

CARLY D. ROBINSON

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EDUCATION

Harvard University Ph.D. in Education: Human Development, Learning, and Teaching Master of Education	Cambridge, MA 2020
University of Pennsylvania Master of Applied Positive Psychology	Philadelphia, PA 2011
Williams College Bachelor of Arts, Psychology	Williamstown, MA 2007

PROFESSIONAL APPOINTMENTS

Stanford University Senior Researcher, Graduate School of Education	2023 - present
Director of Research, Systems Change for Advancing Learning and Equity (SCALE) Initiative and the National Student Support Accelerator	2023 - present
Brown University Postdoctoral Research Associate, Annenberg Institute *Affiliate, Taubman Center for American Politics and Policy	Providence, RI 2020 - 2023

SELECTED FELLOWSHIPS & HONORS

Emerging Education Policy Scholar , Fordham Institute and American Enterprise Institute	2022
Graduate Student Research Excellence Award , American Education Research Association (AERA) Division C	2020
Best Academic Article , Center for Advanced Hindsight Best in Behavioral Science Awards	2019
Dissertation Fellow , National Academy of Education/Spencer Foundation	2019-2020
Doctoral Student Research Seminar and Travel Award , American Psychological Association (APA) Division 15	2019
Motivation in Education Travel Award , American Education Research Association (AERA) Motivation Special Interest Group	2019
Graduate Student Seminar and Travel Award , American Education Research Association (AERA) Division C	2017

Institute of Education Sciences (IES) Predoctoral Fellow , Partnering in Education Research (PIER) Training Program	2016-2018
Education Policy Academy Fellow , American Enterprise Institute	2015
Presidential Scholar , Harvard University	2014

PUBLICATIONS

**denotes equal authorship*

Peer-Reviewed Journal Articles

- Robinson, C. D.** (2022). A framework for motivating teacher-student relationships. *Educational Psychology Review*. doi: 10.1007/s10648-022-09706-0
- Gehlbach, H., Mu, N., Arcot, R. R., Chuter, C., Cornwall, K., Nehring, L., **Robinson, C. D.**, & Vriesema, C. C. (2022). Envisioning how photographs might address vexing educational challenges. *Contemporary Educational Psychology*. doi: 10.1016/j.cedpsych.2022.102096
- Robinson, C. D.**, Chande, R., Burgess, S., & Rogers, T. (2022). 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.**, Vriesema, C. C., Bernal, E., & Heise, U. K. (2022). Worth more than 1000 words: How photographs can bolster viewers' valuing of biodiversity, 1-6. *Environmental Conservation*. doi: 10.1017/S0376892922000042
- 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
*Guest Co-Editor, Special Issue on “The Role of Educational Psychology in the Open Science Era”
- 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.**, Gallus, J., Lee, M. G., & Rogers, T. (2021). The demotivating effect (and unintended message) of awards. *Organizational Behavior and Human Decision Processes*, 163, 51-64. doi: 10.1016/j.obhdp.2019.03.006
- Robinson, C. D.**, Scott, W., & Gottfried, M. (2019). Taking it to the next level: A field experiment to improve instructor-student relationships in college. *AERA Open*, 5(1), 1-15. doi:10.1177/2332858419839707
- Gehlbach, H., **Robinson, C. D.**, & Vriesema, C. C. (2019). Leveraging cognitive consistency to nudge conservative climate change beliefs. *Journal of Environmental Psychology*, 61, 134-137. doi:10.1016/j.jenvp.2018.12.004

- Robinson, C. D.**, Lee, M. G., Dearing, E., & Rogers, T. (2018). Reducing student absenteeism in the early grades by targeting parental beliefs. *American Educational Research Journal*, 55(6), 1163-1192. doi:10.3102/0002831218772274
- Robinson, C. D.**, Pons, G., Duckworth, A.L., & Rogers, T. (2018). Some middle school students want behavior commitment devices (But take-up does not affect their behavior). *Frontiers in Psychology*, 9(206). doi:10.3389/fpsyg.2018.00206
- Gehlbach, H. & **Robinson, C. D.** (2018). Mitigating illusory results through pre-registration in education. *Journal of Research on Educational Effectiveness*, 11(2), 296-315. doi:10.1080/19345747.2017.1387950
- Gehlbach, H., **Robinson, C. D.**, Finefer-Rosenbluh, I., Benshoof, C., & Schneider, J. (2018). Questionnaires as interventions: can taking a survey increase teachers' openness to student feedback surveys? *Educational Psychology*, 38(3), 350-367. doi:10.1080/01443410.2017.1349876
- Robinson, C. D.**, Yeomans, M., Hulleman, C., & Gehlbach, H. (2016). Forecasting student achievement: The potential of natural language processing. In *Proceedings of the Sixth International Conference on Learning Analytics & Knowledge*, 383-387. doi: 10.1145/2883851.2883932

