CURRICULUM VITAE

Richard J. Correnti
#803 LRDC Bldg./3939 O'Hara St.
Pittsburgh, PA 15260
412-624-8765 (o) / 412-400-2656 (m)
rcorrent@pitt.edu

EDUCATION

Ph.D. **University of Michigan, Ann Arbor**
Educational Administration and Policy, June 2005

Dissertation committee: Brian Rowan (chair), Stephen Raudenbush, Cecil Miskel, Fredrick Morrison, and Roger Goddard

M.S. **Northeastern University, Boston**
Human Resource Counseling, May 1996

B.S. **University of Massachusetts, Amherst**
Psychology, May 1994

PROFESSIONAL EXPERIENCE

Professor School of Education, 2007 – Present
Program Chair Learning Sciences and Policy, School of Education, University of Pittsburgh

Senior Research Scientist, 2007 – Present
Learning Research and Development Center, University of Pittsburgh

Senior Research Associate, 2003-2007
Study of Instructional Improvement, University of Michigan, Ann Arbor

AWARDS AND HONORS

Distinguished Dissertation Award, 2006
American Education Research Association, Division L

Charles Milne Greig Award, 2005
(Outstanding Graduate Student)
University of Michigan, Ann Arbor

Spencer Fellow, 1997-2003
University of Michigan, Ann Arbor

PUBLICATIONS

Peer Reviewed Journal Articles
*Denotes graduate student or Post-Doctoral co-author at time of publication

Correnti, R., & Matsumura, L. C., Litman, D., Wang, E., *Li, T., and *Liu, Z. (accepted paper proposal 2025) Meaning-Making in the Context of automated feature-based feedback on a writing task: A validity argument of *eRevise* as a formative assessment system. *Assessing Writing,* special issue on AI and Writing Assessment: Innovations, Validity, and Ethical Considerations.

*Perlman, H., & Correnti, R. (Accepted) Improving Math Instruction at Scale: High-Quality Coaching as Socially Mediated Professional Learning. In *International Society of the Learning Sciences Annual Meeting (ISLS) (Paper)*, Helsinki, Finland.

*Liu, Z., Litman, D., Wang, E., *Li, T., *Gobat, M., Matsumura, L. C., & Correnti, R. (2025). eRevise+ RF: A Writing Evaluation System for Assessing Student Essay Revisions and Providing Formative Feedback. *Proceedings of the 2025 Conference of the Nations of the Americas Chapter of the Association for Computational Linguistics: Human Language Technologies* (System Demonstrations)

*Li, T., *Liu, Z., Matsumura, L., Wang, E., Litman, D., & Correnti, R. (2024, June). Using large language models to assess young students' writing revisions. In *Proceedings of the 19th Workshop on Innovative Use of NLP for Building Educational Applications (BEA 2024)* (pp. 365-380).

*Tran, N., *Pierce, B., Litman, D., Correnti, R., & Matsumura, L. C. (2024). Multi-Dimensional Performance Analysis of Large Language Models for Classroom Discussion Assessment. *Journal of Educational Data Mining*, *16*(2), 304-335.

*Tran, N., *Pierce, B., Litman, D., Correnti, R., & Matsumura, L. C. (2024). Analyzing large language models for classroom discussion assessment. *Proceedings of the 17th International Conference on Educational Data Mining.*

*Liu, Z., Litman, D., Wang, E., Matsumura, L. and Correnti, R. Predicting the Quality of Revisions in Argumentative Writing, *18th Workshop on Innovative Use of NLP for Building Educational Applications (BEA),* Toronto, Canada.

Correnti, R., Wang, E., Matsumura, L.C., Litman, D., *Liu, Z., *Li, T. (2024 in press). Supporting Students' Argumentative Writing via Formative Automated Writing and Revision Assessment. In Ed.s Mark Shermis & Joshua Wilson, *International Handbook of Automated Essay Evaluation*. Routledge, New York.

*Pierce, B. & Correnti, R. (2024). Teacher Attention and Improving Student Reasoning in Classroom Discussions. Proceedings of International Society of the Learning Sciences (ISLS) 2024 Buffalo, NY: International Society of the Learning Sciences.

*Li, T., Matsumura, L.C., Correnti, R., Zook-Howell, D. (2024) Appropriating Tools to Foster Productive Professional Learning Conversations in a Literacy Coaching Program. Proceedings of International Society of the Learning Sciences (ISLS) 2024 Buffalo, NY: International Society of the Learning Sciences.

*Tran, N., *Pierce, B., Litman, D.., Correnti, R., & Matsumura, L. (2023). Utilizing Natural Language Processing for Automated Assessment of Classroom Discussion. *Proceedings of 24th International Conference on Artificial Intelligence in Education (AIED),* Tokyo, Japan.

Crosson, A., Correnti, R., Matsumura, L.C., McKeown, M. (2023). Effects of the Triple Q Intervention on Argument Writing Quality in the Middle School Grades. *Journal of Research on Educational Effectiveness*.

Matsumura, L. C., Wang, E. L., Correnti, R., & Litman, D. (2023). Tasks and feedback: An exploration of students' opportunity to develop adaptive expertise for analytic text-based writing. *Assessing Writing*, *55*.

Matsumura, L. C., Wang, E. L., Correnti, R., & Litman, D. (2023). Designing Automated Writing Evaluation Systems for Ambitious Instruction and Classroom Integration. In *Artificial Intelligence in STEM Education* (pp. 195-208). CRC Press.

*Walsh, M. E., Matsumura, L. C., Zook-Howell, D., & Correnti, R. (2023). Dialogic Coaching Routines to Develop Teachers' Adaptive Expertise in Video-Based Coaching. In *Proceedings of the 17th International Conference of the Learning Sciences-ICLS 2023, pp. 2099-2100*. International Society of the Learning Sciences.

Correnti, R., Russell, J., Stein, M.K., *Yu, B., Thomas, A., Matthis, C., Bill, V., Speranzo, L., Booker, L., Schwartz, N. (*Accepted pending revision*). Main effects of mathematics coaching on teaching and student achievement: Coaching differences for building theories of how coaching influences teaching. *Cognition and Instruction*.

Wang, E.L., Correnti, R., Matsumura, L.C. & Litman, D. (2022). Contributions to automated writing scoring and feedback systems. *RAND Research Brief*.

Correnti, R., Matsumura, L.C., Wang, E., Litman, D., *Zhang, H. (2022). Building a Validity Argument for an Automated Writing Evaluation System (eRevise) as a Formative Assessment. *Computers and Education Open*.

*Witherspoon, E., *Ferrer, N., Correnti, R., Schunn, C., & Stein, M.K. (2021). Coaching that Supports Teachers' Learning to Enact Ambitious Instruction. *Instructional Science*.

Litman, D., *Zhang, C., Correnti, R., Matsumura, L.C., & Wang, E. (2021). A fairness evaluation of automated methods for scoring text evidence usage in writing. *Proceedings of 22nd International Conference on Artificial Intelligence in Education (AIED),* June.

Stein, M. K., Russell, J. L., Bill, V., Correnti, R., & Speranzo, L. (2021). Coach learning to help teachers learn to enact conceptually rich, student-focused mathematics lessons. *Journal of Mathematics Teacher Education*, 1-26.

*Afrin, T., Wang, E., Litman, D., Matsumura, L.C., & Correnti, R. (2020). Annotation and Classification of Evidence and Reasoning Revisions in Argumentative Writing. *15th Workshop on Innovative Use of NLP for Building Educational Applications*, Seattle, WA.

