

Curriculum Vitae

Sean Kelly
Fall 2025

Professor
Department of Educational Foundations, Organizations, and Policy
University of Pittsburgh
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Education

2005 PHD, Department of Sociology, University of Wisconsin-Madison. Minor, Educational Policy Studies. Thesis title: "Race, social class, student engagement, and the development of unequal literacy skills during the middle school years."

2001 Master of Science, Department of Sociology, University of Wisconsin-Madison. Thesis title: "Do increased levels of parental involvement account for the social class difference in track placement?"

1998 Bachelor of Arts with honors in Sociology, University of North Carolina-Chapel Hill. Thesis title: "Structure and opportunity in North Carolina high schools."

Professional Experience

2018- Professor, Department of Educational Foundations, Organizations, and Policy [departmental re-organization in 2020-], University of Pittsburgh

2015-18 Associate Professor, Department of Administrative and Policy Studies, University of Pittsburgh.

2012-15 Assistant Professor, Department of Administrative and Policy Studies, University of Pittsburgh.

2011-12 Visiting Assistant Professor, Department of Educational Administration, Michigan State University.

2005-11 Assistant Professor, Department of Sociology and faculty researcher at the Center for Research on Educational Opportunity (CREO), University of Notre Dame.

2000-05 Project Assistant at the National Research Center on English Learning and Achievement (CELA). Served as chief data manager and analyst on CELA's

national study of English achievement in middle school classrooms in 2000-2001. Managed field operations and serve as analyst on CELA's Partnership for Literacy study 2001-2005.

1999-00 Project Assistant at the Wisconsin Center for Survey Research. Served as Project director and primary analyst on survey research projects, including the 1999 UW Transportation Survey, and the 1999-2000 Synar Tobacco Control Survey conducted for the Wisconsin Department of Health and Family Services.

1999 Survey Specialist, Research Triangle Institute, Research Triangle Park, NC. Assisted one of four regional directors in supervising and coordinating data collection efforts of 1,200 field interviewers for the National Household Survey on Drug Abuse.

1998 Data Collector, Highway Safety Research Center, UNC-CH. Conducted in-depth interviews with boaters across the entire state of North Carolina for the Alcohol and Recreational Boating Study.

1998 Undergraduate Research Assistant, Professor Anthony Oberschall. Conducted a content analysis of Hakluyt Society historical documents for a cooperation study of the interactions between explorers and native peoples.

Grants

Principal Investigator

2023-27 “Collaborative Research [FW-HTF-RL]: Enhancing the Future of Teacher Practice via AI-enabled Formative Feedback for Job-Embedded Learning” (with Sidney D’Mello, Katharine Kann, & Alyssa Van Camp). National Science Foundation, \$1,993,416

2017-22 “EXP: Collaborative Research: Cyber-enabled Teacher Discourse Analytics to Empower Teacher Learning” (with Sidney D’Mello, Patrick Donnelly, & Amanda Godley). National Science Foundation, \$499,394.

Principal Investigator on Subcontract

2019-21 “Analytic and Computational Approaches to Uncover Teacher Practices that Foster Positive Identity and Equity in Engagement and Learning for Middle School Math Students” (with Sidney D’Mello and Stephanie Wormington) Mindset Scholars Network. \$137,551.

2017-19 “Tailoring Teaching to Fit the Class: Teaching Practice and Classroom Composition under Random Assignment” (with Jane Fruewirth, Esteban Aucejo, Patrick Coate, & Ken Bollen). Institute for Education Sciences, U.S. Department of Education, \$597,706.

2013-17 “Automating the Measurement and Assessment of Classroom Discourse” (with Martin Nystrand, Arthur Graesser, Andrew Olney, & Sidney D’Mello). Institute of Education Sciences, U.S. Department of Education, \$1,599,828.

Consultant/Evaluator

2017-20 “UWM/MPS Asset-Based Cultural Competence Ensuring Student Success (ACCESS) (Donna Pasternak & Kristen Taylor, PIs). U.S. Department of Education, Supporting Effective Educator Development Grant, \$4,932,897.

2014-16 “How are English teacher preparation programs educating English teachers to teach into the 21st century? A study of the current practices used to educate English teachers in a time of teacher accountability” (with Donna Pasternak, Leslie Rush, Samantha Caughlan, Heidi Hallman, and Laura Renzi). University of Wisconsin-Milwaukee Research Growth Initiative, \$256,797.

Fellowships and Small Grants

2024-25 Changing Value Dimensions in Education? Evidence from School of Education Job Postings. Foundation for Individual Rights in Education, Free Inquiry Grant, \$22,500.

2014-15 “Enhancing the Sociology Pipeline: A Capacity-Building Workshop for Secondary Social Studies Teachers” (with Michael Lovorn, Adam Rossi, John Weidman, & Melanie Hughes). American Sociological Association, \$7,000.

2011-12 Henkels Lecture Series Grant (with Stuart Greene & Kevin Burke). University of Notre Dame, \$15,000.

2007-08 Henkels Lecture Series Grant (with William Carbonaro). University of Notre Dame, \$15,000.

2004-05 Dissertation Research Fellowship. Spencer Foundation, \$20,000.

2004-05 Advanced Level (dissertation) Fellowship. University of Wisconsin-Madison, \$14,688.

Patents

System and method for automated observation and analysis of instructional discourse

IP Status: <https://patents.google.com/patent/US20230154465A1>

Technology Transfer Information:
<https://inventions.pitt.edu/technologies/3t-the-teacher-talk--05271>

Awards

2018 *Urban Education*, Outstanding Service Award as an editorial board member

2017 *American Educational Research Journal* Outstanding Reviewer Award

2016 *Educational Evaluation and Policy Analysis* Outstanding Reviewer Award

2015 *Educational Evaluation and Policy Analysis* Outstanding Reviewer Award

2014 American Educational Research Association Division K Award for Exemplary Research in Teaching and Teacher Education.

2013 *Sociology of Education* Outstanding Reviewer Award

2008 Spencer Foundation Exemplary Dissertation Award (awarded at the AERA Annual Meeting, New York, NY).

2003 David L. Stevenson Outstanding Graduate Student Paper Award, the American Sociological Association, Sociology of Education Section.

Publications: Books

2025 Kelly, Sean (Ed.). *Research Handbook on Classroom Observation*. Edward Elgar Publishing.

2022 King, Carol, with Sean Kelly. *Understanding anxiety: Our invisible handicap to happiness and success*. Toplight Press (an imprint of McFarland & Company).