Manuscripts Submitted and Working Papers

- Robinson, C. D.**, Bisht, B., & Loeb, S. (Under review). The inequity of opt-in educational resources and an intervention to increase equitable access. doi: 10.26300/ja2n-ys82
- Robinson, C. D.** (Under review). A field experiment exploring the impact of bolstering teachers' relational self-efficacy on teacher-student relationships.
- Gehlbach, H., Fletcher, A., & **Robinson, C. D.** (Working paper). The illusion of information adequacy: A corollary to naïve realism.
- Wang, R. E., Zhang, Q., **Robinson, C. D.**, Loeb, S., & Demszky, D. (Working paper). Step-by-Step Remediation of Students' Mathematical Mistakes. doi: 10.48550/arXiv.2310.10648
- *Cortes, K., Kortecamp, K., Loeb, S. & **Robinson, C. D.** (Working paper). A scalable approach to high-impact tutoring for young readers: Results of a randomized controlled trial.
- Robinson, C. D.**, Meyer, K. E., Ye, X., Bailey-Fakhoury, C., Zandieh, A., & Loeb, S. (Working paper). Answering the Call: A field experiment to improve tutor recruitment.
- *Loeb, S., Novicoff, S., Pollard, C., **Robinson, C. D.**, & White, S. (Working paper). The Effects of Virtual Tutoring on Young Readers: Results from a Randomized Controlled Trial.
- Larned, K., **Robinson, C. D.**, & Rogers, T. (Working paper). The relationship between teacher absenteeism and exclusionary discipline.

Book Chapters

- Lasky-Fink, J. & **Robinson, C. D.** (2022). START communicating effectively: Best practices for educational communications. In D. Soman & N. Mazar (Eds.) *Behavioral Science in the Wild*. Toronto, Canada: University of Toronto Press.
- 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. doi:10.4324/9781003181873
- Ruggeri, K., Hlavova, R., Andersen, T. L., Evans, H., Mareva, S., & **Robinson, C. D.** (2019). Education. In K. Ruggeri (Ed.), *Behavioral Insights for Public Policy: Concepts and Cases* (pp. 131-155). New York, NY: Routledge.
- Gehlbach, H. & **Robinson, C. D.** (2016). Commentary: The foundational role of teacher-student relationships. In K. Wentzel & G. Ramani (Eds.) *Social Influences on Social-Emotional, Motivation, and Cognitive Outcomes in School Contexts* (pp. 230-238). United Kingdom: Informa.

Selected Other Publications

- Loeb, S., Novicoff, S., Pollard, C., **Robinson, C. D.**, & White, S. (2023). The Effects of Virtual Tutoring on Young Readers: Results from a Randomized Controlled Trial.
<https://studentsupportaccelerator.org/briefs/effects-virtual-tutoring-young-readers>
- Cortes, K., Kortecamp, K., Loeb, S. & **Robinson, C.D.** (2023). A scalable approach to high-impact tutoring for young readers: Results of a randomized controlled trial.
<https://studentsupportaccelerator.com/briefs/scalable-approach-high-impact-tutoring-young-readers>
- Loeb, S. & Robinson C. D. (2022). The good and bad of virtual on-demand tutoring. *Brookings: The Brown Center Chalkboard*. <https://www.brookings.edu/blog/brown-center-chalkboard/2022/10/31/the-good-and-bad-of-virtual-on-demand-tutoring/>
- Lee, M. G. & **Robinson C. D.** (2022). Do teachers support high-impact tutoring? A survey experiment. Annenberg Institute at Brown University. <https://studentsupportaccelerator.com/briefs/teacher-support-tutoring>
- Robinson, C. D.** & Loeb, S. (2021). High-Impact Tutoring: State of the Research and Priorities for Future Learning. (EdWorkingPaper: 21-384). Retrieved from Annenberg Institute at Brown University: doi.org/10.26300/qf76-rj21
- Robinson, C. D.**, Kraft, M. A., Loeb, S., & Schueler, B. E. (2021). Accelerating Student Learning with High-Dosage Tutoring. *EdResearch for Recovery Brief Series*.
annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Design_Principles_1.pdf
- Robinson, C. D.** & Rogers, T. (2020, October 20). Write less to say more – How schools can communicate more effectively with families. *The 74 Million*. www.the74million.org/article/robinson-rogers-write-less-to-say-more-how-schools-can-communicate-more-effectively-with-families/

