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EDUCATION

Harvard University, Cambridge, MA

- Ed.D. in Administration, Planning, and Social Policy (Research Concentration), 2008
- Ed.M. in Administration, Planning, and Social Policy, 2004

Stanford University, Palo Alto, CA

- A.M. in Education, 2001

Georgetown University, Washington, DC

- M.A. in English (Concentration in Teaching Writing), 1997
- B.A. in Honors English and Psychology, 1996, *cum laude*

University of Sussex, Brighton, UK

- Junior Year Abroad, 1994–1995

EXPERIENCE

Associate Professor of Education, American University, Washington, DC	2014-present
Adjunct Researcher, RAND Corporation, Arlington, VA	2014-present
Affiliate Faculty, Pardee RAND Graduate School, Arlington, VA	2012-present
Core Faculty, Pardee RAND Graduate School, Arlington, VA	2013-2014
Full Policy Researcher, RAND Corporation, Arlington, VA	2011-2014
Associate Policy Researcher, RAND Corporation, Arlington, VA	2008-2011
Research Assistant and Teaching Fellow, Harvard University, Cambridge, MA	2004-2008
Summer Associate, RAND Corporation, Pittsburgh, PA	2006
Research Consultant, Boston School Leadership Institute, Boston, MA	2005
Pre-Session Economics Instructor, Harvard University, Cambridge, MA	2004-2005
English Teacher/Gifted Program Leader, Madison High School, San Diego, CA	2001-2003
Academic Manager for Mid-Atlantic Region, Kaplan Inc., Washington, DC	1998-2000
Sixth Grade Teacher, Fairfax Brewster School, Falls Church, VA	1997-1998
Literature Instructor, Prince George's County Community College, Largo, MD	1997
Literature & Writing Co-Instructor, Georgetown University, Washington, DC	1996–1997

AWARDS

- First Runner-Up for AERA Division L Outstanding Policy Paper Award (for *Service Members in School*), 2013
- RAND Bronze Medal Award (for research productivity and leadership), 2011
- Raymond Vernon Memorial Prize for Best Research Article of the Year in the *Journal of Policy Analysis and Management*, 2010
- RAND Impact Award (for outstanding proposal contributions), 2009
- Madison High School Teacher of the Year, 2003

FELLOWSHIPS

- Spencer Foundation Dissertation Fellowship (\$25,000), 2007–2008

- Harvard/Spencer Foundation Doctoral Research Training Grant (≈\$10,000), 2006–2007
- Harvard Graduate School of Education Summer Writing Fellowship (\$3,000), 2005
- Harvard University Presidential Fellowship (≈\$100,000), 2003–2007
- California Governor's Teaching Fellowship (\$20,000), 2000–2001
- Stanford University Merit Fellowship (\$6,000), 2000–2001
- Georgetown University Writing Center Associates Fellowship (≈\$25,000), 1996–1997

CONTRACT AND GRANT AWARDS (AS PROPOSAL TEAM MEMBER OR PI)

U.S. Department of Education, Evaluation of TNTP's School Leadership Program in Camden

Dates and Amount: 1/1/14 – 9/30/18, \$465,000

Role: Principal Investigator

RAND Independent Research & Development Fund, Student Veterans' Outcomes by Higher Education Sector: Evidence from Three Cohorts of the *Baccalaureate and Beyond*

Dates and Amount: 10/1/12-9/30/13, \$68,000

Role: Principal Investigator

Gates Foundation, Research and Evaluation of Next Generation Learning Challenges Wave IIIa

Dates and Amount: 9/1/12 – 6/30/15, \$1,300,000

Role: Co-PI of proposal, but moved to Quantitative Investigator due to time constraints

CNA/Institute of Education Sciences, Using Data: Randomized Field Trial Implementation Study (Subcontractor to CNA on IES Grant)

Dates and Amount: 8/1/12 – 3/31/14, \$95,000

Role: Subcontract Lead

Institute of Education Sciences, The Effect of Dual-Language Immersion on Student Achievement in the Portland Public Schools

Dates and Amount: 7/1/12 – 6/30/15, \$1,695,000

Role: Principal Investigator

Gates Foundation, Formative Evaluation of Proficiency-Based Pathways in Five Districts

Dates and Amount: 3/1/12 – 4/30/14, \$911,000

Role: Co-Principal Investigator

U.S. Bureau of Justice Assistance, Educational Methods for Incarcerated Adults and Juveniles

Dates and Amount: 10/1/10 – 9/30/13, \$2,600,000

Role: Task Lead on Evidence Rating Process for Meta-Analytic Study

Center for American Progress, Incorporating Student Performance into Teacher Evaluations