2012 Kelly, Sean (Ed.). *Assessing teacher quality: Understanding teacher effects on instruction and achievement*. New York: Teachers College Press.

Publications: Peer-Reviewed Articles and Chapters (* denotes student author)

2025 Kelly, Sean, Muthoka, Hadassah, Vines, Erin, Wormington, Stephanie, & D'Mello, Sidney. Fine-grained, nomination coding in the support domain: Promising teacher discourse measures. *Journal of Experimental Education*, 93, 717–737. <https://doi.org/10.1080/00220973.2024.2312521>.

2025 Kelly, Sean, Zhong, Yang, Guner, Gizem, Celik, Cagla, & Litman, Diane. Changing value dimensions in higher education? Evidence from faculty job postings in education, business, and the social sciences. *Journal of School Choice*, 1–19. DOI: 01.1080/15582159.2025.2510599

2025 Kelly, Sean. Classroom observation research in the post-MET era. In S. Kelly (Ed.), *Research Handbook on Classroom Observation* (pp. 2-19). Edward Elgar Publishing.

2025 Caughlan, Samantha, Juzwik, Mary, & Kelly, Sean. Revisiting: "From Research to Practice: Recontextualizing the CLASS Program across Boundaries". In S. Kelly (Ed.), *Research Handbook on Classroom Observation* (pp. 63-83). Edward Elgar Publishing.

2024 Xu, Shangmou, & Kelly, Sean. Social determinants of school-to-school differences in Opportunity to Learn (OTL): A cross-national study. *Social Sciences*. 13: 499. <https://doi.org/10.3390/socsci13100499>

2024 Kelly, Sean, Guner, Gizem, Hunkins, Nicholas, & D'Mello, Sidney K. High school English teachers reflect on their talk: A study of response to automated feedback with the Teacher Talk Tool. *International Journal of Artificial Intelligence in Education*. <https://doi.org/10.1007/s40593-024-00417-x>

2023 Lehesvuori, Sami, Kelly, Sean, & Ramnarain, Umesh. Responsible talk in science. In Petersen, N., Ramnarain, U., Mavuru L, Lubbe, A., & Kruger, D. (Eds.), *Science teacher learning for the 21st century and beyond* (pp. 43–58). Hatfield, South Africa: Van Schaik.

2023 Yu, Baeksan, & Kelly, Sean. Untangling the relationship between body mass index and academic achievement in the elementary years. *British Journal of Nutrition*. 1-38. doi:10.1017/S0007114523001757.

2023 Kelly, Sean. Agnosticism in Instructional Observation Systems. *Education Policy Analysis Archives*, 31 (7). <https://doi.org/10.14507/epaa.31.7493>

2022 Aucejo, Esteban, Fruehwirth, Jane, Kelly, Sean, & Mozenter, Zachary. Teachers and the Gender Gap in Reading Achievement. *Journal of Human Capital Research*, 16 (3), pp. 372–403.

2022 Aucejo, Esteban, Coate, Patrick, Fruehwirth, Jane, Kelly, Sean, & Mozenter, Zachary. Teacher Effectiveness and Classroom Composition: Understanding Match Effects in the Classroom. *The Economic Journal*. <https://doi.org/10.1093/ej/ueac046>

2022 Yu, Baeksan, & Kelly, Sean. Does artistic activity help kids avoid obesity? Emergent considerations in the ecology of childhood BMI. *Preventative Medicine*, 161. 107120

2022 Zhang, Yuan, Russell, Shannon, & Kelly, Sean. Engagement, achievement, and teacher classroom practices in mathematics: Insights from TIMSS 2011 and PISA 2012. *Studies in Educational Evaluation*, 73, 101146.

2022 Dale, Meghan,* Godley, Amanda, Capello, Sarah, Donnelly, Patrick, D'Mello, Sidney, & Kelly, Sean. Toward the Automated Analysis of Teacher Talk in Secondary ELA Classrooms. *Teaching and Teacher Education*, 110, 103584.

2021 Kelly, Sean, & Emma Abruzzo*. Using lesson-specific teacher reports of student engagement to investigate innovations in curriculum and instruction. *Educational Researcher*, 50, 306–314.

2020 Kelly, Sean, Mozenter, Zachary, Aucejo, Esteban, & Jane Fruehwirth. School-to-school differences in instructional practice: New descriptive evidence on opportunity to learn. *Teachers College Record*, 122 (11), p-.

2020 Xu, Shangmou* & Sean Kelly. Re-examining the Public-Catholic school gap in STEM opportunity to learn: New Evidence from HSLS. *Social Sciences*, 9, 137, 1–37; doi:10.3390/socsci9080137. [open access]

2020 Kelly, Sean, Bringe, Robert,* Aucejo, Esteban, & Jane Fruehwirth. Using global observation protocols to inform research on teaching effectiveness and school improvement: Strengths and emerging limitations. *Education Policy Analysis Archives*, 28(62). [open access]

2019 Yu, Baeksan* & Sean Kelly. The non-cognitive returns to vocational school tracking: South Korean evidence. *International Journal of Educational Research*, 98, 379–394.

2019 Northrop, Laura, Borsheim-Black, Carlin, & Sean Kelly. Matching students to books: The cultural content of eighth grade literature assignments. *Elementary School Journal*, 120, 243–271.

2019 Yu, Baeksan,* Lim, Hyejung, & Sean Kelly. Does receiving a school free lunch lead to a stigma effect? Evidence from a longitudinal analysis in South Korea. *Social Psychology of Education*, 22, 291–319.

2019 Kelly, Sean. Sorting students for learning: Eight questions about secondary school tracking. In T. Domina, B. Gibbs, L. Nunn, A. Penner, & S. J. Dobrin (Eds.), *Education & society: An introduction to critical issues in the sociology of education* (pp 178–191). Berkeley, CA: University of California Press.

2019 Northrop, Laura, & Sean Kelly. Who Gets to Read What? Tracking, Instructional Practices, and Text Complexity for Middle School Struggling Readers. *Reading Research Quarterly*, 54, 339–361.

2018 Kelly, Sean, Pogodzinski, Ben, & Zhang, Yuan.* Teaching quality. In B. Schneider & G. Saw, (Eds.). *Handbook of the sociology of education in the 21st century* (pp. 275–296). New York: Springer

2018 Kelly, Sean, Olney, Andrew M., Donnelly, Patrick, Nystrand, Martin, & D'Mello, Sidney K. Automatically measuring question authenticity in real-world classrooms. *Educational Researcher*, 47, 451–464.

