

Allison Atteberry, Ph.D.

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AREAS OF SPECIALIZATION

teacher labor markets, education policy analysis, summer learning loss, production of social inequality, quantitative methods, causal inference

EDUCATIONAL BACKGROUND

- June 2011 Stanford University, Ph.D. in Policy Analysis, School of Education
Dissertation: Validity of Value-Added Estimation: Investigations into Meaning and Measure. Committee: Sean Reardon (chair), Anthony Bryk, Susanna Loeb
Graduate Minor, Department of Statistics (June 2010)
- June 2005 University of Chicago, B.A., Sociology

PROFESSIONAL EXPERIENCE

- Aug 2014- Assistant Professor of Education (CU-Boulder School of Education)
- 2011- 14 IES Postdoctoral Fellow (University of Virginia Curry School of Education)
Research Assistant Professor (University of Virginia Curry School of Education)
- 2005- 11 Research Assistant (Institute for Research on Educational Policy & Practice, Stanford)
- 2004- 04 Interim Executive Assistant to Grover Whitehurst, director. (IES, U.S. Dept. of Education)

RESEARCH GRANTS

- May 2019 **Atteberry, A.** (Co-PI). "Mind the Gap: Partnering to Narrow Denver's Achievement Gaps by Retaining Top Teachers." Institute of Education Sciences "RPP in Education Research". PI: Engel, M. (equal authorship), w/ Denver Public School District (Almy, S., Scheppe, T.)
Amount: \$400,000 End Date: *June 2021.*
- Apr 2019 **Atteberry, A.** (Co-PI). "Partnering to Improve: The Denver Public Schools and CU-Boulder Teacher Workforce Collaborative." William T. Grant Foundation's Institutional Challenge Grant.
PI: Engel, M. (equal authorship), w/ Denver Public School District (Almy, S., Scheppe, T.)
Amount: \$649,997 End Date: *June 2022.*
- July 2019 **Atteberry, A.** (PI). "Formation of a Long-Term, RPP with Denver Public School District." CU-Boulder Research & Innovation Seed Grant Program. Co-PI: Engel, M. (equal author).
Amount: \$49,460 End Date: *Dec 2020.*
- Aug 2018 **Atteberry, A.** (PI). "A Stronger Foundation, a Different Trajectory? Long-Term Experimental Evidence on Causal Effect of Full-Day Preschool." Laura and John Arnold Foundation. Co-PIs: Bassok, D., & Wong, V.
Amount awarded: \$494,345 End Date: *June 2023.*
- Jun 2018 **Atteberry, A.** (PI). "Places of Promise: Learning from Exceptional Districts with Significant Gap Closure." Russell Sage Foundation. Co-PIs: Bischoff, Kendra. Owens, Ann.
Amount awarded: \$149,955 End Date: *Aug 2020.*
- Jun 2018 **Atteberry, A.** (co-PI). "Evaluating the Effects of Full- vs. Half-Day Pre-Kindergarten in Pomona Unified School District." W. M. Keck Foundation. PI: Wong, V. Markowitz, A.
Amount: \$380,000 total [\$69,000 for CU Subaward] End Date: *Dec 2019 [complete].*

...RESEARCH GRANTS (CONT'D)