Dates and Amount: 8/1/10 – 12/31/10, \$12,000

Role: Principal Investigator

Gates Foundation, Evaluation of the Empowering Effective Teachers Intensive Partnership

Dates and Amount: 6/1/10 – 5/31/17, \$15,000,000

Role: Task Lead on Teacher Distribution Analysis for the Outcomes Team

U.S. Dept. of Education and Tulane Univ., Transformation of New Orleans Public Education

Dates and Amount: 5/15/10 – 9/30/11, \$110,000

Role: Co-Principal Investigator

American Council on Education, Access to Veterans' Higher Education Benefits

Dates and Amount: 2/1/10 – 12/31/10, \$184,000

Role: Principal Investigator

Lenovo Corporation, Developing Indicators for Lenovo's Education Research Initiative

Dates and Amount: 1/15/10 – 4/30/10, \$39,000

Role: Principal Investigator

PEER-REVIEWED MONOGRAPHS

- Steele, J. L.**, Lewis, M. W., Santibañez, L. Faxon-Mills, S., Rudnick, M., Stecher, Brian M., Hamilton, L. S. (2014). *Competency-based education in three pilot programs: Examining implementation and outcomes*. RR-732-BMGF. Santa Monica: RAND Corporation.
- Davis, L. M., **Steele, J. L.**, Bozick, R., Williams, M., Turner, S., Miles, J. N. V., Saunders, J., & Steinberg, P. S. (2014). *How effective is correctional education, and where do we go from here? The results of a comprehensive evaluation*. RR-B564-BJA. Santa Monica, CA: RAND Corporation. [Lead author of juvenile correctional education research synthesis chapter, co-author of intro, methods, and conclusion chapters.]
- Davis, L. M., Bozick, R., **Steele, J.**, Saunders, J., Miles, J. (2013). *Evaluating the effectiveness of correctional education: A meta-analysis of programs that provide education to incarcerated adults*. Santa Monica: RAND Corporation. [Lead author of computer-assisted instruction meta-analysis chapter, and co-lead of methods chapter.]
- Lewis, M. W., Adamson, D. M., **Steele, J. L.**, Faxon-Mills, S., Rudnick, M., & Eden, R. (2013). *Proficiency-based pathways: A vision and critical elements for achieving it*. Santa Monica: RAND Corporation.
- Saavedra, A. R., & **Steele, J. L.** (2012). *Implementation of the Common Core State Standards: Recommendations for the Department of Defense Education Activity Schools*. (OP-384-OSD). Santa Monica: RAND Corporation.
- Steele, J. L.**, Vernez, G., Gottfried, M., & Schwam-Baird, M. (2011). *The transformation of a school system: Principal, teacher, and parent perceptions of public schools in post-Katrina New Orleans*. (TR-1145-TUV). Santa Monica: RAND Corporation.
- Schwartz, H. L., Hamilton, L. S., Stecher, B. M., & **Steele, J. L.** (2011). *Expanded measures of school performance*. (TR-968-SAN). Santa Monica, RAND Corporation.
- Steele, J. L.**, Hamilton, L. S., Stecher, B. M. (2010). *Incorporating student performance into teacher evaluation systems*. (TR-917-CAP) Santa Monica: RAND Corporation and the Center for American Progress.
- Steele, J. L.**, Salcedo, N., & Coley, J. (2010). *Service members in school: Military veterans' experiences using the Post-9/11 GI Bill and adapting to life on campus*. (MG-1083-ACE). Washington, DC: American Council on Education and the RAND Corporation.
- Steele, J. L.**, Murnane, R. J., & Willett, J. B. (2010). *PACE policy brief: Do financial incentives draw promising teachers to low-performing schools? Assessing the impact of the California Governor's Teaching Fellowship*. Sacramento, CA: Policy Analysis for California Education.
- Hamilton, L., Halverson, R., Jackson, S. S., Mandinach, E. B., Supovitz, J. A., Wayman, J. C., Pickens, C., Martin, E. S., & **Steele, J. L.** (2009). *Using student achievement data to support instructional decision making* (NCEE 2009-4067). Washington, DC: What Works Clearinghouse, U.S. Department of Education.

PEER-REVIEWED ARTICLES

- Zamarro, G., Engberg, J., Saavedra, J., **Steele, J. L.** (2015). Disentangling disadvantage: Can we distinguish good teaching from classroom composition? *Journal of Research on Educational Effectiveness (Special Issue on Measuring Teacher Performance)*, 8: 84-111.
- Hamilton, L., Schwartz, H. L., Stecher, B., & **Steele, J. L.** (2013). Improving accountability through expanded measures of performance. *Journal of Educational Administration*.

