



ANNENBERG
BROWN UNIVERSITY

*In pursuit of
education for just
and flourishing
societies*

annenbergbrown.edu

2022 ANNUAL REPORT



Our Mission

In pursuit of equitable, transformative education for just and flourishing societies, the Annenberg Institute harnesses the power of Brown's community to develop education leaders, build actionable knowledge, create tools for practice, partner with educators and policy-makers, and encourage robust civic discourse.



Susanna Loeb

Director, Annenberg Institute at Brown University
Professor of Education
Professor of International and Public Affairs

From the Director

The 2021-'22 academic year has been a rewarding one at the Annenberg Institute, even in the face of great challenges across the world. Here at the Institute, our goal is to reduce the persistent inequalities in access and outcomes for students that result in many students failing to flourish. We draw on the optimism, skills and insights of the Brown students, faculty, and staff for this work, building a community of scholars and change-makers to address today's most pressing educational issues.

Universities, and Brown in particular, are effective in addressing seemingly intractable problems like educational inequity because they can sustain long-term focus on these pressing questions, and partner with multiple stakeholders toward a shared commitment to positive change. Through our signature strategy of joint faculty hires, faculty research center leads, multi-sector research-practice partnerships, and programs for students, Annenberg brings together diverse thinkers to tackle difficult problems

and advance the broader field. Our innovative model for activating knowledge puts high-impact tools in the hands of districts and teachers, making it easy for them to implement practices that are proven to work. Education is a rapidly changing landscape and requires nimble translation of research to practice.

We've created this annual report to give you a taste of the work that we have going on at the Institute. We welcome you to read on to learn more about how we are pursuing equitable, transformative education for just and flourishing societies, and then to join us in our work going forward.

We look forward to the coming academic year and to work with you and others to reach these important goals.

Warmly,

A handwritten signature in dark ink that reads "Susanna Loeb".

Susanna Loeb



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ANNENBERG THEORY OF CHANGE

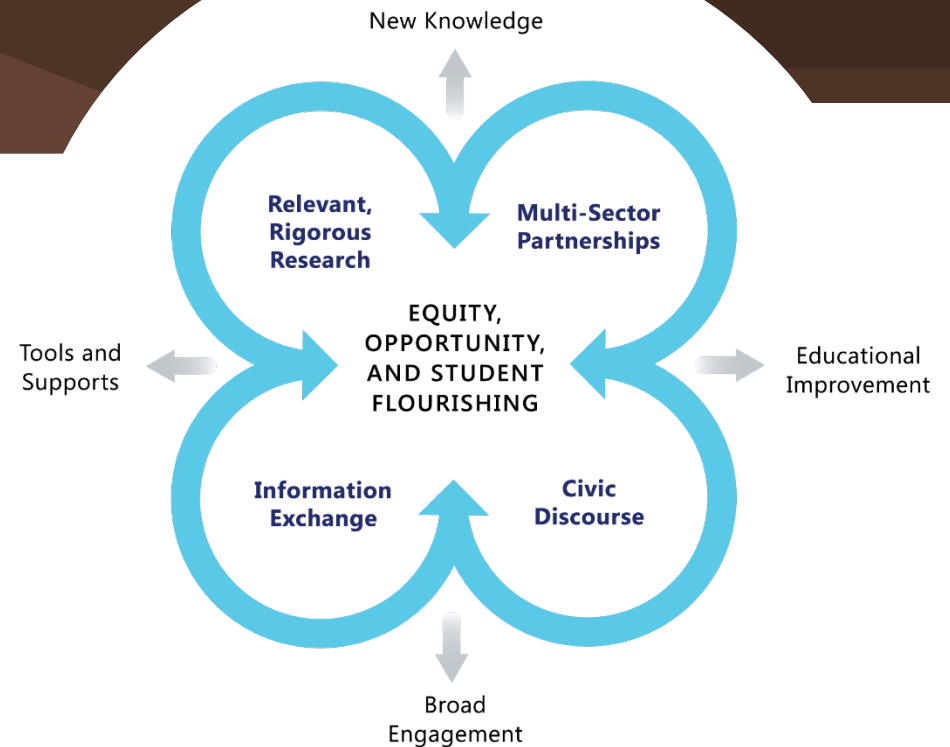
The vibrant community of Brown University faculty, staff, and students at the Annenberg Institute partners with education leaders and global scholars to equalize and improve educational opportunities.

Four interlocking areas of work generate our impact: relevant, rigorous research; multi-sector partnerships; civic discourse; and information exchange.

We produce relevant, rigorous research that builds **new knowledge** of promising educational practices and the conditions that enable students to thrive.

Through multi-sector partnerships that foster trust and reciprocity, we enhance the relevance of our research and mobilize innovations for educational improvement.