- June 2017 **Atteberry, A.** (PI). "More at Four? Experimental Evidence on Medium-Term Impacts of Full-Day Preschool." Smith Richardson Foundation. Co-PI's: Bassok, D., Wong, V.
Amount awarded: \$238,952. End Date: *June 2019 [complete]*.
- May 2018 **Atteberry, A.** (PI). "Partnering to Improve Denver Public Schools' Talent Management Team: The SoE-DPS Teacher Workforce Collaborative". 2018-19 School of Education Place-Based Partnership Seed Grant. Co-PI: Engel, Mimi.
Amount awarded: \$20,000. End Date: *May 2019 [complete]*.
- Apr 2018 **Atteberry, A.** (PI). Undergraduate Research Opportunity Program (UROP) Team Grant.
Amount awarded: \$3,000. End Date: *Aug 2018 [complete]*.
- Nov 2016 **Atteberry, A.** Women Investing in the School of Education Grant. "REM Speaker Series: Women in the Male-Dominated World of Quantitative Educational Research"
Amount awarded: \$6,070. End Date: *May 2019 [complete]*.
- Aug 2016 **Atteberry, A.** (PI). Westminster Public School District via Gary Community Investments and the Walton Family Foundation. "The Causal Effects of Full- vs. Half-Day Pre-K: A Randomized Control Trial." Collaborators: Bassok, D., & Wong, V. (Co-PI's).
Amount awarded: \$200,000. End Date: *July 2018 [complete]*.
- Oct 2015 **Atteberry, A.** (PI). Undergraduate Research Opportunity Program (UROP) Team Grant: Mentor undergraduate students in education research activities.
Amount awarded: \$3,000. End Date: *May 2016 [complete]*.
- Oct 2014 **Atteberry, A.** (PI). Smith Richardson Foundation. "School's Out: How Summer Time Contributes to Student Achievement Gaps." Collaborators: McEachin, A. (Co-PI).
Amount awarded: \$180,300. End Date: *Dec 2017 [complete]*.
- Nov 2014 **Atteberry, A.** (PI). Women Investing in the School of Education (WISE) Grant. "Clickers for "Quant" Courses: Providing Avenues for Access to All Kinds of Learners."
Amount awarded: \$1,760. End Date: *May 2015 [complete]*.
- Jan 2014 **Atteberry, A.** (Co-PI). Spencer Foundation Grant in Education and Social Opportunity Area. "An Endless Summer: The Impact of Summer Setback on School Accountability." Collaborators: McEachin, A. (PI).
Amount awarded: \$49,283. End Date: *May 2015 [complete]*.
- Fall 2012 NWEA Kingsbury Center Data Award. These awards are designed to help university researchers use the Northwest Evaluation Association's Growth Research Database.
Status: *Awarded September 2012, equally with Andrew McEachin.*

FELLOWSHIPS AND AWARDS

- 2017-18 **Atteberry, A.** National Academic of Education/Spencer Postdoctoral Fellowship.
- Oct 2013 Emerging Education Policy Scholars Fellowship 2013-14, *Thomas B. Fordham Institute*
- 2011-13 Institute of Education Sciences Postdoctoral Training Fellowship on Quantitative Research in Educational Policy, Curry School of Education. Status: *Awarded August 2011.*

PEER-REVIEWED JOURNAL ARTICLES ¹

Atteberry, A., LaCour, S.* (Conditional Accept 2020). “Testing the Denver ProComp Theory of Action: Evidence on Intended Mechanisms for Shaping the Teacher Workforce and Student Outcomes.”

Atteberry, A., Mangan, D.* (Accepted 2019). “The Sensitivity of Teacher Value Added Scores to the Use of Fall or Spring Tests.” *Educational Researcher*, [IF: 3.38, AR: <10%]

Atteberry, A., Bassok, D. Wong, V. (2019). “[The Effects of Full-day Pre-kindergarten: Experimental Evidence of Impacts on Children’s School Readiness.](#)” *Educational Evaluation & Policy Analysis*, Vol. 41(4): pp. 537-562 (doi: 10.3102/0162373719872197) [IF: 2.25, AR: <10%]

Atteberry, A., LaCour, S.*, Burris, C., Welner, K., Murphy, J. (2019). “Opening the Gates: Detracking and the International Baccalaureate.” *Teachers College Record*, Vol 121 [IF:² 1.13; AR: <10%]

Atteberry, A., Loeb, S. L., Wyckoff, J. (2017). “[Teacher Churning Within Schools: Impacts on Student Achievement.](#)” *Educational Evaluation & Policy Analysis*, 3(1): 3-30. (10.3102/0162373716659929) [IF: 2.25, AR: <10%]

McEachin, A., **Atteberry, A.** (2017). “[The Impact of Summer Learning Loss on Measures of School Performance.](#)” *Education Finance and Policy*, 12(4): 447-67. (doi: 10.1162/EDFP_a_00213) [IF: 1.31, AR: 26%]

Atteberry, A., Loeb, S., Wyckoff, J. (2015). “[Do First Impressions Matter? Improvement in Early Career Teacher Effectiveness.](#)” *AERA Open Access Journal: 1(4): October*. Article Honor: [Top Ten Most Read AERA-Open Articles of 2015](#). (doi: 10.1177/2332858415607834) [IF: N/A, AR: 23%]