- Pane, J. F., McCaffrey, D. F., Slaughter, M. E., **Steele, J. L.**, & Ikemoto, G. S. (2010). An experiment to evaluate the efficacy of Cognitive Tutor Geometry. *Journal of Research on Educational Effectiveness*, 3(3), 254-281.
- Steele, J. L.**, Murnane, R. J., & Willett, J. B. (2010). Do financial incentives help low-performing schools attract and keep academically talented teachers? Evidence from California. *Journal of Policy Analysis and Management*, 29(3), 451-478.
- Steele, J. L.** (2009). Essay review of "Whatever it takes: Geoffrey Canada's quest to change Harlem and America." *Harvard Educational Review*, 79(3), 520-529.
- Ippolito, J., **Steele, J. L.**, & Samson, J. F. (2008). Introduction: Why adolescent literacy matters now. *Harvard Educational Review*, 78(1), 1-6.
- Donaldson, M. L., Kirkpatrick, C. L., Johnson, S.M., Marinell, W., **Steele, J. L.**, Szczesiul, S. A. (2008). Angling for access, bartering for change: How second-stage teachers experience differentiated roles in schools. *Teachers College Record*, 110(5), 1088-1114.
- Murnane, R.J. and **Steele, J. L.** (2007). What is the problem? The challenge of providing effective teachers for all children. *The Future of Children*, 17 (1), 15-43.

ARTICLES IN POLICY OR PRACTITIONER-ORIENTED JOURNALS

- Steele, J. L.**, Stecher, B. M., & Hamilton, L. S. (2013). Fair assessments: Distinctive teacher evaluation programs could provide lessons for others. *RAND Review*, 36(3), 12-15.
- Steele, J. L.** (2012). Calls of duty: The new GI Bill. *RAND Review*, 36(1), 28-29.
- Steele, J. L.** and Boudett, K. P. (2008). The collaborative advantage. *Educational Leadership*, 66(4), 54-59.
- Steele, J. L.** and Boudett, K. P. (2008). Leadership lessons from schools becoming "Data Wise." *Harvard Education Letter*, 24(1), 1-3.

ARTICLES UNDER REVIEW

- Steele, J. L.**, Pepper, M. J., Springer, M. G., Lockwood, J. R. The distribution and mobility of effective teachers: Evidence from a large, urban school district. Revised and resubmitted to *Economics of Education Review*.
- Steele, J. L.**, Slater, R. O., Zamarro, G., Miller, T., Li, J., & Burkhauser, S. The effects of dual-language immersion on student achievement: Evidence from lottery data. Proposal under review for Centennial Issue of *American Educational Research Journal*.
- Cavalluzzo, L., Geraghty, T. M., **Steele, J. L.**, Holian, L., Jenkins, F., Alexander, J., & Yamasaki, K. Y. Using data to inform practice and improve student performance in mathematics: Results from a randomized experiment of program efficacy. Under review by *American Educational Research Journal*.

ARTICLES UNDER REVISION OR IN PREPARATION FOR SUBMISSION

- Steele, J. L.**, McGovern, G., Buryk, P. How do veterans fare after earning degrees? Evidence from three cohorts of the *Baccalaureate and Beyond*.
- Steele, J. L.**, Slater, R. O., Zamarro, G., Miller, T., Li, J., & Burkhauser, S. How costly is dual-language immersion education?
- Steele, J. L.** Understanding parents' responses to citywide school choice: Lessons from post-Katrina New Orleans. Revise and resubmit from *Education Policy Analysis Archives*.

PROJECT REPORTS AND WORKING PAPERS

- Steele, J. L.**, Baird, M., Engberg, J., & Hunter, G. (2014, March 14). Trends in the distribution of teacher effectiveness in the intensive partnerships for effective teaching: Progress report. (WR-1036-BMGF.) Santa Monica: RAND Corporation.
- Steele, J. L.**, Engberg, J. E., & Hunter, G. (2013). *Distribution of teacher effectiveness in the Intensive Partnership for Effective Teaching: Pre-intervention trends, 2008-2010*. (PR-421-BMGF). Santa Monica: RAND Corporation.
- Pane, J. F., Hamilton, L. S., Steiner, E. D., Rudnick, M., **Steele, J.**, & Sales, A. (2013). *Blended and competency-based learning approaches in the Next Generation Learning Challenges (NGLC) Wave IIIa Schools: First year implementation and effects*. Santa Monica: RAND Corporation.
- Faxon-Mills, S., **Steele, J. L.**, Lewis, M., & Adamson, D. (2012). *Summary of proceedings from Project Mastery 2012: A Proficiency-Based Pathways convening in Philadelphia, PA, October 3-4, 2012*. (PR-223-BMGF). Santa Monica: RAND Corporation.
- Lewis, M., **Steele, J. L.**, Stecher, B. M., Hamilton, L. (2012). *Supporting learning in Project Mastery sites: Evaluation interim project review*. (PM-4159-BMGF). Santa Monica: RAND Corporation.
- Steele, J. L.**, & Pane, J. F. (2010). *Development and use of the Lenovo Educational Research Initiative Annual Indicators Survey* (PM-3544-LEN). Santa Monica: RAND Corporation.
- Steele, J. L.** Do student loan forgiveness incentives help low-income schools recruit and retain teachers? Evidence from Baccalaureate and Beyond. Cambridge, MA: Harvard Graduate School of Education.
- Steele, J. L.**, Pane, J. F., Williams, V. L., and Olmsted, S. S. (2006). *Professional development participation and the role of administrator involvement in the Math Science Partnership of Southwest Pennsylvania* (WR-428-AIU). Santa Monica, CA: RAND Corporation.
- Steele, J. L.**, & Curtis, R. (2005). *Preparing non-principal administrators to foster whole-school improvement in Boston*. Boston: School Leadership Institute.

