

## CURRICULUM VITAE

### JENNIFER KING RICE

**Dean of the University of Maryland College of Education  
Professor, Education Policy and Leadership  
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#### Contact Information

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#### Educational Background

Ph.D.	Cornell University, Ithaca, NY Education Administration and Social Foundations	1995
M.S.	Cornell University, Ithaca, NY Education Administration and Social Foundations	1993
B.S.	Marquette University, Milwaukee, WI Mathematics and English ( <i>magna cum laude</i> )	1990

#### Employment Background

2017-	Dean, College of Education, University of Maryland, College Park, MD
2013-2017	Associate Dean for Graduate Studies and Faculty Affairs, College of Education, University of Maryland, College Park, MD
2009-	Professor, Department of Education Policy Studies, University of Maryland, College Park, MD
2010	Visiting Fellow, The Urban Institute, Washington D.C.
2007-2009	Associate Professor, Department of Education Policy Studies, University of Maryland, College Park, MD
2002-2007	Associate Professor, Department of Education Policy and Leadership, University of Maryland, College Park, MD
2000-2005	Director, Center for Educational Policy and Leadership, University of Maryland, College Park, MD

- 1995-2002 Assistant Professor, Department of Education Policy and Leadership, University of Maryland, College Park, MD
- 1994-1995 Researcher, Mathematica Policy Research, Washington, D.C.
- 1992-1994 Research Assistant, Finance Center of the Consortium for Policy Research in Education, Cornell University, Ithaca, NY
- 1991-1993 (summers) English Teacher, Marquette University Upward Bound Program, Milwaukee, WI
- 1991-1992 Research Assistant, U.S. Department of Agriculture, Study of Cultural Diversity in Cooperative Extension, Cornell University, Ithaca, NY
- 1988-1990 Instructor, Stanley Kaplan Educational Center, Milwaukee, WI
- 1987-1990 (summers) Residential Aide, Gertrude A. Barber Center for the Developmentally Disabled, Erie, PA

## RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITIES

### Publications

#### *Books:*

Rice, J.K. & Malen, B. (2017). *Performance-based pay for educators*. New York, NY: Teachers College Press. [Note: The authors contributed equally to this book.]

Rice, J.K. & Roellke, C.F., Eds. (2009). *High-stakes accountability: Implications for resources and capacity*. Greenwich, CT: Information Age Publishing.

Rice, J.K. (2003). *Teacher quality: Understanding the effectiveness of teacher attributes*. Washington, D.C.: Economic Policy Institute.

Roellke, C.F. & Rice, J.K., Eds. (2003). *Fiscal policy in urban education*. Greenwich, CT: Information Age Publishing.

#### *Journal Articles (\* designates refereed, + designates invited):*

\* Rice, J.K., Malen, B., Jackson, C. Hoyer, K.M. (2016). Administrator responses to financial incentives: Insights from a TIF program. *Leadership and Policy in Schools*, 1-27.

+Rice, J.K. (2016). Ensuring fundamental resources for an “adequate” education. *Professional Voice 11*(2), 31-38.

- \*Rice, J.K., Malen, B. Jackson, C., & Hoyer, K.M. (2015). Time to pay up: Analyzing the motivational potential of financial awards in a TIF program. *Educational Evaluation and Policy Analysis*, (39)1, 29-49.
- \*Malen, B., Rice, J.K., Bivona, L. Bowsher, A., Hoyer, K.M., & Hyde, L. (2015). Developing organizational capacity for implementing complex education reform initiatives: Insights from a multi-year study of a Teacher Incentive Fund (TIF) program. *Education Administration Quarterly*, 51(1), 133-176.
- \*Rice, J.K. (2013). Learning from experience: Evidence on the impact and distribution of teacher experience and the implications for teacher policy. *Education Finance and Policy*, 8(3), 332-348.
- \*Rice, J.K., Malen, B. Baumann, P., Chen, E., Dougherty, A., Hyde, L., Jackson, C., Jacobson, & R., McKithen, C. (2012). The persistent problems and confounding challenges of educator incentives: The case of TIF in Prince George's County, Maryland. *Educational Policy*, 26 (6), 892-933.
- \*Kolbe, T. & Rice, J.K. (2012). And they're off: Tracking "Race to the Top" investments from the starting gate. *Educational Policy*, 26(1), 185-209.
- \*Rice, J.K., Roellke, C.F., Sparks, D., & Kolbe, T. (2009). Piecing together the teacher policy landscape: A policy-problem typology. *Teachers College Record*, 111(2), 511-546.
- \*Roellke, C.F. & Rice, J.K. (2008). Responding to teacher quality and accountability mandates: The perspective of school administrators and classroom teachers. *Leadership and Policy in Schools*, 7(3), 264-295.
- \*Rice, J.K. & Hall, L.J. (2008). National Board Certification for teachers: What does it cost and how does it compare? *Education Finance and Policy*, (3)3, 339-373.
- \*+Rice, J.K. (2008). From highly qualified to high quality: An imperative for policy and research to recast the teacher mold. *Education Finance and Policy*, 3(2), 151-165.
- \*Rice, J.K. & Cohen, C. (2007). Understanding the costs of professional development. *School Business Affairs*, 73(11), 30-34.
- \*Croninger, R.G., Rice, J.K., Rathbun, A., & Nishio, M. (2007). Teacher qualifications and early learning: Effects of certification, degree, and experience on first-grade student achievement. *Economics of Education Review*, 26(3), 312-324.
- \*Rice, J.K. & Croninger, R.G. (2005). Resource generation, reallocation, or depletion: An analysis of the impact of school reconstitution on local capacity. *Leadership and Policy in Schools*, 4(2), 73-103.

- \*Malen, B. & Rice, J.K. (2004). A framework for assessing the impact of education reform on school capacity: Insights from studies of high stakes accountability initiatives. *Educational Policy*, 18(5), 631-660.
- \*+Rice, J.K. (2004). Equity and efficiency in school finance reform: Competing or complementary goods? *Peabody Journal of Education*, (79)3, 134-151.
- \*Rice, J.K. & Malen, B. (2003). The human costs of education reform: The case of school reconstitution. *Educational Administration Quarterly*, 39(5), 635-666.
- \*Rice, J.K. & Roellke, C.F. (2003). Urban school finance: Increased standards and accountability in uncertain economic times. *School Business Affairs*, 69(5), 30-33.
- \*Rice, J.K. & Brent, B.O. (2002). An alternative avenue to teacher certification: A cost analysis of the Pathways to Teaching Careers Program. *Journal of Education Finance*, 27(2), 1029-1048.
- \*Rice, J.K. Croninger, R. & Roellke, C.F. (2002). The effect of block scheduling high school mathematics courses: Implications for education productivity. *Economics of Education Review* 21(6), 599-607.
- \*Rice, J.K. (2001). Explaining the negative impact of the transition from middle to high school on student performance in mathematics and science. *Education Administration Quarterly* 37(3), 372-400.
- \*Rice, J.K. (2001). The cost of working together: A framework for estimating the costs of comprehensive support systems for children. *Administration & Society*, 33(4), 455-479.
- \*Rice, J.K. (2001). Fiscal implications of new directions in teacher professional development. *School Business Affairs*, 67(4), 19-24.
- \*+Rice, J.K. (1999). The impact of class size on instructional strategies and the use of time in high school mathematics and science courses. *Educational Evaluation and Policy Analysis*, 21(2), 215-130.
- \*Rice, J.K. (1997). Cost analysis in education: Paradox and possibility. *Educational Evaluation and Policy Analysis*, 19(4), 309-317.
- \*Rice, J.K. (1997). The disruptive transition from middle to high school: Opportunities for linking policy and practice. *Journal of Education Policy*, 12(5), 403-417.
- \*Monk, D.H. & Rice, J.K. (1997). The distribution of mathematics and science teachers across and within secondary schools. *Educational Policy*, 11(4), 479-498.
- \*Ewert, D.M., Rice, J.K. & Lauderdale, E. (1995). Training for diversity: How organizations become more inclusive. *Adult Learning*, 6(5), 27-28.

\*King, J.A. (1994). Meeting the educational needs of at-risk students: A cost analysis of three models. *Educational Evaluation and Policy Analysis*, 16(1), 1-19.

*Chapters in Books:*

Rice, J.K. & Malen, B. (2016). When theoretical models meet school realities: Educator responses to student growth measures in an incentive pay program. In A. Amrein-Beardsley & K.K. Hewitt (Eds.) *Student growth measures: Where policy meets practice* (pp. 29-47). Palgrave MacMillan.

Malen, B. & Rice, J.K. (2016). School reconstitution as a turnaround strategy: An analysis of the evidence. In W.J. Mathis & T. Trujillo (Eds.) *The Neo-liberal education reforms: Lessons from a failed agenda* (pp. 99-126). Greenwich, CT: Information Age Publishing.

Rice, J.K. & Schwartz, A.E. (2015). Toward an understanding of productivity in education. In H. Ladd & M. Goertz (Eds.) *Handbook on research in education finance and policy* (pp. 125-140). Lawrence Erlbaum Associates, Inc.

Rice, J.K. & Egan, L. (2014). Foregone earnings. In D. Brewer & L. Picus (Eds.), *Encyclopedia of Education Economics and Finance* (pp. 352-354). Thousand Oaks, CA: Sage.

