

## SUSANNA LOEB

Graduate School of Education, Stanford University  
Stanford CA 94305  
Phone: (650) 380-2511. Email: sloeb@stanford.edu

---

### POSITIONS

#### STANFORD UNIVERSITY

Professor of Education, 2023-present,  
Barnett Family Professor of Education, 2011-2018, Full 2009-2018, Associate Professor, 2004-2009 Assistant Professor 1999-2004  
Center for Education Policy Analysis (CEPA) Director 2009-2015; Director and founder under prior name, Institute for Research on Education Policy and Practice (IREPP) 2006-09; Faculty Affiliate. 2009-2018  
Stanford Institute for Economic Policy Research (SIEPR), Senior Fellow. 2009–2018  
Professor of Business (courtesy)

#### BROWN UNIVERSITY

Director, Annenberg Institute, Professor of Education and International and Public Affairs, 2018-2022

### SELECTED HONORS AND AFFILIATIONS

American Academy of Arts and Sciences Member  
National Academy of Education Member  
American Education Research Association Fellow  
The Abdul Latif Jameel Poverty Action Lab (J-PAL) Affiliated Professor  
National Bureau Of Economic Research (NBER) Faculty Research Fellow, 2003–present  
National Board For Education Sciences Member. 2012–2018, Vice Chair 2014–2015  
Outstanding Service Award – Association of Education Finance and Policy  
Getting Down to Facts, Director: gettingdowntofacts.com  
Policy Analysis For California Education (PACE) Faculty Director. 2005-2018  
Brookings Institution Nonresident Senior Fellow 2015–2018  
The Freeman Spogli Institute for International Studies, Stanford University Affiliated Faculty  
Association for Education Finance and Policy: past Board Member, President Elect 2010-11, President 2011-12  
Association for Public Policy Analysis and Management: prior Board Member

### EDUCATION

PhD., Economics 1998, University of Michigan  
M.P.P., Public Policy, 1994, University of Michigan  
B.A., Political Science, 1988. Stanford University  
B.S., Civil Engineering, 1988, Stanford University

### JOURNAL ARTICLES

Dee, T. S., Loeb, S., & Shi, Y. (forthcoming). Public-Sector Leadership and Philanthropy: The Case of Broad Superintendents. *Educational Evaluation and Policy Analysis*.  
Cortes, K., Fricke, H., Loeb, S. Song, D., & York, B., (forthcoming). When Behavioral Barriers Are Too High Or Low – How Timing Matters For Parenting Interventions. *Economics of Education Review*.  
Hart, C., Linden, R., Jacob, B., & Loeb, S. (forthcoming). Online Course-Taking and Expansion of Curricular Options in High Schools. *Peabody Journal of Education*.  
Liu, J., Loeb, S., & Shi, Y. (2022). More Than Shortages: The Unequal Distribution of Substitute Teaching.

- Education Finance and Policy*, 17 (2): 285–308.
- Doss, C., Hans F., and Loeb, S. (2022). Engaging Girls in Math: The Unequal Effects of Text Messaging to Help Parents Support Early Math Development. *Economics of Education Review*, 88
- Thomas, L. J. G., Lee, M. G., Todd, C. S., Lynch, K., Loeb, S., McConnell, S., & Carlis, L. (2022). Navigating Virtual Delivery of Assessments for Head Start Children During the COVID-19 Pandemic. *Journal of Early Intervention*, 44(2), 151–167.
- Chamberlain, L.J., Bruce, J., De La Cruz M., Huffman, L., Steinberg, J.R., Bruguera, R., Peterson, J.W., Gardner, R.M., He, Z., Ordaz, Y., Connelly, E., & Loeb, S. (2021). Promoting literacy in young children: A text-based randomized controlled trial in health clinics. *Pediatrics*, 148 (4).
- Liu, J. & Loeb, S. (2021). Engaging Teachers: Measuring the Impact of Teachers on Student Attendance in Secondary School. *Journal of Human Resources*, 56: 342-379.
- Cortes, K.E., Fricke, H., Loeb, S., Song, D., and York, B. (2021). Too Little or Too Much? Actionable Advice in an Early-Childhood Text Messaging Experiment. *Education Finance and Policy*, 16(2): 209-232.
- Sun, M., Kennedy, A. I., & Loeb, S. (2021). The Longitudinal Effects of School Improvement Grants. *Educational Evaluation and Policy Analysis*, 43(4), 647–667.
- Fricke, H., Loeb, S., Meyer, R. H., Rice, A. B., Pier, L., & Hough, H. (2021). Stability of School Contributions to Student Social-Emotional Learning Gains. *American Journal of Education*, 128(1), 95-145.
- Santana, M., Nussbaum, M., Claro, S., & Loeb, S. (2021). Let's Spend Time Together: Text Messaging Parents to Help Math Anxious Students. *Journal for Research in Mathematics Education*, 52(2): 189-212.
- Cohen, J., Loeb, S., Miller, L.C., & Wyckoff, J.H. (2020) Policy Implementation, Principal Agency, and Strategic Action: Improving Teaching Effectiveness in New York City Middle Schools. *Educational Evaluation and Policy Analysis*, 42(1): 134-160.
- Brighouse, H., Ladd, H., Loeb, S. & Swift, A (2020). Educational Goods Reconsidered: A Response. *Journal of Philosophy of Education*, 54(5): 1382-1394.
- West, M. R., Pier, L., Fricke, H., Loeb, S., Meyer, R. H., & Rice, A. (2020). Trends in Student Social-Emotional Learning: Evidence From the First Large-Scale Panel Student Survey. *Educational Evaluation and Policy Analysis*, 42(2): 279-303.
- Loeb, S., Christian, M., Hough, H., Meyer, R. H., Rice, A. B., & West, M. R. (2019). School Effects on Social-Emotional Learning Gains: Findings from the First Large- Scale Panel Survey of Students. *Journal of Educational and Behavioral Statistics*, 44(5): 507-542.
- York, B. Loeb, S. & Doss, C. (2019). One Step at a Time: The Effects of an Early Literacy Text Messaging Program for Parents of Preschoolers. *Journal of Human Resources*, 54(3): 537-566.
- Doss, C. Fahle, E.M., Loeb, S. & York, B.N. (2019). More than Just a Nudge: Supporting Kindergarten Parents with Differentiated and Personalized Text- Messages. *Journal of Human Resources*, 54(3): 567-603.
- Loeb, S. & Byun, E. (2019). Testing, Accountability, and School Improvement. *The Annals of the American Academy of Political and Social Science*, 683(1): 94-109.
- Peterson, J.W., Loeb, S. & Chamberlain, L.J. (2018). The Intersection of Health and Education to Address School Readiness of All Children. *Pediatrics*, 142(5).
- Hart, C., Berger, D., Jacob, B., Loeb, S., & Hill, M. (2019). Online Learning, Offline Outcomes: Online Course-taking and High School Student Performance. *AERA-Open*.
- Widen, S., Orozco, M., Horng, E., and Loeb, S. (2019). Reaching Unconnected Caregivers: Using a Text-Message Based Education Program to Better Understand How to Help Informal Caregivers Support Child Development. *Journal of Early Childhood Research*: 18(1): 39-43.
- Dizon-Ross E., Loeb S., Penner E., & Rochmes J. (2019) Stress in Boom Times: Understanding Teachers' Economic Anxiety in a High-Cost Urban District. *AERA-Open*.
- Penner, E.K., Rochmes, J., Liu, J., Solanki, S. and Loeb, S. (2019) Equity-oriented applicants: What do prospective teachers say about the achievement gap and does it make them more attractive candidates? *The Russell Sage Foundation Journal of the Social Sciences*, 5(3): 103-127.
- Fricke, H., Kalogrides, D. & Loeb, S. (2018). It's Too Annoying: Who Drops Out of Educational Text Messaging Programs and Why. *Economic Letters*, 173: 39-43.