BOOK CHAPTERS

- Ikemoto, G. S., & **Steele, J. L.**, Pane, J. F., & Lichter, D. (Forthcoming in 2016). Examination of challenges implementing a learner-centered math curriculum. In T. M. Smith (Ed.), *Mapping the High School Reform Landscape: Yearbook of the National Society for the Study of Education*, 115:1.
- Ippolito, J., **Steele, J. L.**, & Samson, J. F. (2012). Preface: Continuing the national conversation about adolescent literacy. In J. Ippolito, J. L. Steele, and J. F. Samson (Eds.), *Adolescent literacy* (Reprint edition). Cambridge, MA: Harvard Education Press.
- Steele, J. L.** (2007). Acting and assessing: Community Academy gets serious about homework. Ch. 8 in K. P. Boudett and J. L. Steele (Eds.), *Data wise in action: Stories of schools using data to improve teaching and learning*. Cambridge, MA: Harvard Education Press.
- Boudett, K. P. and **Steele, J. L.** (2007). Introduction. In K. P. Boudett and J. L. Steele (Eds.), *Data wise in Action: Stories of schools using data to improve teaching and learning*. Cambridge, MA: Harvard Education Press.
- Steele, J. L.** and King, J. (2005). Planning to assess progress. Ch. 7 in R. J. Murnane, K. Boudett, & E. City (Eds.), *Data wise: A step-by-step guide to using assessment results to improve teaching and learning*. Cambridge, MA: Harvard Education Press.

Steele, J. L. (2002). Acknowledging diversity in the classroom. Ch. 3 in L. Darling-Hammond, J. French, and S. Garcia-Lopez (Eds.), *Learning to teach for social justice*. New York: Teachers College Press.

EDITED VOLUMES

Ippolito, J., **Steele, J. L.**, and Samson, J. F. (2008, Reprinted in 2012). *Adolescent literacy*. Cambridge, MA: Harvard Education Press.

Boudett, K. P. and **Steele, J. L.** (2007). *Data wise in action: Stories of schools using data to improve teaching and learning*. Cambridge, MA: Harvard Education Press.

OP-EDS AND COMMENTARIES

Steele, J. L., Engberg, J., & Stecher, B. M. (2014, Aug. 22). Flexibility is key in administration's call for teacher equity plans. *The RAND Blog*.
<http://www.rand.org/blog/2014/08/flexibility-is-key-in-administrations-call-for-teacher.html>

Davis, L., & **Steele, J. L.** (2014, April 9). Sending prisoners to college will save you money. *Newsday*. <http://www.newsday.com/opinion/oped/sending-prisoners-to-college-will-save-you-money-lois-davis-and-jennifer-steele-1.7658934>

Steele, J. L. (2013, Nov. 8). Post-9/11 GI Bill: A good investment in our veterans can be better. *The RAND Blog*.

Steele, J. L. (2012, Feb. 6). Colleges can learn from for-profits' emphasis on the consumer. *Military Times*, 16.

Steele, J. L., Murnane, R. J., & Willett, J. B. (2010, July 14). Are public service subsidies good for the public? *Education Week*, 29, 30-32

CONGRESSIONAL TESTIMONY

Steele, J. L. (2012). Military veterans' experiences in for-profit higher education: Testimony submitted before the House Committee on Veterans' Affairs, Subcommittee on Economic Opportunity on May 16, 2012 (CT-376). Santa Monica, CA: RAND Corporation.

CONFERENCE PRESENTATIONS

Steele, J. L., Slater, R. O., Zamarro, G., Miller, T., Li, J., & Burkhauser, S. (2015, May 11.) The effects of dual-language immersion on student achievement: Evidence from lottery data. Paper to be presented at the Second Annual Health, Education, Labor, and Development Policy Day, Washington, DC.

