

## MORGAEN L. DONALDSON

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### EDUCATION

- 2008 Harvard Graduate School of Education Cambridge, MA  
Ed.D. Administration, Planning, and Social Policy
- 1997 Harvard Graduate School of Education Cambridge, MA  
Ed.M. Teaching and Curriculum
- 1994 Princeton University Princeton, NJ  
A.B. *cum laude* History, Concentration in American Studies

### EXPERIENCE

- Phillip E. Austin Endowed Chair in Public Policy*, University of Connecticut (2021-)  
*Associate Dean for Research*, Neag School, University of Connecticut (2021-)  
*Co-director*, Connecticut Center for Education Research Collaboration (CCERC) (2021-)  
*Professor*, Educational Leadership, Neag School, University of Connecticut (2020-)  
*Director*, Center for Education Policy Analysis, Research & Evaluation (2015-)  
*Director*, Ed.D. program, University of Connecticut (2018-21)  
*Director*, LLEP PhD program, University of Connecticut (2014-18)  
*Research Affiliate*, Project on the Next Generation of Teachers, Harvard University (2002-)  
*Associate Professor*, Educational Leadership, Neag School, University of Connecticut (2014-20)  
*Assistant Professor*, Educational Leadership, Neag School, University of Connecticut (2008-13)  
*Research Associate*, Center for Education Policy Analysis (2008-15)  
*Instructor*: Teachers Unions & School Improvement, Harvard Graduate School of Education (2008)  
*Teaching Fellow*: various, Harvard Graduate School of Education (2002-2007)  
*Local Project Director*, Coalition of Essential Schools Mentor School Project (2003-04)  
*Founding Teacher*, Boston Arts Academy, Boston Public Schools (1998-2001)

### HONORS

- 2021- Philip E. Austin Endowed Chair of Public Policy, University of Connecticut
- 2015 American Educational Research Association, Division L  
*Outstanding Policy Report Award*
- 2015 American Educational Research Association, Division A  
*Early Career Scholar Award*
- 2014 William J. Davis Award, best article in Educational Administration Quarterly
- 2013 National Academy of Education/Spencer Foundation *Postdoctoral Fellowship*
- 2013 National Academy of Education/University of Michigan  
Measures of Effective Teaching (MET) *Early Career Research Grant*
- 2013 University Council for Educational Administration Jack Culbertson  
*Outstanding Junior Scholar Award*
- 2012 Neag School of Education *Outstanding Early Career Award*
- 2010 Outstanding Article in Educational Leadership

2009-20 University of Connecticut Provost's *Commendation for Teaching*  
2007-08 American Association of University Women *Dissertation Fellowship*

## BOOKS

**Donaldson, M.L.** (2021). *Multidisciplinary Perspectives on Teacher Evaluation: Understanding the Research and Theory*. New York: Routledge.

Johnson, S.M. and the Project on the Next Generation of Teachers (Birkeland, S., **Donaldson, M.L.**, Kardos, S., Kauffman, D., Liu, E., & Peske, H.). (2004). *Finders and Keepers: Helping New Teachers Survive and Thrive On Our Schools*. San Francisco, CA: Jossey-Bass.

Charner-Laird, M., **Donaldson, M.L.**, & Hong, S. Eds. (2005). *Education, Past And Present: Reflections on Research, Policy, and Practice*. Cambridge, MA: Harvard Education Publishing Group.

**Donaldson, M.L.** & Poon, B. Eds. (1999). *Reflections Of First-Year Teachers On School Culture: Questions, Hopes, And Challenges*. San Francisco, CA: Jossey-Bass.

## PEER-REVIEWED ARTICLES

Kamin, S. J., & **Donaldson, M. L.** (2025). Complexities in context: Uncovering differences in school leaders' needs and mentoring based on school environment. *Journal of Research on Leadership Education*, 20(2), 163-194.

Weiner, J., **Donaldson, M.** & Strickland\*, T. (2024). Building a racially diverse teacher pipeline: Lessons from six districts with varied demographics. *American Journal of Education*, 131(1), 1-28.

**Donaldson, M.**, Mavrogordato, M, Youngs, P., & Dougherty, S. (2024). Principals' priorities, teacher evaluation, and instructional leadership. *Educational Researcher*, 53(9), 487-495.

Mavrogordato, M, Youngs, P., **Donaldson, M.L.**, Kang\*, H. & Dougherty, S. (2023). Motivating leadership improvement: Extrinsic and intrinsic sources of motivation in the context of principal evaluation. *Educational Administration Quarterly*. 59(5), 965-1001.

Jones\*, B., & **Donaldson, M. L.** (2022). Pre-service science teachers' sociopolitical consciousness: Analyzing descriptions of culturally relevant science teaching and students. *Science Education*, 106(1), 3-26.

Landa\*, J. & **Donaldson, M.L.** (2022). Teacher leadership roles and teacher collaboration: Evidence from green public schools pay-for-performance system. *Leadership and Policy in Schools*, 21(2), 303-328.

**Donaldson, M.L.**, Mavrogordato, M. Dougherty, S. & Youngs, P. (2021). Doing the 'real' work": How superintendents' sensemaking shapes principal evaluation policies and practices. *AERA Open*, 7(1).

\*doctoral student

**Donaldson, M.L. & Firestone, W. (2021).** Rethinking teacher evaluation using human, social, and material capital. *Journal of Educational Change*, 22(4), 501-534.

**Donaldson, M.L., Mavrogordato, M., Dougherty, S. Al Ghanem, R. & Youngs, P. (2021).** Principal evaluation under The Elementary And Secondary Every Student Succeeds Act: A comprehensive policy review. *Education Finance and Policy*, 16(2), 347-361.

LeChasseur, K., **Donaldson, M.L. & Landa\*, J. (2019).** Role negotiation and compromise: The micropolitics of expanding principal roles. *Educational Management, Administration and Leadership*, 40(5), 935-955.

Firestone, W. & **Donaldson, M.L. (2019).** Teacher evaluation as high stakes data use: What recent research suggests. *Educational Assessment, Evaluation and Accountability*, 31(3), 289-314.

**Donaldson, M.L. & Woulfin, S. (2018).** Going “rogue”: How principals use agency when enacting new teacher evaluation systems. *Educational Evaluation and Policy Analysis*. 40(4), 531–556.

**Donaldson, M.L. & Mavrogordato, M. (2018).** School leaders and teacher evaluation: The cognitive, relational, and organizational dimensions of working with low-performing teachers. *Journal of Educational Administration*. 56(6), 586-601.