Kibler, A., **Atteberry, A.,** Hardigree, C., & Salerno, S. (2015). [Languages across Borders: Social Network Development in an Adolescent Language Program.](#) *Teachers College Record*, 117(8): 1-48. [IF: 1.13, AR: <10%]

Atteberry, A., and Bryk, A. S. (2011). [Analyzing Teacher Participation in Literacy Coaching Activities.](#) *Elementary School Journal*, 12(2): 356-82. (doi: 10.1086/661994). [IF: 1.39, AR: 10%]

Reardon, S. F., Arshan, N., **Atteberry, A.,** and Kurlaender, M. (2010). [Effects of Failing a High School Exit Exam on Course- Taking, Achievement, Persistence, and Graduation.](#) *Educational Evaluation and Policy Analysis*, 32(4): 435- 523. (doi: 10.3102/0162373710382655) [IF: 2.25, AR: <10%]

INVITED CHAPTERS IN EDITED VOLUMES

Atteberry, A., McEachin, A. (2016). “School’s Out: Summer Learning Loss across Grade Levels and School Contexts in the United States Today.” In Alexander, K. Pitcock, S., & Boulay, M (eds.) [Summer Slide: What We Know and Can Do About Summer Learning Loss.](#) New York, NY: Teachers College Press.

McEachin, A., & **Atteberry, A.** (2016). “An Endless Summer: The Role of Summer Learning Loss in School Accountability policies.” In Gottfried, M., & Conchas, G. (eds.), [When School Policies Backfire, and What We Can Learn.](#) Cambridge, MA: Harvard Education Press.

Atteberry, A., and Bryk, A. S. (2010). Analyzing the Role of Social Networks in School-Based Professional Development Initiatives. In A. J. Daly (Ed.), [Social Network Theory and Educational Change.](#) Cambridge, MA: Harvard Press.

¹ First authorship indicates primary responsibility for the paper, including analysis and writing. An asterisk (*) indicates that the co-author is a doctoral student.

² IF = “Impact Factor”. AR = “Acceptance Rate”.

MANUSCRIPTS IN PROCESS AT PEER-REVIEWED JOURNALS

Atteberry, A., McEachin, A. (*Revised and Resubmitted*). "School's Out: The Role of Summers in Understanding Achievement Disparities."

Atteberry, A., McEachin, A. (*Revised and Resubmitted*). "Not Where You Start, But How Much You Grow: An Addendum to the Coleman Report"

Atteberry, A., Wedow, R.,* Cook, N.J.,* & McEachin, A. (*Under Review*). "Lost in transition: Quasi-experimental approaches to estimating the impact of structural school transitions"

Atteberry, A., LaCour, S.* (*Under Review*). "Making a Tough Choice: Teacher Target-Setting and Student Achievement in a Teacher Performance System using Student Learning Objectives."

Dudley, S.*, **Atteberry, A.** Hoover, J., Soltero-Gonzalez, L.A., (*Under Review*). "Response to Intervention for English Learners (ELs): Exploring the Impact of a Culturally and Linguistically Responsive Literacy Approach."

Meyer, L., Zabala, C., **Atteberry, A.** (*Under Review*). "Factors associated with educators' confidence in intervening in gendered harassment: The case for clear leadership and district supports"

TECHNICAL REPORTS

Atteberry, A., Wyckoff, J. (*Technical Report*). "Five-Year Impacts of a Teacher Incentive Fund Grant in Henrico County, Virginia on Student Achievement and Teacher Mobility: A Comparative Interrupted Time Series Analysis." Note: Published Technical Report Completed in February 2016.

Atteberry, A., Briggs, D., LaCour, S.* (*Technical Report, September 2015*). "Year 2 Denver ProComp Evaluation Report: Teacher Retention and Variability in Bonus Pay, 2001-02 through 2013-14." Available as CADRE Working Paper: <https://www.colorado.edu/cadre/denver-professional-compensation-procomp-evaluation>

PEER-REVIEWED CONFERENCE PAPERS SINCE 2010 ³

2019 **Atteberry, A.,** McEachin. "The Ups and Downs: The Outsized Role of Summers in Eighth Grade Achievement Disparities across the U.S." Session: Summer Learning, Some Are Not: New Insights for an Old Question. Association for Public Policy Analysis and Management (APPAM) Fall Conference. Denver, CO.