Steele, J. L., Slater, R. O., Zamarro, G., Li, J., Miller, T., & Burkhauser, S. (2015, April 17). Effects and costs of dual-language immersion in the Portland Public Schools. [And organizer of the cross-disciplinary session, "Dual-language immersion education: State of the research and promising directions."] American Educational Research Association, Chicago, IL.

Engberg, J., Martorell, P., **Steele, J. L.**, Baird, M., Scherer, E., Gutierrez, I., (2015, April 18). The impact of Intensive Partnerships for Effective Teaching on student outcomes and teacher allocation. American Educational Research Association, Chicago, IL.

Cavalluzzo, L., Geraghty, T. M., & **Steele, J. L.** (2015, April 19). Using data to inform practice and improve student performance in mathematics. American Educational Research Association, Chicago, IL.

- Steele, J. L.**, Slater, R. O., Zamarro, G., Li, J., Miller, T., & Burkhauser, S. (2015, March 5-7). Costs and effects of dual-language immersion in the Portland Public Schools. Society for Research on Educational Effectiveness, Washington, DC.
- Steele, J. L.**, Slater, R. O., Zamarro, G., Li, J., Miller, T., & Burkhauser, S. (2015, Feb. 26-28). Costs and effects of dual-language immersion in the Portland Public Schools: Evidence from lottery data. Association of Education Finance and Policy, Washington, DC.
- Steele, J. L.**, McGovern, G., & Buryk, P. (2014, June 30). Student veterans' outcomes by higher education sector: Evidence from three survey cohorts of the *Baccalaureate and Beyond*. Western Economic Association, Denver, CO.
- Steele, J. L.**, Lewis, M. W., Santibañez, L. Stecher, Brian M., Hamilton, L. S., Faxon-Mills, S., Rudnick, M. (2014, April 4). Proficiency-based pathways in three pilot programs: Examining implementation and outcomes. American Educational Research Association, Philadelphia, PA.
- Steele, J. L.**, Slater, R. O., Zamarro, G., Miller, T., & Li, J. (2014, April 6). The effect of dual-language immersion on student performance in the Portland Public Schools: Evidence from the first study year. American Educational Research Association, Philadelphia, PA.
- Engberg, J., Saavedra, J., **Steele, J. L.**, Zamarro, G. (2014, April 7). Disentangling disadvantage: Can we distinguish good teaching from classroom composition? American Educational Research Association, Philadelphia, PA.
- Steele, J. L.**, Baird, M., Engberg, J., & Hunter, G. (2014, March 14). Trends in the distribution of teacher effectiveness in the Intensive Partnerships for Effective Teaching: Progress report. WR-1036-BMGF. Association for Education Finance and Policy, San Antonio, TX.
- Steele, J. L.**, Slater, R. O., Zamarro, G., Miller, T., & Li, J. (2013, Sept. 29). The effect of dual-language immersion on student performance in the Portland Public Schools: Evidence from the first study year. Society for Research on Educational Effectiveness, Washington, DC.
- Steele, J. L.**, McGovern, G., & Buryk, P. (2013, Nov. 7-9). How do military veterans fare after earning degrees? Evidence from three survey cohorts of the *Baccalaureate and Beyond*. Association of Public Policy Analysis and Management, Washington, DC.
- Steele, J. L.**, Slater, R. O., Zamarro, G., Miller, T., & Li, J. (2013, Sept. 29). The effect of dual-language immersion on student performance in the Portland Public Schools: Evidence from the first study year. Society for Research on Educational Effectiveness, Washington, DC.
- Steele, J. L.**, Lewis, M. W., Santibañez, L. Stecher, Brian M., Hamilton, L. S., Faxon-Mills, S., Rudnick, M. (2013, Sept. 27). Proficiency-based pathways in three pilot programs: Examining implementation and outcomes. Society for Research on Educational Effectiveness, Washington, DC.
- Cavalluzzo, L., Geraghty, T., Alexander, J., **Steele, J. L.** (2013, Sept. 28). Using data to inform decisions: How teachers use data to inform practice and improve student performance in mathematics. Society for Research on Educational Effectiveness, Washington, DC.
- Steele, J. L.** (2013, April). Understanding parents' responses to citywide school choice. American Educational Research Association, San Francisco, CA.
- Engberg, J., Saavedra, J., **Steele, J. L.**, Zamarro, G. (2013, April). Disentangling good teaching from classroom composition. National Council on Measurement in Education, San Francisco, CA.