Correnti, R., Matsumura, L. C., *Walsh, M., Zook-Howell, D., Bickel, D. D., & *Yu, B. (2021). Effects of Online Content-Focused Coaching on Discussion Quality and Reading Achievement: Building Theory for How Coaching Develops Teachers' Adaptive Expertise. *Reading Research Quarterly*.

Russell, J. L., Correnti, R., Stein, M. K., *Thomas, A., Bill, V., & Speranzo, L. (2020). Mathematics Coaching for Conceptual Understanding: Promising Evidence Regarding the Tennessee Math Coaching Model. *Educational Evaluation and Policy Analysis*, *42*(3), 439-466.

* Howe, E., & Correnti, R. (2020). Negotiating the Political and Pedagogical Tensions of Writing Rubrics: Using Conceptualization to Work toward Sociocultural Writing Instruction. *English Education*, *52*(4), 335-360.

Wang, E. L., Matsumura, L. C., Correnti, R., Litman, D., *Zhang, H., *Howe, E., *Magooda, A. & *Quintana, R. (2020). eRevis(ing): Students' revision of text evidence use in an automated writing evaluation system. *Assessing Writing*, 100449.

Zook-Howell, D., Matsumura, L. C., *Walsh, M. W., Correnti, R., & Bickel, D. D. (2020). Developing Adaptive Expertise at Facilitating Dialogic Text Discussions. *The Reading Teacher*.

Correnti, R., & Zook-Howell, D., & Matsumura, L.C., & *Walsh, M. Literacy Coaching for Dialogic Text Discussions: Designing Online Experiences. In proceedings of the 14th International Conference of the Learning Sciences (Accepted ICLS '20).

Correnti, R, & Matsumura, L.C., & *Witherspoon, E., & *Walsh, M., & Schunn, C., & Stein, M.K. Examining coaching conversations in mathematics and literacy for evidence of teacher learning. In proceedings of the 14th International Conference of the Learning Sciences (Accepted ICLS '20).

*Witherspoon, E., & Schunn, C., & Correnti, R., & *Ferrer, N., & Stein, M.K. Coaching that Supports Teachers' Learning to Enact Ambitious Instruction. In proceedings of the 14th International Conference of the Learning Sciences (Accepted ICLS '20).

* Walsh, M., Matsumura, L. C., Zook-Howell, D., Correnti, R., & Bickel, D. D. (2020). Video-based literacy coaching to develop teachers' professional vision for dialogic classroom text discussions. *Teaching and Teacher Education*, *89*, 103001.

*Yurekli, B., Stein, M. K., Correnti, R., & Kisa, Z. (2020). Teaching Mathematics for Conceptual Understanding: Teachers' Beliefs and Practices and the Role of Constraints. *Journal for Research in Mathematics Education*, *51*(2), 234-247.

*Quintana, R., & Correnti, R. (2020). The concept of academic mobility: Normative and methodological considerations. *American Educational Research Journal*, *57*(4), 1625-1664.

Russell, J. L., & Correnti, R., & Stein, M. K., & Bill, V., & *Hannan, M., & Schwartz, N., & Booker, L., & Pratt, N. & Matthis, C. (2020). Learning from Adaptation to Support Instructional Improvement at Scale: Understanding Coach Adaptation in the TN Mathematics Coaching Project. *American Educational Research Journal*, 57(1), 148–187.

*Zhang, H., *Magooda, A., Litman, D., Correnti, R., Wang, E., Matsmura, L. C., *Howe, E., & *Quintana, R. (2019, July). eRevise: Using natural language processing to provide formative feedback on text evidence usage in student writing. In *Proceedings of the AAAI Conference on Artificial Intelligence* (Vol. 33, No. 01, pp. 9619-9625).

Correnti, R., & Matsumura, L.C., & Wang, E., & Litman, D., & *Rahimi, Z., & Kisa, Z. (2019). Automated scoring of students' use of text evidence in writing. *Reading Research Quarterly*.

Wallace, T.L., & *Parr, A., & Correnti, R. (2019). Assessing Teachers' Classroom Management Competency: A Case Study of the Classroom Assessment Scoring System–Secondary. *Journal of Psychoeducational Assessment*.

Matsumura, L.C., & Zook-Howell, D., & DiPrima-Bickel, D., & *Walsh, M., & Correnti, R. (2019). Harnessing the power of video to increase classroom text discussion quality. *The Reading Teacher,* 73(1), 65-74.

Matsumura, L.C., & Correnti, R., & *Walsh, M., & DiPrima-Bickel, D., & Zook-Howell, D. (2019). Online Content-focused coaching to improve classroom discussion quality. *Technology, Pedagogy and Education*, 28:2, 191-215.

*Quintana, R., & Correnti, R. (2018). The right to argue: teaching and assessing everyday argumentation skills. *Journal of Further and Higher Education*, 43(8), 1133-1151.

Wang, E., Matsumura, L. C., & Correnti, R. (2018). Student writing accepted as high-quality responses to analytic text-based writing tasks. *The Elementary School Journal*, *118*(3), 357-383.

Russell, J. L., Stein, M. K., Correnti, R., Bill, V., Booker, L., & Schwartz, N. (2017). Tennessee scales up improvement in math instruction through coaching. *The State Educational Standard, 17*(2), 22-27.

*Wang, E., Matsumura, L. C., & Correnti, R. (2017). Written Feedback to Support Students' Higher Level Thinking About Texts in Writing. *The Reading Teacher*, *71*(1), 101-107.

*Rahimi, Z., Litman, D., Correnti, R., *Wang, E., & Matsumura, L. C. (2017). Assessing Students' Use of Evidence and Organization in Response-to-Text Writing: Using Natural Language Processing for Rubric-Based Automated Scoring. *International Journal of Artificial Intelligence in Education*, 1-35.

Stein, M. K., Correnti, R., *Moore, D., Russell, J. L., & *Kelly, K. (2017). Using Theory and Measurement to Sharpen Conceptualizations of Mathematics Teaching in the Common Core Era. *AERA Open*, *3*(1), pp.1-20.

*Wang, E., Matsumura, L. C., & Correnti, R. (2017). Making a CASE: Improving Use of Text Evidence in Students' Writing. *The Reading Teacher*, *70*(4), 479-484.

Munter, C., & Correnti, R. (2017). Examining Relations between Mathematics Teachers' Instructional Vision and Knowledge and Change in Practice. *American Journal of Education*, *123*(2), pp.171-202.

Stein, M.K., *Kelly, K., *Moore, D., Correnti, R., & Russell, J. (2016). Theorizing and Measuring Teaching for Conceptual Understanding. *International Congress on Mathematics Education (Proceedings)*. Invited Paper

at the 13th International Congress of Mathematics Education, Hamburg, Germany.

Matsumura, L.C., Bickel, D., Zook-Howell, D., Correnti, R., & *Walsh, M., (2016). Cloud Coaching: Web-based learning holds promise, especially for districts with limited resources. *Journal of Staff Development,* v. 37 (4), pp. 30-39.

Matsumura, L. C., *Wang, E., & Correnti, R. (2016). Text-Based Writing Assignments for College Readiness. *The Reading Teacher*, *70*(3), 347-351.