Atteberry, A., Nguyen, T., Bassok, D., & Wong, V. "Experimental Impacts of Full-Day Pre-Kindergarten on Families." Session: Issues in Early Childhood: Experimental Evidence on the Educational Effects of Intervening Early. Denver, CO.

Atteberry, A., Bassok, D., & Wong, V. "Effects of Full-Day Pre-Kindergarten." Session 2B. Invited Symposium: Understanding Effects of Early Childhood Education. *Society for Research on Educational Effectiveness (SREE) Spring Conference*. Washington, DC.

³ Unless otherwise noted, all conference presentations had an accompanying conference paper, and that paper ultimately became the first draft of one of the publications or working papers listed above.

...PEER-REVIEWED CONFERENCE PAPERS SINCE 2011 (CONT'D)

...2019 Denker, H.*, **Atteberry, A.**, Bassok, D., Engel, M. "Comparing Academic Time Use across Second and Third Grades." Session 10.10: Pedagogical Choices and Early Academic Performance. *Association for Education Finance and Policy (AEFP)*. Kansas City, MO.

[Note: Paper in progress]

Atteberry, A., McEachin, A. "Do Schools Shape Learning Rates but Not Levels? A Reconsideration of the Coleman Report Basic Assertion." Poster Session I. *Association for Education Finance and Policy (AEFP)*. Kansas City, MO.

Atteberry, A., Mangan, D.* "Which Teacher, Which Summer, What VAM Score: The Role of Test Timing in Teacher Value-Added". Session: Accountability for Schools and Teachers Division L, Section 5. *American Educational Research Association Conference (AERA)*.

2018 **Atteberry, A.**, Bassok, D., & Wong, V. "New Experimental Evidence on the Effects of Full-Day Preschool on Children and Their Families." Session #10668: Early Childhood Education Innovations and Their Consequences. *Association for Public Policy Analysis and Management (APPAM) Fall Conference*. Washington, DC.

Atteberry, A., "Nationwide Changes in State Teacher Evaluation Policies: Links to Teacher Attitudes, Teacher Retention Rates, and Student Achievement Trends." Fellows Forum II. *NAEd/Spencer Fall Fellows Retreat*, Washington, DC.

2017 **Atteberry, A.**, Bassok, D., & Wong, V. "Full- vs. Half- Day Pre-K: Results from Year 1 of a Longitudinal, Multi-Cohort Randomized Control Trial." Session #8808: It's About Time: Evidence on Time Use and its Effects in Early Childhood Educational Contexts." *Association for Public Policy Analysis and Management (APPAM) Fall Conference*. Chicago, IL.

Atteberry, A., Briggs, D., & LaCour, S.* "Testing the Theory of Action: Evidence on Seven Intended Mechanisms for the Success of Denver's ProComp System." Session 1D: Teachers Matter: Improving Instructional Techniques in the U.S. and India. *Society for Research on Educational Effectiveness (SREE) Spring Conference*. Washington, DC. (also *AERA 2016*).

Atteberry, A., McEachin, A. "Are We Underestimating Summer Learning Loss? Exploring the Necessity of School Calendar Adjustments." Division D Roundtable Session: Issues in Assessment. *American Educational Research Association Conference (AERA)*. San Antonio, TX. Note: This presentation does not have an accompanying paper.

2015 McEachin, A., **Atteberry, A.** "The Impact of Summer Learning Loss on Measures of School Performance." Session 73.047: The Not-So-Lazy Days of Summer: Interventions to Improve Achievement & Attainment. *American Educational Research Association (AERA)*. Chicago, IL.