- Steele, J. L.**, McGovern, G., & Buryk, P. (2013, March 15). Student veterans' outcomes by higher education sector: Evidence from three survey cohorts of Baccalaureate and Beyond. Association of Education Finance and Policy, New Orleans, LA.
- Steele, J. L.** (2012, November 12). Understanding parents' responses to citywide school choice. Association of Public Policy Analysis and Management, Baltimore, MD.
- Engberg, J., Saavedra, J., **Steele, J. L.**, Zamarro, G. (2012, November 10). Disentangling disadvantage: Can we distinguish good teaching from classroom composition? Association of Public Policy Analysis and Management, Baltimore, MD;
- Solomon, S., Cavalluzzo, L., **Steele, J. L.**, & Thessin, R. A. (2012, October). *Evaluating collaboration: Using mixed methods to measure changes in school practices*. American Evaluation Association, Minneapolis, MN.
- Engberg, J., Saavedra, J., **Steele, J. L.**, Zamarro, G. (2012, March 17). Disentangling disadvantage: Can we distinguish good teaching from classroom composition? Association of Education Finance and Policy, Boston, MA.
- Steele, J. L.**, Pepper, M. J., Springer, M. G., Lockwood, J. R. (2010, Nov. 6). The distribution and mobility of effective teachers: Evidence from a large, urban school district. Association of Public Policy Analysis and Management, Boston, MA.
- Vernez, G., & **Steele, J. L.**, Gottfried, M., Schwam-Baird, M. (2010, Sept. 25) Policies, practices, and stakeholder perceptions of New Orleans charter and traditional schools. Five Years of Post-Katrina Educational Reform Conference, New Orleans, LA.
- Steele, J. L.**, & Guo, Q. (2009, April 14). How expensive is the decision to teach? Initial career choice and earnings growth among college graduates. American Educational Research Association, San Diego, CA.
- Pane, J. F., McCaffrey, D. F., **Steele, J. L.**, Ikemoto, G. S., & Slaughter, M. E. (2009, Mar. 2). Preliminary findings from an experiment to test the efficacy of Cognitive Tutor Geometry. Society for Research on Educational Effectiveness, Crystal City, VA.
- Steele, J. L.**, Murnane, R. J., and Willett, J. B. (2008, Jan. 6). Do financial incentives attract academically talented teachers to low-performing schools? Evidence from California. American Economic Association, New Orleans, LA.
- Steele, J. L.**, Murnane, R. J., and Willett, J. B. (2007, Nov. 8). The effects of targeted financial incentives on new teachers' employment decisions. Association of Public Policy Analysis and Management, Washington, DC.
- Steele, J. L.** (2007, April 10). Do student loan forgiveness incentives help schools recruit and retain teachers? American Educational Research Association, Chicago, IL.
- Steele, J. L.**, Pane, J. F., Williams, V. L., and Olmsted, S. S. (2006, Oct. 4). Professional development participation and the role of administrator involvement in the Math Science Partnership of Southwest Pennsylvania. MSP Evaluation Summit II, Minneapolis, MN.
- Steele, J. L.** (2005, April 13). District administrators' experience of an online professional development workshop. American Educational Research Association, Montréal, Canada.
- Steele, J. L.** (2003, Feb. 15). Speaking in another voice: Teaching interview-based playwriting through the work of Anna Deavere Smith. California Association of Teachers of English, Palm Springs, California.

INVITED LECTURES, PANELS, AND BRIEFINGS

- Steele, J. L.** (2014, December 8). Implementing the Data Wise improvement process. Briefing to Tayac Academy, Prince George's County Public Schools, Ft. Washington, MD.

