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EDUCATION

Stanford University (Stanford, CA), Ph.D., 1997, Educational Psychology, specialization in psychometrics
Stanford University (Stanford, CA), M.S., 1996, Statistics
University of Pennsylvania (Philadelphia, PA), M.S., 1991, Psychology in Education
Duquesne University (Pittsburgh, PA), B.S., 1990, Music Education, summa cum laude

PROFESSIONAL EXPERIENCE

2018-present Distinguished Chair in Learning and Assessment; Co-Director, American Educator Panels; Director, RAND Center for Social and Emotional Learning Research, RAND Corporation, Pittsburgh, PA
2003-present Senior Behavioral Scientist, RAND Corporation, Pittsburgh, PA
2011-present Core Faculty Member, Pardee RAND Graduate School, Santa Monica, CA
2007-2019 Adjunct Faculty Member (Learning Sciences and Policy Program), University of Pittsburgh, Pittsburgh, PA
2015-2018 Associate Director, RAND Education, Pittsburgh, PA
2003-2015 Research Quality Assurance Manager, RAND Education, Pittsburgh, PA
2001-2003 Behavioral Scientist, RAND Corporation, Santa Monica, CA
1997-2001 Associate Behavioral Scientist, RAND Corporation, Santa Monica, CA
1999-2000 Associate Group Manager for Health, Education, and Welfare, RAND Corporation, Santa Monica, CA
1992-1997 Research Assistant, Teaching Assistant, and Statistical Consultant, Department of Psychology and School of Education, Stanford University, Stanford, CA
1993 Summer Associate, RAND Corporation, Santa Monica, CA
1991-1992 Program Specialist, Northern-Southwest Mental Health Agency, Pittsburgh, PA
1990-1991 Research Assistant, University of Pennsylvania, Philadelphia, PA
1986-1990 Private and Group Music Instructor, Pittsburgh, PA

FUNDED RESEARCH

American School District Panel (with David Grant). Bill & Melinda Gates Foundation, \$4,799,781, 11/2019-10/2023
Media Literacy Evaluation Framework (with Alice Huguet). RAND-Initiated Research Grant, \$198,054, 10/2019-4/2021
Civic Education in America's Schools (with Julia Kaufman). RAND-Initiated Research Grant, \$150,000, 12/2018-5/2020
Center to Improve Social and Emotional Learning and School Safety (with Ana Whitaker). U.S. Department of Education (subcontract to WestEd), \$750,000, 10/2018-9/2023.
National Teacher Survey of Social and Emotional Learning. The Wallace Foundation, \$152,617, 1/2019-9/2020.

- Learn Together Survey (with David Grant). Bill & Melinda Gates Foundation, \$4,512,706, 11/2018-3/2023.
- Partnerships for Social and Emotional Learning Research (with Heather Schwartz). The Wallace Foundation, \$12,937,776, 11/2016-10/2024.
- Review of the Australia Curriculum, Paul Ramsay Foundation, \$19,000, 8/2018-9/2018.
- Investigation of Louisiana Department of Education Strategies and Outcomes (with Julia Kaufman). Baton Rouge Area Foundation and Bloomberg Philanthropies, \$1,000,000, 7/2017-12/2018.
- Building a Repository of Assessments of Hard-to-Measure Competencies (with Brian Stecher). Jointly funded by the Einhorn, Hewlett, Overdeck, Raikes, and Wallace Foundations, \$540,000, 11/2016-5/2018.
- Review of Social and Emotional Learning Interventions Tied to the Every Student Succeeds Act Evidence Tiers. The Wallace Foundation, \$800,000, 7/2016-5/2017.
- Prototype Repository of Assessments of Hard-to-measure Competencies (with Brian Stecher). William and Flora Hewlett Foundation, \$70,000, 3/2016-8/2016.
- Evaluation of Opportunity by Design (with Elizabeth Steiner). Carnegie Corporation of New York, \$3,500,000, 4/2014-3/2020.
- Evaluation of TNTP's San Francisco Pathway to Leadership for Urban Schools (with Ben Master). TNTP, \$497,933, 2/2015-12/2019.
- Review of Professional Development Tools and Communication with Schools (with Julia Kaufman). Student Achievement Partners, \$17,998, 10/2015-12/2015.
- Building a Repository of Measures of Hard-to-Measure Skills (with Kun Yuan). William and Flora Hewlett Foundation, \$101,572, 1/2015-9/2015.
- Measuring Classroom Coverage of Content and Practices Aligned with the New Generation of Mathematics and Science Standards (with Brian Stecher and Kun Yuan). National Science Foundation, \$300,000, 9/2014-8/2016.
- Developing a Research Agenda for Hard-to-Measure Skills (with Brian Stecher). William and Flora Hewlett Foundation, \$52,470, 1/2014-6/2014.
- Evaluation of TNTP's Camden Pathway to Leadership for Urban Schools (with Jennifer Steele). TNTP, \$465,000, 10/2013-9/2018.
- Evaluation of New Leaders Validation Grant (with Susan Gates). U.S. Department of Education, Investing in Innovation Grant (subcontract to New Leaders), \$1,965,259, 1/2013-12/2018.
- Assessment of 21st Century Skills (with Brian Stecher). Asia Society and William and Flora Hewlett Foundation, \$60,000, 4/2013-1/2014.
- Using Anchoring Vignettes to Improve Measures of Teaching Practice (with John Engberg and Julia Kaufman). National Science Foundation, \$786,253, 9/2012-2/2015.
- The Impact of "Deeper Testing" on School and Classroom Practice: Lessons from Research for Current Assessment Designs (with Brian Stecher). Hewlett Foundation, \$67,271, 10/2012-6/2013.
- Evaluation of WIN in Kentucky Rural Schools for I3 Development Grant (with John Pane). U.S. Department of Education, Investing in Innovation grant (subcontract to Kentucky Valley Educational Cooperative). \$707,127, 1/2012-12/2016.
- Evaluation of Intensive Partnerships for Effective Teaching (lead on Implementation Study; Brian Stecher and Mike Garet, principal investigators). Bill & Melinda Gates Foundation, \$15,056,167 7/2010-6/2017.