Rice, J.K. & Hoyer, K.M. (2014). Professional development. In D. Brewer & L. Picus (Eds.), *Encyclopedia of Education Economics and Finance* (pp. 559-562). Thousand Oaks, CA: Sage.

Rice, J.K. (2010). High-stakes accountability and teacher quality: Coping with contradictions. In L. Chance & V. Hill-Jackson (Eds.), *Transforming teacher education: history, implementation, and accountability for the 21st Century*. Greenwich, CT: Information Age Publishing.

Rice, J.K., Monk, D.H. & Zhang, J. (2010). School finance: An overview. In E. Baker, B. McGraw & P. Peterson (Eds.), *International encyclopedia of education research*. Amsterdam: Elsevier.

Rice, J.K., Monk, D.H. & Zhang, J. (2010). School finance: An overview. (Reprint.) In D.J. Brewer & P.J. McEwan, (Eds.), *Economics of Education*. Amsterdam: Elsevier.

Rice, J.K. (2010). Investing in human capital through teacher professional development. In D. Goldhaber & J. Hannaway (Eds.), *Creating a new teacher profession*. Gates Foundation.

Malen, B. & Rice, J.K. (2010). School reconstitution and school improvement: Theory and evidence. In D. Plank, B. Schmidt & G. Sykes (Eds.), *Handbook on research in education policy* (pp. 464-477). Washington DC: American Education Research Association.

Kolbe, T. & Rice, J.K. (2009). Are we there yet? The distribution of highly qualified teachers post-NCLB. In J.K. Rice & C.F. Roellke (Eds.), *High-stakes accountability: Implications for resources and capacity* (pp. 93-116). Greenwich, CT: Information Age Publishing.

Rice, J.K. & Roellke, (2009). Struggling to improve teacher quality in difficult-to-staff schools: NCLB and teacher policy. In J.K. Rice & C.F. Roellke (Eds.), *High-stakes accountability: Implications for resources and capacity* (p. 141-171). Greenwich, CT: Information Age Publishing.

Rice, J.K. & Roellke, C.F. (2009). Leveraging student performance through high stakes reform. In J.K. Rice & C.F. Roellke (Eds.), *High-stakes accountability: Implications for resources and capacity* (pp. vii-xii). Greenwich, CT: Information Age Publishing.

Rice, J.K. & Roellke, C.F. (2009). Linking high stakes accountability and capacity, conclusion. In J.K. Rice & C.F. Roellke (Eds.), *High-stakes accountability: Implications for resources and capacity* (pp. 251-157). Greenwich, CT: Information Age Publishing.

Malen, B. & Rice, J.K. (2009). A framework for assessing the impact of education reform on school capacity: Insights from studies of high stakes accountability initiatives. In J.K. Rice & C.F. Roellke (Eds.), *High-stakes accountability: Implications for resources and capacity* (pp. 3-32). Greenwich, CT: Information Age Publishing. Reprint.

Rice, J.K. & Schwartz, A.E. (2008). Toward an understanding of productivity in education. In H. Ladd & E. Fiske (Eds.) *Handbook on research in education finance and policy*. (pp.131-145). Lawrence Erlbaum Associates, Inc.

Roellke, C.F. & Rice, J.K. (2007). Voices from the field: Viewing teacher policy from the perspective of New York City teachers. In C. Bjork, D.K. Johnston & H. Ross. *Raising the bar: How liberal arts institutions prepare teachers to meet pedagogical, political, and intellectual challenges in schools* (pp. 151-175). Boulder, CO: Paradigm.

Rice, J.K. (2003). The incidence and impact of teacher professional development: Implications for education productivity. In M. Plecki & D. Monk (Eds.), *School finance and teacher quality: Exploring the connections, 2003 Yearbook of the American Education Finance Association* (pp. 111-136). Larchmont, NY: Eye on Education.

Rice, J.K. (2003). Investing in teacher quality: A framework of estimating the cost of teacher professional development. In W. Hoy & C. Miskel (Eds.), *Theory and research in educational administration, volume 2* (pp. 209-233). Greenwich, CT: Information Age Publishing, Inc.

Allgood, W. & Rice, J.K. (2003). The adequacy of urban education: Focusing on teacher quality. In C.F. Roellke & J.K. Rice (Eds.), *Fiscal policy issues in urban education* (pp. 155-180). Greenwich, CT: Information Age Publishing, Inc.

Rice, J.K. & Roellke, C.F. (2003). Fiscal policy in urban education: Lessons learned and implications for research. In C.F. Roellke & J.K. Rice (Eds.), *Fiscal policy issues in urban education* (pp.253-257). Greenwich, CT: Information Age Publishing, Inc.

Roellke, C.F. & Rice, J.K. (2003). School finance and urban education reform. In C.F. Roellke & J.K. Rice (Eds.), *Fiscal policy issues in urban education* (pp. 3-7). Greenwich, CT: Information Age Publishing, Inc.

Rice, J.K. (2002). Making economically-grounded decisions about comprehensive school reform models: Considerations of costs, effects, and contexts. In M.C. Wang & K.K. Wong (Eds.), *Efficiency and equity issues in Title I schoolwide program implementation* (pp. 29-55). Greenwich, CT: Information Age Publishing, Inc.

Rice, J.K. (2002). Making the evidence matter: Implications of the class size research debate for policy makers. In L. Mishel & R. Rothstein (Eds.), *The class size policy debate* (pp. 89-94). Washington, D.C. Economic Policy Institute.

Rice, J.K. (2002). Cost analysis in education policy research: A comparative analysis across fields of public policy. In H.M. Levin & P. McEwan (Eds.), *Cost-effectiveness analysis in education: Progress and prospects, 2002 Yearbook of the American Education Finance Association* (pp. 21-36). Larchmont, NY: Eye on Education.

Rice, J.K. (2001). Illuminating the black box: The evolving role of education productivity research. In S. Chaikind & W. Fowler (Eds.), *Education finance in the new millennium, 2001 Yearbook of the American Education Finance Association* (pp. 121-138). Larchmont, NY: Eye on Education.

Rice, J.K. (1998). Economic evaluation of cultural programs. In B. Finkelstein et al., *Discovering culture in education: An approach to cultural education program evaluation* (pp.157-190). Washington D.C.: ERIC Clearinghouse on Assessment and Evaluation.

Monk, D.H. & King, J.K. (1994). Multilevel teacher resource effects on pupil performance in secondary mathematics and science: The case of teacher subject-matter preparation. In R. Ehrenberg (Ed.), *Choices and consequences: Contemporary policy issues in education* (pp.29-58). Ithaca, NY: ILR Press.

Monk, D.H. & King, J.A. (1993). Cost analysis as a tool for educational reform. In S.L. Jacobson and R. Berne (Eds.), *Reforming education: The emerging systemic approach, 1994 Yearbook of the American Education Finance Association* (pp.131-152). Thousand Oaks, CA: Corwin.

#### *Chapters in Monographs:*

Roellke, C.F. & Rice, J.K. (2004). Financing urban schools: Emerging challenges for research, policy, and practice. In W. Fowler (Ed.), *Developments in school finance, 2003*. Washington D.C.: U.S. Department of Education, Office of Educational Research and Improvement.

Croninger, R.G., Rice, J.K., Rathbun, A. & Nishio, M. (2004). Teacher qualifications and first-grade achievement: A multilevel analysis. In *Educational attainment and school reform: Policy, evaluation, and classroom practice*. Center for Research of Core Academic Competencies, Tokyo, Japan.

Rice, J.K. (2001). Moving toward an adequate education for all students in Maryland: The 2001 state of the state. In C.F. Roellke (Ed.), *In search of a more equitable and efficient education system: The state of the states and provinces 2001* (pp. 9-14). Poughkeepsie, NY: Vassar College.

Rice, J.K. (2001). Tracking education finance in Maryland: The 2000 state of the state. In M. Plecki (Ed.), *School finance at the start of the millennium: The state of the states and provinces 2000* (pp.85-91). Seattle, WA: University of Washington.

Rice, J.K., Brooks, S.A., & Kozlowski, C.E. (2001). Public school finance program in Maryland. In C. Sielke, J. Dayton, C.T. Holmes, & A. Jefferson (Eds.), *Public school finance programs of the United States and Canada, 1998-1999*. Washington, D.C.: National Center for Education Statistics.

Rice, J.K. & Brent, B.O. (2000). Costs and budgeting for success. In B.C. Clewell and A.M. Villegas (Eds.), *Building effective programs for preparing new teachers from new sources* (pp.36-40). Washington, D.C.: The Urban Institute.

Rice, J.K. (1999). School finance policy issues in Maryland: The state of the state. In B. Brent. (Ed.), *The political economy of education: The state of the states and provinces, 1999* (pp. 93-100). Rochester, NY: Warner Graduate School of Education.

Monk, D.H. & Rice, J.K. (1999). Modern education productivity research: Emerging implications for the financing of education. In B. Fowler (Ed.), *Selected papers in school finance, 1999* (pp. 111-139). Washington D.C.: U.S. Department of Education, Office of Educational Research and Improvement.

Rice, J.K. (1996). Cost-effectiveness in education: Promise, problems, and progress. In R. Berne (Ed.), *New York State Board of Regents' study on cost-effectiveness in education* (pp. 31-44). New York: The University of the State of New York.