Atteberry, A., McEachin, A. "School's Out: The Role of Summers in Understanding Achievement Disparities." Session 3E, Invited Symposium: Longitudinal Effects through the Youth Life Course: Exploring the Effects of Classroom and Neighborhood Poverty and Summer Learning Loss. *Society for Research on Educational Effectiveness (SREE)* in Washington, DC. (also *WEAI 2015*)

...PEER-REVIEWED CONFERENCE PAPERS SINCE 2010 (CONT'D)

- ...2015 **Atteberry, A.**, McEachin, A. "Lost in Transition: The Impact of Middle School Transition on Student Learning Trajectories." Session 7.02: Curing the Summertime Blues: Policies and Interventions to Mitigate Summer Melt. *Association for Education Finance and Policy (AEFP)* in Washington, DC (also *SREE* in Washington, DC).
- 2014 **Atteberry, A.**, Wyckoff, J., Smith, A. "Teacher Incentive Fund Impacts on Teacher Retention." *Association for Public Policy Analysis & Management Fall Conference*. Albuquerque, NM. (also AEFP 2014)
- 2013 **Atteberry, A.**, Loeb, S. L., Wyckoff, J. "Teacher Attrition from High Stakes Testing: Strategic Behavior or the Normal Chaos?" Session: Teacher Attrition and Access to Effective Teaching. *Association for Public Policy Analysis & Management (APPAM) Fall Conference*. Washington DC.
- Atteberry, A.**, Loeb, S. L., Wyckoff, J. "The Non-Random Composition of Teachers in Tested Grades and Subjects." *Association for Education Finance and Policy (AEFP)*. Session: 6.02 - Tying Measurement To Practice: The Implications Of Value-Added Metrics. New Orleans, LA.
- Atteberry, A.**, McEachin, A. "The Impact of Summer Learning Loss on Value Added Measures of School Performance." *Association for Education Finance and Policy (AEFP)*. Session: 5.03 - Methodological Issues in Value-Added Models. New Orleans, LA.
- Atteberry, A.**, Loeb, S. L., Wyckoff, J. "Do First Impressions Matter? Improvement in Early Career Teacher Effectiveness." Panel III: New Research on Training, Growing and Evaluating Teachers. *Center for Analysis of Longitudinal Data in Education Research (CALDER)* Conference. Washington, DC. (also APPAM 2012)
- 2012 **Atteberry, A.** "Corroborating Value-Added Estimation against Expert, In-Class Assessment of Teacher Quality." Annual Educational Research Association (AERA). Session: Measuring Growth: Challenges, Possibilities and Political. Vancouver BC.
- Atteberry, A.**, Loeb, S. L., Wyckoff, J. "Returns to Teacher Experience in Early Career Years." *Association for Education Finance and Policy (AEFP)*. Session: 1.05 - Early Career Teachers and Induction Session. Boston, MA.
- Atteberry, A.** "The Misattribution of Summers in Teacher Value-Added." Session: 2C - Teacher Preparation and Effectiveness. *Society for Research on Educational Effectiveness (SREE) Spring Conference*. Washington, DC.
- 2011 **Atteberry, A.** "Defining School Value-Added: Do Schools That Appear Strong on One Measure Appear Strong on Another?" *Society for Research on Educational Effectiveness Spr. Conference*. Session: Education Policy, Understanding Value-Added Measures. Washington, DC.
- 2010 **Atteberry, A.** "The Effects of Literacy Coaching on School Professional Networks." *Annual Educational Research Association (AERA) Conference*. Session: The Effects of K-2 Literacy Coaching in Literacy Collaborative. Denver CO.
- Biancarosa, G., Bryk, A. S., **Atteberry, A.**, & Hough, H. J. "Coaching in LC and its Effects on Teachers and Students." *Society for Research on Educational Effectiveness (SREE) Spring Conference*. Symposium: The Impact of Coaching on Teacher and Student Literacy Outcomes: Results from 3 IES Funded Studies. Washington, DC.