We identify the implications of research findings for policy and practice through civic discourse among stakeholders with multiple perspectives and a shared commitment to positive change. Synthesizing new knowledge and its implications, we create **tools and supports** to meet the needs of diverse stakeholders and facilitate a strategic exchange of information.



This **broad engagement** supports the work of researchers as they build the knowledge base for education policy and practice, and also supports the work of education decision makers as they leverage proven practices that lead to equitable and transformative educational opportunities for students.

TOOLS AND SUPPORTS

Creating tools and supports to meet the needs of diverse stakeholders and facilitate a strategic exchange of information.



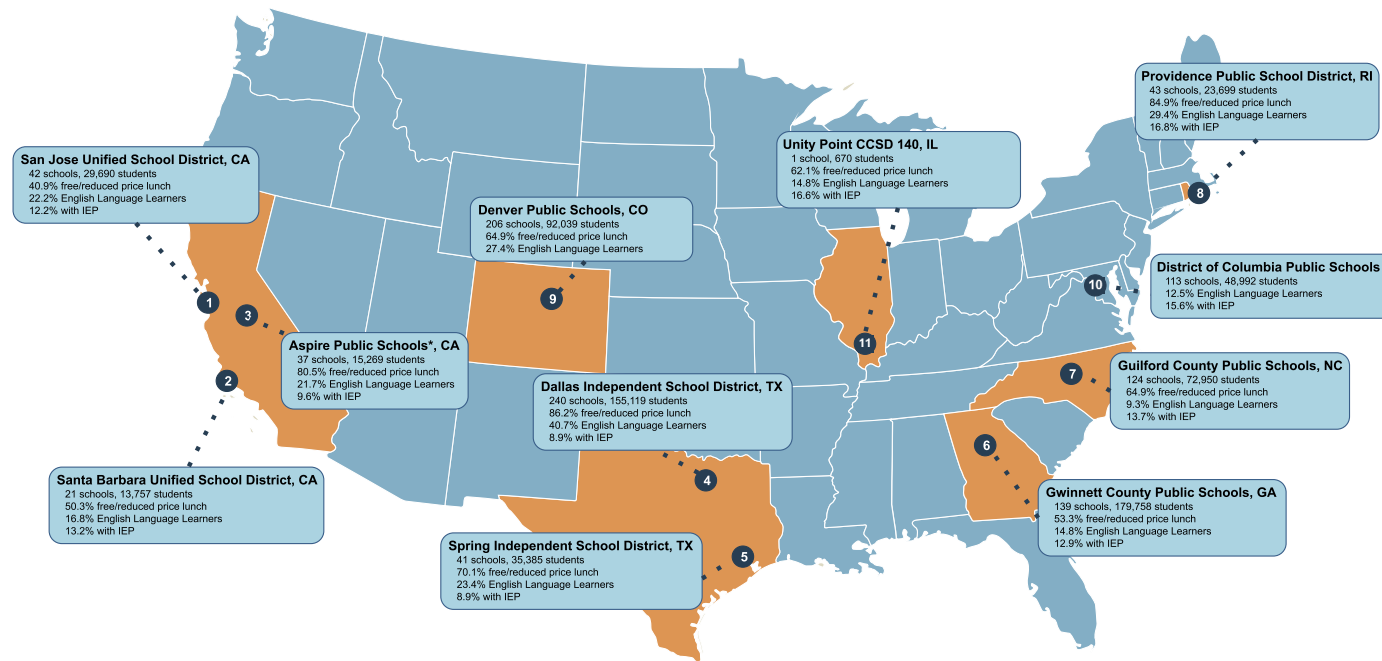
2022 Conference – Quality High-Impact Tutoring: From Research to Practice

National Student Support Accelerator

The National Student Support Accelerator vision is that every student in need has access to an effective tutor who champions and ensures their learning and success.

Tutoring has long been available to well-resourced students. But low-income students and students of color have rarely had access to the kind of intensive tutoring that could improve their learning trajectories. Previous efforts to scale up tutoring initiatives have not been successful in maintaining quality or reaching enough children who need individualized educational support. The Accelerator provides comprehensive resources

National Student Support Accelerator Research Sites



*Note: Data comes from the Common Core of Data 2018-19 district-level student membership file (as provided by NCES). Aspire Public Schools span three regions: Bay Area, Central Valley, and Los Angeles.
Free/reduced price lunch - Reported by "Eligible for free or reduced price lunch" variable in NCES Common Core Data Set. Data not available for DC.
% English Language Learners - Reported by the "Limited English Proficiency/English Language Learner" variable in NCES Common Core Data Set. Data not available for Denver.
%Students with an IEP - Reported by the "Individualized Education Plan Students" variable in NCES Common Core Data Set.

for districts and states interested in implementing high-impact tutoring. We introduce a framework for thinking about how tutoring programs should be structured to suit their communities and specific tools for building, expanding, improving and funding such programs. This year, we have been:

- Engaging with pilot sites implementing tutoring programs to learn more about what drives effectiveness, the barriers to implementation, and how to overcome these barriers;
- Providing [open-source Accelerator tools](#) and strategic advising to states, districts, tutoring organizations, and advocacy organizations to ensure more equitable access to High-Impact tutoring;

- Maintaining a [Tutoring Quality Improvement System](#) to assess the quality of tutoring programs and provide guidance for improvement.