*Patchan, M., Schunn, C., and Correnti, R. (2016). The nature of feedback revisited: How feedback features affect students' willingness and ability to revise. *Journal of Educational Psychology*.

*Wang, E., Matsumura, L.C., Bickel, D., Correnti, R., Zook-Howell, D., Prine, D., & *Walsh, M. (2015). Web-based professional development to improve text discussions. *European Research for Practitioner Research on Improving Learning (Proceedings)*, Belval, Luxembourg.

Matsumura, L. C., Correnti, R., & *Wang, E. (2015). Classroom Writing Tasks and Students' Analytic Text-Based Writing. *Reading Research Quarterly*,*50*(4), 417-438.

*Rahimi, Z., Litman, D. J., Correnti, R., Matsumura, L. C., *Wang, E., & *Kisa, Z. (2015). Incorporating coherence of topics as a criterion in automatic response-to-text assessment of the organization of writing. In *Proceedings of the Tenth Workshop on Innovative Use of NLP for Building Educational Applications* (pp. 20-30).

*Kisa, Z. & Correnti, R. (2015) Examining implementation fidelity in America's Choice schools: A longitudinal analysis of changes in professional development associated with changes in teacher practice. *Educational Evaluation and Policy Analysis*, 37(4), 437-457.

*Rahimi, Z., Litman, D. J., Correnti, R., Matsumura, L. C., *Wang, E., & *Kisa, Z. (2014). Automatic Scoring of an Analytical Response-To-Text Assessment. In *Intelligent Tutoring Systems* (pp. 601-610). Springer International Publishing.

*Bathgate, M., Schunn, C., & Correnti, R. (2013). Children's Motivation Toward Science Across Contexts, Manner of Interaction, and Topic. *Science Education, 98(2),* 189-215.

*Abramovich, S., Schunn, C., & Correnti, R. (2013). The role of evaluative metadata in an online teacher resource exchange. *Educational Technology Research and Development*, *61*(6), 863-883.

Correnti, R., Matsumura, L.C., Hamilton, L.H., & *Wang, E. (2013). Assessing students' skills at writing in response to texts. *Elementary School Journal*, v.114(2).

Scott, S., Kucan, L. & Correnti, R. (2013). Using video records to mediate teaching interns' critical reflection. *Journal of Technology and Teacher Education v.* 21(1), 119-145.

Correnti, R., Matsumura, L.C., Hamilton, L.H., & *Wang, E. (2012). Combining multiple measures of students' opportunities to develop analytic text-based writing. *Educational Assessment*, v. 17 (2-3 special issue on measuring instruction), 132-161.

Correnti, R. & Martinez, J.F. (2012). Conceptual, methodological, and policy issues in the study of teaching: Implications for improving instructional practice at scale. *Educational Assessment*, v. 17 (2-3 special issue on measuring instruction), 51-61.

Crosson, A.C., Matsumura, L.C., Correnti, R., & *Arlotto-Guerero, A. (2012). The quality of writing tasks and students' use of academic language in Spanish. *Elementary School Journal,* 112(3) 469-496.

Matsumura, L.C., Garnier, H.E., Correnti, R., Junker, B., & Bickel, D.D. (2010). Investigating the effectiveness of a comprehensive literacy-coaching program in schools with high teacher mobility. *Elementary School Journal*, 111(1) 35-62.

Rowan, B. & Correnti, R. (2009). Studying reading instruction with teacher logs: Lessons from A Study of Instructional Improvement. *Educational Researcher,* 38(2) 120-131.

Rowan, B., & Correnti, R. (2009). Measuring Reading Instruction with Teacher Logs. *Educational Researcher,* 38(7) 549-551.

Carlisle, J. Correnti, R. Phelps, G. & *Zang, J. (2009). Exploration of the contribution of teachers' knowledge about reading to their students' improvement in reading. *Reading and Writing,* 22(4), 457-486.

Rowan, B., Jacob, R. & Corenti, R. (2009). Using instructional logs to identify quality in educational settings. *New Directions for Youth Development*, 121, 5-31.

Correnti, R. (2008). An empirical investigation of professional development effects on literacy instruction using daily logs. *Educational Evaluation and Policy Analysis,* 29(4), 239-261.

Correnti, R. & Rowan, B. (2007). Opening up the black box: Literacy instruction in schools participating in three comprehensive school reform programs. *American Educational Research Journal*, 44 (2), 298-338.

Rowan, B., Camburn, E. & Correnti, R. (2004). Using teacher logs to measure the enacted curriculum: A study of literacy teaching in third-grade classrooms. *Elementary School Journal,* 105, 75-102.

Rowan, B., Correnti, R., & Miller, R. (2002). What large-scale, survey research tells us about teacher effects on student achievement: Insights from the Prospects study of elementary schools. *Teachers College Record*, 104(8), 1525-1567.

Book Chapters
Correnti, R., Wang, E., Matsumura, L.C., Litman, D., Liu, Z., Li, T. (2024 in press). In Ed.s Mark Shermis & Joshua Wilson, *International Handbook of Automated Essay Evaluation*. Routledge, New York.

Correnti, R., Stein, M. K., Smith, M. S., *Scherrer, J., McKeown, M., Greeno, J., & Ashley, K. (2015). Improving teaching at scale: Design for the scientific measurement and learning of discourse practice. *Socializing Intelligence Through Academic Talk and Dialogue. AERA*, 284.

Rowan, B., Correnti, R., Miller, R., & Camburn, E. (2009). School improvement by design: Lessons from a study of Comprehensive School Reform programs. In Schneider, B., & Sykes, D. (ED.s) *AERA Handbook on Education Policy Research*.

Rowan, B., & Correnti, R. (2009). Interventions to improve instruction: How implementation strategies affect instructional change. In Hoy, W.K. & DiPaola, M. (Ed.s). *Studies in School Improvement: A Volume in Research and Theory in Educational Administration.* Charlotte, NC: Information Age Publishing.

Rowan, B., Camburn, E., & Correnti, R. (2009). Using time diaries to study instruction in schools. In Belli, R. & Stafford, F. & Alwin, D. (Ed.s) *Calendar and time diary methodologies in life course research*. Thousand Oaks, CA: Sage Publications.

Other Articles
Scott, A. & Correnti, R. (2013). *Pittsburgh's New Teacher Improvement System: Helping teachers help students to learn*. A+ Schools: Pittsburgh, PA.

Correnti, R. (2008). Professional development as a lever for changing teacher practice. *Learning Policy Brief*, 1(2), 1-5.

Rowan, B. & Raudenbush, S. & Correnti, R. & Schilling, S. & Johnson, C. (2005). Using survey data to examine how different mixes of word analysis and text comprehension instruction affect first grade students' reading achievement. Paper prepared for NCES seminar, *Learning from Longitudinal Data in Education.*

Technical Reports/Working Papers
Correnti, R. (2010). Examining CSR program effects on achievement: A technical report summarizing achievement growth models in the *Study of Instructional Improvement.*

Correnti, R., Hansen, B., & Rowan, B. (2009). Early implementation and student achievement outcomes in texas schools using agile mind services. Submitted to Hewlett Foundation.

Atkins-Burnett, S., Rowan, B. & Correnti, R. (2001). Administering standardized tests to young children: How mode of administration affects the reliability and validity of standardized measures of student achievement in kindergarten and first grade. Consortium for Policy Research in Education, Study of Instructional Improvement, research Note S-1. Ann Arbor: University of Michigan.