Mayer, A. M., LeChasseur, K., & **Donaldson, M. L. (2018).** The structuring of tracking: Instructional practice of teachers leading low and high track classes. *American Journal of Education*, 124 (4), 445-477.

LeChasseur, K., **Donaldson, M.L., Fenc-Bagwell, M., & Fernández, E. (2018).** Brokering, buffering, and the rationalities of principal work. *Journal of Education Administration*, 56(3), 262-276.

Fernández, E., LeChasseur, K., & **Donaldson, M.L. (2017).** Responses to including parents in teacher evaluation policy: A critical policy analysis. *Journal of Education Policy*, 1-16.

**Donaldson, M.L. & Weiner, J. (2017).** The science of improvement: Responding to external and internal threats in a complex school environment. *Journal of Cases in Educational Leadership*, 20(3), 65–75.

**Donaldson, M. L., LeChasseur, K., & Mayer, A. M. (2017).** Tracking instructional quality across secondary mathematics and English language arts classes. *Journal of Educational Change*, 18(2).

Weiner, J., **Donaldson, M.L. & Dougherty, S. (2017).** Missing the boat: Impact of just missing identification as a high performing school. *Leadership and Policy in Schools*, 16(1), 80-105.

Steinberg, M. & **Donaldson, M.L. (2016).** The new educational accountability: Understanding

the landscape of teacher evaluation in the post-NCLB era. *Education Finance and Policy*, 11(6).

**Donaldson**, M., Woulfin, S., LeChasseur, K. & Cobb, C. (2016). Teachers' learning in the context of teacher evaluation. *Equity and Excellence in Education*, 49 (2), 183-201.

Woulfin, S., **Donaldson**, M.L. & Gonzales, R. (2015). School district leaders' framing of educator evaluation policy. *Educational Administration Quarterly*, 52, 110-143.

**Donaldson**, M.L. & Papay, J. (2015). An idea whose time had come: Negotiating teacher evaluation reform in New Haven, CT. *American Journal of Education*, 122(1), 39-70.

LeChasseur, K., Mayer, A. M., Welton, A. J. & **Donaldson**, M. L. (2015). Situating teacher inquiry: A micropolitical perspective. *School Effectiveness & School Improvement*, 27(2), 255-274.

Green, P.C., **Donaldson**, M.L., & Oluwole, J.O. (2014). An analysis of the policy, research, and legal issues surrounding the exclusion of charter schools from the teacher evaluation revolution. *Journal of Law and Education*. 43, 463-83.

Cobb, C., **Donaldson**, M.L., & Mayer, A.M. (2013). Creating high leverage state policies to improve secondary schools: Towards a new model to support policy development. *Berkeley Review of Education*, 4(2).

Mayer, A., LeChasseur, K., **Donaldson**, M.L. & Cobb, C. (2013). Organizational learning as a model for continuous transformation. *Planning and Changing*, 44.

Mayer, A., Grenier, R., Warhol, L., & **Donaldson**, M.L. (2013). Making a change: Urban school reform through school-based intermediary coaching. *Human Resource Development Quarterly*, 24(3), 337-363.

**Donaldson**, M.L. (2013) Principals' approaches to cultivating teacher effectiveness: Constraints and opportunities in hiring, assigning, evaluating, and developing teachers. *Educational Administration Quarterly*, 49(5), 838-882.

**Donaldson**, M.L., Mayer, A., Cobb, C., LeChasseur, K., & Welton, A. (2013). New roles for teachers unions?: Reform unionism in school decentralization. *Journal of Educational Change*, 14 (4), 501-525

Mayer, A., **Donaldson**, M.L., LeChasseur, K., Warhol, L., Cobb, C., & Welton, A. (2013). Leading autonomous schools: Negotiating new district and school leadership roles. *Educational Administration Quarterly*, 49(5), 695-731.

**Donaldson**, M.L. (2012). The promise of older novices: Do older entrants to teaching remain in low-income schools longer than their younger counterparts? *Teachers College Record*, 114(10).

Irizarry, J.G. & **Donaldson**, M.L. (2012). Teach for América: The Latinization of U.S. schools and the critical shortage of Latino/a teachers. *American Educational Research Journal*, 49(1), 155–194.

**Donaldson**, M.L., & Johnson, S.M. (2010). The price of misassignment: The role of teaching assignments in Teach for America teachers' exit from low-income schools and the teaching profession. *Educational Evaluation and Policy Analysis*, 32(2), 299-323.

**Donaldson**, M.L., Cobb, C., & Mayer, A. (2010). Contested terrain: Principal and teacher leadership at Grove Street Elementary School. *Journal of Cases in Educational Leadership*, 13(2), 29-38.

**Donaldson**, M.L. (2009). Into--and out of--city schools: The retention of teachers prepared for urban settings. *Equity & Excellence in Education*, 42(3), 347-370.

Carter Andrews, D., & **Donaldson**, M.L. (2009). Commitment and retention of teachers in urban schools: Exploring the role and influence of urban-focused pre-service programs. *Equity & Excellence in Education*, 42(3), 249-254.

Johnson, S.M., **Donaldson**, M.L., Munger, M., Papay, J., & Qazilbash, E. (2009). Leading the local: Teachers union presidents chart their own course. *Peabody Journal of Education*, 84(3), 374-393.

**Donaldson**, M.L., Johnson, S.M., Kirkpatrick, C., Marinell, W., Steele, J., & Szczesiul, S. (2008). Angling for access, bartering for change: How second-stage teachers experience differentiated roles in schools. *Teachers College Record*, 110(5), 1088-1114.

**Donaldson**, M. L. (2005). The teaching career. *Harvard Educational Review*, 75(3).

Johnson, S.M., Kardos, S., Kauffman, D., Liu, E., & **Donaldson**, M.L. (2004). The support gap: New teachers' early experiences in high-income and low-income schools. *Education Policy Analysis Archives*, 12(61).

#### **ARTICLES IN DEVELOPMENT**

**Donaldson**, M., Lamb, A. & Strickland\*, T. (under review). ARP ESSER as a Lever for School District Change: Variations in the Design and Reported Influence of Federally Funded Initiatives at the Local Level. *Educational Evaluation and Policy Analysis*.

**Donaldson**, M., Lamb, A., Kamin, S., & Strickland\*, T. (under review). Spending All the Money: A Mixed Methods Exploration of School Districts' Opportunities and Challenges Using COVID-19 Relief Funds. *Education Policy*.