Designed in partnership with tutoring organizations, schools and districts, the Accelerator tools articulate best practices, drawing on an extensive body of [existing research](#). Our goal is to make implementing high-impact tutoring programs at scale as straightforward as possible.



Ed Research for Recovery

As the COVID-19 pandemic progressed, education decision makers faced pressing questions about education and equity, and many reached out to Annenberg for access to vetted research syntheses to ground their decisions. In response, we developed the [EdResearch for Recovery](#) in partnership with Results for America to enable education decision makers to have access to timely, rigorous, and actionable research evidence and to products and services that allow them to engage with the evidence and adapt guidance to their local needs.

To date, the project has released [21 research briefs](#) on topics ranging from learning loss to family engagement and are featured on a website that

The key innovation of the briefs is that they directly respond to pressing questions from the field in ways that convert complex research into actionable knowledge for practitioners.

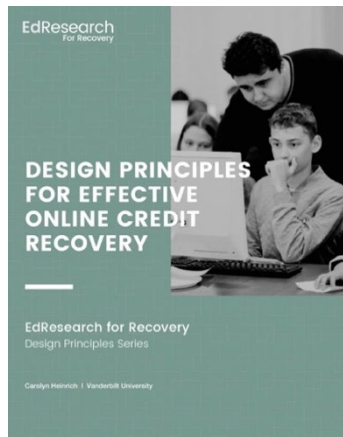
allows practitioners to submit new or follow-up questions. These briefs are written by nationally recognized teams of researchers and reviewed both by additional researchers and practitioners who make up the target audience.

The briefs have been viewed more than **40,000 times**, have been cited in state and federal guidance documents, and picked up by media outlets including the *New York Times*, the *Christian Science Monitor*, *Education*

Week, The 74, the Hechinger Report and featured in [Examining the Evidence webinar series](#) run by EdWeek.

In Fall 2021, we started a new effort in collaboration with TN SCORE, the Tennessee Education Research Alliance, and The New Teacher Project nonprofit organization to support a research-to-practice network for eight districts in Tennessee. These districts will work together to design, implement, measure and continuously improve [evidence-based summer learning programs](#) in 2022.

The need for distilling the research, identifying the most promising strategies, and working with districts to contextualize and implement these strategies is growing, especially as schools move to a more concentrated focus on supporting students and accelerating student learning. In these types of multi-sector partnerships across the United States, Annenberg will continue to enhance the relevance of our research and mobilize innovations for educational improvement.



Design Principles for Effective Online Credit Recovery

Schools and districts are increasingly turning to online credit recovery as a strategy to help students make up coursework missed during COVID-19. Vendor-provided online credit recovery programs often do not accommodate the learning needs of students who read below grade level or require special academic supports. Online credit recovery often results in less learning and lower earnings than face-to-face credit recovery, even if students regain course credits.

Summer Learning Toolkit

Using content from our design principles brief, Advancing Student Learning and Opportunity through Voluntary Academic Summer Programs, this Summer Learning Toolkit offers facilitator resources for strategy sessions and workshops aimed at creating more effective summer learning programs for K-12 students.

[Access the Toolkit](#)

Summer Learning Toolkit - Introduction

A guide to leading your team in an evidence-based discussion about:

Creating effective summer learning programs aligned to eight key design principles

Slide Deck #1

EdResearch
For Recovery



Tips by Text

The Tips-by-Text program is an innovative texting program that supports parents, caregivers and students. The program capitalizes on the fact that more than 96% of adults in the United States under 50 have cell phones. Almost all can access text messages and choose to do so, thus introducing the opportunity to use this low-cost and scalable technology to leverage behavior change.

Recognizing that home learning experiences affect children, our research program seeks to identify barriers to beneficial parenting and caregiving, and to develop, test, and refine interventions for parents and caregivers that overcome these barriers and promote learning and wellness.

The standard program delivers three texts each week during the school year to parents and caregivers, sequenced on Monday, Wednesday and Friday. These texts introduce a skill, explain why it is important, and give follow-up tips and reinforcement about how to help a child build that skill.

Some versions of the program focus on **literacy skills**; others focus on **math and social-emotional skills**, and still others focus on a combination of skills. Initially designed for parents of preschool-age children to help them prepare their children for kindergarten, Tips-by-Text has expanded to reach informal caregivers of young children, as well as parents and caregivers of children ages 0-6 and middle school students across the country and internationally (including in China, Denmark, and the UK among others). Currently available in *English, Spanish, Chinese and Arabic*, the program can readily be translated into other languages.