Ball, D., Camburn, E., Correnti, R., Phelps, G. & Wallace, R. (1999). New tools for research on instruction and policy: A web-based teacher log (CTP Working Paper W-99-2). Seattle: Center for the Study of Teaching and Policy, University of Washington.

Manuscripts Currently in Peer Review

Correnti, R., Yu, B., Russell, J., Thomas, A., Stein, M.K., Matthis, C., Booker, L., Schwartz, N. (Revise and Resubmit). Generalized inferences for how coaching influences teaching and student achievement: Design, sampling and balance for a longitudinal, prospectively-matched cohort study. *Journal of Research on Educational Effectiveness*.

*Kisa, Z. & Correnti, R. (In Review; R+R). A quasi-experimental study of the effect of mathematics professional development on student achievement. *Teachers' College Record*.

Kisa, Z., & Correnti, R., & Stein, M.K. (In Review; R+R). Teachers' vision, perceived constraints, and conceptual teaching practices: implications for measuring and improving instruction. *American Journal of Education*.

INVITED TALKS/ PANELIST

Correnti, R. & Matsumura, L.C. (2025) *Validity framework for evaluating automated scoring of overall discussion quality*. ISLS Workshop Presentation on Generative AI for Dialogue Coding and Training: Opportunities, Challenges and Risks, Helsinki, Finland.

Correnti, R. (2024) *Measuring for inferences about teaching change: Conceptual and methodological issues*, Learning Research and Development Center Senior Scientist Talk, Pittsburgh, PA.

Correnti, R. (2023) *Learning Sciences and AI in Education*, Learning Research and Development Center Board of Visitors, Pittsburgh, PA.

Correnti, R. (2021) *Measuring for Inferences about Teaching Change*. McDonnell Foundation.

Correnti, R. (2021) *Developing adaptive expertise at facilitating dialogic text discussions*. Northern Alberta Reading Specialists' Council Meeting, Edmonton, Alberta

Correnti, R., Russell, J., Stein, M.K., & Yu, B. (2020) *Mathematics coaching effects from a prospectively matched sample: How coaching differed when comparing treated versus typical coaches*. Institute of Education Sciences Annual Principal Investigators Conference, Washington, D.C.

Matsumura, L.C., Correnti, R., Zook-Howell, D., Walsh, M. & Bickel, D. (2020). *Online content-focused coaching for high-quality reading instruction.* Institute of Education Sciences Annual Principal Investigators Conference, Washington, D.C.

Stein, M.K., & Russell, J., & Correnti, R. (May, 2018). *Collaboration and Adaptation At Scale: The TN Mathematics Coaching Project*. Annual Meeting of the Association of State Supervisors of Mathematics, Washington, D.C.

Correnti, R. (Dec. 2016). *Theory and Practice of Academically Productive Talk: What we Know and What we Need to Know; Co-PIs Suzanne Donovan and Catherine Snow.* Harvard University, Cambridge, MA.

Stein, M.K. and Correnti, R. (Oct. 2016). *CCSSO Meeting of Math State Leaders*. Minneapolis, MN.

Russell, J. L., Correnti, R., Stein, M. K., Hannan, M., Bill, V., Schwartz, N., Booker, L. & Pratt, N. R. (2015, October). *Using data for improvement to support implementation at scale: Adaptive integration in the TN Mathematics Coaching Project.* National Center on Scaling Up Effective Schools Second National Conference, Nashville, TN.

Correnti, R., Russell, J., & Stein, M.K. (2014). *Tennessee as a STEM Learning Environment: Conceptualizing and Describing Mathematics Teaching At-Scale.* Tennessee State Department of Education, Nashville, TN.

Correnti, R. (April 2013). *Designing and Analyzing Data from Daily Logs in Mathematics and Science.* North Carolina State University, Raleigh, NC.

Correnti, R. (January, 2013). Project ATOMS: *Accomplished elementary Teachers of Mathematics and Science.* Chair of Advisory Board, North Carolina State University, Raleigh, NC.

Correnti, R. (December, 2012). *Identifying teaching-learning Associations for instructional improvement: analytic writing in 4th through 6th grades.* Research Talk given at Educational Testing Service, Princeton, NJ.

Correnti, R. (May, 2012). *Combining Multiple Measures of Teaching.* Measurement grantees meeting, WT Grant/Spencer Foundation, Chicago, IL.

Correnti, R. (February, 2012). *Measuring Students Skills in Writing through a Response to Text Assessment (RTA): Implications for learning and teaching.* IES Pre-Doctoral Training Program in Interdisciplinary Methods for Field-based Research in Education. University of Pennsylvania, Philadelphia, PA.

Correnti, R., & Phelps, G. (March 2012). *Planning for Measuring Instruction: Reliability, Validity and Costs/Benefits of Different Measures of Teaching.* North Carolina State University, Raleigh, NC.

Correnti, R. (February, 2012). Project ATOMS: *Accomplished elementary Teachers of Mathematics and Science.* Advisory Board Meeting, North Carolina State University, Raleigh, NC.

Correnti, R., with Stein, M.K., & Smith, M., & Scherrer, J., & McKeown, M., & Greeno, J., & Ashley, K. (September, 2011) *Improving Teaching At-Scale: Design for the Scientific Measurement and Development of Discourse Practice*, Socializing Intelligence through Academic Talk and Dialogue, University of Pittsburgh, Pittsburgh, PA.

Correnti, R. (May, 2011). *Supporting Implementation of the Common Core State Standards for Mathematics: Recommendations for Professional Development.* North Carolina State University, Raleigh, NC.

Correnti, R., & Matsumura, L.C. (January, 2010). *Measuring instruction using logs and teachers' assignments: Reflections on a pilot study.* Setting-Level Intervention/Measurement Grantees Meeting, WT Grant/Spencer Foundation, Washington, DC.

PRESENTATIONS

Matsumura, L., Walsh, M., Li, T., Correnti, R., & Litman, D. (Accepted) Exploring the Use of Generative AI to Identify Coachable Moments in Classroom Discussions, *Proceedings International Society of the Learning Sciences Annual Meeting (ISLS) (Poster)*, Helsinki, Finland.

Li, T., Matsumura, L., Wang, E., Liu, Z., Litman, D., & Correnti, R. (Accepted) Designing Writing Feedback with Large Language Models: Developing Young Adolescents' Conceptual Understanding of Effective Revision. In *International Society of the Learning Sciences Annual Meeting (ISLS) (Poster)*, Helsinki, Finland.

Perlman, H., & Correnti, R. (2025) Examining coaching effects on mathematics teaching: Evidence from a prospectively matched sample in Tennessee. *American Educational Research Association Annual Meeting*, Denver, CO.

Pierce, B., Correnti, R., & Crosson, A. (2025) Developing argumentation skills in middle school: Evidence from a multilevel growth analysis. *American Educational Research Association Annual Meeting*, Denver, CO.

Wang, E., Matsumura, L., Liu, Z., Li, T., Correnti, R., & Litman, D. (2025) Elementary students' revision moves in text-based argument writing: A corpus study. *American Educational Research Association Annual Meeting*, Denver, CO.

Matsumura, L., Walsh, M., Li, T., Zook-Howell, D. & Correnti, R., Litman, D. (2025) Evaluating the performance of ChattGPT for selecting lesson segments that support productive coaching. *American Educational Research Association Annual Meeting*, Denver, CO.