Jones, S. & **Donaldson**, M. (under review). Secondary Science Teachers' Sociopolitical Consciousness. *Cultural Studies in Science Education*.

**Donaldson, M., Lamb, A., Yavuz, O., Loken, E., Oas, J., Bishop, M.** (in preparation). Access to Advanced Courses in High School: Counselors' Perspectives on Student Placement in 12 School Districts.

**Donaldson, M., Mavrogordato, M, Youngs, P., & Dougherty, S.** (in preparation). District Policies and Principals' Instructional and Managerial Leadership.

### **PRACTITIONER ARTICLES**

**Donaldson, M.L.** (2016). Focus, Feedback, and Fear: New Teacher Evaluation Systems at a Crossroads. *Educational Leadership*, 73(8), 72-76.

**Donaldson, M.L. & Papay, J.** (2014). Teacher evaluation reform: Policy lessons for school principals. *Principal's Research Review*. National Association of Secondary School Principals. 9(5). 1-8.

**Donaldson, M.L. & Donaldson, G.A.** (2012). Strengthening teacher evaluation: What district leaders can do. *Educational Leadership*, 69(8), 78-82.

**Donaldson, M.L. & Johnson, S.M.** (2011). Teach for America teachers: How long do they teach? Why do they leave? *Phi Delta Kappan*, 93(2), 47-51.

**Donaldson, M. L.** (2010). No more Valentines: Making teacher evaluation matter. *Educational Leadership*, 67(8).

Johnson, S.M. and **Donaldson, M. L.** (2007). Overcoming the obstacles to leadership. *Educational Leadership*, 65(1).

### **INVITED BOOK CHAPTERS**

**Donaldson, M.L. & Rigby, J.** (2025). Principal Leadership, Preparation, Development, and Evaluation. In L. Cohen-Vogel, J. Scott & P. Youngs (Eds.), *American Educational Research Association Handbook of Education Policy Research*. American Educational Research Association.

**Donaldson, M.L., Weiner, J. & Kershen, J.** (2022). Who Speaks for Teachers? Teachers' Voice and Teacher Unions in a New Era. In D. D'Amico Pawlewicz (Ed.), *Walkout: Teacher Militancy, Activism, and School Reform*, Information Age Press.

**Donaldson, M.L., Mavrogordato, & M. Dougherty, S.** (2021). Appraising Principal Evaluation and Development: Current Research and Future Directions. In P. Youngs, J. Hyun, & M. Mavrogordato (Eds.), *Exploring Principal Development and Teacher Outcomes How Principals Can Strengthen Instruction, Teacher Retention, and Student Achievement*. Routledge Press.

**Donaldson, M.L. & Cobb, C.D.** (2015). Implementing Student Learning Objectives and Classroom Observations in Connecticut's Teacher Evaluation System. In J. Grissom & P. Youngs (Eds.), *Making the Most of Multiple Measures: The Impacts and Challenges of Implementing Rigorous Teacher Evaluation Systems*. Teachers College Press.

**Donaldson, M.L. & Papay, J. (2015).** Teacher evaluation for accountability and development. In (Eds.) H.F. Ladd and M. Goertz, *Handbook of Research in Education Finance and Policy*.

Neufeld, B., & **Donaldson, M.L. (2012).** Coaching for instructional improvement: Conditions and strategies that matter. In B. Kelly & D.F. Perkins (Eds.). *The Cambridge handbook of implementation science for educational psychology*. Cambridge, UK: Cambridge University Press.

Sheckley, B., **Donaldson, M.L.**, Mayer, A., & Lemons, R. (2010). An Ed.D. program based on principles of how adults learn best. In A. Normore & G. Jean-Marie (Eds.). *Educational leadership preparation: Innovative and interdisciplinary approaches to the Ed.D. and graduate education*. Palgrave-MacMillan.

**Donaldson, M.L. (2007).** To lead or not to lead, and how? How newly tenured teachers assess administrative and teacher leadership as career options. In Richard Ackerman and Sarah MacKenzie (Eds.). *Uncovering teacher leadership*. Thousand Oaks, CA: Corwin Press.

Johnson, S.M. & **Donaldson, M. L. (2007).** Building a human resource system in the Boston Public Schools. In Paul Reville (Ed.). *A decade of Boston school reform: Reflections and aspirations*. Cambridge, MA: Harvard Education Press.

Johnson, S.M. & **Donaldson, M. L. (2006).** How collective bargaining influences teacher quality. In J. Hannaway and A. Rotherham (Eds.). *Collective bargaining in education: Negotiating change in today's schools*. Cambridge, MA: Harvard Education Press.

**Donaldson, M.L. (2005).** Building a better career ladder. In C. Chauncy (Ed.). *Recruiting, retaining, and supporting highly qualified teachers*. Cambridge, MA: Harvard Education Press.

#### **SELECTED PUBLISHED REPORTS**

Grissom, J., **Donaldson, M.L.**, Rigby, J., Forman, S. & Daughy, M. (2026, February). Understanding the Landscape of Professional Learning for School Principals: Final Report. Nashville, TN: Vanderbilt University.

Chilavert, K. & **Donaldson, M. (2026, January).** Learning from the “Redefining Moments of Change” Project at the Connecticut Museum of Culture and History: Report II. Storrs, CT: Center for Education Policy Analysis, Research, and Evaluation.

**Donaldson, M.L., DeVona\*, K. & Moore\*, T. (2025, April).** *Special Education Outplacement Rate Setting: Insights from Four States*. Storrs, CT: Center for Connecticut Education Research Collaboration.

**Donaldson, M.L., Loken, E., DeVona\*, K. & Villafuerte\*, C. (2025, April).** *University of Connecticut's Test Optional Pilot: Year 3 Report*. Center for Education Policy Analysis, Research, and Evaluation: Storrs, CT.

Grissom, J., **Donaldson**, M.L., Rigby, J., Forman, S. & Daughy, M. (2025). Understanding the Landscape of Professional Learning for School Principals: Interim Memo. Nashville, TN: Vanderbilt University.

Chilavert, K. & **Donaldson**, M. (2025, January). Learning from the “Redefining Moments of Change” Project at the Connecticut Museum of Culture and History: Report I. Storrs, CT: Center for Education Policy Analysis, Research, and Evaluation.

**Donaldson**, M.L., Loken, E., DeVona\*, K. & Villafuerte\*, C. (2024). *University of Connecticut’s Test Optional Pilot: Year 2 Report*. Center for Education Policy Analysis, Research, and Evaluation: Storrs, CT.