2018 Northrop, Laura & Sean Kelly. AYP status, urbanicity, and sector: School-to-school variation in instruction. *Urban Education*, 53, 591–620.

2018 Kelly, S., Zhang, Yuan*, Northrop, Laura, VanDerHeide, Jennifer, Dunn., Mandie*, & Caughlan, Samantha. English and language arts teachers' perspectives on schooling: Initial exposure to a teacher education curriculum. *Teacher Education Quarterly*, 45, 57–85.

2018 Dunn, Mandie*, VanDerHeide, Jennifer, Caughlan, Samantha, Northrop, Laura, Zhang, Yuan*, & Kelly, Sean. Tensions in learning to teach English. *English Teaching: Practice and Critique*, 17, 44–56.

2017 Olney, Andrew M., Kelly, Sean, Samei, Borhan*, Donnelly, Patrick, & D'Mello, Sidney K. Assessing teacher questions in classrooms. In R. Sottilaire, A. Graesser, X. Hu, & G. Goodwin (Eds.), *Design recommendations for intelligent tutoring systems: Assessment (Volume 5)* (pp. 261–274). Orlando, FL: U.S. Army Research Laboratory.

2017 Kelly, Sean & Feifei Ye. Accounting for the relationship between initial status and growth in regression models. *The Journal of Experimental Education*, 85, 353–373.

2017 Kelly, Sean. Shared principles of causal inference in qualitative and quantitative research. In D. Wyse, L. E. Suter, N. Selwyn, & E. Smith (Eds.), *Handbook of educational research* (British Educational Research Association Methods Series) (pp. 90–115). Thousand Oaks, CA: Sage.

2016 Shernoff, David J., Kelly, Sean, Tonks, Stephen M., Anderson, Brett, Cavanagh, Robert F., Sinha, Suparna, & Beheshteh Abdi. Student engagement as a function of environmental complexity in high school classrooms. *Learning and Instruction*, 43, 52–60.

2016 Montt, Guillermo & Sean Kelly. Educational Inequality. In J. Stone, D. M. Rutledge, P. S. Rizova, A. D. Smith, & H. Xiaoshuo (Eds.), *Encyclopedia of race, ethnicity and nationalism.*, pp. 1–6. West Sussex, UK: Wiley-Blackwell.

2016 Kelly, Sean & Yuan Zhang.* Teacher support and engagement in math and science: Evidence from HSLS. *The High School Journal*, 99, 141–165.

2015 Kelly, Sean & Laura Northrop.* Early career outcomes for the “best and the brightest:” Selectivity, satisfaction, and attrition in the Beginning Teacher Longitudinal Survey. *American Educational Research Journal*, 52, 624–656.

2014 Kelly, Sean & Heather Price.* Changing patterns of engagement in the transition to high school. *Teachers College Record*, 116 (13), 15–36. [This article originally appeared as NSSE Yearbook Vol 113, No. 1.]

2013 Kelly, Sean & Laura Northrop.* How parents grade schools. *Contexts*, 12(4), 68–70.

2013 Kelly, Sean. Teacher attrition. In James Ainsworth (Ed.), *Sociology of education A–Z* (pp. 769–772). Thousand Oaks, CA: Sage Publications.

2013 Caughlan, Samantha, Juzwik, Mary, Borsheim-Black, Carlin, Kelly, Sean, & Jodene Fine. English teacher candidates developing dialogically organized instructional practices. *Research in the Teaching of English*, 47, 212–246.

2012 Kelly, Sean & Melissa Moore.* Contextual effects on attitudes toward inequality. *Population Review*, 51(2), 127–150.

2012 Kelly, Sean & William Carbonaro. Curriculum tracking and teacher expectations: Evidence from discrepant course taking models. *Social Psychology of Education*, 15, 271–294.

2012 Kelly, Sean & Richard Majerus. Social identities and schooling: ethnographic studies, in S. Delamont (Ed.), *Handbook of qualitative research in education* (pp. 48–60). Cheltenham, UK and Northampton, MA, USA: Edward Elgar Publishing.

2012 Long, Daniel, Kelly, Sean, & Adam Gamoran. Whither the virtuous cycle? Past and future trends in black-white inequality in educational attainment. *Social Science Research*, 41, 16–32.

2012 Kelly, Sean. Understanding teacher effects: Market versus process models of educational improvement, in S. Kelly (Ed.). *Assessing teacher quality: Understanding teacher effects on instruction and achievement* (pp. 7–32). New York: Teachers College Press.

2011 Kelly, Sean & Richard Majerus.* School-to-school variation in disciplined inquiry. *Urban Education*, 46, 1553–1583.

2011 Kelly, Sean & Heather Price.* The correlates of tracking policy: Opportunity hoarding, status competition, or a technical-functional explanation? *American Educational Research Journal*, 48, 560–585.

2011 Kelly, Sean, & Samantha Caughlan. The Hollywood teachers' perspective on authority. *Pedagogies*, 6, 46–65.

2010 Kelly, Sean. The prevalence of developmental instruction in public and catholic schools. *Teachers College Record*, 112, 2405–2440.

2010 Collett, Jessica, Kelly, Sean, & Curt Sobolewski. Using *Remember the Titans* to teach theories of conflict reduction. *Teaching Sociology*, 38, 258–266.

2010 Kelly, Sean. A crisis of authority in predominantly black schools? *Teachers College Record*, 112, 1247–1274.

2009 Kelly, Sean & Heather Price.* Vocational education: A clean-slate for disengaged students? *Social Science Research*, 38, 810–825.

2009 Kelly, Sean & Julianna Turner. Rethinking the effects of classroom activity structure on the engagement of low-achieving students. *Teachers College Record*, 111, 1665–1692.

2009 Kelly, Sean. Social identity theories and educational engagement. *British Journal of Sociology of Education*, 30, 449–462.

2009 Kelly, Sean. Tracking teachers. In L. J. Saha, & A. G. Dworkin. (Eds.), *International Handbook of Teachers and Teaching* (pp. 451–462). New York: Springer.