Li, T., Matsumura, L., Wang, E., Litman, D., Correnti, R., & Liu, Z., (2025) Leveraging large language models to foster young students' metacognition of revision. *American Educational Research Association Annual Meeting*, Denver, CO.

Correnti, R., Matsumura, L.C., Wang, E., Liu, Z., Li, T. (2024) Supporting Students' Argumentative Writing via Formative Automated Writing and Revision Assessment. *American Educational Research Association Annual Meeting*, Philadelphia, PA.

Pierce, B. & Correnti, R. (2024). Teacher Attention and Improving Student Reasoning in Classroom Discussions. Proceedings of International Society of the

Learning Sciences (ISLS) 2024 Buffalo, NY: International Society of the Learning Sciences.

Li, T., Matsumura, L.C., Correnti, R., Zook-Howell, D. (2024) Appropriating Tools to Foster Productive Professional Learning Conversations in a Literacy Coaching Program. Proceedings of International Society of the Learning Sciences (ISLS) 2024 Buffalo, NY: International Society of the Learning Sciences.

Tran, N., Pierce, B., Litman, D.., Correnti, R., & Matsumura, L. (2023). Utilizing Natural Language Processing for Automated Assessment of Classroom Discussion. *Proceedings of 24th International Conference on Artificial Intelligence in Education (AIED),* Tokyo, Japan.

Walsh, M., Matsumura, L., Zook-Howell, D., & Correnti, R. (2023) Dialogic Coaching Routines to Develop Teachers' Adaptive Expertise in Video-based Coaching. In proceedings of the 15th International Conference of the Learning Sciences.

Correnti, R. (2022) *Innovations in Coaching and Mentoring: Investigating the Practices of Instructional Coaches and Teacher Mentors, discussant.* AERA Annual Meeting San Diego, CA.

Correnti, R., Stein, M.K., Yurekli, B., & Castleman, S. (2022) *Examining Teaching-Learning Associations: Theory and Measurement for Conceptual Understanding in Grades 4 Through 8 Mathematics.* AERA Annual Meeting San Diego, CA.

Larbi-Cherif, A. M., Correnti, R. J., Taylor, J. E. & Glazer, J. L. (2020, Apr 17 - 21) *Insights Into Opportunities and Challenges for Mathematics Instructional Improvement in Turnaround Systems*. AERA Annual Meeting San Francisco, CA (Conference Canceled)

Litman, D., Correnti, R., Matsumura, L.C., & Wang, E. (2020). Automated Formative Feedback System to Improve Students' Use of Text Evidence in Writing. Poster presented at *Institute of Education Sciences PI Conference*, Washington, D.C.

Yu, B., & Correnti, R. (2019). When unobserved heterogeneity presents in cross-lagged panel models. *American Educational Research Association Annual Meeting*, Toronto, CA.

Matsumura, L.C., & Correnti, R., & Diprima-Bickel, D., & Zook-Howell, D., & Walsh, M. (2019). Literacy coaching online: Effects on classroom discussion quality. *American Educational Research Association Annual Meeting*, Toronto, CA.

Wang, E., & Correnti, R., & Matsumura, L.C., & Litman, D., & Howe, E., & Quintana, R., & Zhang, C., & Ezzat, A. (2019). eRevise: Automated formative feedback system to improve students' use of text evidence in writing. *American Educational Research Association Annual Meeting*, Toronto, CA.

Correnti, R., & Wang, E., & Matsumura, L.C. (2018). Research Inferences from an examination of student work in response to high-level writing tasks. *National Council on Measurement in Education*, New York, NY.

*Hofkens, T., & Correnti, R., & Wang, M.T. (2018). Contrasting Viewpoints: Using Information From Multiple Reporters to Understand Classroom Dynamics. *American Educational Research Association Annual Meeting*, New York, NY.

*Kisa, Z., & Correnti, R., & Stein, M.K., & *Yurekli, B. (2018). Teaching Mathematics for Conceptual Understanding: Teachers' Vision, Practices, and Their Perceived Constraints. *American Educational Research Association Annual Meeting*, New York, NY.

*Howe, E.V., & Correnti, R. (2018). Assessing Students' Text-Based Arguments: Structural Features and Logical Coherence. *American Educational Research Association Annual Meeting*, New York, NY.

*Quintana, R., & Correnti, R. (2018). Do the Rich Always Get Richer? A Group-Based Analysis of Students' Growth Patterns in Reading Achievement. *American Educational Research Association Annual Meeting*, New York, NY.

*Walsh, M., Matsumura, L.C., Correnti, R., Zook-Howell, D., & Bickel, D. (2018). Teachers' and Learners' Use of Video to Increase Teaching and Learning. *American Educational Research Association Annual Meeting*, New York, NY.

*Yurekli, B., & Stein, M.K., & Kisa, Z., & Correnti, R. (2018). Teachers' Beliefs and Practices in Teaching Mathematics for Conceptual Understanding: The Role of Constraints. *American Educational Research Association Annual Meeting*, New York, NY.

Stein, M.K., & Russell, J.L., & Correnti, R., & Bill, V. (2018). Relationship of Coach-Teacher Planning Sessions to Quality of Mathematics Lessons. *American Educational Research Association Annual Meeting*, New York, NY.

Wallace, T.L., & Parr, A., & Correnti, R. (2018). Comparing Adolescent and Adult Assessments of Teachers' Classroom Management. *American Educational Research Association Annual Meeting*, New York, NY.

McKeown, M., Correnti, R., Crosson, A., Matsumura, L.C., Sartoris, M., *Howe, E., and *Quintana, R. (2017). Effects of an Instructional Intervention on Students' Argument Writing. *Society for the Scientific Study of Reading,* Washington, D.C.

Correnti, R., & *Kisa, Z. (2017). Classroom Socio-Economic-Status (SES) as a Predictor of Literature-Based Analytic Writing Instruction. *American Educational Research Association Annual Meeting*, San Antonio, TX.

Correnti, R., Matsumura, L.C., Bickel, D., Zook-Howell, D., *Walsh, M. (2017). Designing web-based professional development to improve reading instruction. *American Educational Research Association Annual Meeting*, San Antonio, TX.

McKeown, M., Correnti, R., Crosson, A., Matsumura, L.C., *Quintana, R., Sartoris, M. (2017). Preliminary results of an instructional intervention to support composition of written arguments. *American Educational Research Association Annual Meeting*, San Antonio, TX.

*Walsh, M., Zook-Howell, D., Bickel, D., Matsumura, L.C., & Correnti, R. (2017). Exploring the relationship between remote coaching interactions and teacher noticing. *American Educational Research Association Annual Meeting*, San Antonio, TX.

Stein, M.K., Correnti, R., & *Kelly, K. (2017). Using theoretically based observations and surveys to measure and improve mathematics instruction at scale. *National Council of Teachers of Mathematics Research Pre-Conference,* San Antonio, TX.

Correnti, R., Thomas, A.S., Yu, B., Russell, J., Booker, L., Schwartz, N., Matthis, C. (2017). Prospective Matching Methods in Education Research: Recruiting an Active Comparison Sample for Causal Inference. *Society for Research on Educational Effectiveness*, Washington, DC.

Correnti, R., McKeown, M., Crosson, A., Quintana, R., Sartoris, M., Matsumura, L.C. and Howe, E. (2016). Assessments for Understanding Student Writing Performance. *Literacy Research Association Annual Conference*, Nashville, TN.