Schwartz N, Kang H, Loeb S, Grissom J, Bartanen B, Cheatham J, Chi O, **Donaldson** M, Lemos RF, Mellon G, Moffitt S. (2023). *Studying the Superintendency: A Call for Research*. Providence: The Annenberg Institute.

**Donaldson**, M.L., Loken, E., DeVona\*, K. & Villafuerte\*, C. (2022). *University of Connecticut’s Test Optional Pilot: Year 1 Report*. Center for Education Policy Analysis, Research, and Evaluation: Storrs, CT.

Weiner, J., **Donaldson**, M. & Strickland, T. (2022, May). *Insight BIPOC Teacher Entry/Retention Study Report*. Center for Education Policy Analysis, Research, and Evaluation. Center for Education Policy Analysis, Research, and Evaluation: Storrs, CT.

**Donaldson**, M. (2021, January). *School Safety According to E.O. Smith Students, Parents, and Staff Members*. Center for Education Policy Analysis, Research, and Evaluation: Storrs, CT.

Weiner, J., Cyr\*, D. & **Donaldson**, M. (2019, May). *Evaluation of Implementation of the Advanced Leadership Program. Queen Rania Teaching Academy (Jordan)*. Center for Education Policy Analysis: Storrs, CT. *last of three annual reports*

**Donaldson**, M.L., LeChasseur, K. & Landa\*, J. (2017, September). *New Haven Public Schools’ Professional Educator Program: Progress to Date, Year 4 Report*. Center for Education Policy Analysis: Storrs, CT. *last of four annual reports*

**Donaldson**, M.L., Cobb, C., LeChasseur, K., Gabriel, R., Gonzales, R., Woulfin, S., & Makuch\*, A. (2014, January). *An Evaluation of the Pilot Implementation of Connecticut’s System for Educator Evaluation and Development*. Storrs, CT: Center for Education Policy Analysis.

**Donaldson**, M.L. (2012). *Teachers’ Perspectives on Teacher Evaluation Reform*. Washington, DC: Center for American Progress.

**Donaldson**, M.L. & Papay, J.P. (2012). *Reforming Teacher Evaluation: One District’s Story*. Washington, DC: Center for American Progress.

Kolbe, T., **Donaldson**, M.L., & Rice, J.K. (2012). *An Evaluation of Disparities in Instructional Quality Across Connecticut School Districts*.

**Donaldson**, M.L. (2011). *Principals' Approaches to Developing Teacher Quality: Constraints and Opportunities in Hiring, Assigning, Evaluating, and Developing Teachers*. Washington, DC: Center for American Progress.

**Donaldson**, M.L. with Peske, H. (2010). *Supporting Effective Teaching Through Teacher Evaluation: A Study of Teacher Evaluation in Five Charter Schools*. Washington, DC: Center for American Progress.

**Donaldson**, M.L. (2009). *So Long, Lake Wobegon?: Using Teacher Evaluation to Raise Teacher Quality*. Washington, DC: Center for American Progress.

**Donaldson**, M.L., Mayer, A., Cobb, C., & Lemons, R. (2009). *High Leverage Policy: Transforming Secondary Schooling in Maine, New Hampshire, Rhode Island, and Vermont*. Storrs, CT: Center for Education Policy Analysis.

## **PRESENTATIONS**

### ***SELECTED PRESENTED PAPERS***

**Donaldson**, M., Lamb, A., Yavuz, O., Loken, E., Oas, J., Bishop, M. (2026, March). Access to Advanced Courses in High School: Counselors' Perspectives on Student Placement in 12 School Districts. Paper presented at the annual conference for the American Education Finance and Policy, Chicago, IL.

**Donaldson**, M.L. & Rigby, J. (2025, April). Principal Leadership Preparation, Development, and Evaluation. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Strickland\*, T., Lamb, A. & **Donaldson**, M.L. (2025, April). Equity in ARP ESSER Fund Allocation: Strategy Patterns and Demographic Insights. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

**Donaldson**, M.L., Phaiyah, J., Stewart, T., & Farnham, E.\* (2025, March). Silver Linings?: How Teachers' Practice Shifted Through the COVID-19 Pandemic. Paper presented at the annual conference for the American Education Finance and Policy, Washington, DC.

Strickland\*, T., Lamb, A. & **Donaldson**, M.L. (2025, March). Analyzing Equity in ARP ESSER Funding: Allocation Strategies and Demographic Patterns. Paper presented at the annual conference for the American Education Finance and Policy, Washington, DC.

**Donaldson**, M.L., DeVona\*, K., Villafuerte\*, C. & Loken, E. (2024, April). Investigating a Test-Optional University Admissions Policy: How Students Decide Whether to Submit Test Scores. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

**Donaldson, M., Lamb, A., Kamin, S., & Strickland\*, T.** (2024, April). ARP-ESSER as a Lever for School District Change: Variations in Design and Reported Influence at the Local Level. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

**Donaldson, M., Lamb, A. & Kamin, S.** (2024, March). Districts' responses to federal funding. Paper presented at the annual conference for the American Education Finance and Policy, Baltimore, MD.

**Donaldson, M., Lamb, A. & Kamin, S.** (2023, November). Districts' responses to federal funding. Paper presented at the annual conference for the University Council for Educational Administration, Minneapolis, MN.

**Donaldson, M., Lamb, A. & Kamin, S.** (2023, November). Variations in the design and implementation of ARP ESSER plans. Paper presented at the annual conference for the Association for Public Policy and Management, Atlanta, GA.

Kamin, S. & **Donaldson, M.** (2023, April). School leaders' learning needs and experiences with mentoring. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

**Donaldson, M., Lamb, A. & Kamin, S.** (2023, April). Investigating variations in District ARP-ESSER funding applications. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

**Donaldson, M., Weiner, J. & Kershen, J.** (2023, April). Who speaks for teachers? Teachers' voice and teachers unions in a new era. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

**Donaldson, M., Lamb, A. & Kamin, S.** (2023, March). Following the money: Investigating variations in District ARP-ESSER funding applications. Paper presented at the annual conference for the American Education Finance and Policy, Denver, CO.

Steinberg, S. & **Donaldson, M.** (2023, March) The Professional Trajectories of School Leaders and the Consequences for Schooling Outcomes: Evidence from Pennsylvania. Paper presented at the annual conference for the American Education Finance and Policy, Denver, CO.

**Donaldson, M. & Kamin\*, S.** (2022, November). *Principals' Learning Needs and Experiences with Mentoring*. Paper presented at the annual meeting of the University Council for Educational Administration, Seattle, WA.

