



CALIFORNIA'S EMERGING TEACHER SHORTAGE: NEW EVIDENCE AND POLICY RESPONSES

Jan. 19, 2016 | 9:30 a.m. – 2:30 p.m.

Tsakopoulos Library Galleria,
Sacramento Public Library

HOSTED BY

Education Policy Center at AIR
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Policy Analysis for California Education
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#TeacherShortageCA

AGENDA

- 9:30 Welcome:** Julie Marsh and David Plank, PACE
- 9:35 Opening Remarks:** Sen. Carol Liu, District 25
- 9:45 Panel: California's Emerging Teacher Shortage in Perspective**
Louis Freedberg, *EdSource* (moderator)
Dave Gordon, Sacramento County Office of Education
Jesse Levin, AIR
Kimberly Rodriguez, Office of Senate President pro Tempore
Patrick Shields, LPI
Leib Sutcher, LPI
- 10:30 Panel: Critical Shortages**
Joy Resmovits, *Los Angeles Times* (moderator)
Patricia Gandara, UCLA
Lynn Holdheide, AIR
Roy Mendiola, Firebaugh Las Deltas Unified School District
Rick Pratt, Assembly Education Committee
- 11:15 Break**
- 11:30 Panel: Policy Responses, Pre-Service**
Jill Tucker, *San Francisco Chronicle* (moderator)
Ellie Fulbeck, AIR
Roneeta Guha, LPI
Theresa Montano, California Teachers Association
Mary Sandy, Commission on Teacher Credentialing
- 12:15 Lunch**
- 12:45 Keynote:** Linda Darling-Hammond, LPI
- 1:30 Panel: Policy Responses, In-Service**
Angela Minnici, AIR (moderator)
Lindsay Burningham, San Diego Education Association
Dan Humphrey, Education Policy Consultant
Julia Koppich, J. Koppich & Associates
Katharine Strunk, USC
Lindsay Burningham, San Diego Education Association
- 2:15 Closing Remarks:** Susanna Loeb, PACE and Stanford University
- 2:30 Adjourn**

WELCOME

Julie Marsh

Associate Professor, Rossier School of Education, USC
Director, PACE



Julie Marsh is an associate professor at the Rossier School of Education at USC. Marsh specializes in research on policy implementation, educational reform and accountability. Her research blends perspectives in education, sociology and political science. Over the past 15 years, her research has examined the implementation and effects of various accountability policies, including studies of the No Child Left Behind Act, school turnaround, teacher evaluation and charter schools. Marsh has also closely examined school districts as central actors in educational reform, including the roles played by central office administrators in both interpreting and creating policy, as well as the roles of other district actors—school board members, union leaders, citizens, parents, university partners, and community organizations—in advancing system-level reform. Much of this research has focused on decision-making, including the role of data, the democratic nature of these efforts and the politics of such processes. Her expertise lies in case study methodology and survey development and analysis. Prior to coming to USC in July 2010, Marsh was at the RAND Corporation for eight years, where she last served as Senior Policy Researcher. She received a Ph.D. in Education Administration and Policy Analysis from Stanford University.

David Plank

Executive Director, PACE



Before joining PACE in January 2007, David N. Plank was a professor at Michigan State University, where he founded and directed the Education Policy Center. He was previously on the faculties at the University of Pittsburgh and at the University of Texas at Dallas, where he taught courses and conducted research in the areas of educational finance and policy. He received his Ph.D. from the University of Chicago in 1983. Plank is the author or editor of six books, including the *AERA Handbook on Educational Policy Research*. He has published widely in a number of different fields, including economics of education, history of education and

educational policy. His current interests include the role of the state in education, and the relationship between academic research and public policy. In addition to his work in the United States, Plank has extensive international experience. He has served as a consultant to international organizations including the World Bank, the United Nations Development Program, the Organization for Economic Cooperation and Development, the United States Agency for International Development, the Ford Foundation, and also to governments in Africa and Latin America.