INVITED PRESENTATIONS

- 2020 **Atteberry, A.**, “The Effects of Full-Day Prekindergarten: Experimental Evidence of Impacts on Children and their Families.” Feb 2020 Invited Presentation at Harvard University.
- 2018 **Atteberry, A.**, “How Do Preschool Teachers Use Extended Time in Full-day Pre-K Classes?” March 2018 Invited Presentation at the University of Virginia.
- Atteberry, A.**, “What are the Causal Effects of Full- vs. Half-Day Preschool in Westminster Public Schools: An overview of the research study, initial findings, and next steps.” February 2018 Invited Presentation at Stanford University.
- Atteberry, A.**, Briggs, D., & LaCour, S.* “Testing the Theory of Action: Evidence on Seven Intended Mechanisms for the Success of Denver's ProComp System.” January 2018 Invited Presentation at the University of Texas.
- 2016 **Atteberry, A.** “The Onset of SLO’s: Descriptions of Targets Set by Teachers and Impacts on Student Achievement” *Education Policy Conference (EPC)*. Chicago, IL
- 2014 **Atteberry, A.** “The Incredible Instability of Teacher Assignments within Schools: Exploring Patterns and Impacts.” Invited presentations: University of Arkansas, University of Toronto, University of Washington, and University of Colorado- Boulder.
- Atteberry, A.**, Loeb, S. L., Wyckoff, J. “Teacher Churning and Student Achievement” Panel I. *Center for Analysis of Longitudinal Data in Education Research (CALDER)* Conference. Washington, DC.
- 2013 **Atteberry, A.**, “The Developmental Trajectories of Teachers: Empirical Evidence & Policy Perspectives.” Invited presentation, University of Washington School of Education.
- 2011 **Atteberry, A.** “Understanding the Instability in Teachers’ Value-Added Measures over Time.” Invited presentation, Northwestern University Institute of Policy Research, University of Michigan Ford School of Public Policy, University of California Davis School of Education, University of Virginia School of Education

TEACHING

- Spr 2015 – EDUC 8240: Quantitative Methods in Educational Research II (Required Doctoral Core)
2017, 2020 Overall Instructor Evaluation: 5.6 (of 6) in 2015; 5.6 in 2016; 5.5 in 2017
- Fall 2015, EDUC 7326: Quasi-Experimental Design for Causal Inference in Social Sciences
2017, 2019 Overall Instructor Evaluation: 5.4 (of 6) in 2015; 5.5 in 2015; 5.8 in 2019
- Fall 2014, EDUC 7456: Multilevel Modeling.
2016, 2018 Overall Instructor Evaluation: 5.3 (of 6) in 2014; 5.5 in 2016; 5.0 in 2018.
- Summers 3-Day Workshops: Introduction to Hierarchical Linear Models (University of Virginia)
2012, 2013 Three-day course introducing users to HLM: 2- and 3-level models and advanced topics
2016 Overall Instructor Evaluation: 4.8 of 5 in 2016, 4.77 of 5 in 2013, 4.7 of 5 in 2012

...TEACHING (CONT'D)

- Apr 2012 Causal Inference with Quasi-Experimental Designs: Professional Development Course: AERA 2012, Vancouver BC. Instructors: Allison Atteberry, Joseph Robinson (UIUC). Topics: Instrumental variables, matching techniques, regression discontinuity.
- Spr 2010 Applied Quasi-Experimental Research in Education (Instructor: Reardon)
Role: Teaching Assistant, Stanford University (Evaluation: Overall 4.77 out of 5)
- Win 2010, Causal Inference in Quantitative Education & Social Science Research (Reardon)
Spr 2009 Role: Teaching Assistant, Stanford University (Evaluations: Overall 4.47 & 4.73 out of 5)
- Fall 2008 Introduction to the Educational Statistics, Graduate Level (Loeb)
Role: Teaching Assistant, Stanford University (Evaluation: Overall 4.65 out of 5)
- Win 2008 Statistical Analysis in Educational Research, Graduate Level (Reardon)
Role: Teaching Assistant, Stanford University (Evaluation: Overall 4.77 out of 5)

DOCTORAL ADVISING

Allison, Katherine	Prospectus & dissertation committee co-chair
Alzen, Jessica	Prospectus & dissertation committee member
Bloodworth, Aryn	Comprehensive exam committee chair
Bush, Jeffrey	Comprehensive exam committee member
Chattergoon, Rajendra	Comprehensive exam committee member
Denker, Hannah	Primary advisor
Dudley, Spencer	Primary advisor & comprehensive exam chair
Humphrey, Jamie	Dissertation defense committee member
LaCour, Sarah	Comprehensive exam committee member
Landy, Lauren	Comprehensive exam committee member
Mahr, Borbala	Comprehensive exam committee member
Michaelson, Laura	Prospectus & dissertation committee member
Milbourn, Tamara	Prospectus committee member
Mork, Kaitlin	Secondary advisor
Ohle, Sarah	Dissertation committee member
Schneider, Rebecca	Prospectus & dissertation committee member
Saldaña, Chris	Comprehensive exam committee member
Turner, Michael	Comprehensive exam committee member