Weiner, J., **Donaldson, M.** & Strickland\*, T. (2022, November). *Investigating the BIPOC Teacher Pipeline Across District Types*, Paper presented at the annual meeting of the University Council for Educational Administration, Seattle WA.

**Donaldson, M., Mavrogordato, M, Dougherty, S., & Youngs, P. (2022, April).**The Prominence of Teacher Evaluation in Principals' Priorities and Instructional Leadership. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

**Donaldson, M., Mavrogordato, M, Dougherty, S., & Youngs, P. (2021, April).** Principal Supervision: An Emerging Lever to Develop Instructional Leadership and Improve Principal Effectiveness. Paper presented at the annual meeting of the American Educational Research Association, Online.

Mavrogordato, M., **Donaldson, M., Kang, H., Dougherty, S., & Youngs, P. (2021, April).** Integrating Extrinsic and Intrinsic Motivation in Principal Evaluation. Paper presented at the annual meeting of the American Educational Research Association, Online.

**Donaldson, M., Mavrogordato, M, Dougherty, S., & Youngs, P. (2021, April).**Appraising Principal Evaluation and Development: Current Research and Future Directions. Paper presented at the annual meeting of the American Educational Research Association, Online.

**Donaldson, M.L. & Rigby, J. (2021, April).** Principal Leadership, Preparation, Development, and Evaluation. Paper presented at the annual meeting of the American Educational Research Association, Online.

**Donaldson, M., Mavrogordato, M, Dougherty, S., & Youngs, P. (2020, April).** Does Principal Evaluation Build Principals' Capacity as Instructional Leaders? Perspectives of Supervisors and Principals. Paper accepted for the annual meeting of the American Educational Research Association, San Francisco, CA.

**Donaldson, M., Mavrogordato, M, Dougherty, S., & Youngs, P. (2019, November).** Principal Evaluation Policies and Superintendents' Practices in Low- and High-Performing Districts. Paper presented at the annual meeting of the University Council for Educational Administration, New Orleans, LA.

Landa\*, J. & **Donaldson, M. (2019, April).** Can Incentives Change Teacher Behavior? Evidence of the Persistence of Teacher Collaboration. Paper presented at the annual meeting of the American Educational Research Association, Toronto, ON.

**Donaldson, M., Dougherty, S., Al Ghanem, R., Mavrogordato, M., & Youngs, P. (2019, March).** Trends in State Principal Evaluation Policies. Paper presented at the annual conference for the American Education Finance and Policy, Kansas City, MO.

Firestone, W. & **Donaldson, M. L. (2018, April).** Teacher Evaluation as High-Stakes Data Use: What Recent Research Suggests. Paper presented at the annual conference for the American Educational Research Association, New York, NY.

Weiner, J., Woulfin, S., **Donaldson, M. & Cyr\*, D. (2018, April).** Dollars and Sense? An Analysis of District Improvement Plans' Budget Allocations. Paper presented at the annual conference for the American Educational Research Association, New York, NY.

Landa\*, J. & **Donaldson**, M. (2018, April). Crowding Out Intrinsic Motivation? How Compensating Teachers for Leadership Roles May Facilitate Collaboration. Paper presented at the annual conference for the American Educational Research Association, New York, NY.

Mavrogordato, M., **Donaldson**, M., Youngs, P., Dougherty, S., (2018, March). Understanding How Principal Evaluation Policies Inform Principal Perceptions and Focus on Learning Centered Leadership. Paper presented at the annual conference for the American Education Finance and Policy Association, Portland, OR.

Fernandez, E., LeChasseur, K. & **Donaldson**, M. (2017, November). How Notions of Care Perpetuate a Deficit Positioning of Parents in Teacher Evaluations. Paper presented at the annual conference for the University Council for Education Administration, Denver, CO.

**Donaldson**, M. LeChasseur, K. & Landa\*, J. (2017, April). The Role of Central Office Leaders in New Haven’s Professional Educator Program. Paper presented at the annual conference for the American Educational Research Association, San Antonio, TX.

**Donaldson**, M.L. & Woulfin, S. (2017, April). Going “Rogue”: How Principals Use Agency When Enacting New Teacher Evaluation Systems. Paper presented at the annual conference for the American Educational Research Association, San Antonio, TX.

**Donaldson**, M. Mavrogordato, M. Youngs, P., Dougherty, S., Lane J. & White\*, R. (2017, March). What Types of Leadership Do Principal Evaluation Policies Promote?: Evidence from 25 Districts in Connecticut, Michigan, and North Carolina. Poster presented at the annual conference for the Association of Education Finance and Policy, Washington, DC.

**Donaldson**, M. & Cobb, C. (2016, November). Implementing Student Learning Objectives and Classroom Observations in Connecticut’s Teacher Evaluation System. Paper presented at the annual conference of the University Council for Educational Administration, Detroit, MI.

**Donaldson**, M. & LeChasseur, K. (2016, November). Role Ambiguity in Expanded Roles for School Leaders. Paper presented at the annual conference of the University Council for Educational Administration, Detroit, MI.

Rossbach\*, A., **Donaldson**, M., & Dougherty, S. (2016, November). Leadership Behaviors and Teachers’ Self-Reported Preparedness and Use of Common Core Aligned Math Practices. Paper presented at the annual conference of the University Council for Educational Administration, Detroit, MI.

**Donaldson**, M. & Anagnostopoulos, D. & Yang, M. (2016, April). How do Teachers Respond to Teacher Evaluation?: The Role of Emotions. Paper presented at the annual conference of the American Educational Research Association, Washington, DC.

**Donaldson**, M. (2016, April). Implementing “Consequential” Teacher Evaluation in the New Haven (CT) Public Schools: The Dynamic Process of Teacher Separations for Performance.

Paper presented at the annual conference of the American Educational Research Association, Washington, DC.

**Donaldson, M.** (2015, November). “Where’s the Leadership in Teacher Leadership? Implementing New Teacher Leadership Roles in One Urban District.” Paper presented at the annual conference of the University Council for Educational Administration, San Diego, CA.

### ***SELECTED INVITED PRESENTATIONS***

**Donaldson, M.** (2023, October 26). How districts responded to ARP ESSER funds. Invited lecture at George Mason University. Arlington, VA.

**Donaldson, M.** (2022, June 2). Teacher and Leader Evaluation that Supports Educators’ Development and Student Learning. Invited lecture to the State of Connecticut Educator Evaluation and Support Council.