OPENING REMARKS

Carol Liu

State Senator, District 25



Carol Liu is the state senator from the 25th District, which includes Sunland/Tujunga, Atwater Village, and the Griffith Park areas of the city of Los Angeles, Burbank, Glendale, La Crescenta, Montrose, La Cañada Flintridge, Pasadena, Altadena, South Pasadena, San Marino, Sierra Madre, Monrovia, Bradbury, Duarte, Glendora, San Dimas, La Verne, Claremont and Upland.

Liu studied at the UC Berkeley School of Education where she earned both a lifetime teaching credential and a credential in education administration. She was a teacher in the Richmond public schools, teaching history at the junior and senior high level before becoming a school administrator.

Many key pieces of legislation Liu authored during her six years in the California State Assembly were signed into law, including laws to promote career and technical education, protect public safety, prevent domestic violence, improve ground water quality and deter gang activity.

The first Asian American woman ever elected to the California State Senate, Liu has continued to pursue her agenda to improve public education, increase access to higher education and to career and technical education, promote a sustainable environment and economic development, and preserve essential services for the elderly, low-income, disabled and other at-risk populations. Since taking office in the Senate, Liu has authored a number of measures that have been signed into law, including bills that improve community college student

success, reduce greenhouse gas emissions, and protect children and seniors.

Liu is recognized nationally for her leadership and expertise in education policy. In the Assembly she served as a member of the Blue Ribbon Commission on Higher Education and as a member of the National Commission on Accountability in Higher Education. As a senator she serves on the Legislative Advisory Committee of the Western Interstate Commission for Higher Education.

CALIFORNIA'S EMERGING TEACHER SHORTAGE IN PERSPECTIVE

Louis Freedberg

Executive Director, *EdSource*



Louis Freedberg is executive director of *EdSource*. For more than two decades, Freedberg has analyzed and reported on local, state and national education policy. Before coming to *EdSource*, Freedberg was the founding director of California Watch at the Center for Investigative Reporting. He spent 15 years at the *San Francisco Chronicle*, where he was an award-winning education reporter, Washington correspondent, columnist and member of the editorial board. He has a Ph.D. in social anthropology from UC Berkeley and a B.A. in child development from Yale University.

Dave Gordon

Superintendent, Sacramento County Office of Education



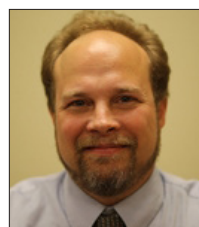
David W. Gordon serves as Superintendent of the Sacramento County Office of Education. From 1995-2004 Gordon served as superintendent of the Elk Grove Unified School District. Elk Grove is an ethnically and economically diverse district of 62,000 students covering 320 square miles of Sacramento County, California. Gordon was responsible for 55 schools and budgets totaling \$500 million. One of the fastest growing districts in the nation, Elk Grove grew from 29,000 to 59,000 students during Gordon's tenure.

From 1991 to 1995, Gordon served as Elk Grove's assis-

tant superintendent of elementary education. Prior to coming to Elk Grove, Gordon was deputy state superintendent for the California Department of Education. Gordon began his career as an elementary school teacher in 1968 in the South Bronx, New York. Gordon holds a B.A. degree from Brandeis University and an Ed.M. and Certificate of Advanced Study in Educational Administration from Harvard University. From 2003-2011 he was appointed by the U.S. Secretary of Education to the National Assessment Governing Board, which oversees the National Assessment of Educational Progress (the "Nation's Report Card"). From 2001-2003, Gordon served on the President's Commission on Excellence in Special Education.

Jesse Levin

Principal Researcher, AIR



Jesse D. Levin is a principal researcher at AIR, where he has been involved in a number of projects investigating educational production, school finance and adequacy, and resource allocation. His work at AIR over the past 10 years has included key roles on groundbreaking studies of educational adequacy, resource allocation and effective schooling practices, all of which draws upon his expertise in applied econometrics and quantitative methods. Levin was the principal analyst for a series of studies with *EdSource* that related school practices to student achievement in California elementary and middle schools. He was also involved in investigations of education adequacy and special education in California under the Getting Down to Facts studies.