New Leaders Evaluation (with Susan Gates). New Leaders, \$3,711,287, 7/2006-1/2014.

Synthesis of Research on Accountability Issues (with Brian Stecher). Sandler Foundation, \$185,586, 7/2010-7/2011.

Education Technology Research Initiative (with John Pane). Grable Foundation, Heinz Endowments, Pittsburgh Foundation, and Benedum Foundation, \$45,000, 5/2009-2/2010.

Measuring Instruction at Scale (with Richard Correnti and Lindsay Clare Matsumura). Spencer Foundation and William T. Grant Foundation, \$600,000, 9/2008-8/2012.

Evaluation of Pittsburgh's Principal Incentive Program (with John Engberg). U.S. Department of Education, Teacher Incentive Funds program (subcontracted to Pittsburgh Public Schools), \$1,153,541, 10/2007-7/2012.

Implementation of Instructional Improvement Initiatives in the Pittsburgh Public Schools (with Shannah Tharp-Taylor). Fund for Excellence (consortium of Pittsburgh-based foundations), \$200,000, 9/2007-12/2008.

Experimental Field Study of Cognitive Tutor Geometry Curriculum (with John Pane). U.S. Department of Education, \$1,255,961, 6/2005-5/2008.

Evaluation of Pathways/Pittsburgh Public Schools Initiatives (with Brian Gill). Heinz Endowments, \$58,000, 10/2006-10/2007.

Scaling up Standards-Based Accountability (with Brian Stecher). National Science Foundation, Interagency Educational Research Initiative, \$5,534,731, 12/2002-11/2007.

Enhancing the Utility of Test-Based Accountability (with Brian Stecher). Ford Foundation, \$75,000, 11/2002-5/2004.

Mosaic II: A Longitudinal Investigation of the Effects of Systemic Reform on Student Achievement (with Stephen Klein). National Science Foundation, \$4,391,000, 5/2000-6/2005.

Edison Schools Evaluation (with Brian Gill). Edison Schools, Inc., \$1,030,201, 6/2000-6/2005.

Impact of Kindergarten Teachers on the Development of Young Children (with Cassie Guarino). National Center for Education Statistics, \$60,000, 5/2003-9/2004.

Developing a Conceptual Framework for Test-Based Accountability (with Brian Stecher). Hewlett Foundation, \$150,000, 4/2002-4/2003.

Evaluating the Practice and Potential of Value-Added Modeling of Educational Achievement (with Daniel Koretz). Carnegie Corporation, \$476,500, 4/2001-9/2002.

Conceptualization and Measurement of the Characteristics, Practices, and Philosophies of the Teachers and Classrooms of Young Children (with Cassie Guarino). National Center for Education Statistics, \$86,000, 6/2001-12/2001.

Research in Standards-Based Science Assessment. National Science Foundation (subcontract to WestEd), \$46,000, 1/2001-12/2002.

Technical, Analytic, and Policy Support for the U.S. Department of Education, Planning and Evaluation Service. \$149,000, 10/2000-4/2002.