#### *Reviews:*

Malen, B. & Rice, J.K. (2017). *Review of "Measures of last resort: Assessing state strategies for state-initiated turnarounds."* By Ashley Jochim, Center for Reinventing Public Education. Boulder, CO: National Education Policy Center.

Rice, J.K. (2012). *Review of "The costs of online learning."* By Tamara Butler Battaglino, Matt Haldeman, and Eleanor Laurans, Parthenon Group. Boulder, CO: National Education Policy Center.

Rice, J.K. (2006). *Teacher pay and teacher quality: Attracting, developing, and retaining the best teachers*, By James H. Stronge, Christopher R. Gareis, and Catherine A. Little. Thousand Oaks, CA: Corwin Press, 2006. Book Review for *Teachers College Record*, Date Published: August 16, 2006, <http://www.tcrecord.org> ID Number: 12666.

*Monographs and Reports:*

Molnar, A., Cuban, L., Miron, G., Huerta, L., Rice, J.K. & Shaffer, S. (2017). *The state of virtual schools 2016: Performance, policy issues, and research evidence*. Boulder, CO: National Education Policy Center.

Rice, J.K. (2015). Investing in equal opportunity: What would it take to build the balance wheel? Denver, CO: National Education Policy Center.

Croninger, R., Rice, J.K., & Checovich, L. (2015). Alternative indicators of low-income students. Prepared for the Maryland State Department of Education.

Molnar, A., Cuban, L., Miron, G., Huerta, L., Rice, J.K. & Shaffer, S. (2014). *The state of virtual schools 2013: Performance, policy issues, and research evidence*. Boulder, CO: National Education Policy Center.

Molnar, A., Cuban, L., Miron, G., Huerta, L., Rice, J.K. & Shaffer, S. (2013). *The state of virtual schools 2012: Performance, policy issues, and research evidence*. Boulder, CO: National Education Policy Center.

Kolbe, T., Donaldson, M., & Rice, J.K. (2012). *An evaluation of disparities in instructional quality across Connecticut school districts*. Report prepared for the Connecticut Coalition for Justice in Education Funding.

Rice, J.K. (2011). *Time to level the playing field: Disparities in the quantity and quality of learning time*. Paper prepared for the National Center on Time and Learning.

Malen, B. Rice, J.K., Jackson, C., Hoyer, K.M., Hyde, L., Bivona, L., Blaisdell, L., Bowsher, A., Cortes, K., Coverdale, B., de la Torre, A., Goldstein, M., Pimpawathin, A., & Sutter, J. (2011). *Implementation, payouts, and perceived effects: A formative analysis of Financial Incentive Rewards for Supervisors and Teachers (FIRST)*. Prince George's County Public School System: Prince George's County, MD.

Rice, J.K. & Malen, B. (2010). *School reconstitution as an education reform strategy: A synopsis of the evidence*. Washington, DC: National Education Association.

Malen, B. Rice, J.K., Baumann, P., Beaner, T., Chen, E., Dougherty, A., Hyde, L., Jackson, C., Jacobson, R., McKithen, C., & Robinson, C. (2009). *Building the plane in flight: A formative evaluation of Financial Incentive Rewards for Supervisors and Teachers (FIRST)*. Prince George's County Public School System: Prince George's County, MD.

Rice, J.K. & Hall, J. (2008). *The relationship between the Teachers Institute and student achievement: A preliminary analysis of reading and composition test scores in the Washington D.C. Public School System*. Teachers Institute, Washington, D.C.

Rice, J.K., Roellke, C. F., & Sparks, D. (2006). *Hitting the Target? A multi-level case study analysis of teacher policy in three states*. Economic Policy Institute, Washington, D.C.

Rice, J.K., Roellke, C. F., & Sparks, D. (2005). *Piecing together the teacher policy landscape: Multi-level case study findings from three states*. Economic Policy Institute, Washington, D.C.

Cohen, C. & Rice, J.K. (2005). *National Board Certification as professional development: Design and cost*. The Finance Project: Washington, D.C.

Rice, J. (2001). *Quality counts, but what counts as teacher quality? Evidence to enhance productivity, equity, and adequacy in public education*. Paper prepared for the Economic Policy Institute, Washington, D.C.

Rice, J.K. (2001). *Cost framework for teacher preparation and professional development*. Paper prepared for The Finance Project, Washington, D.C.

Jacobson, J., Olsen, C., Rice, J.K., Sweetland, S., & Ralph, J. (2001). *Educational achievement and black-white inequality*. Report prepared for the National Center for Education Statistics, U.S. Department of Education. Washington, D.C.: Mathematica Policy Research.

Finkelstein, B., Malen, B., Muncey, D., Rice, J.K., Croninger, R.C., Briggs, L., Jones, D.R., & Thrasher, K. (2000). *Caught in contradictions: The first two years of the Twenty-First Century Schools Initiative*. Report prepared for the University of Maryland, College Park/ School District Partnership. College Park, MD: University of Maryland.

Rice, J.K. & Brent, B.O. (2000). *A cost analysis of the Pathways to Teaching Careers Program*. Report prepared for the DeWitt Wallace Readers Digest Fund. Washington D.C.: The Urban Institute.

Cibulka, J., Croninger, R., Mintrop, H., Price, J., Rice, J.K., Schneider, J. Valli, L. (1999). *Creation of high performance learning communities through organizational and individual learning: Prospective case study profiles*. Report prepared as part of the National Partnership for Excellence and Accountability in Education. College Park, MD: University of Maryland.

Cibulka, J., Croninger, R., Mintrop, H., Price, J., Rice, J.K., Schneider, J. Valli, L. (1998). *Creation of high performance learning communities through organizational and individual learning*. Base year report on schools as learning organizations prepared as part of the National Partnership for Excellence and Accountability in Education. College Park, MD: University of Maryland.

Cibulka, J., Croninger, R., Mintrop, H., Price, J., Rice, J.K., Schneider, J. Valli, L. (1998). *Research and data analysis design and methodology*. Report prepared as part of the National Partnership for Excellence and Accountability in Education. College Park, MD: University of Maryland.

Finkelstein, B., Malen, B., Croninger, R.C., Rice, J.K., Mourad, R.F., Snell, J., & Thrasher, K. (1998). *In the early stages of reform: A composite profile of three Twenty-First Century Schools*. Report prepared for the University of Maryland, College Park/School District Partnership. College Park, MD: University of Maryland.

Decker, P.T., Rice, J.K., Moore, M.T, & Rollefson, M.R. (1997). *Education and the economy: An indicators report*. Report prepared for the National Center for Education Statistics, U.S. Department of Education. Washington, D.C.: Mathematica Policy Research.

Rice, J.K. (1996). USJF evaluation designs: The economic perspective. Working Paper for the United States - Japan Foundation. In B. Finkelstein, B. Malen, J. Rice, & L. Sahin, *Designs for program evaluation: Assessing the work of USJF precollege education programs*. College Park, MD: International Study of Education Policy and Human Values, University of Maryland.

Rice, J.K. (1995). *Conceptualizing the costs of comprehensive, community-based support systems for children*. Washington D.C.: The Finance Project.

Rice, J.K. & Stavrianos, M. (1994). *Adult English as a second language education: Policies, procedures, and practices*. Report prepared for the U.S. Department of Education. Washington, D.C.: Mathematica Policy Research.

Ewert, D.M., King, J.A., & Lauderdale, E. (1994). *Managing diversity within Cooperative Extension*. Washington D.C.: U.S. Department of Agriculture.

### *Research Briefs*

Rice, J.K., Malen, B., Jackson, C., & Hoyer, K.M. (2015). Time to pay up: Analyzing the motivational potential of financial awards in a TIF program. Research brief for the Policy Analysis for California Education (PACE) center.

Rice, J.K. (2010). The Impact of Teacher Experience: Examining the Evidence and Implications for Policy. Research brief for the Center for Longitudinal Data in Education Research. Washington DC: The Urban Institute.

Rice, J.K. (2010). *Principal Effectiveness and Leadership in an Era of Accountability: What Research Says*. Research brief for the Center for Longitudinal Data in Education Research. Washington DC: The Urban Institute.

Malen, B. & Rice, J.K. (Spring, 2005). The impact of high stakes accountability policies on school capacity for improvement. *LEADS*. Center for Education Policy and Leadership, University of Maryland, College Park, MD.

Croninger, R.C., Rice, J.K., Malen, B., & Finkelstein, B. (May, 2003). Reconstitution reconsidered. *LEADS*. Center for Education Policy and Leadership, University of Maryland, College Park, MD.

Rice, J.K. (November, 2002). Some guidelines for investing in class size reduction. *LEADS*. Center for Education Policy and Leadership, University of Maryland, College Park, MD.

*Newsletters and Other Periodicals:*

Rice, J.K. (Winter, 2008). Message from the President. *AEFA Newsletter*.

Rice, J.K. (Fall, 2007). Message from the President. *AEFA Newsletter*.

Rice, J.K. (Summer, 2007). Message from the President. *AEFA Newsletter*.

Rice, J.K. (Spring, 2007). Message from the President. *AEFA Newsletter*.

*Work Featured:*

Teacher policy: Implications for federal policy investments. College of Education meeting with U.S. Congress legislative staff. University of Maryland, May 12, 2008.