- Robinson, C. D.**, Scott, W., & Gottfried, M. A. (2020). Reflections on the Registered Report Process for “Taking It to the Next Level: A Field Experiment to Improve Instructor-Student Relationships”. *AERA Open*, 6(2), 2332858420919055.
- Robinson, C. D.** & Rogers, T. (2019, October 30). We must raise the bar for evidence in education. *Education Week*. www.edweek.org/ew/articles/2019/10/30/we-must-raise-the-bar-for-evidence.html
- Rogers, T. & **Robinson, C. D.** (2019, March 19). How to tackle student absenteeism. *Education Next*. www.educationnext.org/how-to-tackle-student-absenteeism/
- Gehlbach, H., & **Robinson, C. D.** (2018). Weaning educational research off of steroids. *Shanker Institute*. www.shankerinstitute.org/blog/weaning-educational-researchsteroids
- Robinson, C. D.** (2017, July). *Indicators for Student Dropout*. Report Presented to School Leadership, Howard County, MD.
- Gehlbach, H. & **Robinson, C. D.** (2016, August 3). *Creating birds of a feather: The potential of similarity to connect teachers and students*. Washington, DC: American Enterprise Institute.

RESEARCH FUNDING

Arnold Ventures. “Evaluating an effective and scalable approach to virtual, high-impact tutoring: A randomized controlled trial of Tutored by Teachers.”; Co-Investigator with S. Loeb (PI); \$295,000.	2023-2025
J-PAL North America Social Policy Research Initiative. “Helping Tutors Working with High-Need Students: The Impact of Providing Tutors with a Community of Practice.” Principal Investigator with S. Loeb (Co-PI); \$49,635.	2022-2023
Peter G. Peterson Foundation Pandemic Response Policy Research Fund. “Supporting Tutors Working with High-Need Students: The Impact of a Social-Emotional Learning Text Messaging Curriculum for Tutors.” Co-Principal Investigator with S. Loeb (PI); \$49,867.	2022-2023
Overdeck Family Foundation. “Evaluating and Enhancing the Effectiveness of High-Impact Early Literacy Tutoring.” Co-Investigator with S. Loeb (PI) and N. Waymack; \$399,800.	2022-2024
Smith Richardson Foundation. “National Student Support Accelerator: Effects of tutoring at school district test sites.” Co-Investigator with S. Loeb (PI); \$500,000.	2021-2023
The Pershing Square Fund for Research on the Foundations of Human Behavior. “The Teacher Attendance Project (TAP).” Co-Principal Investigator with T. Rogers (PI); \$40,000.	2020
The Pershing Square Fund for Research on the Foundations of Human Behavior. “I Believe I Can Connect: A Field Experiment Exploring the Impact of Bolstering Teachers’ Relational Self-Efficacy.” Principal Investigator; \$5,000.	2019

Harvard Graduate School of Arts and Sciences (GSAS) Merit/Graduate Society Term-time Research Fellowship. “Targeting Teachers’ Relational Self-Efficacy Beliefs to Improve Teacher-Student Relationships.” Principal Investigator; \$14,430.	2018-2019
Laura and John Arnold Foundation. “Creating Birds of a Feather: Mitigating Inequality by Reducing the Achievement Gap.” Project Director with H. Gehlbach (PI), M. Gottfried, and W. Scott; \$209,242.	2016-2018
Harvard Graduate School of Arts and Sciences (GSAS) Summer Pre-Dissertation Research Fellowship. “Examining How Role Construction Impacts Teacher-Student Relationships and Student Outcomes.” Principal Investigator; \$3,000.	2016
Phi Delta Kappa Innovation in Education Research Grant. “Building Positive Teacher-Student Relationships.” Principal Investigator; \$750.	2016
American Psychological Association (APA) Division 15 Graduate Dissertation Research Grant. “Best Supporting Role: Examining How Role Construction Impacts Teacher-Student Relationships and Student Outcomes.” Principal Investigator; \$1,000.	2015