Levin is co-recipient of the Association of Educational Service Agencies 2007 E. Robert Stephens Award for the research study "Similar Students, Different Results: Why Do Some Schools Do Better? A Large-scale Survey of California Elementary Schools Serving Low-Income Students." Articles of his work have appeared in *Economics of Education Review*, *Empirical Economics*, *Labour Economics*, *Oxford Bulletin of Economics and Statistics*, and the *Peabody Journal of Education*. Levin received an M.A. with honors from San Francisco State University in economics with a specialization in public finance, and a Ph.D. in economics with a focus in education economics from the University of Amsterdam and the Tinbergen Institute.

Kimberly Rodriguez

**Chief Education Advisor, California Senate President
pro Tempore Kevin de Leon**



Kimberly Rodriguez has more than 15 years of legislative experience, working in the California State Legislature and lobbying for school district organizations. She worked on a wide array of K-12 education policy and fiscal issues as a consultant to the Assembly Education Committee and Assembly Budget Committee. From 2004 to 2013, Rodriguez worked for the Assembly Appropriations Committee as the K-12 education and labor issues consultant that provided a fiscal analysis on all K-12 education and labor related legislation before the California State Legislature.

In November 2013, Rodriguez became a legislative advocate for the Association of California School Administrators, which represents more than 16,000 school leaders in California, including superintendents and principals. At ACSA, she advocated before the legislature on English-learner, curriculum/assessment and budget issues, including implementation of the Local Control Funding Formula and the Local Control Accountability Plan. Currently, Rodriguez works for Senate President pro Tempore Kevin de Leon as his chief education advisor. She advises Senator De Leon on all K-12 and Higher education budget and policy issues.

Patrick Shields

Executive Director, LPI



Patrick M. Shields has more than 25 years of experience managing large-scale social science research projects, and his work has focused on efforts to provide high-quality learning opportunities to every student in the United States.

Shields received a Ph.D. and an M.A. in educational policy from Stanford University, an M.A. in educational administration from Columbia University and a B.A. in romance languages from Amherst College. He serves on the National Academy of Sciences Committee on Strengthening Science Education through a Teacher Learning Continuum. He also was on the Academy's Committee on the Influence of Standards in Mathematics, Science and Technology; worked as a senior policy advisor to the Center for Research on Educational Diversity

and Excellence at the University of California, a member of the National Council of Teachers of Mathematics Standards Impact Research Group; and served as a member of the Committee of Visitors for the Center for Informal Learning and Schools.

Leib Sutcher

Research Assistant, LPI



Leib Sutcher is a research assistant at the Learning Policy Institute. He has a strong background in advanced statistical techniques and data analysis in education. His work focuses on educator quality as it relates teacher supply and demand, teacher attrition and teacher shortages in the labor market.

Before starting at LPI, Sutcher worked as a researcher and tutor at the Quantitative Analysis Center at Wesleyan University, teaching students and assisting professors in advanced statistical techniques. In addition, he ran his own science classroom in a summer school program for Oakland public school students and has designed curricula related to education policy, pedagogy and the American Civil Rights movement in partnership with Berkeley High School. Sutcher received a B.A. from Wesleyan University in economics with a concentration in education.

CRITICAL SHORTAGES

Joy Resmovits

Education Editor and Reporter, *Los Angeles Times*



Joy Resmovits is an editor and reporter who covers education for the *Los Angeles Times*. Before that, she spent four years as the *Huffington Post's* education reporter. In 2014-15, she was a Columbia University Spencer Fellow. Her writing previously appeared in the *Wall Street Journal*, the *Forward* and the *New York Daily News*. She serves on the board of trustees for the *Columbia Daily Spectator* and the Education Writers Association's journalist advisory board.