**Donaldson, M.** (2021, May 18). Moving forward in a time of uncertainty: how strategic planning and teacher evaluation can improve schools. Invited lecture in the CEPARE Speaker Series. Storrs, CT: University of Connecticut.

**Donaldson, M.,** (2019, November 13). Principal Evaluation Policies and Principal Instructional Leadership. Invited James Cooper Lecture at University of Virginia. Charlottesville, VA: University of Virginia.

**Donaldson, M.** (2019, January 22) “Supporting New Teachers Through Teacher Evaluation.” American Federation of Teachers Convening on New Teacher Support. Washington DC: American Federation of Teachers.

**Donaldson, M.,** (2018, December 5). “Doing the ‘Real’ Work”: How Superintendents’ Sensemaking Shapes Principal Evaluation Policies and Practices. Invited presentation at the Educational Leadership Colloquia Series at Vanderbilt University. Nashville, TN: Vanderbilt University.

**Donaldson, M.** (2018, March 19). “Challenges in Studying Teacher Quality.” Center for Behavioral Educational Research Brown Bag Series. Storrs, CT: University of Connecticut.

**Donaldson, M.** (2017, October 19). “Improving Teachers’ Practice Through Evaluation.” Spencer Foundation Convening on Teacher Mentoring, Coaching, and Supervision. Boston, MA.

**Donaldson, M., & Cobb, C. D.** (2014, December). “Connecticut Educator Evaluation Pilot Program Study: Preliminary Findings.” Presentation for the Northeast Educator Effectiveness Research Alliance Webinar.

**Donaldson, M. & Cobb, C.** (2014, April 25). “How to Tie Evaluation to Professional Learning: The Missing Link Between Evaluation and Instructional Improvement.” Washington, DC: Center for American Progress.

**Donaldson, M.** (2014, May 6). "Teacher Evaluation in New Haven." Symposium: Fifteen Years of Research from the Project on the Next Generation of Teachers. Cambridge, MA: Harvard Graduate School of Education.

**Donaldson, M., Cobb, C., LeChasseur, K., Woulfin, S., Gabriel, R., Gonzales, R., & Makuch\*, A.** (2014, January 29). "SEED Implementation in the Pilot Districts: Summative Report." Invited Presentation. State of Connecticut Performance Evaluation Advisory Council.

**Donaldson, M.L.** (2012, December 13). "Teachers' Perspectives on Teacher Evaluation Reform." Center for American Progress, Washington, D.C.

**Donaldson, M.L.** (2012, December 13). "Reforming Teacher Evaluation: One District's Story." Center for American Progress, Washington, D.C.

**Donaldson, M.L.** (2012, November 16). "Conceptualizing Teacher Leadership: Implications for Practice, Research, and Policy." Respondent, Critical Conversation Session, annual conference of University Council for Educational Administration, Denver, CO.

**Donaldson, M.L.** (2012, April 5). "Evaluating Teachers Using Student Achievement." Brown University, Providence, RI.

**Donaldson, M.L.** (2011, December 6). "Using Peer Assistance and Review to Broaden and Deepen the Impact of Teacher Evaluation." Teacher Evaluation That Works Conference. Cromwell, CT.

**Donaldson, M.L.** (2011, February 23). "Principals' Approaches to Developing Teacher Quality: Constraints and Opportunities in Hiring, Assigning, Evaluating, and Developing Teachers." Center for American Progress, Washington, D.C.,

**Donaldson, M.L.** (2010, December 15). "Are Teachers Unions History?" Conference on The Future of Teachers Unions and the Teaching Profession. Princeton University, Princeton, NJ.

**Donaldson, M.L.** (2010, November 22). "Using Evaluation to Raise Educator Quality: Barriers and Opportunities." Connecticut Educator Effectiveness Symposium. Meriden, CT.

**Donaldson, M.L.** (2010, March 10). "Supporting Effective Teaching Through Teacher Evaluation: A Study of Teacher Evaluation in Five Charter Schools." Washington, DC: Center for American Progress.

**Donaldson, M.L.** (2009, December 17). "Teacher Evaluation." Economic Policy Institute Research Convening on Teachers. Washington D.C.: Economic Policy Institute.

**Donaldson, M.L.** (2009, June 21). "So long, Lake Wobegon?: Using Teacher Evaluation to Raise Teacher Quality." Washington, DC: Center for American Progress.

**Donaldson, M.L.** (2008, October 8). "Prospects for Teacher Leadership." Albany, NY: Greater Capital Region Teachers' Center.

## **FUNDED RESEARCH**

Co-Principal Investigator. *Enhancing Our Understanding of Principal Professional Learning*. PI Jason Grissom (Vanderbilt), Co-PI Jessica Rigby (U. Washington). Funded by the Wallace Foundation. (2024-25). \$175,000.

Principal Investigator. *Evaluation of the Connecticut Museum of Culture and History's Oral History Project*. Funded by the Connecticut Museum/U.S. Department of Education. (2024-26). \$50,250.

Co-Principal Investigator. *Expanding Dual-Credit Enrollments Among High School Students*. PI Eric Loken, Co-PI Olcay Yavuz (Southern Connecticut State), Chris Rhoads. Funded by the Institute of Education Sciences. (2024-27). \$1,080,591.

Principal Investigator. *Connecticut Center for Education Research Collaboration*. Funded by the Connecticut State Department of Education. (2023-26). \$3,000,000.

Principal Investigator. *Connecticut COVID 19 K-12 Research Collaborative*. Funded by the Connecticut State Department of Education. (2021-23). \$3,000,000.

Principal Investigator. *Investigating the Effects of the COVID-19 Pandemic on Educators' Practices, Well-Being, and Turnover*. Co-PI Jennifer Phaiyah, Trish Stewart, and Lisa Sanetti. Funded by the Connecticut State Department of Education. (2022-24). \$250,000.

Principal Investigator. *District ARP-ESSER Implementation*. Co-PI Sam Kamin and Alex Lamb. Funded by the Connecticut State Department of Education. (2022-24). \$25,000.

Principal Investigator. *Center for Education Policy Analysis, Research, and Evaluation (CEPARE) Rapid Research Briefs*. Funded by the American Educational Research Association (AERA) Educational Research Service Project Competition. (2021-22). \$5000.

Principal Investigator. *An Evaluation of the University of Connecticut's Admissions Test Optional Pilot Program*. Co-PI Eric Loken. Funded by the University of Connecticut. (2021-2026). \$150,000 to date.

Co-Principal Investigator. *Recruiting and Retaining Educators Who Identify as Black, Indigenous, and People of Color in Teaching and Leadership Positions*. PI Jennie Weiner. Funded by the Insight Education Group. (2021-22). \$45,235.