- Master, B. Sun, M. & Loeb, S., (2018). Teacher workforce developments: Recent Changes in Academic Competitiveness and Job Satisfaction of New Teachers. *Education Finance and Policy* 13(3), 310-332.
- Bettinger, E., Fox, L., Loeb, S., & Taylor, E. (2017). Virtual Classrooms: How Online College Courses Affect Student Success. *American Economic Review*, 107 (9): 2855-2875
- Grissom, J., Kalogrides, D., & Loeb, S. (2017). Strategic Staffing? How Performance Pressures Affect the Distribution of Teachers within Schools and Resulting Student Achievement. *American Education Research Journal*, 54(6): 1079-1116.
- Sun, M., Penner, E. & Loeb, S. (2017). Resource- and Approach-Driven Multi-Dimensional Change: Three-Year Effects of School Improvement Grants. *American Education Research Journal*, 54(4): 607-643.
- Master, B., Loeb, S., & Wyckoff, J. (2017). More than Content: The Persistent Cross-Subject Effects of English Language Arts Teachers' Instruction. *Education Evaluation and Policy Analysis*, 39(3): 429-44.
- Bettinger, E., Doss, C., Loeb, S., & Taylor, E. (2017). The Effects of Class Size in Online College Courses: Experimental Evidence. *Economics of Education Review*, 58: 68-85
- Atteberry, A., Loeb, S., & Wyckoff, J. (2017). Teacher Churning: Reassignment Rates and Implications for Student Achievement. *Education Evaluation and Policy Analysis*, 39(1): 3-30.
- Sun, M., Loeb, S. & Grissom, J. (2017). Building Teacher Teams: Positive Spillover from More Effective Colleagues. *Educational Evaluation and Policy Analysis*, 39(1): 104-125.
- Grissom, J.A., & Loeb, S. (2017). Assessing Principals' Assessments: Subjective Evaluations of Teacher Effectiveness in Low- and High Stakes-Environments. *Education Finance and Policy* 12(3): 369-395.
- Bettinger, E., Liu, J., & Loeb, S. (2016). Connections Matter: How Interactive Peers Affect Students in Online College Courses. *Journal of Policy Analysis and Management*, 35(4): 763-791.
- Bassok, D., Fitzpatrick, M., Greenberg, E., & Loeb, S., (2016). Within- and Between-Sector Quality Differences in Early Childhood Education and Care. *Child Development*, 87(5): 1627-1645.
- Brighouse, H., Ladd, H., Loeb, S. & Swift, A. (2016) Educational Goods and Values: A Framework for Decision-Makers. *Theory and Research in Education*, 14(1): 3-25.
- Master, B., Loeb, S. Whitney, C., & Wyckoff J. (2016). Different skills? Identifying Differentially Effective Teachers of English Language Learners. *The Elementary School Journal*, 117(2): 261-284.
- Shores, K. and Loeb, S. (2016) Distributive Decisions in Education: Goals, Trade-offs and Feasibility Constraints. *Theory and Research in Education*, 14(1): 107-124.
- Grissom, J. A., Kalogrides, D., & Loeb, S. (2015). The Micropolitics of Educational Inequality: The Case of Teacher-Student Assignments. *Peabody Journal of Education*. Special issue: 2015 Politics of Education Association Yearbook.
- Grissom, J. A., Loeb, S., & Mitani, H. (2015). Principal Time Management Skills: Explaining Patterns in Principals' Time Use, Job Stress, and Perceived Effectiveness. *Journal of Educational Administration*, 53(6): 773 - 793.
- Atteberry, A., Loeb, S., & Wyckoff, J. (2015). Do First Impressions Matter? Improvement in Early Career Teacher Effectiveness. *AERA-Open*
- Loeb, S., Miller, L.C., Wyckoff, J. (2015). Performance Screens for School Improvement: The Case of Teacher Tenure Reform in New York City. *Educational Researcher*, 44(4): 199- 212.
- Grissom, J. A., Kalogrides, D., & Loeb, S. (2015). Using Student Test Scores to Measure Principal Performance. *Education Evaluation and Policy Analysis*, 37(1): 3-28.
- Bassok, D., Fitzpatrick, M. & Loeb, S. (2014) Does State Preschool Crowd-Out Private Provision? The Impact of Universal Preschool on the Childcare Sector in Oklahoma and Georgia. *Journal of Urban Economics*, 83(C): 18-33.
- Loeb, S., Soland, J., & Fox, L. (2014). Is a Good Teacher a Good Teacher for All? Comparing Value-Added of Teachers with Their English Learners and Non-English Learners. *Education Evaluation and Policy Analysis*, 36(4): 457-475.
- Lankford, H., Loeb, S., McEachin, A., Miller, L.C., & Wyckoff, J. (2014). Who Enters Teaching? Encouraging Evidence that the Status of Teaching is Improving. *Educational Researcher*, 43(9): 444-453.
- Grissom, J. A., Loeb, S., & Nakashima, N. (2014). Strategic Involuntary Teacher Transfers and Teacher Performance: Examining Equity and Efficiency. *Journal of Policy Analysis and Management*, 33(1): 112-140.