Texts4Teens



A text messaging program designed to motivate middle school parents and enhance relationships between parents and your children.

Texts4Teens works to promote parent-child engagement by sending weekly text messages to

middle school parents. The messages include facts and tips on how to support your child's academic trajectory as they transition from middle school to high school.

EdInstruments

EdInstruments is a comprehensive repository of education-relevant instruments for measuring the constructs central to educational improvement. The field of education research demonstrates little agreement or consistency on how to define, measure, and organize constructs related to education.



Academic scholars access specific instruments that measure particular constructs already in mind. School and district leadership study various instruments to get a more concrete understanding of what constructs they should be measuring, and what instruments are available for these measurements. EdInstruments also illuminates the holes in current measurement, thus facilitating development of new measures necessary to understand and, in turn, improve educational opportunities for students.

270 Instruments in the database.

EdWorkingPapers

Across the globe education scholars are producing new knowledge with the potential to improve decision-making in schools, agencies, and state houses. However, a number of barriers both hinder researchers from building on each other's work to push the field forward at pace and prevent stakeholders from using the research effectively. The lengthy publication cycles of research journals mean new volumes contain research already years old, and no one clearinghouse compiles high quality working papers.

Launched in May 2019, EdWorkingPapers is a working paper repository that houses, curates and disseminates manuscripts from a broad network of scholars. The repository is open-access and searchable by fields such as topic, methodological approach, scale, and location. The current papers represent work from early childhood through post-secondary education and cover a wide variety of education topics including access and admissions, education outside of school, educator labor markets, educator preparation and evaluation, finance, inequality, markets, methods, multiple outcomes of education, parents and communities, politics and governance, program and policy effects, race and ethnicity, and standards, accountability, assessment, and curriculum.

EdWorkingPapers is unique in its reach: contributors represent multiple disciplines including Education, Economics, Psychology, Public Policy, Sociology, and Statistics, and come from diverse universities across the United States, in addition to research organizations such as the Urban Institute, RAND Corporation, College Board and William T. Grant Foundation. The majority of contributors are researchers with a track record of publishing high-quality empirical work that is both policy relevant and considered rigorous in their respective discipline/field.



630+ papers

290,000+ visits

111,000+ downloads

70+ papers cited by 74million.org

130+ papers cited by EdWeek



BROAD ENGAGEMENT

Supporting the work of researchers to build the knowledge base, and simultaneously supporting the work of education decision makers to leverage proven practices.



Research-Practice Partnerships

Research Practice for Professional Learning (RPPL)

RPPL is a multi-sector partnership that brings together professional learning (PL) organizations and researchers from the Annenberg Institute to advance teacher learning that leads to equitable outcomes for all students.

RPPL's central goal is a broad learning agenda designed to identify which professional learning (PL) design features improve teachers' instructional practice and, as a result, students' classroom experiences, well-being, and academic growth.

RPPL centers equity in its work, focusing in particular on supporting the learning of teachers who work with students who traditionally have experienced marginalization.

In the last year, RPPL has focused its efforts on:

- Building a collaborative [Learning Agenda](#);
- Producing a research brief: [Dispelling the Myths: What the Research Says About Teacher Professional Learning](#);
- Hosting several webinars on dispelling the myths about teacher professional learning;
- Fostering a research infrastructure, including a research advisory council and several toolkits to enable faster and better research on PL;
- Launching the first “**anchor study**”. This cross-organizational study will seek to answer whether curriculum-based PL can support curriculum implementation that leads to improvements in teacher practice and student learning. *We plan to embed a second question in the same anchor study that will answer what design features of curriculum-based PL are most effective.*

Dispelling the Myths: What the Research Says About Teacher Professional Learning

Many commonly-held beliefs about teacher professional learning are not supported by research. Our research brief dispels those myths and delivers some truths about effective teacher development.



San Francisco Unified School District (SFUSD)

The SFUSD-Annenberg Research Partnership is a collaboration to foster a thriving learning community and provide solutions to educational challenges in the district and beyond. For over a decade, [Dr. Susanna Loeb](#) and her team have worked closely with SFUSD leaders to produce knowledge on how to attract, develop, and retain high-quality teachers and school leaders as well as on how to enhance educational opportunities and reduce inequality for students.

Educational Opportunity in Massachusetts

The Educational Opportunity in Massachusetts project, led by John Papay, continues to engage in a robust partnership with the Massachusetts Department of Elementary and Secondary Education and Department of Higher Education to explore educational inequality and opportunity in the Commonwealth.