Patricia Gandara

Research Professor and Co-Director, Civil Rights Project at UCLA

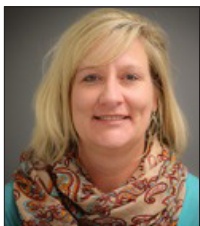


Patricia Gandara is research professor and co-director of the Civil Rights Project at UCLA. She is also chair of the Working Group on Education for the University of California-Mexico Initiative in which she is spearheading a number of California-Mexico education projects. Gandara is a fellow of the American Educational Research Association, the National Academy of Education, the Rockefeller Foundation Bellagio Center in Italy, the French-American Association at Sciences Po Graduate Institute, Paris, and an ETS fellow at Princeton, New Jersey. In 2011 she was appointed to President Obama's Commission on Educational Excellence for Hispanics, on which she continues to serve, and in 2015 received the Distinguished Career Award from the Scholars of Color Committee of the AERA.

Gandara recently co-edited two journal issues: *Language Policy* (2012) and *Teachers College Record* (2013) that summarize research conducted in Arizona for the *Horne v Flores* Supreme Court case, which dealt with the rights of English Learners to an equitable education. Her most recent books include *Forbidden Language: English Learners and Restrictive Language Policies* (2010) with Megan Hopkins, from Teachers College Press, and *The Bilingual Advantage: Language, Literacy, and the U.S. Labor Market* (2014, with Rebecca Callahan), a compilation of studies that demonstrates the economic value of biliteracy in a rapidly globalizing world.

Lynn Holdheide

Principal Technical Assistance Consultant, AIR



Lynn Holdheide is a principal technical assistance consultant for AIR with more than ten years of experience in providing responsive technical assistance of the highest quality to state education agencies (SEAs) and regional comprehensive centers. Her knowledge of and expertise in special education—including response to intervention, inclusive services, evaluating teacher effectiveness and improving the preparation of teachers for students with at-risk characteristics and disabilities—make her uniquely well-qualified to lead the Center on Great Teachers and Leaders' efforts in these key areas.

In her previous role as Vanderbilt University research associate for the TQ Center, Holdheide spearheaded efforts to address the pressing challenges in evaluating teachers of students with special needs and served as a reviewer of the U.S. Department of Education's ESEA flexibility waiver applications in 2012. Holdheide is a veteran in providing technical assistance through in-depth, face-to-face collaboration, as well as through online platforms and the development of customized resources that are directly responsive to state needs. Holdheide also served as a special education teacher, and project coordinator and education consultant at the Indiana Department of Education, Division of Exceptional Learners.

Roy Mendiola

Assistant Superintendent, Firebaugh Las Deltas Unified School District



Roy G. Mendiola was born in the small City of San Joaquin in Fresno County. He attended Fresno Unified Schools; Fresno City College and Fresno State for his teaching credential; and then an administrative credential and a doctorate degree through the CSU Fresno/UC Davis Joint Doctoral program in educational Leadership. Mendiola worked for the Fresno County Social Services System before beginning his teaching and administrative career with the Fresno Unified School District. He then worked for the University of California, Educational Research Center and the Fresno County Office of Education before entering the nonprofit sector working with faith- and community-based organizations to provide out-of-school learning opportunities to help children enhance their in-school success.

Mendiola is currently the assistant superintendent for the Firebaugh Las Deltas Unified School District, a small K-12 school district serving 2,289 students. About 93 percent of the students are Hispanic; 92 percent are low income; 36 percent are English learners and 36 percent are fluent English proficient. Teacher recruitment and retention is a statewide issue that continues to become increasingly challenging for rural districts that compete with each other as well as large urban districts for fewer teachers.

Rick Pratt

Chief Consultant, Assembly Education Committee



Rick Pratt is the chief consultant to the Assembly Education Committee, a position he has held since December 2011. In that position, Pratt analyses and helps shape legislation on a wide range of education issues, including

school finance, governance, assessments and education technology.