- Boyd, D., Lankford, H., Loeb, S., & Wyckoff, J. (2013). Analyzing the Determinants of the Matching of Public School Teachers to Jobs: Disentangling the Preferences of Teachers and Employers. *Journal of Labor Economics*, 31(1): 83-117.
- Grossman, P., Loeb, S., Cohen, J., & Wyckoff, J. (2013). Measure for measure: The relationship between measures of instructional practice in middle school English language arts and teachers' value-added. *American Journal of Education*, 119(3): 445-470.
- Kalogrides, D., & Loeb, S. (2013). Different teachers, different peers: The magnitude of student sorting within schools. *Educational Researcher*, 42(6): 304-316.
- Boyd, D., Lankford, H., Loeb, S., & Wyckoff, J. (2013). Measuring test measurement error: A general approach. *Journal of Educational and Behavioral Statistics*, 38(6): 629-663.
- Grissom, J. A., Loeb, S., & Master, B. (2013). Effective Instructional Time Use for School Leaders: Longitudinal Evidence from Observations of Principals. *Educational Researcher*, 42(8): 433-444.
- Bassok, D., Fitzpatrick, M., Loeb, S., & Paglayan, A.S. (2013). The early childhood care and education workforce in the United States: Understanding changes from 1990 through 2010. *Education Finance and Policy*, 8(4): 581-601.
- Kalogrides, D., Loeb, S., & Beteille, T. (2013). Systematic sorting: Teacher characteristics and class assignments. *Sociology of Education*, 86(2): 103-123.
- Ronfeldt, M., Loeb, S., Wyckoff, J. (2013). How teacher turnover harms student achievement. *American Educational Research Journal*, 50(1): 4-36.
- Loeb, S., & Kasman, M. (2013). Principals' perceptions of competition for students in Milwaukee schools. *Education Finance and Policy*, 8(1): 43-73.
- Boyd, D., Grossman, P., Lankford, H., Loeb, S., Ronfeldt, M., & Wyckoff, J. (2012). Recruiting effective math teachers: Evidence from New York City. *American Education Research Journal*, 49(6): 1008-1047.
- Beteille, T., Kalogrides, D., & Loeb, S. (2012). Stepping stones: Principal career paths and school outcomes. *Social Science Research*, 41(4): 904-919.
- Loeb, S., Beteille, T., & Kalogrides, D. (2012). Effective schools: Teacher hiring, assignment, development, and retention. *Education Finance and Policy*, 7(3): 269-304.
- Loeb, S. (2012). In light of the limitations of data-driven decision making. *Education Finance and Policy*, 7(1): 1-7.
- Myung, J., Loeb, S., & Horng, E. (2011). Tapping the principal pipeline: Identifying talent for future school leadership in the absence of formal succession management programs. *Education Administration Quarterly*, 47(5): 695-727.
- Boyd, D., Grossman, P., Ing, M., Lankford, H., Loeb, S., O'Brien, R.H., & Wyckoff, J. (2011). The effectiveness and retention of teachers with prior career experience. *Economics of Education Review*, 30: 1229-1241.
- Boyd, D., Grossman, P., Ing, M., Lankford, H., Loeb, S., & Wyckoff, J. (2011). The influence of school administrators on teacher retention decisions. *American Education Research Journal*, 48(2): 303-333.
- Grissom, J. A., & Loeb, S. (2011). Triangulating principal effectiveness: How perspectives of parents, teachers, and assistant principals identify the central importance of managerial skills. *American Education Research Journal*, 48(5): 1091-1123.
- Boyd, D., Lankford, H., Loeb, S., & Wyckoff, J. (2011). Teacher layoffs: An empirical illustration of seniority v. measures of effectiveness. *Education Finance and Policy*, 6(3): 439-454.
- Loeb, S., Valant, J., & Kasman, M. (2011). Increasing choice in the market for schools: Recent reforms and their effects on student achievement. *National Tax Journal*, 64(1): 141-164.
- Boyd, D., Lankford, H., Loeb, S., Ronfeldt, M., & Wyckoff, J. (2011). The role of teacher quality in retention and hiring: Using applications-to-transfer to uncover preferences of teachers and schools. *Journal of Policy Analysis and Management*, 30(1): 88-110.
- Loeb, S., & Horng, E. (2010). New thinking about instructional leadership. *Phi Delta Kappan*, 92(3), 66-69.
- Loeb, S., Horng, E., & Klasik, D. (2010). Principal's time use and school effectiveness. *American Journal of Education*, 116(4): 491-523.

- Loeb, S., Kalogrides, D., & Horng, E. (2010). Principal preferences and the uneven distribution of principals across schools. *Educational Evaluation and Policy Analysis, 32*(2): 205-229.
- Balu, R., Beteille, T., & Loeb, S. (2010). Examining teacher turnover: The role of school leadership. *Politique Americaine, 15*: 55-79.
- Grossman, P., & Loeb, S. (2010). Learning from multiple routes: The variation in teacher preparation pathways can propel our understanding of how best to prepare teachers. *Educational Leadership, 67*(8): 22-27.
- Boyd, D., Grossman, P. L., Lankford, H., Loeb, S., & Wyckoff, J. (2009). Teacher preparation and student achievement. *Education Evaluation and Policy Analysis, 31*(4): 416-440.
- Loeb, S., Miller, L., & Strunk, K. (2009). The State Role in Teacher Professional Development and Education Throughout Teachers' Careers. *Education Finance and Policy, 4*(2): 212-228.
- Loeb, S., Miller, L., & Strunk, K. (2009). The State Role in Teacher Compensation. *Education Finance and Policy, 4*(1): 89-114.
- Loeb, S., Bryk, A., & Hanushek, E. (2008). Getting Down to Facts: School Finance and Governance in California. *Education Finance and Policy, 3*(1): 1-19.
- Boyd, D., Grossman, P., Hammerness, K., Lankford, H., Loeb, S., McDonald, M., Reiningger, M., Ronfeldt, M., & Wyckoff, J. (2008). Surveying the Landscape of Teacher Education in New York City: Constrained Variation and the Challenge of Innovation. *Education Evaluation and Policy Analysis, 30*(4): 319-343.
- Boyd, D., Lankford, H., Loeb, S., & Wyckoff, J. (2008). The Narrowing Gap in New York City Teacher Qualifications and Its Implications for Student Achievement in High-Poverty Schools. *Journal of Policy Analysis and Management, 27*(4): 793-818.
- Costrell, R., Hanushek, E., & Loeb, S. (2008). What Do Cost Functions Tell Us About the Cost of an Adequate Education? *Peabody Journal of Education, 83*(2): 198-223.
- Carnoy, M., Gove, A. K., Loeb, S., Marshall, J. H., & Socias, M. (2008). How Schools and Students Respond to School Improvement Programs: The Case of Brazil's PDE. *Economics of Education Review, 27*(1): 22-38.
- Boyd, D., Lankford, H., Loeb, S., & Wyckoff, J. (2008). The Impact of Assessment and Accountability on Teacher Recruitment and Retention: Are there Unintended Consequences? *Public Finance Review, 36*(1): 88-111.
- Loeb, S., Bridges, M., Bassok, D., Fuller, B., & Rumberger, R. (2007). How Much is Too Much? The Effects Of Duration and Intensity of Child Care Experiences on Children's Social and Cognitive Development. *Economics of Education Review, 26*(1): 52-66.
- Loeb, S., & Strunk, K. (2007). Accountability and Local Control: Incentive Response With and Without Authority Over Resource Generation and Allocation. *Education Finance and Policy, 2*(1): 10-39.
- Boyd, D., Grossman, P., Lankford, H., Loeb, S., Michelli, N. M., & Wyckoff, J. (2006). Complex By Design: Investigating Pathways into Teaching in New York City Schools. *Journal of Teacher Education, 57*(2): 155-166.
- Boyd, D., Grossman, P. L., Lankford, H., Loeb, S., & Wyckoff, J. (2006). How Changes in Entry Requirements Alter the Teacher Workforce and Affect Student Achievement. *Education Finance and Policy, 1*(2): 176-216.
- Loeb, S., Darling-Hammond, L., & Luczak, J. (2005). How Teaching Conditions Predict Teacher Turnover in California Schools. *Peabody Journal of Education, 80*(3): 44-70.
- Boyd, D., Lankford, H., Loeb, S., & Wyckoff, J. (2005). Explaining the Short Careers of High- Achieving Teachers in Schools with Low-Performing Students. *American Economic Review, 95*(2): 166-171.
- Boyd, D., Lankford, H., Loeb, S., & Wyckoff, J. (2005). The Draw of Home: How Teachers' Preferences for Proximity Disadvantage Urban Schools. *Journal of Policy Analysis and Management, 24*(1): 113-132.
- Loeb, S., Fuller, B., Kagan, S. L., & Carrol, B. (2004). Child Care in Poor Communities: Early Learning Effects of Type, Quality and Stability. *Child Development, 75*(1): 47-65.
- Loeb, S., Fuller, B., Kagan, S. L., & Carrol, B. (2003). How Welfare Reform Impacts Preschool- Age Children: An Analysis of Random Assignment Data from Connecticut. *Journal of Policy Analysis and Management, 22*(4): 537-550.
- Loeb, S., & Strunk, K. (2003). The Contribution of Administrative and Experimental Data to Education Policy Research. *National Tax Journal, 56*(2): 415-438.