INVITED PRESENTATIONS & PANELS

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- Campaign for Grade Level-Reading Learning Tuesdays. (April 2023). *State Investments Taking High-Impact Tutoring to Scale.*
- CALDER Webinar. (February 2023). *Where are School Districts on the Road to Academic Recovery? What Comes Next?*
- The Student Acceleration Summit. (November 2022). *High-Impact Tutoring.*
- Education Week Webinar. (October 2022). *Rethinking the One-Teacher Classroom.*
- Grattan Institute. Melbourne, Australia. (September 2022). *Scaling promising practices: The case of high-impact tutoring in response to pandemic-induced student needs.*
- Johns Hopkins University. Baltimore, MD. (September 2022). *Professional development on grants and fellowships for PhD candidates.*
- Brown University, Annenberg Undergraduate Fellows Program. Providence, RI. (June 2022). *A Journey from Old School to Open Science.*
- University of Chicago To&Through Project Research Spotlight. (May 2022). *Using Incentives to Boost Attendance.*
- Harvard Graduate School of Education, H-306B: Beyond Grit. Cambridge, MA. (Spring 2022). *Targeting Students’ Supporters to Improve Educational Outcomes Using Behavioral Insights.*
- Education Week Webinar. (January 2022). *Examining the Evidence: What We’re Learning From the Field About Implementing High-Dosage Tutoring Programs.*

- Texas Tech University Education Policy Speaker Series. Lubbock, TX (Spring 2021). *From old school to open science: The implications of new research norms for educational research.*
- Education Reform Now Webinar Panel. (Spring 2021). *Pandemic Pods for All: High Dosage Tutoring as a Tool for Closing Opportunity Gaps.*
- Unconference on Open Scholarship Practices in Education Research. (Spring 2021). *Plenary Panel: Listening to problems adopting open scholarship behaviors in educational research.*
- Harvard Graduate School of Education Doctoral Colloquium Series. Cambridge, MA (Fall 2019). *Supporting the supporters of students: Mobilizing parents and teachers to bolster student outcomes.*
- Education Commission of the States, Chronic Absenteeism Convening. Denver, CO (Spring 2019). *Chronic absenteeism: Policy in practice.*
- Panorama Education Lunch & Learn. Boston, MA (Spring 2019). *Targeting consequential beliefs: Designing & testing educational interventions.*
- University of California Santa Barbara's Graduate Student Speaking Series in Education, ExpandedED: Broadening the Understanding of Today's Educational Issues. Santa Barbara, CA (Spring 2018). *Social ABCs: The role social attitudes, beliefs and cognition play in schooling and relationships.*
- American Enterprise Institute K-12 Working Group. Washington, DC (Spring 2016). *Creating birds of similar feathers: Leveraging similarity to improve teacher-student relationships and academic achievement.*

SELECTED CONFERENCE PRESENTATIONS

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- Robinson, C. D.,** Bisht, B., & Loeb, S. (2023, April). *The inequity of opt-in educational resources and an intervention to increase equitable access.* Paper presented at the American Educational Research Association Annual Conference, Chicago, IL.
- Robinson, C. D.,** Bisht, B., & Loeb, S. (2023, March). *The inequity of opt-in educational resources and an intervention to increase equitable access.* Paper presented at the American Education Finance and Policy Annual Conference, Denver, CO.
- Robinson, C. D.,** Bisht, B., & Loeb, S. (2023, March). *The inequity of opt-in educational resources and an intervention to increase equitable access.* Paper presented at the American Education Finance and Policy Annual Conference, Denver, CO.
- Cortes, K., Kortecamp, K., Loeb, S. & **Robinson, C.D.** (2023, March). *A scalable approach to high-impact tutoring for young readers: Results of a randomized controlled trial.* Paper presented at the American Education Finance and Policy Annual Conference, Denver, CO.
- Bardelli, E., White, S., Thomas, L.J.G., **Robinson, C. D.,** & Loeb, S. (2023, March). *When the Counterfactual is as Important as the Factual: Emerging Lessons from a Virtual Tutoring Field Experiment.* Paper presented at the American Education Finance and Policy Annual Conference, Denver, CO.