Prior to coming to the Assembly, Pratt was the assistant executive director for governmental relations for the California School Boards Association for 11 years. In that position, Pratt oversaw the development and implementation of CSBA's political and legislative agendas and led a team of legislative advocates that represented the interests of CSBA before the state legislature, governor, regulatory agencies, Congress and federal agencies.

Prior to joining CSBA, Pratt served as senior governmental relations representative for the California School Employees Association for 11 years, representing the interests of classified school employees. Pratt was also a program analyst with California's Office of the Legislative Analyst for nearly five years. In that capacity, Pratt advised the legislature on the fiscal impact of the governor's K-12 budget proposal and on legislation before the Assembly and Senate appropriations committees.

Pratt completed coursework for a doctoral degree in school finance and economics of education at the University of California, Berkeley. He is the father of two children and four grandchildren and lives with his wife, Leslie, in Sacramento.

POLICY RESPONSES, PRE-SERVICE

Jill Tucker

Education Reporter, *San Francisco Chronicle*



Jill Tucker has covered education in California for 18 years, writing stories that range from issues facing Bay Area schools districts to broader national policy debates. Her work has generated changes to state law and spurred

political and community action to address local needs.

She is a frequent guest on KQED's "Newsroom" television show and "Forum" radio show. A Bay Area native, Tucker earned a master's degree in journalism at the University of Colorado, Boulder and a bachelor's degree from the UC Santa Barbara. In between, she spent two years as a Peace Corps volunteer teaching English in Cape Verde, West Africa.

Tucker has received regional, state and national recognition for her work, including awards from the Society of Professional Journalists, the Education Writers Association and the California Newspaper Publishers Association as well as two Casey Medals for Meritorious Journalism.

Ellie Fulbeck

Senior Researcher, AIR



Eleanor Fulbeck is a senior researcher at the American Institutes for Research. Her major areas of interest and expertise include educator human capital management, program evaluation, mixed-methods research and geospatial techniques. In particular, she is interested in the way educational policy can be crafted and implemented to promote equal educational access and opportunity.

At AIR, she serves as the principal investigator for the evaluation of the Denver Teacher Residency Program and the National Center for Teacher Residencies' Teacher Preparation Transformation Center funded by the Bill & Melinda Gates Foundation. In addition, she is the project director for the evaluation of the Newark Public Schools breakthrough teacher contract and the National Center for Teacher Residencies' Supporting Effective Educator Development grant evaluation.

Before joining AIR, Fulbeck was a post-doctoral fellow at the Graduate School of Education at the University of Pennsylvania, where she examined the use of financial incentives as a policy lever for increasing retention, specifically at high-poverty schools. She holds a joint Ph.D. in education policy and research and evaluation methodology from the University of Colorado, Boulder, an M.S. in adolescent social studies education from Fordham University, and a B.A. in globalization studies from New York University.

Roneeta Guha
Senior Researcher, LPI



Roneeta Guha is a Senior Researcher at the Learning Policy Institute. Guha joined the Institute from SRI International's Center for Education Policy where for over a decade she led and conducted research and evaluation studies focused on educator quality, systemic district reform, career pathways and charter schools. Most recently, Guha served as the co-principal investigator for evaluations of Linked Learning, a major effort to transform high schools through programs of study that integrate academics with technical curriculum and work-based learning. She was also the principal investigator of a study of Rocketship, a network of elementary charter schools, and led a study of a new educator evaluation system in Massachusetts. Guha began her career as an admission counselor at Occidental College in Los Angeles. She received an M.Ed. in international education policy from Harvard University and a B.A. in public policy from Stanford University.