Matsumura, L.C., Bickel, D., Zook-Howell, D., Correnti, R., Wang, E., & Walsh, M., (2016). Online Learning to Improve Classroom Text Discussion Quality. *Literacy Research Association Annual Conference*, Nashville, TN.

Knutson, K., Crowley, K., & Correnti, R. (July 2016). Comparing and contrasting within and between family variation in engagement and learning

experiences in seven different dinosaur halls. *Visitor Studies Association Annual Meeting*, Boston, MA.

Stein, M.K., Correnti, R., & *Kelly, K. (2016). Measuring and Supporting the Improvement of Mathematics Teaching at Scale. *NCTM Research Preconference*, San Francisco, CA.

Stein, M.K., Thomas, A., *Kelly, K., Russell, J., & Correnti, R. (2016). Assignments and Student Work as Measures of Teaching. *American Educational Research Association Annual Meeting*, Washington, DC.

Correnti, R., Stein, M.K., Russell, J., Moore, D., *Kelly, K., & Thomas, A. (2016). Innovative Survey Approaches: Making Sense of Patterns that Make Sense. *American Educational Research Association Annual Meeting*, Washington, DC.

*Kelly, K., Stein, M.K., Moore, D., Correnti, R., & Russell, J. (2016). Measuring "Explicit Attention to Concepts" and "Students' Opportunity to Struggle" using Video-based Observations. *American Educational Research Association Annual Meeting*, Washington, DC.

Russell, J. L., Stein, M. K., Correnti, R. J., *Kehoe, S. S., Moore, D. W. & Thomas, A. (2016, April). Theorizing and measuring social supports for teacher learning. *American Educational Research Association Annual Meeting*, Washington, DC.

Russell, J. L., Stein, M. K., Correnti, R. J., Booker, L., Schwartz, N., Pratt, N. R., *Stelitano, L. & Pullen, B. (2016, April). Fostering research-practice partnerships at the state level: The mathematics instructional coaching project. *American Educational Research Association Annual Meeting*, Washington, DC. Matsumura, L.C., Correnti, R., & *Wang, E. (2015). *The Contribution of Assignment Quality to Students' Analytic Text-Based Writing Skills*. Paper presented at the annual meeting of the *American Educational Research Association Annual Meeting*, Chicago, IL.

*Kisa, Z., & Correnti, R. (2015). *A Quasi-Experimental Study of the Effects of Professional Development on Student Achievement*. Paper presented at the annual meeting of the *American Educational Research Association Annual Meeting*, Chicago, IL.

*Briggs, J., *Pieri, J., Wanless, S., & Correnti, R. (2015). *Targeting Teacher-Student Relatinships to Support Preschool Social Competence: What Really Matters in the Classroom?* Paper presented at the annual meeting of the National Council of Teachers of Mathematics, Chicago, IL.

Russell, J., *Kehoe, S.S., Stein, M.K., Moore, D., & Correnti, R. (2015). *Teacher Collaboration in the Common Core Era: The Role of Teachers' Networks in the Transition to Ambitious Mathematics Instruction*. Paper presented at the annual meeting of the National Council of Teachers of Mathematics, Chicago, IL.

Munter, C., & Correnti, R. (2014). *Examining Relationships Between Mathematics Teachers' Instructional Vision, Knowledge, and Change in Practice.* Paper presented at the annual meeting of the National Council of Teachers of Mathematics, New Orleans, LA.

*Kisa, Z., & Correnti, R. (2012) *Examining Implementation Fidelity in America's Choice Schools: A Longitudinal Analysis of Changes in Professional Development Associated With Changes in Teacher Practice.* Poster presented at 2012 annual meeting of the American Educational research Association, Vancouver, CA.

*Kisa, M., Correnti, R., & Stein, M.K. (2012) *Factors Influencing Mathematics Teachers' Reform-Oriented Instruction.* Poster presented at 2012 annual meeting of the American Educational research Association, Vancouver, CA.

Kaufman, J., Correnti, R. & Stein, M.K. (2012) *How Staffing Policies and Practices Exacerbate Inequitable Teacher Distribution in a Large Urban School District.* Paper roundtable at 2012 annual meeting of the American Educational research Association, Vancouver, CA.

*Bathgate, M., Schunn, C., & Correnti, R. (2012) *Oceans Versus Robots: Exploring the Importance of Topic Effects in Student Science Engagement.* Paper presented at 2012 annual meeting of the American Educational research Association, Vancouver, CA.

Correnti, R., Matsumura, L.C., Hamilton, L.H., & *Wang, E. (2011). *Measuring students' skills at writing in response to texts: A validation study of the Response to Text Assessment (RTA).* Paper presented at 2011 annual meeting of the American Educational research Association, New Orleans, LA.

Munter, C., & Correnti, R. (2011). *Developing visions of high-quality math instruction.* Pre-session presented at 2011 annual meeting of the National Council of the Teachers of Mathematics, Indianapolis, IN.

Smith, M.S., Stein, M.K., Correnti, R., and *Scherrer, J. (2010). *Measuring Discussions in Mathematics Classrooms*. Pre-session presented at 2010 annual meeting of the National Council of the Teachers of Mathematics, San Diego, CA.

Correnti, R., Phelps, G., & *Kisa, Z. (2010). *Investigating the Relationship Between Teachers' Knowledge, Literacy Practice and Growth in Student Learning*. Paper presented at 2010 annual meeting of the American Educational research Association, Denver CO.

Correnti, R., *Kisa, Z., Besterfield-Sacre, M., Sherer, J., and Magruder, P. (2010). *A Systems Approach to Educational Reform: Differences in Role Group Perceptions*. Paper presented at 2010 annual meeting of the American Educational research Association, Denver CO.

Correnti, R. (2009). Examining CSR Program Effects on Student Achievement: Causal Explanation Through Examination of Implementation Rates and Student Mobility. Paper presented at the 2nd annual conference of the *Society for Research on Educational Effectiveness*, Washington, DC, March, 2009

Correnti. R. & *Rosenberg, S. (2009). Instructional Variation: Examining Differences Between Populations in Variability of the Enacted Curriculum. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA, April, 2009.

*Frank, D. & Correnti, R. (2009). The nature of school funding: Allocation and distribution in Pennsylvania by levels of academic achievement. Poster presented at *Society for Research in Child Development* meeting in Denver, Colorado, April 2-4.

Correnti, R. & *Rosenberg, S. (2007). *Accumulation and attrition: Examining instructional differences from a student's perspective.* Paper to be presented at the annual meeting of the American Educational research Association, Chicago, Il.