- Carnoy, M., & Loeb, S. (2002). Does External Accountability Affect Student Outcomes? A Cross- State Analysis. *Education Evaluation and Policy Analysis*, 24(4): 305-331.
- Lankford, H., Loeb, S., & Wyckoff, J. (2002). Teacher Sorting and the Plight of Urban Schools: A Descriptive Analysis. *Education Evaluation and Policy Analysis*, 24(1): 37-62.
- Loeb, S. (2001). Estimating the Effects of School Finance Reform: A Framework for a Federalist System. *Journal of Public Economics*, 80(2): 225-247.
- Loeb, S., & Corcoran, M. (2001). Welfare, Work Experience, and Economic Self-Sufficiency. *Journal of Policy Analysis and Management*, 20(1): 1-20.
- Loeb, S., & Page, M. (2000). Examining the Link Between Teacher Wages and Student Outcomes: The Importance of Alternative Labor Market Opportunities and Non-Pecuniary Variation. *Review of Economics and Statistics*, 82(3): 393-408.
- Lee, E.V., & Loeb, S. (2000). School Size in Chicago Elementary Schools: Effects on Teachers' Attitudes And Students' Achievement. *American Education Research Journal*, 37(1): 3-31.
- Lee, V. E., Loeb, S., & Lubeck, S. (1998). Contextual Effects of Prekindergarten Classrooms for Disadvantaged Children on Cognitive Development: The Case of Chapter 1. *Child Development*, 69(2): 479-494.
- Courant, P., & Loeb, S. (1997). Centralization of School Finance in Michigan. *Journal of Policy Analysis and Management*, 16(1): 114-136.
- Loeb, S., & Bound, J. (1996). The Effect of Measured School Inputs on Academic Achievement: Evidence from The 1920s, 1930s and 1940s Birth Cohorts. *Review of Economics and Statistics*, 78(4): 653-664.
- Lee, V. E., Loeb, S., & Marks, H. M. (1995). Gender Differences In Secondary School Teachers' Control Over Classroom And School Policy. *American Journal of Education*, 103(3): 259- 301.
- Loeb, S., Courant, P., & Gramlich, E. (1995). Michigan's Recent School Finance Reforms: A Preliminary Report. *American Economic Review*, 85(2): 372-377.
- Lee, E.V., & Loeb, S. (1995). Where Do Head Start Attendees End Up? One Reason Why Preschool Effects Fade Out. *Education Evaluation and Policy Analysis*, 17(1): 62-82.

## REPORTS, BOOKS & BOOK CHAPTERS

- Robinson, C.D., & Loeb, S. (2021). High-Impact Tutoring: State of the Research and Priorities for Future Learning. National Student Support Accelerator Report (EdWorkingPaper: 21-384).
- James, J., & Loeb, S. (2021). Value-added estimates of teacher effectiveness: measurement, uses, and limitations. In *Oxford Research Encyclopedia of Economics and Finance*. Last modified (blank). doi: <https://doi.org/10.1093/acrefore/9780190625979.013.647>
- Loeb, S., & Valant, J., (2019). Economic Perspectives on School Choice, in Berends, M., Primus, A, & Springer, M. G. (Eds.) *Handbook of research on school choice, 2nd edition*. New York: Routledge.
- Loeb, S., Imazeki, J., & Stipek, D. (2018) *Current Conditions and Paths Forward for California Schools: Getting Down to Facts Summary Report*. Policy Analysis for California Education.
- Brighouse, H., Ladd, H., Loeb, S., & Swift, A. (2018). *Educational Goods: Values Evidence and Decision Making*. University of Chicago Press: Chicago, IL.
- Loeb, S., Dynarski, S., McFarland, D., Morris, P., Reardon, S., & Reber, S. (2017). *Descriptive analysis in education: A guide for researchers*, National Center for Education Evaluation and Regional Assistance, U.S. Department of Education.
- Claro, S. & Loeb, S. (2017). New evidence that students' beliefs about their brains drive learning (Nov 9). Brookings.
- Bettinger, E. & Loeb, S. (2017). Promises and pitfalls of online education, (June 9). Brookings.
- Loeb, S. (2017). A counterintuitive approach to improving math education: Focus on English language arts teaching. Evidence Speaks (April 6): Brookings.
- Hough, H., Kalodrides, D, & Loeb, S. (2017). *Using Surveys of Students' Social-Emotional Skills and School Climate for Accountability and Continuous Improvement*. Policy Analysis for California Education.
- Loeb, S. (2016). Continued Support for Improving the Lowest Performing Schools. Evidence Speaks (Feb 9):

Brookings.