2009 Kelly, Sean. The black-white gap in mathematics course taking. *Sociology of Education*, 82, 47–69.

2008 Juzwik, Mary, Nystrand, Martin, Kelly, Sean, & Michael Sherry.* Oral narrative genres as dialogic resources for classroom literature study: A contextualized case study of conversational narrative discussion. *American Educational Research Journal*, 45, 1111–1154.

2008 Kelly, Sean & Elizabeth Covay.* Curriculum tracking: Reviewing the evidence on a controversial but resilient educational policy. In T. Good (Ed.), *21st century education* (Vol. 2) (pp. 401–409). Thousand Oaks, CA: Sage Publications

2008 Kelly, Sean & Jessica C. Collett. From C.P. Ellis to school integration: The social psychology of conflict reduction. *Sociology Compass*, 2(5), 1638–1654.

2008 Kelly, Sean. Race, social class, and student engagement in middle school English classrooms. *Social Science Research*, 37, 434–448.

2008 Kelly, Sean. What types of students' efforts are rewarded with high marks? *Sociology of Education*, 81, 32–52.

2008 Kelly, Sean. Tracking. In N. J. Salkind (Ed.), *Encyclopedia of educational psychology* (pp. 983–988). Thousand Oaks: Sage.

2008 Kelly, Sean. Social class and tracking within schools. In L. Weis (Ed.), *The way class works* (pp. 210–224). New York, NY: Routledge/Taylor Francis.

2007 Kelly, Sean. Classroom discourse and the distribution of student engagement. *Social Psychology of Education*, 10, 331–352.

2007 Kelly, Sean & Monczunski, Laura.* Overcoming the volatility in school-level gain scores: A new approach to identifying value added with cross sectional data. *Educational Researcher*, 36, 279–287.

2007 Kelly, Sean. The contours of tracking in North Carolina. *The High School Journal*, 90, 15–31.

2004 Kelly, Sean. Do increased levels of parental involvement account for social class difference in track placement? *Social Science Research*, 33, 626–659.

2004 Caughlan, Samantha, & Kelly, Sean. Bridging methodological gaps: Instructional and institutional effects of tracking in two English classes. *Research in the Teaching of English*, 39, 20–62.

2004 Kelly, Sean. An event history analysis of teacher attrition: Salary, teacher tracking, and socially disadvantaged schools. *Journal of Experimental Education*, 72, 195–220.

2004 Kelly, Sean. Are teachers tracked? On what basis and with what consequences. *Social Psychology of Education*, 7, 55–72.

2003 Gamoran, Adam, & Kelly, Sean. Tracking, instruction, and unequal literacy in secondary school English. In M. T. Hallinan, A. Gamoran, W. Kubitschek, and T. Loveless (Eds.), *Stability and Change in American Education: Structure, Processes and Outcomes* (pp. 109–126). Clinton Corners, NY: Eliot Werner Publications.

Publications: Reviews, Reports, Published Conference Proceedings, and Popular Press

2025 Kelly, Sean. Preface. In S. Kelly (Ed.), *Research Handbook on Classroom Observation* (pp. 2-19). Edward Elgar Publishing.

2024 Ramnarain, U., Lehesvuori, S., & Kelly, S. OPINION | Responsible talk is highly important in the age of conspiracy theories: Learning science is one of the ways to inculcate responsible talk in learners. *SowetanLive* (October, 17). https://www.sowetanlive.co.za/opinion/2024-10-17-opinion-responsible-talk-is-highly-important-in-the-age-of-conspiracy-theories/#google_vignette

2023 Kelly, S. Making sense of political imbalance in American higher education [Book review of *The Breakdown of Higher Education* by John M. Ellis]. *Higher Education*. <https://doi.org/10.1007/s10734-023-01119-4>.

2023 Kelly, S. 2023's Best States for Racial Equality in Education: Ask the Experts. WalletHub.com.

2022 Hunkins, N., Kelly, S., & D'Mello, S. "Beautiful work, you're rock stars!": Teacher Analytics to Uncover Discourse that Supports or Undermines Student Motivation, Identity, and Belonging in Classrooms. 12th International Conference on Learning Analytics and Knowledge (LAK'22, online, March 21-25, 2022).

2020 Jensen, E., Dale, M., Donnelly, P. J., Stone, C., Kelly, S., Godley, A., & S. K. D'Mello. Toward Automated Feedback on Teacher Discourse to Enhance Teaching Effectiveness. *Proceedings of the ACM CHI Conference on Human Factors in Computing Systems (CHI 2020)*: Association for Computing Machinery. Pp 1–13.

2019 Capello, S., Dale, M., Godley, A., & Kelly, S. Tri-State English Teachers Contribute to Study of Teacher Talk. A Tri-State Area School Study Council research brief. *The Forum*, 25(1), 2–3.

2019 Stone, C., Donnelly, P. J., Dale, M., Capello, S., Kelly, S., Godley, A., D'Mello, S. K. Utterance-level Modeling of Indicators of Engaging Classroom Discourse. *Proceedings of the 2019 International Conference on Educational Data Mining (EDM 2019)*: International Educational Data Mining Society.

2018 Cook, C., Kelly, S., Olney, A., & D'Mello, S. K. An Open Vocabulary Approach for Detecting Authentic Questions in Classroom Discourse. *Proceedings of the 2018 International Conference on Educational Data Mining (EDM 2018)*: International Educational Data Mining Society.

2017 Donnelly, P. J., Blanchard, N., Olney, A. M., Kelly, S., Nystrand, M., & D'Mello, S. K. Words Matter: Automatic Detection of Questions in Classroom Discourse using Linguistics, Paralinguistics, and Context. In I. Molenaar, X., Ochoa, & S. Dawson (Eds.). *Proceedings of the 7th International Learning Analytics and Knowledge Conference (LAK'17)* (pp. 218–227). ACM: New York, NY.

2017 Kelly, S., & D'Mello, S. (November 20). Response: Using questions that position students as meaning-makers. In Classroom Q&A with Larry Ferlazzo. *Education Week Teacher*.

2017 Kelly, S. 2017's Most & Least Educated States: Ask the Experts. WalletHub.com.

2016 Donnelly, P. J., Blanchard, N., Samei, B., Olney, A. M., Sun, X., Ward, B., Kelly, S., Nystrand, M., D'Mello, S. K. Multi-Sensor Modeling of Teacher Instructional Segments in Live Classrooms. *Proceedings of the 18th ACM International Conference on Multimodal Interaction (ICMI 2016)* (pp. 177–184). ACM: New York, NY.