Principal Investigator. *District Policies Related to Principal Evaluation, Learning-Centered Leadership, and Student Achievement*. Co-PI Peter Youngs, University of Virginia; Madeline Mavrogordato, Michigan State University; Shaun Dougherty, Vanderbilt University; Ellen Goldring, Vanderbilt University. Funded by the Institute of Education Sciences. (2016-2021). \$1,399,024.

Co-Principal Investigator: *Development and Delivery of An Advanced Leadership Training*

*Program*. Principal Investigator: Jennie Weiner. Funded by Queen Rania Teachers' Academy and the Ministry of Education (Jordan) through a grant from the Canadian government. (2015-2017). \$630,000.

Principal Investigator. *An Analysis of New Haven Public Schools' Human Capital System*. Funded by the New Haven Public Schools (U.S. Department of Education Teacher Incentive Fund Grant). (2012-17). \$597,322.

Principal Investigator. *Teachers' Conceptions of Teaching Quality*. Doctoral Research Incentive Award. Co-PI S. Wilson, K. LeChasseur. Funded by the Neag School. (2015-16). \$10,000.

Principal Investigator. *Evaluating Teachers Based on Their Students' Performance: How Do Teachers Respond?* Funded by the National Academy of Education and Spencer Foundation. (2013-2014). \$55,000.

Co-Principal Investigator. *Measures of Effective Teaching (MET) Early Career Research Grant*. Principal Investigator: Rachael Gabriel. Funded by the National Academy of Education/University of Michigan. (2013-14). \$25,000.

Principal Investigator. *Educator Evaluation Pilot Program Study*. Funded by the Connecticut State Department of Education. (2012-14). \$264,995.

Principal Investigator. *Teacher Evaluation Reform in One Urban District*. Funded by the Center for American Progress. (2012-13). \$40,000.

Principal Investigator. *Distribution of Teacher Quality and Instructional Resources Among Connecticut School Districts*. Funded by the Connecticut Coalition for Justice in Education Funding. (2010-13). \$98,209.

Co-Principal Investigator. *The School Organization and Science Achievement Project*. Principal Investigator: John Settlage. Funded by the National Science Foundation. (2011-16). \$3,000,000.

Co-Investigator. *CommPACT Schools*. Principal Investigator: Casey Cobb. Funded by the National Education Association Foundation. (2008-12). \$750,000.

Co-Principal Investigator. *Examining High Leverage State and Local Policies for the New England Secondary School Consortium*. Principal Investigator: Casey Cobb. Funded by the Nellie Mae Foundation. (2009-11). \$78,380.

Co-Principal Investigator. *Educational Transformation Project*. Principal Investigator: Anysia Mayer. Funded by the Connecticut Association for Public School Superintendents. (2009-11). \$15,000.

Principal Investigator. *Public School Principals' Approaches to Human Capital Development: Hiring, Assignment, Evaluation, and Professional Development*. Funded by the Neag School of Education. (2008-10). \$20,000.

Principal Investigator. *Teacher Evaluation in Charter Schools*. Funded by the Center for American Progress. (2009-10). \$19,000.

Principal Investigator. *Teacher Leadership Development in Two Elementary Schools: A Pilot Study*. Funded by the Noah Wallace Foundation. (2009-10). \$4000.

## **TEACHING**

### **UNIVERSITY OF CONNECTICUT**

EDLR 5015 Teacher Leadership

EDLR 5302 Program Evaluation for School Improvement

EDLR 5303 Supervision of Educational Organizations

EDLR 5407 Educational Policy

EDLR 5410 Supervision and Instructional Leadership

EDLR 5406 Professional Learning

EDLR 6052 Qualitative Methods II

EDLR 6054 Inquiry and Research in Educational Leadership: Foundations, Design, & Use

EDLR 6050 Dissertation Proposal Development

EDLR 6092 Developing the Capstone Proposal

EDLR 6323 History of K-12 Education Reform: 1890-Present

EDLR 6466 Policies for Improvement: Mobilizing School and Community

EDLR 6304 Human Capital Development in Organizations

### **HARVARD GRADUATE SCHOOL OF EDUCATION**

Teachers Unions and School Improvement

## **DOCTORAL ADVISEMENT**

**Major Advisor Completed:** G. Dukette (2025), P. King (2025), B. Jones (2022), A. Boritz (2022), S. Kamin (2022), J. Landa (2020), S. Bayne (2018), S. Domanico (2015), A. Rossbach (2015) *In progress:* F. Coss, J. Carter, M. Davila, S. Faoies, K. Leonard, K. Redd-Hannans, C. Roche, E. Adam, M. Martin

**Associate Advisor Completed:** M. Carullo (2025), S. Holder (2023), C. Connery (2023), D. Cyr (2023), C. Macaulay (2022), A. Lamb (2022), P. Virella (2021), T. George (2021), K. Culkun (2022), E. Simison (2021), C. Imhoff (2021), N. Picardi, K. (2021), F. Apaloo (2021), B. Skarvelas (2021), O. Andujar (2021), D. Kelley (2021), L. Rodriguez, (2020), G. Lanza (2019), M. Litke (2019), M. Smith (2017), M. Cuticelli [reader] (2016), A. Addley (2014), C. Ellis (2013), C. Winters (2013), A. Cutaia-Leonard (2013), D. Rose (2012), C. Esposito (2010), A. Addley (2011), M. Broderick (2011), C. Welch (2011), C. Marqua (2010), S. Nicol (2009) *In progress:* R. Comenale.