- Thomas, L.J.G., White, S., Bleiberg, J., Bisht, B., Waymack, N., **Robinson, C.D.**, & Loeb, S. (2022, November). *High-impact tutoring at scale: Examining implementation of district tutoring initiatives across the U.S.* Paper presented at the Association for Public Policy Analysis and Management Conference, Washington, D.C.
- Robinson, C. D.**, Bisht, B., & Loeb, S. (2022, September). *Who opts in? Findings from a randomized controlled trial to increase student usage of on-demand tutoring.* Paper presented at the Society for Research on Educational Effectiveness Conference, Arlington, VA.
- Thomas, L.J.G., White, S., Bleiberg, J., **Robinson, C.D.**, & Loeb, S. (2022, September). *From promise to practice: Examining the implementation of a district's virtual, high-impact tutoring initiative.* Paper presented at the Society for Research on Educational Effectiveness Conference, Arlington, VA.
- Robinson, C. D.** (2022, March). *Taking a systematic approach to improving teacher-student relationships.* Paper presented at the American Education Finance and Policy Annual Conference, Denver, CO. Paper presented at the Association for Public Policy & Management Annual Fall Research Conference, Austin, TX.
- Robinson, C. D.** (2021, September). *A field experiment targeting teacher beliefs to improve classroom relationships.* Paper presented at the Society for Research on Educational Effectiveness Conference, Virtual Conference.
- Robinson, C. D. & Gehlbach, H.** (2021, April). *Registered reports for hypothesis-driven research.* Paper presented at the American Education Research Association Conference, Virtual Conference.
- Robinson, C. D.**, Chande, R., Burgess, S., & Rogers, T. (2021, March). *Parent engagement interventions are not costless: Opportunity cost and crowd out of parent investment.* Paper presented at the Association for Education Finance and Policy Annual Conference.
- Larned, K. & **Robinson, C. D.** (2021, March). *The relationship between teacher absenteeism and suspensions.* Paper presented at the Association for Education Finance and Policy Annual Conference.
- Robinson, C. D. & Vriesema, C. V.** (2019, August). *How teachers' relational self-efficacy predicts the quality of their teacher-student relationships.* Poster presented at the American Psychological Association (APA) Annual Convention, Chicago, IL.
- Robinson, C. D.**, Scott, W., Gottfried, M. A., & Gehlbach, H. (2019, April). *Looking beyond "skin-deep" Similarities: College instructor-student demographic match vs. perceived similarity.* Paper presented at the American Educational Research Association Conference, Toronto, Canada.
- Vriesema, C. V. & **Robinson, C. D.** (2019, April). *How teachers' professional attitudes predict students' social and emotional learning and academic achievement.* Paper presented at the American Educational Research Association Conference, Toronto, Canada.
- Robinson, C. D.**, Gallus, J., Lee, M. G., & Rogers, T. (2018, October). *The demotivating effect (and unintended message) of retrospective awards.* Paper presented at the Advances with Field Experiments Conference, Boston, MA.