LOCAL SERVICE (SCHOOL OF EDUCATION, UNIVERSITY, COLORADO)

- Member of Job Search Committees (6 committees)
- Member of Miramontes Scholarship Selection Committee in 2014-15
- Organized 6 External Speakers to visit School of Education
- Established a "Women in Quantitative Research" Speaker Series for the School of Education
- Established the CU-Boulder "Quantitative Methods in Behavioral Sciences" Graduate Certificate
- Served in advisory role on Denver Public Schools (DPS) ProComp 3.0 Visioning Task Force
- Participated in a Boulder-Community Panel on "Opting Out" of Standardized Testing
- Write White Papers on Project Research Designs for Colorado Department of Education

NATIONAL PROFESSIONAL ACTIVITIES

Affiliations	American Education Research Association (AERA), American Education Finance and Policy (AEFP); Association for Public Policy Analysis & Management (APPAM), Society for Research on Educational Effectiveness (SREE)
AERA-Open	2018 Outstanding Reviewer Award. Conferred by Journal Publications Committee Reception, <i>AERA</i> , April 2019.
AERJ	2016 Outstanding Reviewer Award. Conferred by Journal Publications Committee Reception, <i>AERA</i> , April 2017.
EEPA	Editorial Board Member. Appointment: January 1, 2020 to Dec. 31, 2020
AERA-Open	Editorial Board Member. Appointment: January 1, 2017 to June 30, 2019
AERA	2017, 2016 Mentor for: Division D Graduate Student Mentoring Session at AERA
AERA, SREE	Conference Submission Reviewer: Div L (2013, 2017) SREE (2013, 2014, 2016, 2018)
Ad Hoc Reviewer	Educational Evaluation & Policy Analysis (EEPA); Journal of Research on Educational Effectiveness (JREE); Journal of Policy Analysis and Management (JPAM); Education Finance and Policy (EFP); Sociology of Education (SOE); Review of Educational Research (RER); American Educational Research Journal (AERJ-SIA and THLD); Educational Assessment Journal (EAJ); Educational Researcher (ER); Educational Measurement; Educational Administration Quarterly (EAQ); Economics of Education Review (EER); Educational Measurement: Issues and Practice; AERA-Open; Journal of Educational Change; Teachers College Record (TCR); Journal of Public Economics (JEP)

RECENT MEDIA

- [“Can Full-Day Pre-K Improve Kindergarten Readiness?”](#) Podcast with CPRE Knowledge Hub, Research Minutes. University of Pennsylvania Graduate School of Education. October 2019.
- [“How Do You Get Academia to Value Education Research-Practitioner Partnerships? Make a Tenure Track”](#). *Ed Week*. S. Sparks (reporter), April 2019.
- [“High Poverty, Challenged School Incentives Are Part Of Gap Between DPS And Teachers”](#). *Colorado Public Radio*. J. Brundin (reporter), Feb 2019.
- [“Denver Teachers to Strike Over Merit-Pay System”](#). *Ed Week*. M. Will (reporter), Feb 2019.
- [“How a Once-Promising Merit Pay System Led Denver Teachers to the Brink of a Strike”](#). *Chalkbeat*. M. Asmar (reporter), Feb 2019.
- [“For a Struggling Colorado School District, Full-day Preschool — and the Unusual Way it’s Paid for — Shows Promise”](#). *Chalkbeat*. A. Schimke (reporter), Sep 2017.
- [“One Colorado School District’s Closely Watched Experiment in Financing Full-Day Preschool.”](#) *Chalkbeat*. A. Schimke (reporter), Sep 2016.
- [“Churn Among Teachers Seen to Affect Learning”](#). *Ed Week*. S. Sawchuck (reporter), Aug 2016.
- [“What Happens to Student Learning When Teachers Change Positions in Schools?”](#) *Education Week*. S. Sawchuk (reporter), Aug 2016.
- [“Can We Predict Who Will Be a Great Teacher? An Interview with Allison Atteberry.”](#) *Bellwether Education Partners*. C. Aldeman (reporter), Jan 2016.
- [“Best and Worst Teachers Can Be Flagged Early, Says Study.”](#) *Ed Week*. S. Sparks (rep), Mar 2013.