- Loeb, S. & Liu, J. (2016). Going to school is optional: Schools need to engage students to increase their lifetime opportunities. Evidence Speaks (Oct 27): Brookings.
- Jacob, B., Berger, D. Hart, C. & Loeb, S. (Forthcoming). Can Technology Help Promote Equality of Educational Opportunities? In K. Alexander and S. Morgan (Editors), *The Coleman Report and Educational Inequality Fifty Years Later*. Russell Sage Foundation and William T. Grant Foundation: New York.
- Loeb, S. & Liu, J. (2016). Going to school is optional: Schools need to engage students to increase their lifetime opportunities. Evidence Speaks (Oct 27): Brookings.
- Loeb, S. & Hough, H. (2016). Making Use of Waivers Under ESSA. Evidence Speaks (August 4): Brookings.
- Loeb, S. (2016). Missing the target: We need to focus on informal care rather than preschool. Evidence Speaks (June 16): Brookings.
- Loeb, S. & York, B. (2016). Helping Parents Help Children. Evidence Speaks (February 18): Brookings.
- Loeb, S. (2016). Half the people working in schools aren't classroom teachers—so what?. Evidence Speaks (January 14): Brookings.
- Bassok, D., & Loeb, S. (2015). Early Childhood and the Achievement Gap. In H. F. Ladd & M. Goertz (Eds.), *Handbook of Research in Education Finance and Policy* (2nd ed.) (pp.510-527) Routledge.
- Loeb, S., Paglayan, A., & Taylor, E., (2015). Understanding Human Resources in Broad-Access Higher Education. In Kirst, M.W & Stevens, M.L. (Eds.), *Remaking College: The Changing Ecology of Higher Education* Stanford University Press.
- Loeb, S., (2013). *How Can Value-Added Measures Be Used for Teacher Improvement?* The Carnegie Knowledge Network.
- Hough, H., & Loeb, S. (2013). *Can a District-Level Teacher Salary Incentive Policy Improve Teacher Recruitment and Retention?* Policy Analysis for California Education 2013.
- Loeb, S. & Grissom, J. (2013). *What do we know about the use of value-added measures for principal evaluation?* The Carnegie Knowledge Network.
- Goldhaber, D. & Loeb, S. (2013). *What Do We Know About the Tradeoffs Associated with Teacher Misclassification in High Stakes Personnel Decisions?* The Carnegie Knowledge Network.
- Ladd, H., & Loeb, S. (2013). The challenges of measuring school quality: Implications for educational equity. In D. Allen, & R. Reich (Eds), *Education, Justice, and Democracy* Chicago, IL: University of Chicago Press, (pp. 22-55).
- Loeb, S., & Candelaria, C. (2012). *How stable are value-added estimates across years, subjects, and student groups?* The Carnegie Knowledge Network.
- Hough, H.J., Loeb, S., & Plank, D. (2012). *The Quality Teacher and Education Act: Second Year Report*.
- Loeb, Susanna (2012). Getting Down to Facts: Five Years Later. Policy Analysis for California Education Report.
- Boyd, D., Lankford, H., Loeb, S., Rockoff, J., & Wyckoff, J. (2011). The effect of school neighborhoods on teacher retention decisions. In G. Duncan & R. Murnane (Eds.), *Whither Opportunity? Rising Inequality, Schools, and Children's Life Chances* (pp. 377- 396), New York: Russell Sage Foundation Press.
- Goertz, M., Loeb, S., & Wyckoff, J. (2011). Recruiting, evaluating and retaining teachers: The children first strategy to improve New York City's teachers. In J. O'Day, C. Bitter, & L. Gomez (Eds.), *Education Reform in New York City: Ambitious Change in the Nation's Most Complex School System* Cambridge (pp. 157-177). Cambridge, MA: Harvard Education Press.
- Loeb, S., & Figlio, D. (2011). School accountability. In E. A. Hanushek, S. Machin, & L. Woessmann (Eds.), *Handbook of the Economics of Education*, Vol. 3 (383-423). San Diego, CA: North Holland.
- Hough, H.J., Loeb, S., & Plank, D. (2011). *The Quality Teacher and Education Act: First Year Report*.
- Glazerman, S., Loeb, S., Goldhaber, D., Raudenbush, D., Staiger, D., & Whitehurst, G.J. (2010). *Evaluating teachers: The important role of value-added*. The Brookings Brown Center.
- McEwan, P., & Loeb, S. (2010). Education reforms. In P. Levine & D. Zimmerman (Eds.), *Targeting Investments in Children: Fighting Poverty When Resources are Limited*. National Bureau of Economic Research (pp. 145-180).