Theresa Montano
Vice President, California Teachers Association



Theresa Montano began her teaching career as a middle school para-educator in northeast Los Angeles. She later became a middle- and high-school social studies classroom teacher and taught for 15 years in Los Angeles and Denver. In partnership with LAUSD, she developed a program and curriculum for Dial-a-Teacher, Multilingual Teacher Academies, New Teacher Academy and SB 1969/CLAD certification. As a member of United Teachers Los Angeles, she also served on the Board of Directors, House of Representatives and CTA State Council. An active unionist, Montano was also on the staff of UTLA, where she worked in professional development and as an area representative for nine years. She was the first coordinator of the Helen Bernstein Professional Development Center.

Today, Montano is a professor of Chicana/Chicano Studies with an emphasis in education at California State University, Northridge. She believes these are crucial times for public education and for CTA so she is committed to building and maintaining a strong CTA, as

it is essential not only to the survival of public education but to the advancement of the entire labor movement. As such, Montano seeks greater collaboration between CTA, other labor unions and ethnic minority communities in areas of mutual concern such as privatization, fair taxation and access to education, health care and social services.

Montano lives in Los Angeles with her husband, Terry, and her dog, Diego.

Mary Sandy
Executive Director, California Commission on Teacher Credentialing



Mary Vixie Sandy is the executive director of the California Commission on Teacher Credentialing. In leading the nation's first independent standards board for teachers, she oversees public policy related to teacher preparation and licensing, awards more than 200,000 credentials per year, and accredits 250 institutions and local education agencies offering educator preparation programs.

Previously, Sandy served as the executive director of the UC Davis CRESS Center, as an associate director of teacher education and public school programs with the California State University Chancellor's Office, and as a policy analyst for the California Department of Education and the California Postsecondary Education Commission. Sandy holds a doctorate in education from UC Berkeley, a master's degree in education from UC Davis, and a bachelor's degree in philosophy from Sonoma State University. Her professional focus is on building the capacity of teachers, leaders, public schools and communities to meet the needs of California's diverse student body.

KEYNOTE

Linda Darling-Hammond

President and CEO, LPI



Linda Darling-Hammond, President and CEO, is the Charles E. Ducommun Professor of Education Emeritus at Stanford University where she founded the Stanford Center for Opportunity Policy in Education and served as the

faculty sponsor of the Stanford Teacher Education Program, which she helped to redesign.

Darling-Hammond is past president of the American Educational Research Association and recipient of its awards for Distinguished Contributions to Research, Lifetime Achievement, and Research-to-Policy. She is also a member of the American Association of Arts and Sciences and of the National Academy of Education. From 1994–2001, she was executive director of the National Commission on Teaching and America's Future, whose 1996 report *What Matters Most: Teaching for America's Future* was named one of the most influential reports affecting U.S. education in that decade. In 2006, Darling-Hammond was named one of the nation's ten most influential people affecting educational policy. In 2008, she served as the leader of President Barack Obama's education policy transition team.

Darling-Hammond began her career as a public school teacher and co-founded both a preschool and a public high school. She served as director of the RAND Corporation's education program and as an endowed professor at Columbia University, Teachers College. She has consulted widely with federal, state and local officials and educators on strategies for improving education policies and practices. Among her more than 500 publications are a number of award-winning books, including *The Right to Learn*, *Teaching as the Learning Profession*, *Preparing Teachers for a Changing World* and *The Flat World and Education*. She received an Ed.D. from Temple University (with highest distinction) and a B.A. from Yale University (magna cum laude).

POLICY RESPONSES, IN-SERVICE

Angela Minnici

Director, Education Policy Center at AIR



Angela Minnici is director of the Education Policy Center at AIR. As a managing researcher at AIR, Minnici coordinates, supports and leads project teams in the development and implementation of tools and processes

designed to improve educator effectiveness, particularly those focused on educator evaluation. Minnici is trained in both qualitative and quantitative research methods and specializes in case study research. She began her career as a public school teacher and has worked with diverse education stakeholders, such as federal and state policy-makers, teachers, administrators, parents and education organizations.