Teacher policy and No Child Left Behind reauthorization, University of Maryland, College of Education Media Day, September, 5, 2007.

Creating policies with punch. In *The Energy of Discovery*. College of Education, University of Maryland, College Park, MD, 2005.

Finding pathways to achievement. In *Frontiers in Education Research*, College of Education, University of Maryland, College Park, MD, 2004.

Teachers are key to change. In *Exemplars of Education Research*, College of Education, University of Maryland, College Park, MD, 2003.

*Submitted / In Progress:*

Rice, J.K. Investing in equal opportunity: What would it take to build the balance wheel? Denver, CO: National Education Policy Center. Manuscript in preparation for submission to *EPPA*.

Rice, J.K. & Kolbe, T. A framework for analyzing instructional quality in school finance adequacy cases: Evidence from Connecticut. Manuscript in preparation for submission to *Educational Researcher*.

Croninger, R., Rice, J.K., & Checovich, L. Alternative indicators of low-income students. Prepared for the Maryland State Department of Education. Manuscript in preparation for submission to *Education Finance and Policy*.

Rice, J.K. Time to level the playing field: Disparities in the quantity and quality of learning time. Manuscript in preparation for submission to *Educational Researcher*.

## **Professional Papers and Presentations**

### *Invited Addresses and Presentations:*

Policy issues in virtual schools: Instructional quality and homeschooling. Presentation for the National Center for Education Statistics, US Department of Education. Washington, DC, July 21, 2016.

Policy issues in virtual schools: Finance, governance, and teacher quality. Presentation for the National Center for Education Statistics, US Department of Education. Washington, DC, June 9, 2016.

The virtual evidence base for virtual education and the implications for policy. Presentation for the National Center for Education Statistics, US Department of Education. Washington, DC, May 23, 2016.

Education policy in the next decade. Keynote panel. Maryland State Education Association Annual Policy Conference. Annapolis, MD, December 14, 2015.

The *value* of understanding the *costs* of higher education. Presentation for the Wisconsin HOPE Lab, Madison, WI, October 15, 2015.

Alternative measures for identifying economically disadvantaged students for state aid formulas, Presentation to the Maryland State Stakeholders Group, Annapolis, MD, July 22, 2015.

Pay-for-performance from theory to practice: Evidence on payouts and perceived effects in one Teacher Incentive Fund (TIF) Program. Department of Education Reform Speaker Series, University of Arkansas, Fayetteville, AK, October 17, 2013.

Pay-for-performance from theory to practice: Evidence on payouts and perceived effects in one Teacher Incentive Fund (TIF) Program. Economics of Education Speaker Series, Indiana University, Bloomington IN, February 7, 2013.

Pay-for performance from theory to practice: Evidence on educator responses and perceived effects in a TIF program. Presentation to a Chinese Delegation for the Maryland China Initiative. College Park, MD. November 14, 2012.

Time as a critical resource in education: The case for cost analysis. Presentation to the Center for Time and Learning, Boston, MA, May 20, 2010.

Alternative teacher compensation: Policies, programs and possibilities. Briefing on teacher retention, evaluation, and dismissal for the Maryland State Senate Committee on Education, Health, and Environmental Affairs. Annapolis, MD, January 21, 2010.

Redesigning teacher pay: A system for the next generation of educators, Moderator and commentary. Economic Policy Institute's series on Alternative Teacher Compensation Systems. Washington, DC, October 1, 2009.

Performance pay for teachers: Implications for equity. Podcast for *Equity Now! Voices in Education*. Mid-Atlantic Equity Center at the George Washington University Center for Equity and Excellence in Education. Arlington, VA, September 27, 2009.

Going for broke? Education finance and policy after the economic crisis. Presentation at "Going for Broke: The Fiscal Future after the Economic Crisis" conference sponsored by the George Washington University Trachtenberg School of Public Policy and Public Administration. Washington, DC, September 18, 2009.

Hitting the target? An analysis of investments in teacher policy. Presentation at University of North Carolina, Chapel Hill, March 18, 2008.

From fields of dreams to fields of study: Making the case for "soft boundaries." Presidential Address, Annual meeting of the American Education Finance Association, Denver, CO, April 10-12, 2008.

Hitting the target? An analysis of investments in teacher policy. University of North Carolina, Chapel Hill, NC, March 1, 2007.

Investing in teacher quality. Public Education Legislative Roundtable. Driskill Hotel, Austin, TX, February 1-2, 2007.

National Board Certification as professional development: What it costs and how it compares. National Academy of Sciences, Committee on the Evaluation of the Impact of Teacher Certification by the National Board for Professional Teaching Standards, Washington, DC, June 4-6, 2006.

Building an education policy and research learning community. Invitation-only forum sponsored by the Institute for Education Leadership, Washington, D.C., October 27-28, 2005.

The impact of high stakes accountability policies on school capacity for improvement. Presentation sponsored by the Center for Education Policy and Leadership, University of Maryland, April 25, 2005. (with Betty Malen).

Conference on teaching collective bargaining. Invitation-only forum sponsored by The Urban Institute, Washington, D.C., May 16-17, 2005.

Teacher recruitment and retention symposium. Invitation-only forum sponsored by the National Retired Teachers Association, Harvard University, Cambridge, MA, February 10-11, 2005.

Understanding teacher effectiveness: The impact of teacher characteristics on their performance. Forum on teacher quality sponsored by the Center for Educational Policy and Leadership and the International Center for Transcultural Education, University of Maryland, February 3, 2004.

Understanding teacher effectiveness: The impact of teacher characteristics on their performance. Capitol Hill policy forum sponsored by the Economic Policy Institute, Washington, DC, December 2003.

A “best fit” approach to teacher resources. Presentation for the Southwest Regional Educational Laboratory annual policy forum, Oklahoma City, OK, September 22-23, 2003.

What does research tell us about what works? Presentation for the South Carolina Education Oversight Committee made at the SCEPUR Meeting, Columbia, South Carolina, February 27, 2003.

Resources and student achievement. Presentation for the National Education Association’s colloquium at the American Education Research Association annual meeting, April 2, 2002.

Quality counts, but what counts as teacher quality? Evidence to enhance productivity, equity, and adequacy of public education. Presentation for the American Federation of Teachers, January 30, 2002.

Structuring classrooms and supporting teacher development: A discussion of the role of class size. National invitational conference on “Taking Small Classes One Step Further” sponsored by the U.S. Department of Education and Laboratory for Student Success at the Temple University Center for Research in Human Development and Education, Washington, D.C., December 1, 2000.

The class size debate in the real world: Considerations for policy makers. Economic Policy Institute seminar, "Investing in Smaller Class Size: Focusing the Debate," National Press Club, Washington, D.C., October 19, 2000.

Lessons learned from implementation of the class size reduction reform strategy. National invitational conference on "How Small Classes Help Teachers Do Their Best" sponsored by the U.S. Department of Education and Laboratory for Student Success at the Temple University Center for Research in Human Development and Education, Washington, D.C., December 6-7, 1999.

Making economically-grounded decisions about comprehensive school reform models: Considerations of costs, effects, and contexts. Paper prepared for national invitational conference on "Effective Title I Schoolwide Program Implementation" sponsored by the Laboratory for Student Success at the Temple University Center for Research in Human Development and Education, Alexandria, VA, May 10-11, 1999.

Organizational learning and schools as learning communities: Research findings. Presentation for the University of Maryland College of Education Annual Leadership Dinner. College Park, MD, January 19, 1999.

Does money matter? Panel presentation for the National Center for Education Statistics / Society of Government Economists. Washington, D.C., December, 1996. (with Jane Hannaway and Gary Burtless).

Cost-effectiveness in education policy: Promise, problems, and progress. Paper presented to the New York State Board of Regents, "Symposium on Cost-Effectiveness in Education," Albany, NY, December 12, 1995.

Conceptualizing the costs of comprehensive community-based support systems for children. Paper presented to the U.S. Department of Education's Working Group on Comprehensive Services, Washington, D.C., August 4, 1995.

Conceptualizing the costs of comprehensive community-based support systems for children. Paper presented to The Finance Project's Working Group on Comprehensive Community-Based Support Systems for Children, Washington, D.C., July 20, 1995.

Issues of choice. Panel participant in the hypothetical case session on school choice at the annual meeting of the American Education Finance Association, Nashville, TN, March 17-20, 1994. (Organized by Betty Malen and Neil Theobald).

*Referred Presentations (# designates students):*

Malen, B. & Rice, J.K. (April 2017). Test-based sanctions: The case of school reconstitution. American Education Research Association. San Antonio, TX.

Malen, B. & Rice, J.K. (April 2017). School reconstitution as a turnaround strategy: An analysis of the evidence. Association of Education Finance and Policy. Washington, D.C.

Croninger, R., Rice, J.K., & #Checovich, L. (March 2016). Alternative indicators of low-income students: School Funding Formulas and the Community Eligibility Provision of the Healthy, Hungry-Free Kids Act. Association of Education Finance and Policy. Denver, CO.

Rice, J.K. & Malen, B. (April 2015). When Theoretical Models Meet School Realities: Educator Responses to Student Growth Measures in an Incentive Pay Program. American Education Research Association. Chicago, IL.