We study the broad effects of educational reform in the Commonwealth and the ways that the public PK-12 and higher education systems promote and constrain opportunity for students from all backgrounds. We have published research on the state's high school exit examination and the pandemic's effects on college-going in the Commonwealth. We are currently exploring the state's science testing policy, the role of schools in promoting students' long-run outcomes, and the patterns of degree completion and transfer among students who enroll in Massachusetts community colleges. We presented these findings to key stakeholders across the state, including the state Board of Elementary and Secondary Education and community college presidents.

Let's Chat:

Chatbot Nudging for Improved Course Performance

Katharine Meyer
Brown University

Lindsay Page
Brown University

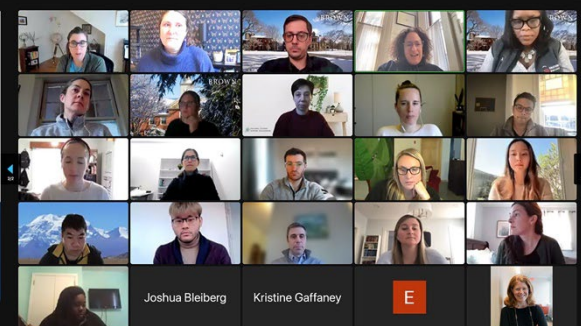
Eric Smith
University of Texas, Austin

Tyler Walsh
Georgia State University

C. Lindsey Fifield
Georgia State University

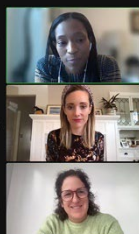
Michael Evans
Georgia State University

March 1, 2022

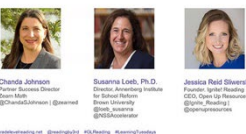


Money Matters, But There Is Still Much to Learn

- Little is known about how money is spent in districts
- Consequently, SFR studies often lack in-depth examination of the mechanisms through which SFRs can influence student outcomes
- This paper examines a policy-relevant spending category and mechanism: Teacher salaries and retention
 - Teacher quality is among the most important schooling factors in predicting academic success and adult outcomes such as earnings (Chetty, Friedman & Rockoff, 2014; Rivkin, Hanushek, & Kain, 2005; Rockoff, 2004)
 - Teacher salary may influence teacher quality through multiple mechanisms, including attracting high-quality teachers and keeping teachers staying in the district or profession (Hanushek, 2014, 2015)



Presenters



Half-baked Seminars

Seminars for new and developing work, known as the “Half Baked Seminar,” give researchers a venue to receive feedback from diverse viewpoints and disciplines, accelerating the pace at which the research improves.

32 Seminars held this year.

Education Policy Seminars

Cross-disciplinary global scholars bring the state of the art to Annenberg, answering the most pressing education policy questions and offering new approaches to answering these questions. While here, they offer seminars, seek and provide feedback with Annenberg faculty and postdoctoral fellows, and collaborate with scholars across Brown University.

30 Policy Seminars hosted this year.

Postdoctoral Research Fellows

Postdoctoral Research Fellows join a diverse community of scholars committed to educational equity and improvement for a two-year fellowship. They participate in collaborative research activities with our affiliated faculty on issues related to US PreK-16 education policy. Fellows develop and apply skills in rigorous education policy analysis through research, training, and convenings.

Post-Doctoral Fellow Publications

Kraft, M.A., & **Bleiberg, J.** (2022). The Inequitable Effects of Teacher Layoffs: What We Know and Can Do. *Education Finance and Policy*, 17(2), 367–377. https://doi.org/10.1162/edfp_a_00369

Schueler, B.E., & **Bleiberg, J.** (2022). Evaluating Education Governance: Does State Takeover of School Districts Affect Student Achievement? *Journal of Policy Analysis and Management*, 41(1). <https://doi.org/10.1002/pam.22338>

Lyon, M.A., Bretas, S., & Ready, D. (2021). Design Philanthropy: Challenges and Opportunities in the Evolution of Philanthropic Giving. *Educational Policy*. <https://doi.org/10.1177/08959048211049426>

Papay, J.P., **Mantil, A.**, & Murnane, R.J. (2022). On the Threshold: Impacts of Barely Passing High-School Exit Exams on Post-Secondary Enrollment and Completion. *Educational Evaluation and Policy Analysis*. <https://doi.org/10.3102/01623737221090258>

Edwards, D.S. (2021). Just Out of Reach? Unrestrained Supply, Constrained Demand, and Access to Effective Schools in and around Detroit. *Educational Evaluation and Policy Analysis*, 43(3), 391–418. <https://doi.org/10.3102/0162373721996738>



Edwards, D.S. (2021). Over the River and through the Woods: The Role of Distance in Participation in Rural School Choice. *Journal of School Choice*, 15(4), 624-654. <https://doi.org/10.1080/15582159.2021.1885969>

Robinson, C. D., Chande, R., Burgess, S., & Rogers, T. (2021). Parent Engagement Interventions Are Not Costless: Opportunity Cost and Crowd Out of Parental Investment. *Educational Evaluation and Policy Analysis*, 44(1), 170-177. doi: 10.3102/01623737211030492