- Steele, J. L.** (2014, October 28). Competency-based education: What is it, how is it implemented, and how is it working? SETH Research Colloquium, American University, Washington DC.
- Steele, J. L.,** Slater, R., Li, Jennifer, Miller, T., & Zamarro, G. (2014, October 1). Study of dual-language immersion in the Portland Public Schools: Year 2 project update. Public briefing to teachers, parents, and board members of the Portland Public Schools, Portland, OR.
- Steele, J. L.,** & Lewis, M. W. (2014, May 5). Competency-based education in three pilot programs: Examining implementation and outcomes. National webinar organized by the Regional Education Laboratory Northeast and Islands.
- Steele, J. L.** & Davis, L. M. (2014, March 24). Correctional education in the United States: What we know about program effectiveness for juveniles. Briefing to the Office of Juvenile Justice and Delinquency Prevention, U. S. Department of Justice, Washington, DC.
- Davis, L. M. & **Steele, J. L.** (2014, Feb. 20). Correctional education in the United States: What we know about effectiveness for adults and for juveniles. Briefing to the Office of Career, Technical, and Adult Education, U.S. Department of Education, Washington DC.
- Davis, L. M., Bozick, R., **Steele, J. L.** (2014, Feb. 19). Correctional education in the United States: How effective is it, and how can we move the field forward? Briefing to the White House Domestic Policy Council, Washington, DC.
- Davis, L. M., Bozick, R., **Steele, J. L.** (2014, Feb. 18). Correctional education in the United States: How effective is it, and how can we move the field forward? U.S. Congressional Briefing, Washington, DC.
- Steele, J. L.** (2013, December 10). From veterans' education to veterans' employment. Invited panelist at Inaugural State of the Workforce Symposium, Association of Private Sector Colleges and Universities, Washington, DC.
- Steele, J. L.** (2013, September 19). Invited panelist on revisiting the Carnegie Unit. National Convening on Using Improvement Science to Tackle Practical Problems in Education, Carnegie Foundation for the Advancement of Teaching, Washington, DC.
- Steele, J. L.,** (2013, July 24). Planning roundtable with New Zealand Education Minister Hekia Parata for the 2014 International Summit on the Teaching Profession. New Zealand Embassy, Washington, DC.
- Lewis, M. W. & **Steele, J. L.** (2013, July 16). Implementing proficiency-based pathways: Research lessons from five districts. American Youth Policy Forum webinar.
- Steele, J. L.,** (2013, March 12). Facilitating veterans' workforce transitions: The role of higher education. Association of Private Sector Colleges and Universities Hill Day and Policy Forum, Washington, DC.
- Steele, J. L.,** (2013, Jan. 3.). Military veterans' higher education experiences: Research knowledge and future directions. Student Veterans of America Annual Conference, Orlando, FL.
- Steele, J. L.,** (2012, Dec. 5). The future of education reform: How a focus on teacher quality, school choice, and college readiness will shape U.S. competitiveness in the 21st century. RAND Dinner Club Address, Pittsburgh, PA.
- Steele, J. L.,** (2012, Nov. 7). Service members in school: Military veterans' experiences using the Post-9/11 GI Bill. RAND Board of Trustees Fall Meeting, Santa Monica, CA.
- Steele, J. L.,** (2012, May 24). U.S. charter school reform: Lessons for Mississippi. Briefing to Mississippi state policymakers, Jackson, MS.

- Gates, S., Hamilton, L. S., Opfer, V. D., & **Steele, J. L.** (2012, May 22). Recommendations for the Reauthorization of the Elementary and Secondary Education Act. U.S. Congressional Briefing, Washington, DC.
- Steele, J. L.** (2012, May 10). Military veterans' experiences in for-profit colleges. House of Representatives Veterans Affairs Committee Briefing.
- Steele, J. L.** (2012, April 17). Military veterans' experiences in for-profit colleges. Senate Veterans Affairs Committee Briefing.
- Steele, J. L.** (2012, April 3). Military veterans' experiences in for-profit colleges. Congressional briefing to the office of Pennsylvania Senator Robert Casey.
- Steele, J. L.** (2011, Oct. 3). Australia roundtable panelist on data use and accountability in schools. U.S. Department of Education, Washington, DC.
- Steele, J. L.,** Hamilton, L. S., & Stecher, B. M. (2010, Dec. 1). How can student performance inform teacher workforce decisions? Lessons from research and practice. Center for American Progress, Washington, DC.
- Steele, J. L.** (2010, Sept. 21). Addressing the challenges facing urban schools. Policy Forum, University of Maryland School of Public Policy, College Park, MD.
- Steele, J. L.,** & Hamilton, L. S. (2010, Sept. 13). Building teacher and administrator capacity for effective data use. AERA Organization of Institutional Affiliates Fall Policy Meeting, Washington, DC.
- Steele, J. L.** (2009, Nov. 12). Is urban education collapsing? What can we do to address the challenges? RAND Board of Trustees Fall Meeting, Santa Monica, CA.
- Steele, J. L.,** Murnane, R. J., & Willett, J. B. (2008, Oct. 17). Do financial incentives help low-performing schools attract and keep academically talented teachers? New evidence from the California Governor's Teaching Fellowship. Policy Analysis for California Education Seminar and Policy Briefing, Sacramento, California.
- Steele, J. L.** (2007, Oct. 1). Becoming a Data Wise school: Lessons from school leaders. Keynote address to the Project Blueprint Annual Meeting of district leaders, Cape Elizabeth, Maine.