Rice, J.K. & Malen, B. (February 2015). Administrator Responses to Financial Incentives: An Analysis of the FIRST Program. Association of Education Finance and Policy. Washington DC.

Huerta, L. & Rice, J.K. (April 2014). Beyond the Rhetoric: Examining the Economic Rationales and the Evidence-based Support for Current Reform Strategies. American Education Research Association, Philadelphia, PA.

Kolbe, T., Rice, J.K. & Donaldson, M. (March 2013). Moving from Teacher Qualifications to Instructional Quality: A More Comprehensive Approach to Analyzing Student Access and Opportunity. Association of Education Finance and Policy, New Orleans, LA.

Kolbe, T. & Rice, J.K. (April-May 2012). Assessing Differences in Instructional Quality Across School Districts: A New Conceptual & Empirical Framework. American Education Research Association, San Francisco, CA.

#Hoyer, K., #Bivona, L., Malen, B., & Rice, J.K. (March 2012). Persistent and Pervasive Implementation Challenges Associated with Educator Incentive Programs: A Case Study of Financial Incentive Rewards for Supervisors and Teachers (FIRST) in Prince George's County, MD. Association of Education Finance and Policy, Boston, MA.

Rice, J.K., #Jackson, C., #Hoyer, K.M., & Malen, B. (March 2012). Payouts in a TIF Program: Distribution Patterns, Educator Responses, and Effects on Program Participation. Association of Education Finance and Policy. Boston, MA.

Malen, B., #Bowsher, A., #Hyde, L., & Rice, J.K. (March 2012). The Multiple and Mixed Effects of Educator Incentives: The Case of Financial Incentive Rewards for Supervisors and Teachers (FIRST) in Prince George's County, Association of Education Finance and Policy. Boston, MA.

Malen, B., #Bivona, L., #Bowsher, A., #Hoyer, K.M., #Hyde, L., & Rice, J.K. (November 2011). Developing Leadership Capacity for Complex Initiatives: Insights from the Implementation of a Teacher Incentive Fund (TIF) Grant Program in Prince George's County Public Schools, MD. University Council for Education Administration. Pittsburgh, PA.

Rice, J.K., #Jackson, C., #Hoyer, K.M., Malen, B., & #Hyde, L. (July 2011). Time to Pay Up: Distribution Patterns and Perceived Effects of Financial Awards in a Teacher Incentive Fund (TIF) Program. National Center for Education Statistics Data Conference. Washington, DC.

Rice, J.K., #Jackson, C., #Hoyer, K.M., Malen, B., & #Hyde, L. (March 2011). Time to Pay Up: Distribution Patterns and Perceived Effects of Financial Awards in a Teacher Incentive Fund (TIF) Program. Association of Education Finance and Policy. Seattle, WA.

#Baumann, P., Malen, B., & Rice, J.K. (April 2011). Testing TIF's Theory of Action: Educator Incentives in the Prince George's County (MD) Public Schools. American Education Research Association.

Rice, J.K. (March 2010). Promises and perils of educator incentives: A formative evaluation of the Teacher Incentive Fund (TIF) Program in the Prince George's County [MD] Public School System. American Education Finance Association, Richmond, VA.

Kolbe, T. Rice, J.K., & #Lasseter, A. (April 2008). Timing is everything: The influence of school district job offer timing on the qualifications of newly hired teachers. American Education Finance Association, Denver, CO.

Rice, J.K. (March 2008). Negotiating teacher quality: The district role in promoting instructional capacity. American Education Research Association, New York, NY.

Rice, J.K. & Kolbe, T. (April 2007). Linking teacher policy with local context: An analysis of policy problem alignment. American Education Research Association, Chicago, IL.

Rice, J.K. & Roellke, C.F. (April 2007). Responding to teacher quality and accountability mandates: The perspective of school administrators and classroom teachers. American Education Research Association, Chicago, IL.

Cohen, C. & Rice, J.K. (April 2006). National Board Certification as professional development: Findings on design and costs. American Education Research Association, San Francisco, CA.

Rice, J.K. & Roellke, C.F. (March 2006). Hitting the target? A policy analysis of investments in teacher policy. American Education Finance Association, Denver, CO.

Rice, J.K. & Cohen C. (March 2006). Understanding the costs of professional development: A framework and applications. American Education Finance Association, Denver, CO.

Kolbe, T. & Rice, J.K. (March 2006). National profile of teacher staffing policy: Incidence and interactions. American Education Finance Association, Denver, CO.

Rice, J.K., Roellke, C.F., #Sparks, D., #Clark, A., & #Duff, L. (March 2006). The teacher policy landscape: Findings from multi-level case studies in three states. American Education Finance Association, Denver, CO.

Rice, J.K. & #Hall, J. (March 2005). National Board Certification as professional development: What does it cost and how does it compare? American Education Finance Association, Louisville, KY.

Rice, J.K., Roellke, C.F. & #Sparks, D. (March 2005). Piecing together the teacher policy landscape: A multi-level case study linking policies to problems. American Education Finance Association, Louisville, KY.

Croninger, R.G., #Rathbun, A., #Nishio, M., & Rice, J.K. (November 2003) Teacher qualifications and early learning: Effects of certification, degree, and experience on first-grade student achievement. Association for Public Policy and Management, Washington, DC, November 6-8, 2003.

Roellke, C.F. & Rice, J.K. (July 2003). Financing urban schools: Emerging challenges for research, policy, and practice. National Center for Education Statistics Data Conference, Washington, D.C.

Rice, J.K. (March 2003). Teacher quality vs. teacher quantity? Unpacking the economic trade-offs. American Education Finance Association, Orlando, FL.

Croninger, R.G. & Rice, J.K. (March 2003). The impact of teacher qualifications on elementary student achievement. American Education Finance Association, Orlando, FL.

Malen, B. & Rice, J.K. (March 2003). Strengthening incentives, diluting capacity: An analysis of the initial effects of high stakes accountability initiatives on local schools. American Education Finance Association, Orlando, FL.

Rice, J.K. (April 2002). Getting more qualified teachers: An economic analysis of two policy alternatives. American Educational Research Association, New Orleans, LA.

Malen, B & Rice, J.K. (March 2002). The human costs of education reform: The case of school reconstitution. American Education Finance Association, Albuquerque, NM.

Allgood, W. & Rice, J.K. (March 2002). The adequacy of urban education: Focusing on teacher quality. American Education Finance Association, Albuquerque, NM, March 7-9, 2002.

Rice, J.K. (March 2001). Resource generation, reallocation, or depletion: A multi-disciplinary analysis of the impact of school reconstitution on local capacity. American Education Finance Association, Cincinnati, OH.

Rice, J.K. (March 2001). Illuminating the black box: The evolving role of education productivity research. American Education Finance Association, Cincinnati, OH.

Rice, J.K. (March 2001). An alternative avenue to teacher certification: A cost analysis of the Pathways to Teaching Careers Program. American Education Finance Association, Cincinnati, OH.

Rice, J.K. & Croninger R.G. (April 2000). Resource generation, reallocation, or depletion: The impact of school reconstitution on local capacity. American Educational Research Association, New Orleans, LA.

Rice, J.K. (March 2000). Class size reduction from an economic/finance perspective - Is it worth the money? Symposium presentation. American Education Finance Association, Austin, TX.

Rice, J.K. (March 2000). Local rebellion in a state of control. Hypothetical case general session. American Education Finance Association, Austin, TX.

Rice, J.K. (March 2000). The impact of teacher professional development on student achievement and teaching practices: Implications for education productivity. Paper prepared for the 1999 NCES/AEFA New Scholars Program. American Education Finance Association, Austin, TX.

Rice, J.K. (April 1999). The stock and flow of resources for the improvement of teaching: An economic analysis. American Education Research Association. Montreal, Canada.

Malen, B., Finkelstein, B., Croninger R., & Rice, J.K. (April 1999). Mandating miracles: The implementation of a district-initiated reconstitution reform. American Education Research Association. Montreal, Canada.

Rice, J.K. (March 1999). Recent trends in the theory and practice of teacher professional development: Implications for cost. American Education Finance Association. Seattle, WA.

Monk, D.H. & Rice, J.K. (March 1998). Modern education productivity research: Emerging implications for the financing of education. American Education Finance Association. Mobile, AL.

Rice, J.K. (March 1998). The effects of block scheduled mathematics classes on student achievement and instructional practices: Some preliminary results. American Education Finance Association. Mobile, AL.

Rice, J.K. (March 1997). Explaining the negative impact of the transition from middle to high school on student performance in mathematics and science: An examination of school discontinuity and student background variables. American Education Research Association. Chicago, IL.

Rice, J.K. (March 1997). Does one size fit all? An examination of one state's efforts to reduce class size. American Education Finance Association. Jacksonville, FL.

Rice, J.K. (March 1996). Conceptualizing the costs of comprehensive community-based support systems for children. American Education Finance Association. Salt Lake City, UT.

Rice, J.K. (April 1995). The economics of school reform for at-risk students: Unpacking costs for micro level policy decisions. American Education Research Association. San Francisco, CA.

Rice, J.K. (March 1995). The effects of the transition from middle to high school on student performance in mathematics and science: New findings for the longitudinal education production function. American Education Finance Association. Savannah, GA.