## **SELECTED SERVICE**

### **NATIONAL**

*Editorial Board Member:*

*Education Finance and Policy (2023-present); American Educational Research Journal (2019-present), The Elementary Journal (2016-present), Educational*

*Evaluation and Policy Analysis (2016-23),  
Associate Editor: Educational Administration Quarterly: 2013-2018.*

*Association for Education Finance and Policy  
Conference Program Committee member: Section 2: Educator Preparation,  
Professional Development, and Performance (2020-21; 2021-22)*

*American Educational Research Association  
Chair, Division L, Section 5: 2018-2019.  
Co-Chairperson: Districts in Research and Reform SIG; 2016-2019.  
University Council for Education Administration  
Jackson Scholar Mentor: 2014-2018.  
Jack A. Culbertson Award Selection Committee: 2014.*

#### UNIVERSITY OF CONNECTICUT

*Chair, UConn Research Deans Council; 2024-  
EMERGE UConn Vice President of Research Emergency Funding Committee; 2025-  
Member, UConn Budget Transformation Initiative, Research Taskforce; 2025-26  
Member, Quantum CT Education and Workforce Development Pillar; 2023-4  
Member, Task Force on Engaged Scholarship in Promotion and Tenure Review;  
2024-5  
Member, Task Force on Enrollment; 2021-5  
Member, UConn Reads Selection Committee, 2019-2020.  
Chair, University of Connecticut Centers and Institutes Review Committee, 2017-2018.  
Member, University of Connecticut Centers and Institutes Review Committee, 2016-2018.  
Proposal Reviewer, University of Connecticut OVPR Research Excellence Program, 2018.  
Graduate Faculty Council; 2013-2015.*

#### NEAG SCHOOL OF EDUCATION

*Member, Search Committee: Associate Dean for Research and Faculty Affairs, 2019-2021.  
Member, Mission and Vision Committee: 2018-present.  
Member, Dean's Salary Savings Advisory Group: 2019.  
Member, Dean's Research Incentive Award Review Committee: 2019.  
Member, Neag Research Awards Committee: 2019.  
Member, Scholarship Committee: 2018-2020.  
Mentor: 2017-present.  
Member, Neag Dean's Doctoral Scholars Committee: 2014-16.  
Member, Neag Strategic Area Co-Chairperson, Educator Quality: 2014-17.  
Member, Committee on Qualitative Research: 2014-present.  
Member, Committee on Teacher Leadership Certificate: 2014-present.  
Member, Neag School of Education Strategic Planning Committee: 2013-14.  
Member, Curriculum and Courses Committee: 2009-2012.  
Member, International Committee: 2010-2011.  
Member, Mentoring Committee: 2009-2011.*

## EDUCATIONAL LEADERSHIP DEPARTMENT

*Director, EdD program, 2018-2021.*

*University of Connecticut Administrator Preparation Program Committee; 2008-2021.*

*Ed.D. Program Committee; 2008-present.*

*Educational Leadership PhD Committee; 2010-present.*

*Member, EDLR Merit Committee, 2019-2020.*

*Member, EDLR Promotion and Tenure Committee, 2014-2019.*

*Member, EDLR Student Scholarship Committee: 2018, 2019.*

*Member, EDLR Merit Policy Committee, 2018-19.*

*Director, LLEP PhD program, 2012-2017.*

## REGIONAL, STATE AND LOCAL

*Member:*

Region 19 School Board. Co-chair--Curriculum Committee; Member--Equity, Diversity, and Social Justice Committee. 2021-present.

*Facilitator:*

Human Capital Initiative: Bridgeport Public Schools, Bridgeport, CT. 2015-2016.

District Leader Human Capital Community of Practice. 2013-16.

Windsor Public Schools, Windsor CT. Teacher Evaluation. 2013-2016.

*Member:*

Hartford Education Research Consortium Planning Committee: 2014-16.

*Lead Organizer:*

Educator Effectiveness Symposium. Meriden, CT. 11/22/10.

## MEDIA OUTREACH

*CT Insider.* “‘Unlike anything we have ever seen’: How COVID has caused issues in CT schools 5 years later.” By Natasha Sokoloff. March 24, 2025.

*EduRecoveryHub (2023).* Funding What Works in Education: Connecticut's Unique Education Research Collaborative <https://www.youtube.com/watch?v=5oEuPN5sBo&t=10s>

*CT Mirror.* “A quarter of CT students went MIA when COVID closed schools: Could holding live, online classes lure them back?” By Jacqueline Rabe. July 28, 2020.

*Here and Now.* WNPR. “Private Philanthropy in Public Schools.” By David DesRoches. April 19, 2019. *Also broadcast throughout New England via the New England News Collaborative.*

*Marshall Memo (volume 763).* “Principals Freelancing with State Teacher-Evaluation Policies.” by Kim Marshall. November 26, 2018.

*Ed Week Inside School Research Blog.* “Districts Want Teacher Evaluation. What Do Principals Want?” by Sarah Sparks. July 26, 2018.

*Chalkbeat.* “The Gates Foundation bet big on teacher evaluation. The report it commissioned explains how those efforts fell short.” By Matt Barnum. June 20, 2018.

*CT Mirror*. "CT Has One of the Nation's Best Student-Teacher Ratios." July 10, 2017

*Hartford Courant*. "State Releases Evaluation Ratings For Teachers." February 1, 2016.

*U.S. News and World Report*. "Connecticut Cautiously Optimistic of Teacher Evaluation System." January 6, 2014.

*Hartford Courant*. "UConn Study Supports New Teacher Evaluation System." January 2, 2014.

*The Harvard Magazine*. "Is TFA Good for America?" December 18, 2013.

*Hartford Courant*. "Neag School of Education Professor Receives Fellowship." October 10, 2014.

*The New Haven Register*. Focus of "New Haven Teacher Evaluations Go Under the Microscope." September 23, 2013.

*The Hartford Courant*. Interviewed for "Teachers Face More Rigorous Annual Evaluations." August 27, 2013.

*The Hartford Courant*. Interviewed for "State Board of Education May Slow Roll-out of New Evaluation System." February 5, 2013.

*The Huffington Post*. Paper profiled in "Once Upon a Time, a Judge, a Pastor and a Writer..." January 29, 2013.

*Where We Live*. WNPR. Interviewed for Connecticut's National Public Radio station segment on teacher evaluation. January 23, 2013

*The Huffington Post*. "Chicago Teachers Strike Shows Teacher Accountability At Charters Differs From Union-Contract Schools." September 20, 2012.

*The Boston Globe*. "Leading Unions Vow to Fight Deal to Curb Teachers' Seniority." June 9, 2012.

*Education Week*. "New Vigor Propelling Training." *Education Week*, 30(13), 1-20. December 1, 2010.

*Dallas (TX) Morning News*. "Editorial: Teach for America deserves a chance." September 9, 2010.

*Education Week*. "Slew of Layoffs May Be Linked To Overhiring" *Education Week*, 29(32), 1-20, May 19, 2010.

*Education Week*. "Teacher Evaluation" *Education Week*, 29(25), 5. March 17, 2010.

*The New York Times*. Editorial: "Who Grades the Graders?" Spotlighted *Supporting Effective Teaching Through Teacher Evaluation: A Study of Teacher Evaluation in Five Charter Schools*. March 20, 2010.

*Harper's Magazine*. Interviewed July 14, 2010.

*Commonwealth Magazine*. "Teacher Test." Interviewed July 7, 2009.