Correnti, R. & Rowan, B. (2006). *Changing literacy instruction in schools: Consequences of CSR program participation on teachers' classroom practice*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Correnti, R. (2006). *Using daily teacher logs to demonstrate professional development effects on literacy instruction*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Rowan, B. & Correnti, R. (2006). *Reforming instruction from the outside-in: Rates of instructional program implementation in three CSR designs*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Barnes, C., Khorsheed, K., De Los Rios, D., & Correnti, R. (2006). *Learning by design: Developing the know-how to improve teaching and learning.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Camburn, E., Correnti, R., & Miller, R.J. (2005). *Capacity for improvement, instruction, and student achievement: Interim results from a study of instructional improvement.* Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Correnti, R. (2004). *Classroom instruction in CSR schools: A focus on literacy.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Correnti, R., Rowan, B. & Camburn, E. (2003). *School reform programs, literacy practices in third-grade classrooms, and instructional effects on student achievement: Notes from the first year of the Study of Instructional Improvement.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Rowan, B., Camburn, E. & Correnti, R. (2003). *Using teacher logs to measure the enacted curriculum in large-scale surveys: Insights from the study of instructional improvement.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Rowan, B., Correnti, R. & Miller, R. (2002). *What large-scale survey research tells about teacher effects on student achievement: Insights from the Prospects study of elementary schools.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Barnes, C., Correnti, R., Taylor, J. & Atkins-Burnett, S. (2001). *Marshalling evidence for validity: Problems and implications for measuring instruction.* Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Camburn, E., Correnti, R. & Taylor, J. (2001). *Examining differences in teachers' and researchers' understanding of an instructional log.* Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Camburn, E., Correnti, R. & Taylor, J. (2001). *Using qualitative techniques to assess the validity of teachers' responses to survey items.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

GRANTS/ FUNDING

Co-Principal Investigator (PI Diane Litman, Co-PI Lindsay Clare Matsumura) National Science Foundation. *Development of Natural Language Processing Techniques to Improve Students' Revision of Evidence Use in Argument Writing,* (2022-2025), $850,000

Co-Principal Investigator (PI Chris Schunn, Laurie Speranzo, Joe Dostilio) Bill and Melinda Gates Foundation. *CIS Effective Implementation Planning Grant – Institute for Learning Math Coaching in El Paso* (2023-2025), $2,500,000; (2022 – Planning Grant $250,000)

Co-Principal Investigator (PI Lindsay Clare Matsumura, Co-PIs Tom Farmer, Rosita Apodoca) Institute of Education Sciences. *The Effect of Content-Focused Coaching on Reading Comprehension Instruction: Evidence from Urban and Rural Schools*, (2021-2025), $3,800,000.

Principal Investigator (Co-PIs Diane Litman; Lindsay Clare Matsumura). Learning Research and Development Center (Internal Grant). *Using ChatGPT to Analyze Classroom Discussions*, (2023-2025). $84,595.

Co-Principal Investigator (PI Diane Litman, Co-PI Lindsay Clare Matsumura) The Learning Agency. *Automated Assessment of Classroom Discussion Quality: Web-Based app to advance learning science research*, (2022-2023), $50,000.

Co-Principal Investigator (PIs Mary Kay Stein, Christian Schunn, Co-PIs Lindsay Clare Matsumura, Jennifer Russell) McDonnell Foundation, *Teacher Learning to Enact Productive Discussions in Mathematics and Literacy*, (2018-2022), $2,500,000.

Principal Investigator (Co-PIs Mary Kay Stein, Jennifer Russell) Spencer Foundation, *Improvement of Mathematics Teaching At-Scale*, (2017-2019), $1,000,000.

Co-Principal Investigator (Co-PIs Diane Litman; Lindsay Clare Matsumura) Institute of Education Sciences, *Response-to-Text Tasks to Assess Students' Use of Evidence and Organization in Writing: Using Natural Language Processing for Scoring Writing and Providing Feedback At-Scale* Measurement (Goal 5) (2016-2019), $1,400,000

Co-Principal Investigator (with Amy Crosson, Moddy McKeown and Lindsay Clare Matsumura). Institute of Education Sciences. *For Argument's Sake: Applying Questioning the Author Techniques to Support Comprehension and Composition of Written Arguments*, (2015-2018), $1,500,000.

Co-Principal Investigator (with Lindsay Clare Matsumura and Donna Bickel). Institute of Education Sciences. *Web-Mediated Literacy Coaching for High-Quality Reading Comprehension Instruction*, (2014-2017), $1,499,723.

Co-Principal Investigator (with Jennifer Russell, Emily Barton, Victoria Bill, Nate Schwartz and Mary Kay Stein). Institute of Education Sciences. Continuous Improvement Research in Education. *Coaching to Improve Common Core Aligned Mathematics Instruction in Tennessee,* (2014-2017), $2,499,749.

Co-Principal Investigator (with Mary Kay Stein and Jennifer Russell). National Science Foundation. *States as STEM Learning Environments: Building an Indicator System to Guide Instructional Improvement at Scale,* (2013-2016), $1,499,253.

Co-Principal Investigator (with Jennifer Iriti, William Bickel and Lindsay Page). Benter Foundation. *Evidence-based Tools for Right-Matching Students' Postsecondary Selections*, (2014-2015) $187,514

Principal Investigator (with Zahid Kisa). WT Grant Foundation. *Statewide Performance Based Assessments in Mathematics: Understanding Tennessee's Efforts to Scale-Up Reform Towards the Common Core State Standards*, (2013-2014) $25,000

Co-Principal Investigator (with Timothy Nokes-Malach, Tanner Wallace and James Greeno). Learning Research and Development Center Internal Grant. *Innovating motivation research: Insights from urban middle school classrooms on the links between psychosocial classroom activity and mathematics learning,* (2014-2016), $149,763

Principal Investigator (with Co-PIs Lindsay Clare Matsumura and Diane Litman). Learning Research and Development Center. *Response-to-Text Prompts to Assess Students' Writing Ability: Using Natural Language Processing for Scoring Writing At-Scale (2013-2015)*, $150,000

Evaluator (PI-Jeffrey Ziegler): Pennsylvania Department of Education *Math and Science Partnership: Development of Middle School Mathematics Teachers in Pittsburgh Public Schools (2013-2016)*, $140,000 (subcontract)

Subcontract (PI-Pam Grossman): Institute of Education Sciences*, Improving the Quality of English Language Arts Instruction Through an Observation Protocol* (2012-2013) $20,000

Evaluator (PI-Eden Badertscher): Pennsylvania Department of Education *Math and Science Partnership: Development of High School Mathematics Teachers in Pittsburgh Public Schools (2010-2013)*, $135,000 (subcontract)

Principal Investigator (with Co-PIs Lindsay Clare Matsumura; Laura Hamilton): WT Grant and Spencer Foundations, *Assessing Instructional Content and Interactions 'At-Scale' (2009-2012),* $499,789

Co-Principal Investigator (PI- Jim Spillane; Co-PI-Brian Junker): Institute of Education Sciences, *Learning Leadership: Kernel Routines for Instructional Improvement (2010-2014)*, $3,345,945
Awarded, but discontinued due to recruitment challenges
(54/75 schools agreed to participate).
Consumed funding (2010-2012), $694,477

Co-Principal Investigator (Co-PIs Mary Kay Stein, Margaret McKeown, Peg Smith, and Kevin Ashley) Learning Research and Development Center, *Measuring classroom discussions in Mathematics and Literacy*, (2008-2010), $160,737

Co-Principal Investigator (Co-PIs Mary Kay Stein; Julia Kaufman) A+ Schools, *A+ Excellent Teacher Initiative,* (2009), $35,000 Pitt Contract

Co-Principal Investigator (PI- Brian Rowan) Hewlett Foundation, *Phase I Evaluation of the Dana Center–Agile Mind Services in Algebra I, (2006-2008),* $150,000 Subcontract

GRANTS/ FUNDING (Pending and Submitted)

Principal Investigator (Co-PIs Lindsay Clare Matsumura; Diane Litman; Alina Reznitzkaya) Institute of Education Sciences - Measurement. *Leveraging AI to Assess Classroom Text Discussion Quality, (Submitted 9/2024)*, $2,000,000

Co-Principal Investigator (PI Lindsay Clare Matsumura; Co-PIs Chris Schunn; Jen Iriti; Erin Walker) Institute of Education Sciences. *Training grant Methods for Advancing Technology, Research and Instructional eXcellence (MATRIX): An Interdisciplinary Training Program, (Submitted 3/25)*, $5,000,000

Co-Principal Investigator (PI Miray Tekumru-Kisa; Co-PIs Bill Penual; Monica Ko) National Science Foundation – RETTL. *Differentiated Professional Learning for Science Teachers, (Submitted 10/24)* **Not Funded**

Co-Principal Investigator (PI Lindsay Clare Matsumura; Co-PI Diane Litman) AI Tools Competition. *AI – Literacy Coaching (Submitted 3/25)* **Not Funded** after 2nd Round Revisions.