King, J.A. (March 1994). The effects of the transition between middle and high school on student performance in mathematics and science. American Education Finance Association. Nashville TN.

Monk, D.H. & King, J.A. (March 1994). Distribution of mathematics and science teachers across and within secondary schools. American Education Finance Association. Nashville TN, March 17-20, 1994.

Monk, D.H. & King, J.A. (May 1993). School and classroom influences on pupil performance in secondary mathematics: The case of teacher subject matter preparation. ILR-Cornell Institute for Labor Market Policies-Princeton Industrial Relations Section, "Contemporary Policy Issues in Education" Conference, Ithaca, NY.

King, J.A. (March 1993). Meeting the educational needs of at-risk students: A cost analysis of three existing models. American Education Finance Association, Albuquerque, NM.

King, J.A. (March 1992). Meeting the educational needs of at-risk students: An analysis of three existing models. American Education Finance Association, New Orleans, LA.

## **Contracts and Grants**

Expert Consultant, Project title: Study of funding provided to public schools and public charter schools in Maryland. Subcontract with AIR. (Jesse Levin, PI), 2016.

Expert Consultant, Project title: Early childhood data coordination and NHES survey development. Subcontract with Sanametrix (Joseph Collins, PI), 2016.

Researcher. Project title: Study of adequacy of funding for education in the state of Maryland. Maryland Equity Project subcontract with Augenblick, Palaich and Associates contract with Maryland State Department of Education, 2014-2016 Maryland (R00R 4402342) (Gail Sunderman, UMD PI), 2015.

Co-Principal Investigator. Project title: A formative evaluation of the ongoing implementation of the Financial Incentive rewards for Supervisors and Teachers (FIRST) Initiative: Payouts, scale up, and perceived effects. Contract with Prince George's County School System, 2010-2011.

Principal Investigator. Project title: Research briefs for the National Center for Analysis of Longitudinal Data in Education Research. The Urban Institute. 2010. (\$24,700).

Researcher. Project title: Evaluation of the Prince George's County FIRST Initiative. Contract with Prince George's County School System, 2008-2009. (\$72,138).

Principal Investigator. Project title: Teachers Institute of Washington D.C. Reading and Writing Program Evaluation. Contract with J. Koppich and Associates, 2007-2008. (\$25,000).

Principal Investigator. Project title: AERA-IES Post-Doctoral Fellowship. Contract with the American Education Research Association and the U.S. Department of Education, Institute for Education Sciences, 2005-2008. (\$250,129).

Principal Investigator. Project title: Hitting the Target? An Analysis of Investments in Teacher Quality. Contract with the Economic Policy Institute, Funded by MetLife Foundation, 2004-2006. (\$45,000).

Co-Principal Investigator. Project title: National Board Certification as Professional Development: Pathways to Success. Joint project with The Finance Project funded by the National Board for Professional Teaching Standards, 2004-2005. (Proposed budget: \$600,000 over two years.)

Expert Advisor. Project title: Maryland State Geographic Cost of Education Index. Contract with Maryland State Department of Education. (\$50,000).

Principal Investigator and Research Associate, Economic Policy Institute, Washington, D.C. Project titles: (1) Policies to Enhance Teacher Quality, and (2) Tracking Educational Expenditures. 2002-2003. (\$29,000).

Fellow, National Academy of Education/Spencer Postdoctoral Fellowship Program. Project title: An Economic Analysis of Teacher Quality versus Teacher Quantity: Tensions and Trade-offs. 2001-2003. (\$50,000).

Principal Investigator and Research Associate, Economic Policy Institute, Washington, D.C. Project title: Review of Research on Teacher Quality Indicators. 2000-2001. (\$8,423).

Co-Principal Investigator, National Partnership for Excellence and Accountability in Education. Project title: Study of the Development of Schools as Learning Communities. Funded by the Office of Education Research and Improvement of the U.S. Department of Education, RFP #97-010, 1998-1999. (Originally \$1,245,161 over 5 years, completed \$335,460).

Researcher. Project title: Study of Twenty-First Century Schools Initiative. Funded by a partnership between School District and the University of Maryland at College Park, 1998-2000. (\$150,000, Barbara Finkelstein, Principal Investigator).

Co-Principal Investigator. Project title: Study of Education Productivity Research. Contract with the U.S. Department of Education National Center for Education Statistics, 1998-1999. (\$20,000).

Researcher. Project title: Evaluation of the United States-Japan Foundation Pre-College Education Programs. Funded by the US-Japan Foundation, 1996. (\$70,000, Barbara Finkelstein, Principal Investigator).

### **Fellowships, Honors, and Awards**

Distinguished Scholar-Teacher Award, Office of the Provost, University of Maryland, 2017.

Fellow, Big 10 Academic Alliance, Academic Leadership Program, 2016-2017.

Exceptional Scholarship Award, University of Maryland, College of Education, 2016.

Fellow, National Education Policy Center, 2013-.

Outstanding Reviewer Award for *Educational Evaluation and Policy Analysis*. Awarded at the annual meeting of the American Education Research Association, April 2010.

Outstanding Writing Award from the American Association of Colleges for Teacher Education and the *Journal of Teacher Education*. Awarded at the annual meeting of AACTE, Washington, D.C., February 23, 2005.

National Academy of Education/Spencer Foundation Post-doctoral Research Fellow, 2001-2003.

American Education Finance Association/National Center for Education Statistics New Scholars Award, 1999.

Julian E. Butterworth Award for Outstanding Dissertation Proposal, Cornell University, Department of Education, Ithaca, NY, 1994.

Selected to attend the 14th Annual National Graduate Student Research Seminar in Education Administration at the American Educational Research Association National Conference, Atlanta, GA, 1993.

Alpha Sigma Nu (Jesuit University Honor Society), 1990.

Pi Mu Epsilon (Mathematics Honor Society), 1990.

Sigma Tau Delta (English Honor Society), 1990.

Full Assistantship to Cornell University Graduate School, Ithaca, NY, 1990-1995.

Marquette University Outstanding Senior Award, Milwaukee, WI, 1990.

### **Editorships, Editorial Boards, and Reviewing Activities**

#### *Editorships:*

Rice, J.K. & Schwartz, A.E. (2015). Section Editor, "Making money matter." In Ladd, H. & Goertz, M.E. (Eds.) *Handbook on research in education finance and policy*. New York: Lawrence Erlbaum Associates, Inc.

Rice, J.K. & Schwartz, A.E. (2008). Section Editors, "Making money matter." In Ladd, H. & Fiske (Eds.) *Handbook on research in education finance and policy*. New York: Lawrence Erlbaum Associates, Inc.

Information Age Publishing book series: "Research in education fiscal policy and practice," 2000-

#### *Editorial Boards:*

*American Educational Research Journal*, 2016-

*Education Finance and Policy*, 2004-

*Educational Evaluation and Policy Analysis*, 2003-2016

*Leadership and Policy in Schools*, 2000-2010

*International Journal of Educational Research*, 2000-2004

#### *Reviewer:*

*Journal of Policy Analysis and Management*, 2001-

*Leadership and Policy in Schools*, 2000-

*Education Finance and Policy*, 2004-

*Economics of Education Review*, 1999-

*Educational Evaluation and Policy Analysis*, 1994-

*Journal of Educational Policy*, 1997-

Teacher's College Press, 1995-1996

U.S. Department of Education, Institute for Education Sciences, Exert Review Panel for Pre- and Post-Doctoral Training Programs, 2008.

U.S. Department of Education, Institute of Education Sciences, Expert Panel Review of Comprehensive Centers, 2007-2008.

U.S. Department of Education, Institute of Education Sciences, Peer Review Panel member, 2008.

U.S. Department of Education, Institute of Education Sciences, Fast Track Response Reviewer, 2006.

U.S. Department of Education, Institute of Education Sciences Peer Reviewer, Finance Panel, February 2005.

American Education Finance Association, New Scholars Program Reviewer, 5 proposals, January, 2005.

American Education Research Association Annual Conference Program Reviewer, 1998-2001.

American Education Finance Association New Scholars Awards Committee, Reviewer, 1997-2000.

American Education Finance Association Dissertation Award Review Committee, 1997, 1998.

American Education Research Association Fiscal Issues Special Interest Group Scholars of Policy Analysis Award Review Committee, 1999.

American Education Research Association Fiscal Issues Special Interest Group Conference Proposals, 1997-2001.

American Education Finance Association/National Center for Education Statistics New Scholars Award Review Committee, 1997, 1998.

Advocates for Children and Youth Grant Proposal, Reviewer, Baltimore, MD, 1995.

## **TEACHING AND ADVISING**

### **Courses Developed and Taught**

EDPS 615	Economics of Education
EDPS 676	School Finance and Business Management
EDPS 788	Cost Analysis
EDPS 766	Educational Indicators and Productivity / Managing Productive Schools
EDPA 742	Philosophical and Ethical Dimensions of Education Policy
EDPA 788S	Education Policy I: Policy, Polity, and Markets
EDPS 788F	Education Policy and the Politics of Education Reform (x-listed as PUA 732)

### **Mentoring Activities and Teaching Awards**

Panel member, Navigating campus APT. Advancing Together Winter Workshop, University of Maryland, October 26, 2016.