- Loeb, S., & Myung, J. (2010). Economic approaches to teacher recruitment and retention. In B. McGaw, P. Peterson & E. Baker (Eds.), *International Encyclopedia of Education*, 8 Volume Set, 3rd Edition, Elsevier (pp. 473-480).
- Loeb, S., & Beteille, T. (2009). Teacher quality and teacher labor markets. In G. Sykes, B. Schneider & D. N. Plank (Eds.), *Handbook of Education Policy Research* (pp. 596-612).
- Loeb, S., & Valant, J. (2009). *Leaders for California's schools* Policy Analysis for California Education.
- Loeb, S., & Hough, H.J. (2009). *The development of a teacher salary parcel tax: The quality teacher and education act in San Francisco*. Policy Analysis for California Education.
- Loeb, S. (2008). Teacher quality: Improving teacher quality and distribution. *National Academy of Education Policy White Paper Series*.
- Adams, J.E., Cross, C.T., Edley C., Guthrie, J.W., Hill, P.T., Kirst, M.W, Liu, G., Loeb, S., Monk, D., Odden, A.R., & Weiss, J., (2008). Funding student learning: How to align education resources with student learning goals. *School Finance Redesign Project, Center on Reinventing Public Education: University of Washington*.
- Ing, M., & Loeb, S. (2008). California's teachers. *Policy Analysis for California Education*.
- Loeb, S., & Plank, D. (2008). Learning what works: Continuous improvement in California's education system. *Policy Analysis for California Education*.
- Loeb, S., Beteille, T., & Perez, M. (2008). Building an information system to support continuous improvement in California public schools. *Policy Analysis for California Education*.
- Boyd, D., Grossman, P., Lankford, H., Loeb, S., & Wyckoff, J. (2008). Who leaves? Teacher attrition and student achievement. *NBER Working Paper No. 14022*.
- Loeb, S., & Beteille, T. (2008). Teacher labor markets and teacher labor market research. In G. Duncan & J. Spillane (Eds.), *Teacher Quality: Broadening and Deepening the Debate*, Northwestern University.
- Ing, M., & Loeb, S. (2008). Assessing the effectiveness of teachers from different pathways: Issues and results. In P. Grossman & S. Loeb (Eds.), *Alternative Routes to Teaching: Mapping the New Landscape of Teacher Education* (pp.157-186). Cambridge, MA: Harvard Education Press.
- Grossman, P., & Loeb, S. (2008). *Alternative Routes to Teaching: Mapping the New Landscape of Teacher Education*. (pp. 256 pages). Cambridge, MA: Harvard Education Press.
- Loeb, S. (2008). *Assessing accomplished teaching: Advanced-level certification programs*. In M.D. Hakel, J. A. Koenig & S. W. Elliott (Eds.), The National Academies Press.
- Loeb, S., & Bassok, D. (2007). Early childhood and the achievement gap. In H.F. Ladd & E.B. Fiske (Eds.), *Handbook of Research in Education Finance and Policy* (pp.517-534). Routledge Press.
- Loeb, S., Rouse, C., & Shorris, A. (2007). Excellence in the classroom. Susanna Loeb, Cecilia Rouse, Anthony Shorris. *The Future of Children*, 17(1).
- Loeb, S. (2007). Race, SES and achievement gaps. Section Editor In H.F. Ladd & E.B. Fiske (Eds.), *Handbook of Research in Education Finance and Policy* Routledge Press, (pp.499-518).
- Loeb, S., Grissom, J., & Strunk, K. (2007). *District dollars: Painting a picture of revenues and expenditures in California's school districts*. Getting Down to Facts Project: Stanford University.
- Fuller, B., Loeb, S., Arshan, N., Chen, A., & Yi, S. (2007). *California principals' resources: Acquisition, deployment, and barriers*. Getting Down to Facts Project: Stanford University.
- Loeb, S., & Miller, L. (2007). *A review of state teacher policies: What are they, what are their effects, and what are their implications for school finance?* Getting Down to Facts Project: Stanford University.
- Loeb, S., & Cunha, J. (2007). *Have assessment-based accountability reforms influenced the career decisions of teachers?* A report commissioned by the U.S. Congress as part of Title I, Part E, Section 1503 of the No Child Left Behind Act of 2001.
- Loeb, S., & McEwan, P. (2006). An economic approach to education policy implementation. In M. Honig (Ed.), *Defining the Field of Education Policy Implementation* State University of New York Press.
- Loeb, S., & Miller, L. (2006). *A federal foray into teacher certification: Assessing the Highly qualified teacher' provision of NCLB*. Report prepared for The Campaign for Educational Equity at Teachers College, Columbia University Symposium, Examining America's Commitment to Closing Achievement Gaps NCLB and Its Alternatives.



- Loeb, S., & Dannenberg, M. (2006). *Federal financial support for adequacy and equity in school finance*. Prepared for the Rethinking Rodriguez Conference, University of California, Berkeley.
- Loeb, S., & Reininger, M. (2004). *Public policy and teacher labor markets: What we know and why it matters*. The Education Policy Center at Michigan State University.
- Carnoy, M., & Loeb, S. (2004). Does external accountability affect student outcomes? A cross-state analysis. In R. Elmore & S. Fuhrman (Eds.), *Redesigning Accountability Systems* New York, NY: Teachers College Press.
- Boyd, D., Lankford, H., Loeb, S., & Wyckoff, J. (2004). The preparation and recruitment of teachers: A labor-market framework. In F. M. Hess, A. J. Rotherham & K. Walsh (Eds.), *Proceedings of the American Enterprise Institute Conference, A Qualified Teacher in Every Classroom: Appraising Old Answers and New Ideas* Cambridge, MA: Harvard Education Press, (pp.149-172).
- Loeb, S., & Cullen, J.B. (2004). School finance reform in Michigan: Evaluating Proposal A. In J. Yinger & W. Duncombe (Eds.), *Helping Children Left Behind: State Aid and the Pursuit of Educational Equity* Cambridge, MA: MIT Press, (pp.215-250).
- Loeb, S., & Estrada, F. (2004). Have assessment-based school accountability reforms affected the career decisions of teachers? *Proceedings of the Educational Testing Service Invitational Conference, Measurement and Research Issues in a New Accountability Era*.
- Loeb, S. (2003). Comments on, Public school finance and urban school policy: General versus partial equilibrium analysis. In W. G. Gale & J. R. Pack (Eds.), *Brookings-Wharton Papers on Urban Affairs* (pp.176-180).
- Carnoy, M., Loeb, S., & Smith, T. (2003). The impact of accountability policies in Texas high schools. In M. Carnoy, R. Elmore & L. S. Siskin (Eds.), *The New Accountability: High Schools and High-Stakes Testing* New York, NY: RoutledgeFalmer, (pp.142-167).
- Cullen, J.B., & Loeb, S. (2003). K-12 education in Michigan. In C. Ballard, P. N. Courant, D. C. Drake, R. Fischer & E. R. Gerber (Eds.), *Michigan at the Millennium: A Benchmark and Analysis of its Fiscal and Economic Structure*. East Lansing, MI: Michigan State University Press.
- Boyd, D., Lankford, H., Loeb, S., & Wyckoff, J. (2003). Understanding teacher labor markets: Implications for educational equity. In D. Monk & M. Plecki (Eds.), *School Finance and Teacher Quality: Exploring the Connections, AEFA 2003 Yearbook*.
- Loeb, S. (2002). Teacher compensation. *TIAA-CREF Investment Forum*.
- Fuller, B., Kagan, S.F., & Loeb, S. (2002). *New lives for poor families: Mothers and young children move through welfare reform. The Growing Up in Poverty Wave 2 Findings: California, Connecticut, and Florida*.
- Carnoy, M., Loeb, S., & Smith, T. (2001). Do higher state test scores in Texas make for better high school outcomes. *Consortium for Policy Research in Education Research Report*.
- Loeb, S. (2001). Local revenue options for K-12 education. In J. Sonstelie & P. Richardson (Eds.), *School Finance and California's Master Plan for Education* (pp.125-154).
- Loeb, S. (2001). Teacher quality: Its enhancement and potential for improving pupil achievement. In D. H. Monk, H. J. Walberg & M. C. Wang (Eds.), *Improving Educational Productivity* Greenwich, CT: Information Age Publishing Inc, (pp.99-114).
- Loeb, S. (2001). The property tax and education finance: Commentary. In W. E. Oates (Ed.), *Property Taxation and Local Government Finance: Essays in Honor of C. Lowell Harriss*, Lincoln Institute of Land Policy: Cambridge MA (pp.236-241).
- Loeb, S. (2001). How teachers' choices affect what a dollar can buy: Wages and quality in K-12 schooling *The Teacher Workforce: Symposium Proceedings from the Education Finance Research Consortium*.
- Jaeger, D.A., Loeb, S., Turner, S.E., & Bound, J. (1997). Coding geographic areas across census years: Creating consistent definitions of metropolitan areas. *NBER Working Paper No. 6772*.