Gehlbach, H. & **Robinson, C. D.** (2021). From old school to open science: The implications of new research norms for educational psychology and beyond. *Educational Psychologist*, 56(2), 79-89. doi: 10.1080/00461520.2021.1898961

Lasky-Fink, J., **Robinson, C. D.**, Chang, H. & Rogers, T. (2021). Using behavioral insights to improve school administrative communications: The case of truancy notifications. *Educational Researcher*, 50(7), 442-450. doi: 10.3102/0013189X211000749

Robinson, C. D., Andersen, T. L., Davison, C., Demic, E., Evans, H., Mascarenhas, M. F., Gibson, S. P., Hlavova, R., Lam, W. Y., Mareva, S.,

Yosifova, A., & Ruggeri, K. (2021). Education and behavior. In K. Ruggeri (Ed.), *Psychology and Behavioral Economics: Applications for Public Policy*, 2nd Edition. New York, NY: Routledge.

Rosinger, K., **Meyer, K.**, & Wang, J. (2021). Leveraging insights from behavioral science and administrative burden in free college program design: A typology. *Journal of Behavioral Public Administration*, 4(1), 1-26. Link: <https://journal-bpa.org/index.php/jbpa/article/view/197>

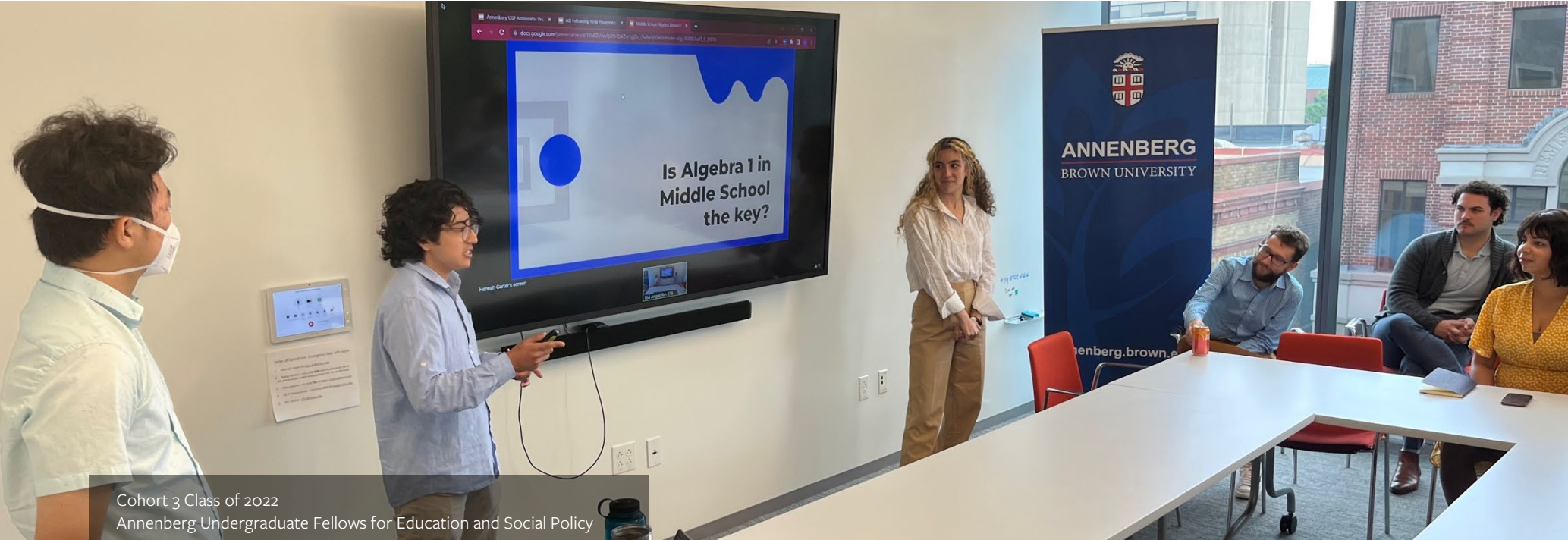
Working Papers

Blazar, D., & **Pollard, C.** (2022). Challenges and Tradeoffs of “Good” Teaching: The Pursuit of Multiple Educational Outcomes. (EdWorkingPaper: 22-591). <https://doi.org/10.26300/ajht-4d94>

Meyer, K., Lindsay C. Page, Eric Smith, B. Tyler Walsh, C. Lindsey Fifield, and Michael Evans. (2022). Let’s Chat: Chatbot Nudging for Improved Course Performance. (EdWorkingPaper: 22-564). <https://doi.org/10.26300/es6b-sm82>