Arts and Prosocial Impact Study (with Melissa Rowe). California Arts Council and Los Angeles Cultural Affairs Department, \$230,000, 3/2001-9/2002.

Evaluation of Core Knowledge. Core Knowledge Foundation, \$50,000, 6/2000-3/2001.

Education of Probationers (with George Tita). LA Department of Probation, \$96,000, 5/2000-3/2001.

Alignment Among K-16 Assessments. Pew Charitable Trusts (subcontract to Stanford University), \$135,000, 7/1998-7/2000.

Evaluation of Foundations After-School Enrichment Program. Foundations, Inc., \$97,000, 2/1998-10/1999.

COMMITTEES AND ADVISORY PANELS

Member, National Council on Measurement in Education (NCME) Committee on Informing Assessment Policy and Practice, 2018-2021

Member, Research Advisory Board, FutureEd, Georgetown University, 2019-present

Member, Researcher Advisory Panel, Emotion Regulation Benchmarks Project, Yale Center for Emotional Intelligence, 2018-2020

Member, National Academies of Sciences, Engineering, and Medicine Committee on Developing Indicators of Educational Equity, 2017-2019

Member, Steering Committee, Assessment Work Group, Collaborative for Academic, Social, and Emotional Learning (CASEL), 2016-2019

Expert advisor, State of the Field project, Collaborative for Academic, Social, and Emotional Learning (CASEL), 2018-2019

Project Scholar, Buros-Spencer Project to Develop Psychometric Guidelines for Social-Emotional Learning Assessments, 2018-present

Member, Advisory Committee for Special Olympics Unified Champion Schools Social and Emotional Learning Project, 2018-present

Member, Focused Execution Team, The Possible Project, 2018-present

Member, Technical Advisory Committee for the District of Columbia Office of the State Superintendent of Education, 2017-present

Member, Technical Advisory Committee for the Illinois State Board of Education, 2017-present

Member, Technical Advisory Committee for the Arkansas Department of Education, 2016-2019

Member, Evaluating Accountability Systems Technical Working Group for the State Support Network, 2018

Member, Expert Panel on NAEP Achievement Level Policy for the National Assessment Governing Board, 2018

Member, AERA Outstanding Public Communication of Education Research Award Committee, 2018-2019

Member, National Academies of Sciences, Engineering, and Medicine Committee on the Evaluation of NAEP Achievement Levels, 2014-2016

Member, Technical Working Group for the National Evaluation of the Comprehensive Technical Assistance Centers, 2016

Member, Technical Workgroup for the U.S. Department of Education, Office of Career, Technical, and Adult Education's Employability Skills Project, 2016

Content Expert, Teacher Evaluation Research Alliance, Mid-Atlantic Regional Educational Laboratory, 2016

Member, Technical Working Group for Spencer Foundation-funded project on portfolio management (conducted by Montclair State University, Tulane University, and University of Southern California), 2016

Member, Technical Advisory Committee for Developing an Assessment of Data Literacy for Teaching (conducted by WestEd), 2014-2015

Member, Technical Working Group for Evaluation of Data-Driven Instruction (conducted by Mathematica Policy Research), 2013-2015

- Member, Research Consensus Panel, Examining Disciplinary Practices in Charter Schools, Center for Reinventing Public Education, 2015
- Member, Joint Committee for the Revision of the APA/AERA/NCME *Standards for Educational and Psychological Testing*, 2008-2014
- Member, Technical Working Group for Strengthening IES's Research Grant and Training Programs, 2014
- Member, Standards Advisory Panel, Educational Testing Service, 2014
- Member, Center for Reinventing Public Education Panel on Measuring Outcomes for Charter School Students with Special Needs, 2013
- Member, Technical Advisory Committee for the Mid-Atlantic Regional Educational Laboratory, 2012-2016
- Member, Technical Advisory Committee for Tennessee Department of Education, 2011-2017
- Member, Technical Advisory Committee for Rhode Island's Educator Evaluation System, 2010-2013
- Member, Technical Advisory Board for DC Public Schools IMPACT System, 2012-2013
- Member, Technical Working Group for Impact Evaluation of Data-Driven Instruction Professional Development for Teachers (conducted by Mathematica Policy Research), 2013
- Expert Advisor, American Federation of Teachers Initiative on Measuring Student Learning, 2009-2011
- Member, Technical Working Group for the Evaluation of Teach for America Scale-up (conducted by Mathematica Policy Research), 2010
- Member, Education Technology Advisory Committee, Fox Chapel Area School District, 2009-present
- Chair, What Works Clearinghouse Practice Guide Panel on Data-Driven Decision Making, 2008-2009
- Expert Panelist, What Works Clearinghouse Research Perspectives on Using Longitudinal Data Systems to Inform Decision Making, 2009
- Content Expert for the U.S. Department of Education's Education Resources Information Center (ERIC), 2004-2012
- Member, Advisory Panel on Student Achievement under No Child Left Behind, Center for Education Policy, 2005-2011
- Member, Technical Working Group for National Charter Management Organization Study, New Schools Venture Fund, 2008-2011
- Member, Research Advisory Board for the School Choice Demonstration Project, 2005-2011
- Member, Science Curriculum Study Group, Fox Chapel Area School District, 2010-2011
- Member, Technical Working Group for National Charter Schools Evaluation, Mathematica Policy Research, 2004-2010
- Member, Mathematics Study Group, Fox Chapel Area School District, 2007-2008
- Member, Charter School Achievement Consensus Panel, National Center on Charter Schools, University of Washington, 2005-2007
- Member, NCES Math and Science Expert Panel for the High School Longitudinal Study (HSL:09), 2007
- Member, Advisory Board for the "Optimizing Arts Education at the Local Level" Systems Synthesis Team, H. John Heinz III School of Public Policy and Management at Carnegie Mellon University, 2007