## **WORKING PAPERS**

- Robinson, C.D., Bisht, B., & Loeb, S. (2022). The inequity of opt-in educational resources and an intervention to increase equitable access. (EdWorkingPaper: 22-654)
- Hill, H., Mancenido, Z., & Loeb, S. (2021). Effectiveness Research for Teacher Education. (EdWorkingPaper: 20-252).
- Fahle, E., Lee, M., & Loeb, S., (2020). A Middle School Drop: Consistent Gender Differences in Students' Self-Efficacy.
- Rochmes, J., Penner, E., & Loeb, S. (2019). Educators as Equity Warriors.
- Claro, S. & Loeb, S. (2019). Students with Growth Mindset Learn More in School: Evidence from California's CORE School Districts. (EdWorkingPaper: 19-155).
- Claro, S. & Loeb, S. (2019). Self-Management Skills and Student Achievement Gains: Evidence from California's CORE Districts. (EdWorkingPaper: 19-138)
- Bettinger, E., Liu, J., Loeb, S., & Taylor, E. (2017). Remote but Influential: Peer Effects and Reflection in Online Higher Education Classrooms.
- Bettinger, E., Fricke, H, Sun, A., Loeb, S., & Taylor, E. (2017). The Impact of Developmental Education in a For-Profit University.
- Valant, J. & Loeb, S. (2015). Information, Choice, and Decision-Making: Field Experiments with Adult and Student School Choosers

## **SELECT FELLOWSHIPS, SCHOLARSHIPS, HONORS, & AFFILIATIONS**

- National Student Support Accelerator, Founder and Director
- EdWorkingPapers, Founder, Director and Contributor
- EdInstruments, Founder
- Executive Program for Education Leaders, Stanford University, Faculty Director 2016-2018
- National Research Council: Committee on DC School Reform 2012-2015, Committee on Test- Based Accountability 2006-2009 and Committee on Evaluation of the Impact of Teacher Certification by NBPTS 2005-2008
- Distinguished Research in Teacher Education Award, Association of Teacher Educators, 2007
- Spencer Foundation Research Training Grant, Stanford University. 2003-2005
- Young Faculty Leaders Forum, Harvard University. 2002-2004
- Stanford School of Education Teaching Award, Stanford University, 2004
- National Academy of Education / Spencer Foundation Postdoctoral Fellowship. 2001-2003
- Ph.D. Dissertation Award, The Association for Public Policy Analysis and Management, 2000
- Jean Flanigan Outstanding Dissertation Award, American Education Finance Association, 2000
- Parker Prize for Labor Economics, University of Michigan. 1998
- Sloan Foundation Fellowship. 1997-1998
- Rackham Predoctoral Fellowship, University of Michigan. 1997
- NICHD Trainee, Population Studies Center, University of Michigan. 1995-1997
- Summer Research Fellowship, Department of Economics, University Michigan. 1994-1995
- Regents Fellowship for Graduate Study, University of Michigan. 1993-1995
- Education Finance and Policy*: Editorial Board, 2006- present, Associate Editor (2014 – 2017)
- Education Evaluation and Policy Analysis*: prior Editor
- Economics of Education Review*: prior Editorial Board

## **RESEARCH GRANTS**

- Statewide Longitudinal Data Systems (SLDS) - Brown Subaward – State of Rhode Island Department of Education (07/01/2020 - 06/30/2024)

National Student Support Accelerator: Middle Years Math – Bill & Melinda Gates Foundation (5/1/21-4/30/23)

National Student Support Accelerator Phase One – Walton Family Foundation (5/1/21-4/30/23)

National Student Support Accelerator: Tutoring Quality Improvement System and Research-Backed Tool Development – America Achieves (7/1/21-6/30/23)

National Student Support Accelerator: Effects of tutoring at school district test sites – Smith Richardson Foundation (7/1/21-6/30/23)

Evaluate XQ efforts in RI and NYC – Emerson Collective (1/1/21-12/31/2023)

Reconstructing research in teacher education to provide usable knowledge and support improvement – President and Fellows of Harvard College – Subcontract from National Science Foundation Grant (07/01/19-09/30/22)

National Student Support Accelerator: Enabling Scale in High-Impact Tutoring, Phase One – Schusterman Family Foundation (9/1/21-8/31/22)

Develop and Improve the EdInstruments Library – Institute of Education Sciences (08/01/2020 - 07/31/2022)

Early Literacy Tutoring Efforts – Charles & Lynn Schusterman Foundation (02/01/2021-01/31/2022)

Identifying and Implementing Strategies in Early Learning Centers to Close the Achievement Gap – Acelero Early Learning (8/1/19 – 7/31/21)

Statewide Longitudinal Data Systems (SLDS) - Brown Subaward from the Rhode Island Department of Education, Institute for Education Sciences, U.S. Department of Education (2/01/20 – 1/31/24)

Develop and Improve the EdInstruments Library – Institute of Education Sciences, U.S. Department of Education (8/1/20 – 7/31/22)

Reconstructing research in teacher education to provide usable knowledge and support improvement – Brown Subaward from President and Fellows of Harvard College, National Science Foundation (7/1/19 – 6/30/22)

Understanding the effects of text reminders on reducing churn in supplemental assistance programs - Abdul Latif Jameel Poverty Action Lab (1/1/20 – 04/30/22)

Texting Expansion 0-5 Year Olds, Informal Caregivers – David and Lucile Packard Foundation (10/01/19 – 9/30/21)

To Support Effort to Organize and Drive Supply and Demand Efforts to Support Large-Scale Tutoring Offerings: How Tutors Could Address COVID-19 Learning Loss, Phase II - Bill and Melinda Gates Foundation (9/01/20 – 12/31/20)

To Support Effort to Organize and Drive Supply and Demand Efforts to Support Large-Scale Tutoring Offerings: How Tutors Could Address COVID-19 Learning Loss - Walton Family Foundation (8/1/20 – 12/31/20)

Common Measurement Tools - Bill and Melinda Gates Foundation (12/31/19 – 12/31/20)

Parent Texting Curricula Expansion: To expand a multilingual parent texting program focused on strengthening family engagement and student learning – Evelyn and Walter Haas, Jr., Fund (12/1/18-11/30/20)

SFUSD Early Childhood and Human Resources Research – Silver Giving Foundation (12/1/18- unrestricted end)

Supporting Parents: Clarifying the barriers to parental involvement in early childhood through experimental testing within a highly effective parent text messaging program – Spencer Foundation (9/1/16-9/30/20)

Kinder Care; Tips By Text: Developing school readiness texts and evaluation metrics for parents of young children (2-3 years old) – Brown Subaward from Stanford University, Stupski Foundation (7/1/19 – 6/30/20)

EdWorking Papers: Annenberg Institute at Brown University – Spencer Foundation (1/1/20 – 5/31/20)