- Robinson, C. D.,** Gallus, J., Lee, M. G., & Rogers, T. (2018, June). *The unintended message and impact of symbolic awards on student absenteeism*. Paper presented at the Behavioral Decision Making in Management Conference, Cambridge, MA.
- Robinson, C. D. & Gehlbach, H.** (2018, April). *Mitigating performance-enhanced data through pre-registration in education*. Paper presented at the American Educational Research Association Conference, New York, NY.
- Robinson, C. D.** (2018, April). *New directions in research on teacher-student relationships*. Discussant at the American Educational Research Association Conference, New York, NY.
- Robinson, C. D.,** Lee, M. G., Dearing, E. & Rogers, T. (2018, March). *Reducing student absenteeism in the early grades by targeting parental beliefs*. Paper presented at the Society for Research on Educational Effectiveness Conference, Washington D.C. (Symposium Organizer)
- Robinson, C. D.** (2017, September). *Reducing student absenteeism in the early grades by targeting parental beliefs*. Paper presented at the Behavioral Science and Policy Association Annual Conference, New York City, NY.
- Robinson, C. D.** (2017, May). *How teacher-student relationships predict academic & motivational outcomes in high school and college*. Poster presented at the American Psychological Society Annual Convention, Boston, MA.
- Robinson, C. D.,** Scott, W., McIntyre, J., & Gehlbach, H. (2017, April). *Pursuing sweeter lemons for lemonade: Strengthening social interventions through exploratory analyses in field experiments*. Poster presented at the American Educational Research Association Conference, San Antonio, TX.
- Robinson, C. D.,** Yeomans, M., Hulleman, C., & Gehlbach, H. (2016, April). *Forecasting student achievement: The potential of natural language processing*. Poster presented at the American Educational Research Association Conference, Washington, D.C.
- Robinson, C. D.,** Finefter, I., Benshoof, C., & Gehlbach, H. (2016, March). *Getting teachers excited about student feedback: It's all in the ask*. Paper presented at the Society for Research on Educational Effectiveness Conference, Washington D.C.

TEACHING EXPERIENCE

Brown University	Providence, RI
Instructor & Program Coordinator, Annenberg Institute Undergraduate Fellows for Education and Social Policy	2021
Harvard Graduate School of Education	Cambridge, MA
Teaching Fellow	
Moral Adults, Moral Children	2016; 2018; 2019
Applied Data Analysis	2016
Introduction to Applied Data Analysis	2015
Success Academy Charter Schools	New York, NY
Third Grade Teacher	2011-2012

SERVICE

National Service

Society for Research on Educational Effectiveness	2022
Conference Section Chair, Social and Emotional Learning in Education Settings	
American Psychological Association, Division 15 Policy Committee	2020-present
Committee Member	
<i>Educational Psychologist</i>, Special Issue on “The Role of Educational Psychology in the Open Science Era”	2021
Guest Co-Editor	
American Psychological Association, Division 15 Graduate Student Affairs Committee	2019-20
Committee Member	
IES Goal 2 Development Grant Expert Summit	2017
Invited Expert: Beliefs and Attitudes for Successful Implementation in Schools for Teachers	

Invited Reviewer:

Behavioural Public Policy; Child Development; Educational Evaluation and Policy Analysis; Education Finance and Policy; Educational Psychologist; Educational Psychology Review; European Journal of Psychology of Education; Frontiers in Psychology; Journal of Adolescence; Journal of Development Economics; Journal of Early Adolescence; Journal of Educational Psychology; Journal of Public Economics; Journal of Research on Educational Effectiveness; Management Science; Organizational Behavior and Human Decision Processes; Science Advances

University Service

Annenberg Institute, Annenberg Seminar Series	2022-23
Co-Chair	
Center for Education Policy Research, Strategic Data Project Fellowship	2021-23
Advisor	
Annenberg Institute, Diversity and Inclusion Action Plan Committee	2020-present
Committee Member	
Harvard University	2016-17
University Screening Committee Member (Disciplinary Council)	
Harvard Graduate School of Education	2015-16
Doctoral Colloquium Coordinator	

ASSOCIATION MEMBERSHIPS

American Economic Association (AEA)
American Educational Research Association (AERA); Division C, Division L, Motivation SIG
American Psychological Association (APA); Division 15
Association for Education Finance and Policy (AEFP)
Association for Public Policy Analysis & Management (APPAM)
Association for Psychological Science (APS)
Society for Personality and Social Psychology (SPSP)
Society for Research on Educational Effectiveness (SREE)

PRESS COVERAGE AND PUBLIC WRITING

The New York Times, National Public Radio, The Boston Globe, Brookings, CNN, BBC, The Daily Mail, Education Week, EducationNext, The 74 Million, ChalkBeat, Bloomberg, UCLA Anderson Review, The Hechinger Report, Digital Promise, Harvard's Useable Knowledge, Consortium for Policy Research in Education (CPRE) Knowledge Hub, Shanker Institute, The Marshall Memo, Pacific Standard, Journalist's Resource, Education World, Pacific Standard, Edutopia, EurekAlert, Science Daily, BehavioralEconomics.com, Quartz, Psychology Today