Coordinator, Keeping Our Faculties seminar series for pre-tenure women faculty. ADVANCE program, University of Maryland, 2015-2016.

Planning Committee and Mentor, David L. Clark National Graduate Student Research Seminar in Educational Administration and Policy, sponsored by the University Council

for Educational Administration (UCEA), Divisions A and L of the American Educational Research Association (AERA), and Sage Publications, 2014-2015.

Panel member, Navigating campus APT. Advancing Together Winter Workshop, University of Maryland, January 7, 2014.

Organizer, College of Education ADVANCE Distinguished Speaker Series, Jane Hannaway, May 2014.

Presenter, "How she does it," ADVANCE panel member, March 10, 2014.

Panel Member, Navigating campus APT. Advancing Together Winter Workshop, University of Maryland, January 7, 2014.

Presenter, "Are we having fun yet? Work-life balance." ADVANCE Keeping our Faculties workshop, University of Maryland, December 13, 2013.

Post-Tenure Pathways: Locating your Motivations and Planning for Success. Panel member. ADVANCE forum, College of Behavioral and Social Sciences, University of Maryland, November 19, 2013.

Presenter, College of Education Faculty Development Forum, April 4, 2013.

Organizer, College of Education ADVANCE Distinguished Speaker Series, Bernice Sandler, March 14, 2013.

Mentor, National Academy of Education and Spencer Foundation Spring Fellows Retreat, March 21-22, 2013.

Presenter, Recipes for work-life balance. Presentation at the ADVANCE winter workshop. College Park, MD, January 10, 2012.

ADVANCE Professor for College of Education, 2012-2014.

Mentor, American Education Research Association and U.S. Department of Education, Institute for Education Sciences Post-Doctoral Fellowship program, 2005-2008.

Mentor, Politics of Education Association and University Council of Educational Administration mentoring workshop. New York, NY, March 24, 2008.

American Education Research Association, Division L Mentoring panel, New York, NY, March 24-28, 2008.

Maryland English Institute, English for Teaching Seminar participant, October 2007.

American Education Research Association, Division L Mentoring panel, Chicago, IL April 9-13, 2007.

Presenter and Mentor, Beyond the fellowship years: Access, entrée, networks, and navigating careers in education research. AERA Postdoctoral Fellows and Mentors Retreat. Washington, D.C., July 13-16, 2006.

Luminary, Women's Leadership Initiative Networking Luncheon. U.S. Department of Veteran's Affairs, Washington, D.C., June 15, 2005.

Nominated for Department of Education Policy and Leadership Outstanding Faculty Mentor Award, 2000, 2002.

## **Graduate Academic Advising**

*Defended Masters Theses and Seminar Papers* (\* designates chair or co-chair; ^ designates advisor, + designates committee member):

\*^Miller, Joel. (2016). Special education in four parts: A literature review of central elements of the American special education story.

\*^Corliss, Robert. (2015). Urban African American school choice: charter schools, residential segregation, and social mobility of the urban African American community.

\*^Madden, Joshua. (2013). The relationship between college aspirations and parental involvement and encouragement.

\*^Hoyer, Kathleen. (2011). Cost analysis plus: A multiple perspectives approach.

\*^Robinson, Alteia. (2010). African American male student athletes and college.

\*^McKithen, Clarissa. (2009). Universal education in the South: A "Negro idea"?

\*Dougherty, Amy. (2009). Financial incentives for educators: A review of the literature.

\*^Lasseter, Austin. (2009). Evaluating the effectiveness of alternative certification programs.

^\*Orlofsky, Greg. (2008). Trends in disparities in school district level expenditures per pupil revisited.

^\*Seelke, John. (2008). An examination of school capacity and comprehensive school reform models: Do CSR models increase school capacity?

\*Bufford, Laura. (2008). Meeting the needs of all students: A case for teacher pay incentives.

^\*Falk, Amy (2007). Early childhood programs for children from low-income families: Costs and benefits.

^\*Faux, Melissa (2007). A review of the effects of year-round education.

^\*Hubacher, Matthew. (2006). A legislative history of the elementary and secondary education act from enactment through the 109<sup>th</sup> Congress.

+Kenton, Emily. (2005). The Texas ten percent plan and theories of change: An exercise in policy evaluation design and critique.

+Wilson, Paul. (2000). The time use of instructional consultative team members.

^\*Coggs, Stephan. (1996). Pre-college intervention programs designed for African American males: A case study analysis.

^+Cook, Tanya F. (1998). Opening the doors of communication: The dissemination of teachers' learning in a middle school instructional technology project.

*Defended Doctoral Dissertations* (\* designates chair or co-chair; ^ designates advisor + designates committee member):

+Williams, David. Return on investment: an examination of the "spillover effect" of state funding for higher education on state economic performance, a spatial analysis.

\*^Hoyer (2015). Making the hidden visible: A cost analysis of Teacher Incentive Fund (TIF)-supported educator incentive projects.

\*^Bowsher, Amanda (2015). Recruiting the "best and brightest": Factors that influence academically-talented undergraduates' teaching-related career decisions

\*^Hall, Lavinia Jane (2014). Supporting community-based summer interventions serving low-income students to narrow the achievement gap: an analysis of the challenges of securing and maintaining funding.

^+Felix, Deb (2014). Minding the gap: Uncovering the lived experience of starting a school.

+O'Connell, Sonia (2014). Prodege: Policy transfer to spark educational change in equatorial guinea.

+Wolf, Rebecca (2014). Who gets what: A within-school equity analysis of resource allocation

+Jackson, Cara. (2013). Three essays on the role of teaching working conditions in shaping human capital.

\*^Lasseter, Austin. (2013). The social organization of schools and its effect on teachers' job satisfaction.

+Shelton, Jon. (2013). "Against the public": Teacher strikes and the decline of liberalism: 1968-1981. (UMD History department)

^Sparks, Dina. (2012). The relationship between teacher perceptions of autonomy and standards based accountability reform.

\*^Malkus, Nathaniel. (2012). Beneath the district averages: Intradistrict differences in teacher compensation expenditures.

+Deograciaas, Jeeye Shim. The organizational effect of collective teacher efficacy: A study of student test scores and high schools with large concentrations of minority students.

+Curtis, Kim. (2011). The politics of non-incremental school finance reform: A case study analysis of Vermont's Act 60 as a test of Mazzone's arena model.

\*^Pachetti, Edward. (2009). A benefit-cost analysis of the Student Support Services Program.

\*^Zhang, Jijun. (2009). The relationship between teacher unions and teacher quality.

+Mason, Loretta. (2008). A profile of the qualifications of special education teachers among high poverty, urban, and rural schools.

+Bartley, Alice. (2008). The influence a school district's early childhood education policy on urban sixth grade students' participation in academically advanced mathematics classes.

^+Steele, Patricia (2007). The effect of state merit-based financial aid on college price: An analysis of Florida postsecondary institutions.

^+Stewart, Nichole. (2007). No Child Left Behind's supplemental educational services: A case study of participant experiences in an urban afterschool program in the District of Columbia.

+Nutter, Ann (2007).

+Rathbun, Amy. (2007). Making the most of extra time: The role of classroom factors and family socioeconomic status on full-day kindergartners' reading achievement and academic engagement.

+Imberman, Scott. (2007). Essays on the economics of education.

- +Rinke, Carol. (2007). Career moves of urban science teachers: Negotiating constancy, change, and confirmation.
- +Nishio, Masako (2007). Use of private supplementary instruction (private tutoring) by U.S. high school students – why they use it and what the academic consequences are.
- +Bailey, Gail (2007). Allocating state funds for public school library media programs: A case study of education policymaking in Maryland.
- +Beam, Jacalyn. (2006). Crafting an experimental reform: How leaders in Delaware shape autonomy.
- +Nyankori, Richard. (2005). Does certification of elementary school teachers matter? The effects of certification status on instructional practices and on the mathematics and reading achievement of first grade public school students.
- +Buese, Daria. (2005). Teaching amidst high stakes accountability: Cases of three “exemplary” teachers.
- +Cohen, Benjamin. (2004). Enhancing the “learning profession”: Improving new teacher retention with teacher induction.
- +Strouse, Darla. (2004). A qualitative case study of the impact of principal leadership and school performance awards on eight Maryland schools.
- +Barrera, Felipe. (2003). Decentralization and education: An empirical investigation.
- +Corcoran, Sean. (2003). Four decades of change in U.S. public education: essays on teacher quality and school finance.
- \*^Bishop, Tana. (2001). The distribution of teacher quality across schools and classrooms in one district: A multi-level equity analysis.
- \*^Rhim, Lauren. (2001). School privatization and the quest for greater efficiency: A case study of the relationship between theory and practice in an Edison charter school.
- +MacKellan, Ann. (2001). Academic preparedness and community college persistence.
- +^Ensor, Kevin. (2000). Analysis of an alternative education program adapting school and classroom organizational and instructional processes to educate at-risk secondary students.
- +Taylor-Cox, Jennifer. (1999). An exploratory case study of the formal and informal discipline policies used in selected elementary school classrooms.
- \*Sullivan, William. (1999). The economic value of higher education for working adults pursuing undergraduate degrees part-time.