2016 Blanchard, N., Donnelly, P., Olney, A. M., Samei, B., Ward, B., Sun, X., Kelly, S., Nystrand, M., & D'Mello, S. K. Identifying teacher questions using automatic speech recognition in live classrooms. *Proceedings of the 17th Annual SIGdial Meeting on Discourse and Dialogue (SIGDIAL 2016)* (pp. 191–201): Association for Computational Linguistics.

2016 Blanchard, N., Donnelly, P., Olney, A. M., Samei, B., Ward, B., Sun, X., Kelly, S., Nystrand, M., & D'Mello, S. K. (2016b). Semi-automatic detection of teacher questions from human-transcripts of audio in live classrooms. *Proceedings of the 2016 International Conference on Educational Data Mining (EDM 2016)*: International Educational Data Mining Society.

2016 Donnelly, P. J., Blanchard, N., Samei, B., Olney, A. M., Sun, X., Ward, B., Kelly, S., Nystrand, M., & D'Mello, S. K. Automatic teacher modeling from live classroom audio. In L. Aroyo, S. D'Mello, J. Vassileva & J. Blustein (Eds.), *Proceedings of the 2016 ACM on International Conference on User Modeling, Adaptation, & Personalization (ACM UMAP 2016)* (pp. 45–53). New York: ACM.

2015 Kelly, S. There is still a role for district mergers in promoting equality of educational opportunity. *The UCEA Review*, 56(3), 18–23.

2015 Kelly, S. (March 15). The federal government can provide incentives to merge school districts. *Pittsburgh Post-Gazette*.

2015 D'Mello, S. K., Olney, A. M., Blanchard, N., Sun, X., Ward, B., Samei, B., & Kelly, S. Multimodal capture of teacher-student interactions for automated dialogic analysis in live classrooms. *Proceedings of the 17th ACM International Conference on Multimodal Interaction (ICMI 2015)* (Multimodal Learning Analytics Grand Challenge MLA'15). (pp. 557–566). ACM: New York, NY.

2015 Samei, B., Olney, A. M., Kelly, S., Nystrand, M., D'Mello, S.K., Blanchard, N., & Graesser, A. Modeling classroom discourse: Do models that predict dialogic instruction properties generalize across populations? In C. Romero, M. Pechenizkiy, J. Boticario, & O. Santos (Eds.), *Proceedings of the 8th international conference on educational data mining* (EDM 2015) (pp. 444–447). International Educational Data Mining Society.

2015 Blanchard, N., Brady, M., Olney, A., Glaus, M., Sun, X., Nystrand, M., Samei, B., Kelly, S., & D'Mello, S. K. A study of automatic speech recognition in noisy classroom environments for automated dialog analysis. In C. Conati, N. Heffernan, A. Mitrovic, & M. Felisa Verdejo (Eds.), *Proceedings of the 17th international conference on artificial intelligence in education* (AIED 2015) (pp. 23–33). Springer-Verlag: Berlin Heidelberg.

2014 Kelly, S., & Northrop, L. Opportunities for class discussion in English and language arts. A Tri-State Area School Study Council research brief. *The Forum*, 20(1), 2.

2014 Kelly, S., Lovorn, M., Zhang, Y., & Rossi, A. The 2014 Pitt sociology for social studies fall workshop: A first report.

2014 Samei, B., Olney, A., Kelly, S., Nystrand, M., D'Mello, S., Blanchard, N., Sun, X., Glaus, M., & Graesser, A. Domain independent assessment of dialogic properties of classroom discourse. In J. Stamper, Z. Pardos, M. Mavrikis, & B. M. McLaren, (Eds.), *Proceedings of the 7th International Conference on Educational Data Mining* (pp. 233–236). London, UK. (A Peer-Reviewed Published Conference Proceeding, AR = 28.8%)

2014 Kelly, S. Book Review. *Optimal learning environments to promote student engagement*, by David Shernoff. *Educational Researcher*, 43, 208–210.

2011 Kelly, S. Book Review. *Producing success: The culture of personal advancement in an American high school*, by Peter Demerath, *Contemporary Sociology*, 40, 25–27.

2009 Skiles, S. & Kelly, S. Predicting student retention. A report prepared for the University of Notre Dame Engineering Program

1999 Sweet, J. A., Guzman, L., & Kelly, S. 1999 UW-Madison graduate student satisfaction survey: Summary of results. University of Wisconsin Survey Center. Available at: www.wisc.edu/uwsc/

1998 Kelly, S. Book Review. *Morel tales: The culture of mushrooming*, by Gary Allan Fine. *Sociological Analysis*, 1, 203–205.

Invited Talks

Kelly, S. (2023). Academic peer review: How well does it really work and what have I gotten myself into? Keynote talk at the Service, Teaching, and Research (STaR) Editor's event. School of Education and Human Development. Texas A&M University (November, 30th).

Kelly, S. (2022). Fine-grained, nomination coding in the support domain: Promising teacher discourse measures in mathematics instruction. A keynote presentation to the 8th International Conference on Frontiers of Educational Technologies (ICFET 2022, June 11th).

Kelly, S. (2021). From global teacher observation protocols to fine-grained, automated methods: Strengths and emerging limitations. Quality in Nordic Teaching (QUINT) observation seminar series (April, 13).

Kelly, S. (2019). From Global Protocol to Fine-Grained Measures of Instruction: Automating the Measurement of Classroom Discourse. Interdisciplinary Educational Inequality Symposium (University of North Carolina-Chapel Hill: April, 29th).

Kelly, S. (2018). From Global Protocol to Fine-Grained Measures of Instruction: Automating the Measurement of Classroom Discourse. Mathematica Policy Research Human Services Speaker Series (Princeton, NJ: March, 30th)

Kelly, S. (2018). Teaching discussant: Indicators in medicine and medical education. Spencer Foundation sponsored conference on Prospects for a Teaching Indictors System (Educational Testing Service, Washington, DC: February).

Kelly, S. (2017). Shared Principles of Causal Inference in Qualitative and Quantitative Research. The next generation of educational research: Cutting edge methodology and world-leading ideas (University College of London; July 12th).

Kelly, S. (2014). Twelve Questions about Curriculum Tracking in Your District. The Western Pennsylvania Forum for School Superintendents (Nemacolin Woodlands, PA; December, 4th).

Kelly, S., & Ye, F. (2013). Accounting for the Relationship between Initial Status and Growth in Regression Models. The Statistics in Education Research Group (Carnegie Mellon University: November).