Member, Panel on High School Exit Exams and Student Achievement, Center for Education Policy, 2004
Member, Brookings Commission on Choice in K-12 Education, 2001-2003
Member, Scientific Review Panel, Evidence-based Information on Effective Educational Programs Project, 2003-2004
Member, California Data Systems Panel, Public Forum on School Accountability, 2002
Member, National Technical Advisory Group for Comprehensive School Reform Models Catalog, 2001

OTHER PROFESSIONAL SERVICE AND AWARDS

Associate Editor, *Educational Researcher*, 2019-2022
Member, Editorial Board, *Educational Evaluation and Policy Analysis*, 2010-2012 and 2016-present
Member, Editorial Board, *Journal of Research in Educational Effectiveness*, 2020-2022
Co-editor, *Educational Evaluation and Policy Analysis*, 2012-2015
RAND Bronze Award for business development in social and emotional learning, 2019
RAND Bronze Award for fostering external connections, 2015
Outstanding Reviewer Award for *American Educational Research Journal-Social and Institutional Analysis*, 2014
Member, Editorial Board, *American Educational Research Journal-Social and Institutional Analysis*, 2011-2016
Member, Editorial Panel, *Journal for Research in Mathematics Education*, 2010-2013
Supervising Faculty and Management Committee Member, CMART (Carnegie Mellon and RAND Traineeships in Methodology and Interdisciplinary Research), 2009-2014
Member, U.S. Delegation for Australia-U.S. Bilateral Roundtable on Assessments, Accountability, and Teacher Quality, 2010
Program Chair, American Educational Research Association Division L (Education Policy and Politics), 2009-10
Member, Institute of Education Sciences Scientific Review Panels, 2010, 2014-15
Reviewer, U.S. Department of Education's *Doing What Works* website, 2010
Reviewer, Society for Research on Educational Effectiveness (SREE) research conferences
Review Panelist, National Evaluation of Comprehensive Technical Assistance Centers, U.S. Department of Education, 2007-2010
RAND Bronze Award for work on federal accountability policy, 2007
RAND President's Award, 2006
Outstanding Reviewer Award for *Educational Evaluation and Policy Analysis*, 2006
Section Chair, American Educational Research Association Division L, Section 4 (Curriculum, Testing, and Instructional Practice), 2006-07
Proposal Reviewer, Spencer Foundation, 2005-present
Proposal Reviewer, Carnegie Corporation, 2005-present
Proposal Reviewer, William T. Grant Foundation, 2010
Member, Dissertation Committees for RAND Graduate School students, 2001-present
Consultant, Evaluation of Texas Educator Excellence Grants Program, 2007-2011
Member, RAND Human Subjects Protection Committee (HSPC) Advisory Committee, 2001-present
Advisor, Qatar Secondary Certification Project, 2007
Content Advisor to the National Longitudinal Study of No Child Left Behind, 2004-06