SELECTED MEDIA QUOTATIONS AND COVERAGE (BY DATE)

- Ogburn, S. P. (2014, September 9). Colorado experiment to move beyond grade levels taps into a larger ed movement [Radio], NPR Affiliate, *KUNC Community Radio for Northern Colorado*. <http://www.kunc.org/post/colorado-experiment-move-beyond-grade-levels-taps-larger-ed-movement>
- Study to examine achievement of bilingual students. (2013, July 31). *Language Magazine*.
- Jackson, H. (2013, November 11). One millionth veteran receives GI Bill benefits [Television]. Milwaukee, WI: Channel 2 and Hearst Media. <http://www.wisn.com/news/south-east-wisconsin/One-millionth-veteran-receives-GI-Bill-benefits/22907722>
- Garrison, M. (2013, September 26). Post-9/11 GI Bill means a new Greatest Generation [Radio], *Marketplace*. USA: American Public Media. <http://www.marketplace.org/topics/economy/post-911-gi-bill-means-new-greatest-generation>
- Independent Reporter. (2013, September 11). Education, vocational training in prisons reduces recidivism, improves job outlook, *Las Vegas Tribune*.
- Dungca, N. (2013, July 19). Portland Public Schools considers Vietnamese dual language immersion program, *The Oregonian*.

- O'Connor, J. (2013, January 4). Why higher education is more difficult for veterans [Radio], *State Impact*. USA: National Public Radio.
- Maxwell, L. A. (2012, July 10). Study of dual-language immersion launches in Portland schools (Learning the Language), *Education Week*.
- Dungca, N. (2012, July 11). RAND Corp. to partner with Portland Public Schools for dual-language immersion study, *The Oregonian*.
- Tamer, M. (2011, Winter). The pull of public service. *Ed. Magazine*.
- Redistributing pedagogical wealth. (2011, Winter). *Pathways Magazine*, 9.
- Clemens, V. (2010, November 19). Survey analyzes effects of GI Bill, *The Cavalier Daily*.
- Maze, R. (2010, November 12). Study draws out main concerns of student vets, *Army Times*.
- Christian Science Monitor Editorial Board. (2010, November 10). On Veterans Day, GI Bill boosts vets and the military, *The Christian Science Monitor*.
- Paulson, A. (2010, November 10). Veterans Day survey: 300,000 use revamped GI Bill, *The Christian Science Monitor*.
- Sparks, S. D. (2010, September 14). How much will longitudinal data improve instruction? (Inside School Research). *Education Week*.
- McArdle, E. (2010, Winter). Right on the money. *Ed. Magazine*, 53.

DISSERTATION COMMITTEE MEMBERSHIP

- Mollie Rudnick, Pardee RAND Graduate School, 2013-Present

COURSES TAUGHT AT AMERICAN UNIVERSITY

- EDU-610: Overview of Qualitative and Quantitative Research Strategies, Fall 2014
- EDU-632: Case Studies in Education Management, Spring 2015

PROFESSIONAL SERVICE

- Discussant for the “Using Time Diary Data in Education Research” conference at American University, School of Public Affairs, March 2015
- AU School of Education, Teaching, and Health Faculty Working Group, Fall 2014
- Economics, Sociology, & Statistics—Educ. Recruitment Liaison, RAND, 2013-2014
- Education Search Committee Member, RAND, 2010-2014
- DC Education Consortium for Research & Evaluation, RAND representative, 2011-2014
- Editorial Board Member, *Educational Evaluation and Policy Analysis*, 2012-present
- Editorial Board Member, *Harvard Educational Review*, 2006-2008
- Referee, *American Educational Research Journal*, *Education Finance and Policy*, *Educational Evaluation and Policy Analysis*, *Economics of Education Review*, *Educational Policy*, the Smith Richardson Foundation, the Center for Exceptional Children, the California Research Bureau, SREE, and AERA, 2009-present
- Conference discussant for Association of Public Policy Analysis and Management, Association of Education Finance and Policy, American Educational Research Association, and Western Economic Association, 2011-present
- Graduate Student Council Program Chair, American Educational Research Association, 2005-2007
- Alumni Admissions Program Interviewer, Georgetown University, 2009-present

PROFESSIONAL DEVELOPMENT AND TRAINING (*competitively selected)

- SREE Workshop on Causal Mediation Analysis, 2011

- IES/Northwestern University Quasi-Experimental Design Workshop, 2010*
- AERA Statistics Institute on Causal Inference, 2009*
- Hechinger Institute/AERA Public Communications Course, 2009*
- What Works Clearinghouse Standards Training and Certification, 2008*
- AERA Workshop on Multiple Imputation Methods, 2007

PROFESSIONAL MEMBERSHIPS

- Association of Public Policy Analysis and Management (APPAM)
- Association for Education Finance and Policy (AEFP)
- Society for Research on Educational Effectiveness (SREE)
- American Educational Research Association (AERA)

RESEARCH INTERESTS

- Distribution of educational resources and teacher quality in K-12 settings
- Dual-language immersion education
- Educational technology and competency-based learning
- Data use in schools and classrooms
- Postsecondary access and outcomes, especially for veterans and at-risk youth
- Information gaps in postsecondary planning
- Quantitative research methods that support causal inference