Doss, C., Fricke, H., Loeb, S., & **Doromal, J.B.** (2022). Engaging Girls in Math: The Unequal Effects of Text Messaging to Help Parents Support Early Math Development. (EdWorkingPaper: 20-310). <https://doi.org/10.26300/39zc-j672>

Robinson, C. D., & Loeb, S. (2021). High-Impact Tutoring: State of the Research and Priorities for Future Learning. (EdWorkingPaper: 21-384). <https://doi.org/10.26300/qf76-rj21>



Cohort 3 Class of 2022
Annenberg Undergraduate Fellows for Education and Social Policy

Undergraduate Research Fellows for Education and Social Policy

Our Undergraduate Fellows Program prepares current Brown undergraduates to engage in rigorous empirical research in education and social policy. During the eight-week, paid summer fellowship, a cohort of fellows engages in a series of didactic workshops and seminars, participates in team-based research projects, and learns to organize and analyze large data sets. Fellows are exposed to and interact with a wide range of Brown faculty in this program, which emphasizes both mentorship and peer learning. This year's cohort worked in small teams on three distinct projects:

- Professor Jesse Bruhn's team analyzed national data from Great Schools to examine how school ratings affect student enrollment and predict segregation. They utilized a regression discontinuity design to exploit rounding cutoffs in school ratings and assess whether there is a causal relationship between school ranking and enrollment by student demographics.
- A team led by Postdoctoral Fellow Xiaoyang Ye used data from the High School Longitudinal Study of 2009 to describe middle school Algebra 1 course-taking and the outcomes associated with taking Algebra 1 before high school.
- Under the direction of Postdoctoral Fellow Carly Robinson and Research Associate Sara White, a team explored the correlation between student-reported experiences and tutor-reported experiences and how students in specific groups experience tutoring, using survey data from the National Student Support Accelerator.



Conferences

Research Designs and Measurement for Teacher Education

This year we convened 45 researchers from 21 different teacher education institutions for three days of collaboration at the second *Research Designs and Measurement for Teacher Education Conference*.

With support from the Spencer and National Science Foundations, the aim of the conference was to advance causal research designs and novel measurement approaches within teacher education. Participants attended panels featuring researchers with study designs and measures in varying stages of implementation, and had the opportunity to share their work and receive feedback from their peers. Annenberg Institute Director Susanna Loeb led a discussion of causal research designs that are possible in STEM teacher education and introduced the group to the EdInstruments library of educational measurement tools.

Over the course of the next year, participants plan to continue this collaboration through a series of virtual brown bag meetings and by gathering for a third conference in the fall of 2022.

Local Impact: Rhode Island and Providence

Providence Public School District (PPSD)

With research and community convenings we have helped PPSP understand trends and needs since COVID began, including:

- Analyzing trends in absenteeism since the pandemic began, as well as identification of the causes of absenteeism.
- Evaluating the eligibility radius for bus passes to inform investment decisions.
- Multi-stakeholder Panel Discussion: [Returning to Our Schools: Prioritizing Health, Equity & Community](#)

Rhode Island Department of Education (RIDE)

We launched a community of practice with Rhode Island school districts focused on designing and implementing high-impact tutoring programs, using our [Design Principles](#) brief. Through this network, our team engages with the districts so that we can both deeply understand the implementation challenges that frustrate efforts to scale interventions, and also so that we can test a developing curriculum. We are helping to build a cohort of practitioners who build and share the knowledge that researchers often lack about moving from theory to programmatic improvement.



Catalyzing Education at Brown

To harness the energy and power of Brown University students, we host a searchable and detailed [database](#) of community engagement opportunities in the Providence Public School District.

In addition to regular connections with Providence Public School District, this year we connected Brown University students to other Rhode Island districts where they provided high impact tutoring to help with learning loss resulting from the COVID-19 Pandemic. Those districts include: Central Falls, Woonsocket, Smithfield, and Tiverton.

Our Director, Susanna Loeb, and our Education Coordinator, Soljane Martinez, provide strategic advising and support to multiple committees and workgroups designed to support education reform in Providence, including the [Public Education Committee](#) which recommends payouts from [the Fund for the Education of the Children of Providence](#).

College Day at Brown

In partnership with the Brown University President's office, we hosted over 150 PPSP high school students and 20 teachers/counselors for the first College Day at Brown. The high school students began their day with addresses from President Paxson and Rhode Island Education Commissioner Angélica Infante-Green. Afterward, they attended mini-classes in one of three subject areas they had chosen in advance: liberal arts, social impact or STEM, had lunch with Brown Students. The purpose of the Day is to provide high school students with the opportunity to meet with Brown students and faculty, experience the environment on the College Green between classes and to understand the breadth of co-curricular opportunities on the campus as they develop their post-high school plans.



Brown's President Christina Paxson and RIDE's Commissioner Angélica Infante-Green participating in College Day at Brown

NEW KNOWLEDGE

Producing relevant, rigorous research that builds new knowledge of promising educational practices and the conditions that enable students to thrive.