IBSS-L: Recruiting, Hiring, and Retaining Math and Science Teachers – National Science Foundation (8/15/16-7/31/19)

Getting Down to Facts II – Bill and Melinda Gates Foundation (8/1/17-1/31/19)

Using Text-Messaging to Support Parents and Their Children: Rapidly Expanding and Improving Ready4K – Arnold Foundation (1/1/16-12/31/18)

Informal Caregivers: Expanding the Curriculum for Informal Caregivers of 0-4 year Olds - David and Lucile Packard Foundation (10/1/17-9/31/18)

Identifying and Addressing Human Resource Needs in SFUSD: Tackling Economic Anxiety and Housing

Affordability Challenges in San Francisco – Stanford (8/1/17-8/31/18)

Using Text-Messaging to Support Parents and Their Children: Testing Effects on Early Math Development in the San Francisco Bay Area - Heising-Simons Foundation (9/1/17- 8/31/8)

IES Virtual Schools – University of Michigan (7/1/15-6/30/18)

Getting Down to Facts II – Silver Giving Foundation (12/1/17 unrestricted end) Getting Down to Facts II – Kabacenell Foundation (4/1/17-5/31/18)

2016 Parent Texting Curricula Expansion and Testing - Evelyn And Walter Haas, Jr., Fund (12/1/14-4/30/18)

Informal Caregivers: Expanding the Curriculum for Informal Caregivers of 0-4 year olds - David and Lucile Packard Foundation (10/1/16-1/31/18)

Getting Down to Facts II – Stuart Foundation (7/1/17-9/30/17)

Rapidly Expanding and Improving READY4K! in Miami-Dade and Monroe Counties - Smith Richardson Foundation (8/1/15-7/31/17)

SFUSD Human Resources and Early Childhood Texting – Silver Giving Foundation (10/1/16 – 9/30/17)

Ready4k: A Text-Message Parenting Program to Support Strong Home-Learning Environments - Knight foundation (7/1/16-6/30/17)

Center for Analysis of Longitudinal Data in Education Research (CALDER) – AIR (7/1/12- 6/30/17)

Using Text-Messaging to Support Parents and Their Children: Testing Effects on Early Math Development in the San Francisco Bay Area - Heising-Simons Foundation (1/1/16- 12/31/16)

Increasing Reach & Impact of Proven Parent Texting Programs - Battery Powered (11/1/15- 10/31/16)

READY4K!-Toddlers: Using Text Messaging to Support Informal Child Care Providers and Improve Child Outcomes - David and Lucile Packard Foundation (10/1/15-9/30/16)

Improving the Quality of English Language Arts Teaching through the Use of Observation Protocol - United States Department of Education (7/1/11-6/30/15)

SFUSD Preschool Parent Texting Program Expansion (Early Math Texts) - Heising-Simons Foundation (11/1/14-10/31/15)

A 21st Century Shift: Changes in the Teacher Labor Market in a Time of Public Education Reform - Smith Richardson Foundation (7/1/13-12/31/14)

Assessing School Leaders' Development of Management Skills and Leadership: A Longitudinal Mixed-Methods Study – Institute of Education Sciences, United States Department of Education (7/1/10-9/30/14)

San Francisco Unified School District Formative Assessments - Evelyn And Walter Haas, Jr., Fund (1/1/13-12/31/13)

Center for Analysis of Longitudinal Data in Education Research – AIR (10/1/11-6/30/13)

The Availability of Early Childhood Education and Care in the United States: Exploring Links Between Policy, Availability and Effects, 1990-2005 - United States Department of Education (7/1/10-12/31/12)

The Nature, Sources and Sequencing of Teacher Knowledge and Skills and their Effects on Student Achievement - University of Virginia (1/15/12-7/15/12)

Alternative Certification in the Long Run: Student Achievement, Teacher Retention and the Distribution of Teacher Quality in New York City - Noyce Foundation (6/1/10-9/30/12)

Barriers to College Attendance: How Steps to Enrollment Affect College Attendance Decisions and What Happens When the Steps are Changed - Association for Institutional Research (5/1/11-4/30/12)

Multi-District Collaboration for Evidence-Based Reform - Spencer Foundation (6/1/08-12/31/11) Institutional Support for the Institute for Research on Education Policy and Practice – William & Flora Hewlett Foundation (11/16/09-11/16/11)

Center for Analysis of Longitudinal Data in Education Research - The Urban Institute (9/1/06- 8/31/11)

The Role of Working Conditions and Teacher Background in the Achievement Gains and Retention of Middle School Mathematics Teachers - University of Albany, State University of New York (1/1/11-7/31/11)

Early Assessment Program (EAP) Working Group - University of California, Berkeley (11/26/08-6/15/10)

Studying Education Policy in Florida - Harvard University (9/1/06-8/31/08)

Strong Standards, Weak Finance, Shrinking Opportunity - Revitalizing School Reform with Resources – University of California at Berkeley (7/1/05-6/30/08)

Research Proposal: Examining the Effect of Teacher Preparation on Student Learning and Teacher Labor Market Decisions - Carnegie Corp of New York (11/1/03-10/31/07) Efficiency and Adequacy of California Public School Finance - Stuart Foundation (9/1/05-9/30/07)

Institute for Research on Education Policy and Practice (IREPP) Planning Grant - William & Flora Hewlett Foundation (2/26/07-8/31/07)

Teacher Preparation: Does Pathway Make a Difference - Spencer Foundation (9/1/03-8/31/07)

Efficiency and Adequacy of California Public School Finance - James Irvine Foundation (6/9/05-7/31/07)

Efficiency and Adequacy of California Public School Finance - William & Flora Hewlett Foundation (6/1/05-5/31/07)

Efficiency and Adequacy of California Public School Finance – Bill and Melinda Gates Foundation (6/1/05-4/30/07)

Examining Teacher Preparation: Does the Pathway Make a Difference? - University of Albany, State University of New York (2/1/05-7/31/07)

Examining Teacher Preparation: Does the Pathway Make a Difference? - University of Albany, State University of New York (10/1/02-2/15/05)

Attracting and Retaining High-Quality Teachers in Low-Performing Schools - National Academy of Education (9/1/01-8/31/03)

Understanding the Dynamics of Teacher Labor Markets: Attracting and Retaining High Quality Teachers in Low Performing Schools (OERI) - Research Foundation of State University of New York (4/1/01-3/31/03)

How Can Low-Performing Schools Attract and Retain High-Quality Teachers - Research Foundation of State University of New York (1/1/01-3/31/03)

Fiscal Substitution and the Effectiveness of School Finance Equalization Policies – AERA 3/1/00-8/28/02)

The Role of Compensating Differential After Native Labor Markets - University of California, Davis (6/1/00-12/31/00)