Kelly, S. (2012). Author Meets Critic: Sean Kelly on Tyson's *Integration Interrupted*. Annual meeting of the Southern Sociological Society (New Orleans, LA: March).

Kelly, S., & Price, H. (2011). Changing Patterns of Engagement in the Transition to High School. College of Education and Social Services, the University of Vermont. (Burlington: August).

Kelly, S. & Carbonaro, W. (2009). Tracking, Teacher Expectations, and Educational Attainment: Evidence from Discrepant Course Taking Models. Northwestern University Department of Sociology (Evanston, IL: April).

Kelly, S. (2006). How does racial composition affect what and how students are taught? American Sociological Association's Spivack Conference on Desegregation (Washington, DC: June).

Long, D., Kelly, S., & Gamoran, A. (2004). Whither the Virtuous Cycle? Trends in the Black-White gap in Educational Attainment. The Johns Hopkins University Department of Sociology (Baltimore, MD: November).

Conference Papers

Kelly, S. (2025). Changing Value Dimensions in Higher Education? Evidence from Faculty Job Postings in Education, Business, and the Social Sciences. Plenary speech at the Conference on Civic Thought, Education, and Leadership (Chase Center for Civics, Culture, and Society, The Ohio State University, September 26–27, 2025).

Guner, G., & Kelly, S. (2024). Exploring dialogism and its function in writing instruction with a comparison dialogic teacher talk in reading and writing domains of ELA. Literacy Research Association (Atlanta, GA, December).

Yu, B., & Kelly, S. (2023). Does the choice of measure of economic and social disadvantage matter for contextual effects on student educational outcomes? Convening for *What Comes After Lunch?: Alternative Measures of Economic and Social Disadvantage and their Implications for Education Research*. Online, January 12th (edited by Thomas Downes and Kieran Killeen)

Kelly, S. (2022). Fine-grained, nomination coding in the support domain: Promising teacher discourse measures in mathematics instruction. QUINT Conference 2022: Theorizing and Measuring Teaching Quality: Instruments, Evidence, and Interpretations (Hveragerði, Iceland; June).

Kelly, S. (2022). Quantification and Agnosticism in Instructional Observation Systems. A presentation at the annual meeting of the American Educational Research Association (San Diego: April).

Kelly, S. (2021). From Global Teacher Observation Protocols to Fine-Grained, Automated Methods: Strengths and Emerging Limitations. A presentation at the American Educational Research Association TICL SIG symposium: Automated Classroom Observation with Machine Perception.

Yu, B., & Kelly, S. (2019). School Track and Student Non-cognitive Skill Development. A presentation at the annual meeting of the American Educational Research Association (Toronto: April).

Kelly, S., Godley, A., Capello, S., Dale, M., Donnelly, P., & D'Mello, S. K. (2019). Toward the Automated Measurement of Teacher Talk: Introducing a Comprehensive Framework for Teacher Discourse. A presentation at the annual meeting of the American Educational Research Association (Toronto: April).

Mozenter, Z., Aucejo, E., Fruehwirth, J., Kelly, S., & Coate, P. (2019). Teacher Effectiveness and Classroom Composition. A presentation at the annual meeting of the American Educational Research Association (Toronto: April).

Kelly, S., Mozenter, Z., Aucejo, E., & Fruehwirth, J. (2019). School-to-School Differences in Instructional Practice: Evidence from the Measures of Effective Teaching Study Data. A presentation at the annual meeting of the American Educational Research Association (New York: April).

Yu, B., & Kelly, S. (2018). Students' Compositions in Schools: International Evidence of Learning. A presentation at the annual meeting of the American Educational Research Association (New York: April).

Northrop, L., Borsheim-Black, C., & Kelly, S. (2018). Matching Students to Books: The Cultural Content of Eighth-Grade Literature Assignments. A presentation at the annual meeting of the American Educational Research Association (New York: April).

Northrop, L., & Kelly, S. (2018). Who Gets to Read What? Tracking, Instructional Practices, and Text Complexity in Eighth-Grade English Classes. A presentation at the annual meeting of the American Educational Research Association (New York: April).

Yu, B. & Kelly, S. (2017). Revisiting the Crisis of Authority in Predominantly Black Schools: Evidence from the HSLS Data. A presentation at the annual meeting of the American Educational Research Association (San Antonio, TX: April).

Kelly, S., Zhang, Y., Northrop, L., VanDerHeide, J., Dunn, M., & S. Caughlan. (2016). Complexity and Contradiction in English and Language Arts Teachers' Perspectives on Schooling. Annual meeting of the American Educational Research Association (Washington, DC: April).

Kelly, S., & Zhang, Y. (2015). Teacher Positivity and Engagement in Math and Science. Annual meeting of the American Educational Research Association (Chicago, IL: April).

Northrop, L., & Kelly, S. (2015). Adequate Yearly Progress, Urbanicity, and Sector: School-to-School Variation in Instruction. Annual meeting of the American Educational Research Association (Chicago, IL: April).

Kelly, S., & Northrop, L. (2014). Early Career Outcomes for the "Best and the Brightest:" Evidence from the Beginning Teacher Longitudinal Study. Annual meeting of the American Educational Research Association (Philadelphia, PA: April).

Kelly, S., & Northrop, L. (2014). Early Career Outcomes for the "Best and the Brightest:" Evidence from the Beginning Teacher Longitudinal Study. Annual meeting of the Sociology of Education Association (Pacific Grove, CA: February).

Kelly, S. (2013). Changing Patterns of Engagement in the Elementary Years. Annual meeting of the Sociology of Education Association (Pacific Grove, CA: February).

Kelly, S. (chair). (2012). Assessing Teacher Quality: Understanding Teacher Effects on Instruction and Achievement. A Division L Symposium at the annual meeting of the American Educational Research Association. (Vancouver, BC: April).

Kelly, S. (2012). Understanding Teacher Effects: Market versus Process Models of Improvement. Annual meeting of the Southern Sociological Society. (New Orleans, LA: March).

Kelly, S., & Moore, M. (2011). Contextual Effects on Attitudes toward Inequality. Annual meeting of the International Sociological Association RC28 Research Committee on Social Stratification and Mobility (Iowa City, IA: August 8-12).

Kelly, S., & Majerus, R. (2011). School-to-School Variation in Disciplined Inquiry. Annual meeting of the American Educational Research Association (New Orleans, LA: April).