Prior to joining AIR, Minnici was a senior researcher at the Center on Education Policy and the associate director of educational issues at the American Federation of Teachers. She is also the director of the federally-funded Center on Great Teachers and Leaders at AIR, where she oversees the center's operations and ensures the quality of products and technical assistance to states and regional centers.

Lindsay Burningham

President, San Diego Education Association



Lindsay Burningham is an elementary school teacher in the San Diego Unified School District, and president of the San Diego Education Association.

Dan Humphrey
Education Policy Consultant



Daniel C. Humphrey (Ed.D., History and Education, Teachers College, Columbia University), is an education policy consultant and the former director of the Center for Education Policy at SRI International. Dr. Humphrey is a nationally known expert on teacher development, school reform and urban education. He has more than 20 years of experience in research on complex educational interventions and has managed numerous large-scale multi-year evaluations, many of which focus on state and federal education policy, efforts to improve schooling for low-income and special needs children, and principal and teacher development.

Julia Koppich
President, J. Koppich & Associates



Julia E. Koppich is president of J. Koppich & Associates, a San Francisco-based education-consulting firm. She has consulted for numerous national, state and federal organizations, including the U.S. Department of Education, National Governors' Association, the National Board for Professional Teaching Standards and the National Center on Performance Incentives.

Koppich's current work includes serving as co-principal investigator on a series of studies on California's new education funding law (the Local Control Funding Formula) and on a study of new teacher evaluation systems in several California school districts. She also serves as a senior member of the team providing technical assistance to recipients of the federal Teacher Incentive Fund grants. Her areas of specialization include improving teacher quality and effectiveness and public sector labor relations. She is the author of numerous articles and co-author of two books: *A Union of Professionals* and *United Mind Workers: Unions and Teaching in the Knowledge Society*. Koppich holds a Ph.D. in educational administration and policy analysis from the University of California at Berkeley.

Katharine Strunk
Associate Professor, USC



Katharine O. Strunk is an associate professor of education and policy at the University of Southern California, with a joint appointment in the Rossier School of Education and the Sol Price School of Public Policy. Strunk's

research is focused on three areas: teachers' unions and the collective bargaining agreements they negotiate with school districts, teacher evaluation and compensation, and accountability policies. Rooted in the fields of economics and public policy, Strunk's work centers on structures that are central to district operations and policy and the ways these structures affect policymakers' decisions and outcomes. The underlying focus of Strunk's work is to generate careful evidence that can inform policymakers in their efforts to improve student outcomes. Much of Strunk's recent work is centered in the Los Angeles Unified School District, where she has served as a principal investigator on four different studies.

Strunk has received multiple honors for her research, including the Junior Scholar Award from the American Educational Research Association, a National Academy of Education/ Spencer Foundation Postdoctoral Fellowship and the New Scholar Award from the Association for Education Finance and Policy. She recently completed a term on the governing board of the Association for Education Finance and Policy, and is a faculty affiliate of PACE and a member of the National Research Team for the Education Research Alliance of New Orleans. Strunk received her Ph.D. in administration and policy analysis and her M.A. in economics, both from Stanford University, and her B.A. in public policy from Princeton University.

CLOSING REMARKS

Susanna Loeb

Barnett Family Professor of Education, Stanford University
Co-Director, PACE



Susanna Loeb is the Barnett Family Professor of Education at Stanford University, faculty director of the Center for Education Policy Analysis, and a co-director of PACE. She specializes in the economics of education and the relationship between schools and federal, state and local policies. Her research addresses teacher policy, looking specifically at how teachers' preferences affect the distribution of teaching quality across schools, how pre-service coursework requirements affect the quality of teacher candidates, and how reforms affect teachers' career decisions. She also studies school leadership and school finance, for example looking at how the structure of state finance systems affects the level and distribution of resources across schools. Loeb is a member of the National Board for Education Sciences, a senior fellow at the Stanford Institute for Economic Policy Research, member of the Executive Board of the National Center for the Analysis of Longitudinal Data in Education Research, and a faculty research fellow at the National Bureau of Economic Research.