MEASURES DEVELOPED

Analyzing Teaching Moves (ATM) – A coding discourse tool for measuring class discussions and creating visual tools for teacher learning about discussions. Developed with colleagues at the Learning Research and Development Center (LRDC), Mary Kay Stein, Margaret Smith, Margaret McKeown, and Kevin Ashley

OnLine Content-Focused Coaching – Professional learning for teachers inspired by face-to-face content focused coaching, this adaptation involves a professional learning workshop followed by coaching, both of which are aligned

to a text discussion theory and framework. Developed with colleagues at the Learning Research and Development Center (LRDC), Lindsay Clare Matsumura, Donna DiPrima Bickel, Dena Zook-Howell

Triple Q: Instructional queries for supporting argument writing – Three 3-week curriculum units for teaching argument writing to students. Developed with colleagues at the Learning Research and Development Center (LRDC), Margaret McKeown, Amy Crosson, Lindsay Clare Matsumura

Middle Grades Mathematics Teaching Survey & Quadrant Placements – A research measurement tool with potential for diagnosing and communicating with instructional leaders for planning professional learning and measuring teaching improvement in middle grades mathematics. Developed with colleagues at the Learning Research and Development Center (LRDC) Mary Kay Stein, Jennifer Russell, Katelynn Kelly, Ally Thomas, Bilge Yurekli, Baeksan Yu

Leaders Improving Supports for Teaching (LIST) – A survey for measuring leaders' meta-cognitive ability to productively observe in classrooms. Developed with colleague at the Institute for Learning (IFL), Pam Goldman

Response to Text Assessment (RTA) – A student assessment protocol and rubric designed to measure students' ability to comprehend, analyze and write in response to text. Developed with colleague in the School of Education, Lindsay Clare Matsumura

eRevise: Student Automated Feedback for RTAmvp – A formative assessmen tool for essay writing. A two-day protocol including, 1) on-demand writing in response to a high cognitive-demand prompt, 2) automated scoring of evidence use in students' written response, 3) automated feedback tailored to students' level of evidence use, 4) interface for providing feedback and student revision, and 5) summary feedback on students' performance for teachers. Developed with colleagues at the Learning Research and Development Center (LRDC), Diane Litman, Elaine Wang, Lindsay Clare Matsumura

GRANT REVIEW PANELS

Invited to Serve as a Principal Member of the Systems and Broad Reform Grant Review Panel (2012)

Institute of Education Sciences, NCER/NCSER Research and Development Center (2010)

National Science Foundation, Discovery Research K-12 (2010)

Institute of Educational Sciences, Center for Low Performing and Effective Schools, (2009)

National Science Foundation, CAREER (2009)

National Science Foundation, Discovery Research K-12 (2008)

COURSES TAUGHT

Design and Methodological Issues in Examining Effects on Student Achievement (Summer 2008)

Introduction to Educational Policy (Spring 2009; Spring 2010; Spring 2011; Spring 2012; Fall 2013; Fall 2019)

Professional Learning in the Content Areas (Fall 2009)

Measuring Teaching (Fall 2010)

Advanced Applied Statistics utilizing HLM (Fall 2011; Spring 2013; Spring 2014; Spring 2016; Spring 2017; Fall 2018; Spring 2023; Spring 2024)

Quantitative Methods II – Regression (Spring 2015; Spring 2025)

Policy Levers for Educational Change (EdD – Summer 2015; 2016; 2017; 2018; 2020; 2021)

Learning and Educational Change (Fall 2022; Fall 2023, Fall 2024)

Writing Seminar (2011-2012; 2017-2018; 2020-2021; 2021-2022; 2022-2023)

UNIVERSITY/ DEPARTMENT SERVICE

Student Supervision – Milestone *and* Dissertation Committee Service
  Ben Pierce (Milestone 3/4 Chair)
  Hanan Perlman (Milestone 3/4 Chair)
  Zhexiong Liu (Dissertation Committee)
  Shalani Mohottige (Dissertation Committee)
  Anna Premo (Dissertation Committee)
  emily howe (Dissertation Chair)
  Baeksan Yu (Dissertation Committee)
  Margaret Walsh (Dissertation Committee)
  Colin Zhang (SCI – Dissertation Committee)
  Rafael Quintana (Dissertation Chair)
  Katelynn Kelly (Dissetation Committee)
  Alyssa Parr (Dissertation Committee)
  Ross Higashi (Dissertation Committee)
  Margaret Hannan (Dissertation Committee)
  Tara Hofkens (Dissertation Committee)
  Yoo-Jung Kim (Social Work Dissertation Committee)
  Zahid Kisa (Dissertation Chair)
  Elaine Wang (Dissertation Committee)
  Jimmy Scherrer (Dissertation Committee)

Jolene Zywica (Dissertation Committee)

Learning Policy Center Editorial Review Board

Served on University-Wide Council for Academic Computing (2010-2011)

Candidate Search Participation
      Director Learning Research and Development Center (2024)
      Joint SCI/Learning Sciences (LRDC) Search (2023-2024)
      Critical Policy Search School of Education (2020-2021)
      Joint Developmental Psychology/LRDC Search (2019-2020)
      Research Methodology Search School of Education (2016-2017)
      Literacy Education Search School of Education (2016-2017)
      Research Scientist at Learning Research and Development Center (2012)
      Joint Reading Position School of Education/LRDC (2009)
      Psychology in Education (2008)

Organized and Led Weekly Research Seminar Series (AY 2007-2008)

OTHER PROFESSIONAL SERVICE

Advisory Boards
Accomplished Teachers Of elementary Mathematics and Science (ATOMS)
Principal Investigator, Ellen McIntyre; NSF DRK-12

Editorial Boards
Elementary School Journal (2011-2015)
Educational Assessment (2014-2017)
American Educational Research Journal (2020-present)

Special Guest Co-Editor with Felipe Martinez
Special Issue on Measuring Instruction, *Educational Assessment*

Ad-hoc Reviewer
Teaching and Teacher Education
Computers and Education
Educational Assessment
Educational Evaluation and Policy Analysis
Society for Research on Educational Effectiveness
Sociology of Education
American Educational Research Journal
Review for Educational Research
Educational Evaluation and Policy Analysis
Multivariate Behavioral Research
American Journal of Education
Educational Administration Quarterly
RAND Corporation
National Comprehensive Center for Teaching Quality

Sage Open
Educational Researcher
Journal for Research on Educational Effectiveness
American Educational Research Annual Conference Proposals

Ad-hoc Grant Proposal Reviewer
National Science Foundation
WT Grant Foundation
Spencer Foundation