Kelly, S., & Majerus, R. (2011). School-to-School Variation in Disciplined Inquiry. Annual meeting of the Sociology of Education Association (Pacific Grove, CA: February).

Kelly, S., & Price, H. (2010). The Correlates of Tracking Policy: Opportunity Hoarding, Status Competition, or a Technical-Functional Explanation? Annual meeting of the American Educational Research Association (Denver, CO: May).

Pieronek, C., Meyers, K., Skiles, S., Kelly, S., McWilliams, L. (2010). Predicting Sophomore Retention, 2010 ASEE National Conference (Louisville, KY).

Kelly, S., & Price, H. (2009). Vocational Education: A *Clean Slate* for Disengaged Students? Annual Meeting of the American Educational Research Association (San Diego, CA: April).

Caughlan, S., & Kelly, S. (2009). Bright Lights and the Classroom: Hollywood's Models of Instruction. Annual Meeting of the American Educational Research Association (San Diego, CA: April).

Collett, J., Kelly, S., & Sobolewski, C. (2009). Using *Remember the Titans* to Teach Sociological Theories of Conflict Reduction. Teachers, Teaching, and the Movies conference (Saint Mary's College of California: March).

Kelly, S., & Carbonaro, W. (2009). Tracking, Teacher Expectations, and Educational Attainment: Evidence from Discrepant Course Taking Models. Annual Meeting of the Sociology of Education Association (Pacific Grove, CA: February).

Kelly, S. (2008). Social Identity Theories in Education. Annual Meeting of the American Sociological Association (Boston: August).

Juzwik, M., Nystrand, M., Kelly, S., & Sherry, M. (2008). Using Oral Narrative Talk in Dialogic Literary Discussions. Annual Meeting of the American Educational Research Association (New York: March).

Kelly, S. (2008). Social Class and Tracking: Neutrality and the Organizational Dimensions of Tracking. In the presidential session, "The Way Class Works: School, Family, and the Economy." Annual Meeting of the American Educational Research Association (New York: March).

Kelly, S. & Caughlan, S. (2007). The Hollywood Teachers' Perspective on Authority. Teachers, Teaching, and the Movies conference (Charleston, SC: October).

Juzwik, M., Nystrand, M., Kelly, S., & Sherry, M. (2007). Opening dialogue through stories: An exploration of the relationship between oral narrative and dialogic discussions in middle-level classroom discussion about literature. Annual meeting of the American Educational Research Association (Chicago: April).

Kelly, S. (2007). What types of student effort are rewarded with high marks? Annual meeting of the American Educational Research Association (Chicago: April).

Kelly, S. (2006). Classroom discourse and the distribution of student engagement within middle school English classrooms. Annual meeting of the American Educational Research Association (San Francisco: April).

Long, D., Kelly, S., & Gamoran, A. (2005). Whither the Virtuous Cycle? Trends in the Black-White Gap in Educational Attainment. Annual meeting of the American Sociological Association (Philadelphia: August).

Kelly, S. (2005). Student engagement and unequal literacy development in middle-school English classrooms. Annual meeting of the American Educational Research Association (Montreal: April).

Kelly, S. (2004). Race, social class, and student engagement in Middle School English Classrooms. Annual meeting of the American Educational Research Association (San Diego: April).

Kelly, S. (2003). The Contours of Tracking in North Carolina. Annual meeting of the International Sociological Association RC28 Research Committee on Social Stratification and Mobility (New York: August 22-24).

Caughlan, S., & Kelly, S. (2003). Using interpretive discourse analysis to go beyond CLASS boundaries. Annual meeting of the American Educational Research Association (Chicago: April).

Kelly, S. (2002). Between and Within School Determinants of the Black-White Gap in Mathematics Course-Taking. Annual meeting of the American Sociological Association (Chicago: August).

Kelly, S. (2002). An event history analysis of teacher attrition: Salary, teacher tracking, and socially disadvantaged schools. Annual meeting of the American Educational Research Association. (New Orleans: April).

Gamoran, A., & Kelly, S. (2001). *How Schools Work* to produce *What is Learned in School*: Teaching and Learning in Secondary School English Classrooms. Conference on Stability and Change in Education: Structure, Process, and Outcomes. Center for Research on Educational Opportunity, University of Notre Dame (South Bend, IN: November).

Kelly, S. (2001). Are teachers tracked? On what basis and with what consequences. Annual meeting of the American Sociological Association (Anaheim, CA: August).

Gamoran, A. & Kelly, S. (2001). Sources of unequal writing performance in secondary school English. Annual meeting of the International Sociological Association RC28 Research Committee on Social Stratification and Mobility (Berkeley, CA: August).

Kelly, S. (2001). Do increased levels of parental involvement account for the social class difference in track placement? Annual meeting of the American Educational Research Association. (Seattle: April).

Courses Taught

University of Pittsburgh

Introduction to Research Methodology. An introductory, fully online and asynchronous first introduction to research methodology for students throughout the school of education

Constructing Questionnaires and Conducting Surveys. A graduate level survey methods course

Education and Society. A hybrid, area of concentration course for EDD students.

Intermediate Quantitative Methods—Regression Analysis. A second-semester PhD course

Theories of Educational Inequality. A course for first-semester PhD students in Administrative and Policy Studies

Research Methods in Education Policy and Practice. A course for second-semester PhD students in Administrative and Policy Studies

Foundations I. The first course in a sequence of educational theory and methods classes for the college-wide EDD program

Practitioner Inquiry I. The sister course of Foundations I

Educational Reform. A core course in the Social and Comparative Analysis in Education (SCAE) program

Sociology of Education. A graduate level course for students in education and the social sciences

Politics of Education. A module course for public leadership students in Administrative and Policy Studies

PA School Law. A module course for public leadership students in Administrative and Policy Studies

Michigan State University

Research on School Effects. A course for PhD students in the College of Education

Organizational Analysis of Education. A course for the PhD program in educational administration

The Evolving Practice of School Leaders. The first course in an MA leadership series

Perspectives on School Organizations. The second course in an MA leadership series

University of Notre Dame

A Place Called School. A writing-based seminar for freshman

Sociology of Teaching. A seminar for sophomores, juniors, and seniors, especially those interested in a career in teaching/education

Statistics for Social Research. An elementary statistics course for sociology majors

Research on School Effects. An advanced seminar for seniors

Doing Sociology: A Quantitative Research Practicum. A hands-on research practicum for seniors

Advanced Social Statistics I. An introductory course in statistics for sociology and other social science graduate students

Multilevel Modeling. An advanced graduate course in statistics for social scientists

Sociology of Education II. A survey course in the sociology of education for graduate students

Theses Directed

University of Pittsburgh

Xu, Shangmou (2023: PhD). “Variation in Opportunity to Learn at Secondary Education: The Social Determinants of Between- and Within-School STEM Tracking in the US and Beyond.”