+Abrams, Andrew. (1999). A multi-case comparison of whole-school reform and opportunity-to-learn in low- and middle-to-high-income higher-success schools

^+Ullah, Hafeez. (1998). The influence of family and school on mathematics achievement in four selected rural areas of Pakistan

+Kelley, Kim. (1997). The web of discipline: Biglan's categories, the world wide web, and the relevance of academic discipline.

+Schwartz, Merrill P. (1997). Assessing the performance of academic presidents.

+Gorow, Teena R. (1996). Elementary school teachers' judgments of school climate and job satisfaction in high- and low-performing schools.

### **Graduate Student Honors and Recognitions**

Nathaniel Malkus, AERA Division L Dissertation Award Runner up, 2014

Kathleen Mulvaney Hoyer, Clark Graduate Student Seminar, 2013

Kathleen Mulvaney Hoyer, SPARC Award recipient, 2013

Amanda Bowsher, SPARC Award recipient, 2013

Nathaniel Malkus, Clark Graduate Student Seminar, 2012

Tana Bishop, Outstanding Dissertation Award, Association for Education Finance and Policy, 2002

### **SERVICE**

#### **National and International Service**

##### *Organization Memberships and Offices:*

Association for Education Finance and Policy (formerly American Education Finance Association), 1992-

President, 2007-2008

President-Elect, 2006-2007

Chair, Program Committee, 2006-2007

Member, Board of Directors, 2002-2006

Member, Board of Directors, 1997-2000

Chair, Research Initiative Award Committee, 1999-2000

American Educational Research Association, 1992-

Member, Early Career Award Committee, 2017-2019

Chair, Division L, Section 6 Program Committee, 2008-2009

Chair, Division L Program Committee, 2000-2001

Chair, Division L, Section 4 Program Committee, 1999-2000

Co-chair, Division A, Section 3 Program Committee, 1996-97

Politics of Education Association, 1993-

Association of Public Policy and Management, 1997-

*Contributions to International Conferences*

Program Committee, International Education Conference, Rome, Italy, September 2012.

*Service to U.S. Department of Education and Other National Organizations:*

The Century Foundation's Working Group on Community College Finances, supported by the William T. Grant Foundation. New York, 2017-

U.S. Department of Education Technical Work Group on SRI International Evaluation of Teacher Incentive Fund. Washington, D.C., 2009-2012.

U.S. Department of Education Technical Work Group (TWG) on Mathematica Policy Research Teacher Effectiveness Study. Washington, D.C., 2009-2012.

U.S. Department of Education, Institute for Education Sciences, Expert Review Panel for Pre- and Post-Doctoral Training Programs, Washington, D.C., 2008.

U.S. Department of Education, Institute of Education Sciences, Expert Panel Review of Comprehensive Centers. Washington, D.C., 2007-2008.

U.S. Department of Education, Institute of Education Sciences, Peer Review Panel member. Washington, D.C., 2008.

U.S. Department of Education, Institute of Education Sciences, Regional Education Laboratory (REL) Fast Response Project reviewer. Washington, D.C., 2006.

U.S. Department of Education, Institute of Education Sciences, Reviewer for Finance Panel. Washington, D.C., 2005.

U.S. Department of Education's Office of Special Education Programs, Special Education Finance Expert Work Group. Washington, D.C., August, 15, 2005.

U.S. Department of Education National Center for Education Statistics (NCES) Technical Planning Panel on Education Finance, Washington, D.C., 1996-2001.

Review Panel for the U.S. Department of Education Office of Educational Research and Improvement (OERI) Inventory of Funded Research Products, Washington, D.C., 2000.

Advisory Panel on Cost Accounting and Analysis for Comprehensive Community-Based Supports and Systems, The Finance Project, Washington D.C., 1996-1999.

Review Panel for the U.S. Department of Education Office of Educational Research and Improvement (OERI) Field Initiated Studies Educational Grant Research Program, Washington, D.C., 1996.

### **State Service**

Researcher, Study of Alternative Measures for Identifying Economically Disadvantaged Students for State Aid Formulas, Part of Maryland Education Adequacy Study, 2014-2015.

Expert advisor, Maryland State Department of Education, Geographic Cost of Education Index, 2002-2003.

Member of the Maryland State Department of Education Academic Intervention Initiative Steering Committee, 1998-1999.

Chair of the Sub-committee on Resources and Finance for the Maryland State Department of Education Academic Intervention Initiative Steering Committee, 1998-1999.

Member of the Maryland State Department of Education Advisory Committee on Performance-Based Assessment for Principal Candidates, 1996-1997.

### **Community Service**

Member, Finance Council, St. Mary's, Annapolis, MD, 2012-2017

President, St. Mary's School Board, Annapolis, MD, 2008-2010

Member, St. Mary's School Board, Annapolis, MD, 2006-2012

Member, Principal Search Committee, St. Mary's Elementary School, Annapolis, MD, 2010

Chair, Principal Search Committee, St. Mary's High School, Annapolis, MD, 2007

### **Campus Service**

#### *University:*

Chair, Graduate School Review Committee, 2016.

Graduate School Committee on Fellowship Allocations, 2015-

President's Commission Task Force on Innovations and Efficiencies in Administrative Services, 2014-2015.

Postdoctoral Diversity Program Committee, Associate Provost's Office, 2014-2015.

Honors College Internal Review Committee, Dean of Undergraduate Studies, 2014-2015.

ADVANCE Professor, Provost's Office, 2012-2014.

Chair, University Appointments, Promotion, and Tenure (APT) Committee, 2012-2013

University Appointments, Promotion, and Tenure (APT) Committee, 2011-2013

College of Education Dean Search Committee, 2007-2008

University Senate, 2007-2010

College of Education Dean Search Committee, 1998-1999

*College:*

Associate Dean for Graduate Studies and Faculty Affairs, 2013-  
College of Education APT Committee, 2010-2011  
College of Education Senate, 2007-2008  
College of Education Outreach Committee, 2007-2008  
Advocates and Honors Advisor Board, 2007-2008  
Institute for Minority Achievement and Urban Education, 2000  
College of Education Committee on Assessment, 2005-2006

*Department:*

Division Coordinator, Education Policy and Leadership, 2011-2013  
Leadership Council, 2011-2013  
Graduate Research Education Committee, 2011-2013  
APT Committee, 2010-2011  
Co-Chair, Faculty Search Committee, 2008.  
Acting Program Director, Education Policy and Social Foundations program, 2005-2006.  
Chair, Sub-Committee for Appointments, Promotion and Tenure for Associate Professors,  
2004-2005  
Director, Center for Education Policy and Leadership (CEPAL), 2001-2004  
Social Committee, 2003-2004  
Faculty Search Committee, 2000-2001  
Curriculum Development Committee, 2000-2001, 2001-2002  
Coordinator, Faculty Web Page, 2000-2001  
Library Liaison, 1997-1998, 1999-2000, 2000-2001, 2001-2002  
Equity Officer, 1999-2000  
Admissions Committee, 1995-1996, 1999-2000  
Human Subject's Committee, 1998-1999  
Chair, Education Policy Colloquium Series Committee, 1996-1997  
Education Leadership Program Development Committee, 1996  
Education Policy Colloquium Committee 1995-1996  
Planning Committee for Ph.D. in Education Policy, 1995-1997  
Outreach committee, 1995-1996

**Paid Consultancies**

The University of Connecticut Center for Education Policy Analysis and the Education Adequacy Project at Yale Law School ("EAP") as attorney for the Connecticut Coalition for Justice in Education Funding ("CCJEF"). Expert witness for CCJEF v. Rell, 2010-2016.

External Professional Advisory Committee, Redevelopment of University of New Mexico College of Education, 2013-2014.

National Center on Education Policy, Reviewer of Virtual Schools report, Co-Author of annual report on Virtual Schools, 2012-2017.

Center on Time and Learning. Study of out-of-school learning time and education equity. 2010-2011.

Center on Time and Learning. Consultant on study of extended learning programs, 2011.

Gates Foundation and The Urban Institute. Commissioned to write a paper “Investing in capital through teacher professional development,” August 2008.

New York University, Institute of Education and Social Policy, Small Schools Study Advisory Board, 2005-2009.

Costs of Teacher Turnover, Expert Advisor, 2005-2009.

Stanford University and The Finance Project, Consultant on project to study the costs of principal professional development, 2005-2008.

Economic Policy Institute, Research Associate, 2000-.

The Finance Project, Consultant to develop a cost framework for professional development in education, Washington, D.C., 2000-2001.

Urban Institute, Consultant to conduct a cost analysis of the Pathways to Teaching Careers Program, Washington, D.C., 1998-2000.

State of Maryland Attorney General's Office, Expert consultant in the court cases of *Bradford, et al. v. Maryland State Board of Education, et al.* and *Board of School Commissioners v. Maryland State Board of Education, et al.*, Baltimore, MD, 1996.

Mathematica Policy Research, Consultant on evaluation of Upward Bound math-science programs for the National Center for Education Statistics, U.S. Department of Education, Washington, D.C., 1996.

Mathematica Policy Research, Consultant on two research projects for the National Center for Education Statistics, U.S. Department of Education, Washington, D.C., 1995.

The Finance Project, Consultant to write a paper conceptualizing the costs of comprehensive community-based support systems for children, Washington, D.C., 1995.

***Notarization. I have read the following and certify that my curriculum vitae is a current and accurate statement of my professional record.***



May 1, 2017