</i> , special issue
2021	Reviewer, <i>Foundational Handbook on Improvement-Focused Educational Research</i>
2020-2021	Program Committee, Association for Education Finance and Policy Annual Conference
2019	Reviewer, <i>education policy analysis archives</i> , special issue
2016-2018	Proposal Reviewer, University Council for Educational Administration annual meeting
2018	Proposal Reviewer, Association for Public Policy Analysis and Management annual meeting
2018	Reviewer, <i>Journal of Educational Administration</i> , special issue

- 2017 Proposal Reviewer, Society for Research on Educational Effectiveness spring conference
- 2017 Panel speaker, “Making the transition from graduate student to postdoctoral and faculty positions.” Fall Research Conference of the American Educational Research Association

University Service

- 2023- Member, Faculty Senate Research Committee
- 2021- Member, Gomez/Lemasters Research Funding Committee, Department of Educational Leadership
- 2021- Member, Policy Studies Endowment Fellowship Committee, Office of Graduate Assistantships and Fellowships
- 2019- Member, Advisory Council on Research, Office of the Vice Provost for Research
- 2023 Interim Chair, Department of Educational Leadership
- 2022 Judge, Graduate Studies in International and Special Education Poster Competition, George Washington University Research Showcase
- 2021 Judge, Educational Leadership Poster Competition, George Washington University Research Showcase
- 2017-2020 At-large member, Department of Educational Leadership Executive Committee
- 2019 Member, Search Committee for Assistant Professor of Educational Leadership and Administration, Department of Educational Leadership
- 2018 Facilitator, Adjunct Instructor Coffee Chat, “Encouraging Participation of All Students,” George Washington University
- 2018 Interviewer, Educational Leadership and Administration Practice Interview Day. George Washington University

Ad Hoc Reviewer

AERA Open, American Educational Research Journal, American Journal of Education, Educational Administration Quarterly, Education Finance and Policy, education policy analysis archives, Educational Evaluation and Policy Analysis, Educational Policy, Educational Researcher, Human Resource Development International, International Journal of Leadership in Education, Journal of Educational Administration, Journal of Educational Change, Journal of Policy Analysis and Management, Journal of Research in Rural Education, Journal of Teacher Education, Leadership and Policy in Schools, Social Problems, Sociology of Education, Teacher Education Quarterly, Teaching and Teacher Education

MEDIA APPEARANCES AND COVERAGE

- 2023 *The effects of student-teacher ethnoracial matching on exclusionary discipline.* Livestreamed interview for the Educator’s Room “Do the Work” talk show. <https://www.youtube.com/watch?v=4hdSXCu9tVQ>
- 2022 *School suspensions and student-teacher ethnoracial makeup.* GW Research. https://researchmagazine.gwu.edu/sites/g/files/zaxdzs4331/files/2022-07/gwr_2022_web.pdf

Students less likely to be suspended by teacher of same race. Tech & Learning. <https://www.techlearning.com/news/students-less-likely-to-be-suspended-by-teacher-of-same-race>

Want to reduce suspensions for students of color? Look to teachers of color. Education Week. <https://www.edweek.org/leadership/want-to-reduce-suspensions-for-students-of-color-look-to-teachers-of-color/2022/03>

How changing schools' culture of discipline paves the way for inclusivity. KQED MindShift. <https://kqed.org/mindshift>

2021 *Black & Brown kids belong in school: Stop suspending some kids unfairly.* New York Daily News. <https://www.nydailynews.com>

Study: Suspensions of students of color go down when teachers of color are in charge. Diverse Issues in Higher Education. <https://www.diverseeducation.com>

Decade of data shows matching student-teacher race reduced NYC suspensions. K12 Dive. <https://www.k12dive.com>

Experts weigh in on current job market trends. Zippia. <https://www.zippia.com/information-technology-internship-jobs/trends/>

2018 *Why a school's floor plan is so important: New research shows that 78 feet can make all the difference in helping teachers collaborate with struggling colleagues.* The 74 Million. <https://www.the74million.org>

How accountability metrics related to student subgroups affect teacher turnover and attrition [Blog post]. Flypaper blog, Thomas Fordham Institute. <https://edexcellence.net/>

EdNext podcast: How school buildings impact teacher collaboration [Audio podcast]. <https://www.educationnext.org/>

In schools, classroom proximity breeds teacher collaboration. Education Week. <https://www.edweek.org/>

- Top featured story in Education Week daily newsletter

How teachers lose connections [Blog post]. <http://www.sesp.northwestern.edu/news-center/news/>

Spillane finds teachers benefit from proximity [Blog post]. <http://www.sesp.northwestern.edu/news-center/news/>

2017 *Location can determine how successfully teachers work together, study finds* [Blog post]. Teaching Now blog, Education Week.

http://blogs.edweek.org/teachers/teaching_now/

RELATED PROFESSIONAL EXPERIENCE

2002-2008 Bilingual (Spanish-English) Teacher, Chicago Public Schools, Chicago, IL
1999-2002 Teacher, Dolores Huerta Learning Academy, Oakland, CA
1999 Instructional Aide, San Francisco Unified School District, San Francisco, CA

TEACHING CERTIFICATION

2007 National Board Certification, Early Childhood Generalist
2007 Illinois Master Teaching Certificate
2002 Illinois Type 03 (K-9) Teaching Certificate
2001 California Multiple Subjects Teaching Credential (emphasis on Cross-cultural Language and Academic Development)

PROFESSIONAL AFFILIATIONS

American Educational Research Association, Association for Education Finance and Policy, Association for Public Policy Analysis and Management, International Network for Social Network Analysis, University Council for Educational Administration