Shi, Xiaoyu (2020: MED). “The Effects of E-Learning on Students’ Outcomes in Higher Education.”

Kimberlee, Eberle-Sudre (2020: PhD). “What Matters? An Analysis of Teacher Training, Student Achievement, and Teacher Attrition in North Carolina”

Baeksan Yu (2020: PhD). “Family Background, Cultural Capital, Obesity, and Academic Achievement in Childhood”

Lixin Wu (2019: MA). “How School Segregation Contributes to Racial Academic Achievement Gaps”

Sarah Capello (2018: PhD). “Leveraging an Overlooked Ally: Examining the Roles and Training Opportunities for University Supervisors of Student Teachers”

John J. Malobicky, III (2018: EDD). “A Program Evaluation Study for a Precision Manufacturing Apprenticeship Embedded in a Traditional High School Curriculum”

Shangmou Xu (2017: MED). “Empirical Study of Teacher Reflection and Instruction Change: A Review of the Literature”

Sadie Alex (2017: MED). “How Goals Can Influence Student Achievement and Success in Grades 3-8”

Rachel Andler-McCloy (2017: EDD). “Student truancy in an economically disadvantaged middle school: A case study of the root causes and interventions applied”

Rachel Fischbaugh (2017: EDD). “How are school climate, teacher commitment, and instruction valued through teacher-led professional development.”

Tawnia St. Amant (2017: EDD). “The Effect of Teacher Mindset on Low-tracked Students”

Laura Northrop (2016: PhD). “Breaking the cycle: Cumulative disadvantage in literacy.” [Winner, University of Pittsburgh School of Education Alumni Dissertation Award; Winner International Literacy Association 2017 Outstanding Dissertation Award]

Claire Werner (2016: BA, Honors). “Parents’ influence on their children’s health practices in high school and college.”

Maria Mahoney (2015: MA). “Family background, teacher-child interactions, and achievement growth in preschool: Evidence from the 2001-2003 NCEDL data.”

Elizabeth Ludwig (2015: MA). “The effect of students’ gender on preschool teachers’ mathematic interactions.”

Gregory M. Hollinger (2014: BA, Honors). “LGBT students: An examination of retention, attrition, and fitting in, in higher education.”

Paige Sable (2013: BA, Honors). “The impact of high-stakes assessments on elementary school teaching.”

University of Notre Dame

Guillermo Montt Armanet (2012: PhD).* [* with William Carbonaro]. “Socioeconomic school composition effects on student outcomes.”

Christopher Knoedler (2011: BA, Honors). “Inequality and government healthcare in America.”

Krystal Grows (2011: BA, Honors). “Effects of household income and racially integrated experiences on black students’ satisfaction at predominantly white colleges.”

Lucia Geglio (2011: BA, Honors). “The effects of counter-attitudinal behavior on family planning.”

Julia Dombrowski (2010: BA, Honors). “Socioeconomic background, parenting practices, and adolescent health behaviors.”

Rebecca Neville (2010: BA, Honors). “*The Wire*: Understanding the implications for urban student engagement.”

Joseph Workman (2009: MA). “Sector differences in achievement during the elementary school years.”

Guillermo Montt Armanet (2009: MA). “Cross-national differences in educational achievement inequality.”

Meghan Johnson (2009: BA, Honors). “Social inequalities: The role of socioeconomic status in health outcomes.”

Jillian Pearson (2009: BA, Honors). "The roots of American patriotism in the context of September 11th."

Julie Skalamera (2009: BA, Honors). "Physical fitness, feeling healthy, and psychological well-being."

Administrative Roles

2018-19	Chair, School of Education Promotion and Tenure Committee
2017-18	Chair, School of Education PhD Committee
2015-19	Director of PhD Studies in Administrative and Policy Studies
2014-19	Admissions Director: ADMPS PhD programs; MA & MED in Social and Comparative Analysis in Education program
2015-16	Chair, School of Education Research Committee

Professional Service

2025-	Editorial Board, <i>Education Sciences</i>
2020-	Editorial Board, <i>Social Science Research</i>
2019-24	Co-Editor, <i>American Educational Research Journal</i>
2019	Associate Editor, <i>American Educational Research Journal</i>
2016-18	Chair, Sociology of Education Special Interest Group, American Educational Research Association
2016-	Editorial Board, <i>Urban Education</i>
2019-,	Editorial Board, <i>Educational Evaluation and Policy Analysis</i>
2016-17,	
2015	
2017-18	Editorial Board, <i>American Educational Research Journal</i>
2014	Workshop Organizer (with Michael Lovorn), The 2014 Pitt Sociology for Social Studies Fall Workshop, October 20 th -21 st .
2014	Conference Organizer (with Amanda Godley), Understanding and Inspiring Dialogue, University of Pittsburgh, March 11 th , 2014
2014	Chair, David L. Stevenson Outstanding Graduate Student Paper Award Committee, Sociology of Education Section, American Sociological Association
2014-2018	Mentor, William L. Boyd National Educational Politics Workshop
2013-2017	Editorial Board, <i>Research in the Teaching of English</i>
2013	Conference Program Chair, Sociology of Education SIG, American Educational Research Association Annual Meeting, San Francisco, CA, April
2012-15	Plenary Representative, University Council for Educational Administration
2010-12	Board of Directors, Sociology of Education Association
2010-12	Editorial Board, <i>Sociology of Education</i>

2010 Program Chair, Social Relationships, Schools, and Student Outcomes, Sociology of Education Association Annual Meeting, Monterey, CA, Feb 19-21, 2010.

2008 Conference Organizer, Understanding Teacher Effects on Educational Outcomes, University of Notre Dame, November 8th, 2008.

Professional affiliations over time

American Educational Research Association (AERA), American Sociological Association (ASA), International Sociological Association's Research Committee on Social Stratification and Mobility (RC28), Sociology of Education Association (SEA), University Council for Educational Administration (UCEA)