Research Centers

Center on the Study of Educators

The Annenberg Institute's Center on the Study of Educators conducts rigorous research on educators in K-12 public schools to build knowledge that pushes the field forward, informs policy and practice, and improves educational outcomes for students in the United States.

Led by John Papay, Associate Professor of Education and Economics, the center focuses on four substantive areas:

- [How states and districts develop robust human capital pipelines](#)
- [How educators learn and develop throughout the career](#)
- [How organizational context of schools affects educators](#)
- [How educators influence a range of student outcomes](#)

The Center partners with the Providence Public School District (PPSD) to explore how the district can build and sustain an effective teacher workforce. Working closely with the Human Resources team at PPCSD, we aim to understand a series of interrelated challenges when it comes to staffing each school with effective teachers. Our goal is to provide supportive analytics for the district HR team and turn around quick analyses to inform pressing policy and investment decisions.

Accomplishments this year include:

- Releasing Research briefs on [teacher recruitment](#) and [teacher retention](#)
- Hosting a [panel](#) discussion on the topic of teacher recruitment with several local stakeholders

Center for the Study of Educators Affiliate Research

Bardelli, Emanuele, Matthew Ronfeldt, and John Papay. (2021). Teacher Preparation Programs and Graduates' Growth in Instructional Effectiveness. (EdWorkingPaper: 21-450). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/120j-qb52>

Bleiberg, Joshua, and Matthew A. Kraft. (2022). What Happened to the K-12 Education Labor Market During COVID? The Acute Need for Better Data Systems. (EdWorkingPaper: 22-544). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/2xwo-v642>

Chi, Olivia L.. (2021). A Classroom Observer Like Me: The Effects of Race-congruence and Gender-congruence Between Teachers and Raters on Observation Scores. (EdWorkingPaper: 21-470). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/g8bz-zs40>

Demszky, Dorottya, Jing Liu, Zid Mancenido, Julie Cohen, Heather C. Hill, Dan Jurafsky, and Tatsunori Hashimoto. (2021). Measuring Conversational

Uptake: A Case Study on Student-Teacher Interactions. (EdWorkingPaper: 21-424). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/4ycn-m631>

Demszky, Dorottya, Jing Liu, Heather C. Hill, Dan Jurafsky, and Chris Piech. (2021). Can Automated Feedback Improve Teachers' Uptake of Student Ideas? Evidence From a Randomized Controlled Trial In a Large-Scale Online Course. (EdWorkingPaper: 21-483). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/thn9-wh86>

Gonzalez, Kathryn, Kathleen Lynch, and Heather C. Hill. (2022). A Meta-Analysis of the Experimental Evidence Linking STEM Classroom Interventions to Teacher Knowledge, Classroom Instruction, and Student Achievement. (EdWorkingPaper: 22-515). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/d9kc-4264>

Hill, Heather, Zid Mancenido, and Susanna Loeb. (2021). Effectiveness Research for Teacher Education. (EdWorkingPaper: 20-252). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/zhhb-j781>

James, Jessalynn, Matthew A. Kraft, and John Papay. (2022). Local Supply, Temporal Dynamics, and Unrealized Potential in Teacher Hiring. (EdWorkingPaper: 22-518). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/1yfe-gs84>

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Center for Student Well-Being

The Center for Research on Student Well-Being recognizes that, to thrive, students need more than academic opportunities: social-emotional, physical, and civic wellbeing are also key components of student well-being. Schools, governments, health-care providers, community organizations, and families all play important roles in student flourishing. Led by Margot Jackson, Associate Professor of Sociology, and Susan Moffitt, Associate Professor of Political Science and International and Public Affairs, the aim of this center is to bridge silos in research and practice to produce new, actionable knowledge on how policies and practices can improve opportunities for students to thrive.

This knowledge includes developing ways to understand student well-being beyond academic achievement; identifying national and state policies that contribute to student well-being; and understanding how relationships between schools and other organizations can be configured to support student well-being. A conference in May 2022 will assemble leading scholars across social science disciplines to examine the social safety net for children in the United States: how “bundling” programs can benefit children, as well as the challenges involved in helping families obtain the benefits and supports for which they are eligible.

Center for Student Well-Being Affiliate Research

Margot Jackson and Daniel Schneider. “[Public Investments and Class Gaps in Parents’ Developmental Expenditures.](#)”

Margot Jackson, Emily Rauscher and Ailish Burns. “[Social Spending and Educational Gaps in Infant Health in the United States: 1998-2017.](#)”



2022 Social Safety Net Conference

Selected Publications from Annenberg Faculty

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Our Annenberg Institute team is a diverse cohort of thinkers who bring varied perspectives to their research and an enthusiasm for working across disciplines with their colleagues.



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