Member, University of Pittsburgh Learning Policy Center Search Committee, 2005-06
Member, American Educational Research Association Division L Nominating Committee, 2005
Training Director, RAND/Spencer Postdoctoral Fellowship Program in Education Policy, 2001-2005
Advisor, Qatar Student Assessment Program, 2002-2004
Member, RAND Diversity Advisory Committee, 2001-2003
Member, RAND Education Research Council, 1998-2003
Chair, RAND Education Recruiting Committee, 2000-2002
Member, RAND Communications Plan Advisory Committee, 2000
Proposal Review Panelist, National Science Foundation
Ad hoc Reviewer: *Educational Researcher; American Educational Research Journal; Educational Evaluation and Policy Analysis; Journal of Research on Educational Effectiveness; Educational Assessment; American Journal of Education; Education Finance and Policy; Educational Measurement: Issues and Practice; Teachers College Record; Educational Policy; Economics of Education Review; Journal for Research in Mathematics Education; Journal of Teacher Education; Teaching and Teacher Education; Assessment in Education; Journal of School Choice, Studies in Educational Evaluation; School Effectiveness and School Improvement; Education Inquiry; American Educational Research Association and National Council on Measurement in Education meetings; Center for Research on Evaluation, Standards, and Student Testing; National Center for Education Statistics; Institute of Education Sciences; Guilford Press; Center on Reinventing Public Education; School Choice Demonstration Project; Consortium for Policy Research in Education*
External Evaluator, Michigan Educational Assessment Program (MEAP) High School Writing Proficiency Test, 1998
Spencer Foundation Dissertation Fellowship, 1996-97
American Educational Research Association (AERA) Dissertation Grant (sponsored by the National Science Foundation and the National Center for Education Statistics), 1996-97
Graduate Research Opportunities Grant, Stanford University School of Humanities and Sciences, 1996
Chair and Member, National Council on Measurement in Education Graduate Student Issues Committee, 1994-96
Member, National Council on Measurement in Education Annual Meeting Program Committee, 1995-96
School of Education Fellowship, Stanford University, 1992-93
Dean's Fellowship, University of Pennsylvania, 1990-91
Outstanding Music Education Student Award, Duquesne University, 1990
University Scholars Award, Duquesne University, 1986-90

PUBLICATIONS

- Schweig, J., Hamilton, L.S., & Baker, G. (2019). *School and classroom climate measures: Considerations for use by state and local education leaders* (RR-4259-FCIM). Santa Monica, CA: RAND.
- Jordan, P.W., & Hamilton, L.S. (2019). *Walking a fine line: School climate surveys in state ESSA plans*. Washington, DC: FutureEd.
- Schweig, J., & Hamilton, L.S. (2019). Stakeholder feedback surveys as indicators of teaching effectiveness (RR-4312/5). Santa Monica, CA: RAND.
- Hamilton, L.S., & Schwartz, H.L. (2019). *Get smart about social and emotional learning measurement*. Washington, DC: American Enterprise Institute.
- Hamilton, L.S., & McEachin, A. (2019). Accountability and school choice. In Berends, M., Primus, A., & Springer, M.G. (Eds.), *Handbook of research on school choice* (pp.287-301). New York: Taylor & Francis.
- Doss, C.J., Steiner, E.D., & Hamilton, L.S. (2019). *Teacher perspectives on social and emotional learning in Massachusetts: Findings from the American Teacher Panel* (RR-3171-BMGF). Santa Monica, CA: RAND.
- Hamilton, L.S. & Hunter, G.P. (2019). *Where do educators turn to address instructional and behavior challenges? An AEP data note* (RR-2575/9). Santa Monica, CA: RAND.
- Kaufman, J.H., Engberg, J., Hamilton, L.S., Yuan, K., & Hill, H.C. (2019). Validity evidence supporting use of anchoring vignettes to measure teaching practice. *Educational Assessment*, DOI:10.1080/10627197.2019.1615374.
- Hamilton, L.S., Doss, C.J., & Steiner, E.D. (2019). *Teacher and principal perspectives on social and emotional learning in America's schools: Findings from the American Educator Panels* (RR-2991-BMGF). Santa Monica, CA: RAND.
- Hannan, M.Q., Hamilton, L.S., & Kaufman, J.H. (2019). *Raising the bar for teacher preparation: Early signals on how Louisiana's education policy strategies are working across the state* (RR-2303/3-BRAF). Santa Monica, CA: RAND.
- Gates, S.M., Baird, M.D., Doss, C.J., Hamilton, L.S., Opper, I.M., Master, B.K., Prado Tuma, A., Vuollo, M., & Zaber, M.A. (2019). Preparing school leaders for success: Evaluation of New Leaders' Aspiring Principals Program, 2012-2017 (RR-2812-NL). Santa Monica, CA: RAND.
- Wrabel, S.L., Hamilton, L.S., Whitaker, A.A., & Grant, S. (2018). *Investing in evidence-based social and emotional learning: Companion guide to Social and emotional learning interventions under the every student succeeds act: evidence review* (RR-2739-WF). Santa Monica, CA: RAND.
- Hamilton, L.S., Stecher, B.M., Schweig, J., & Baker, G. (2018). *RAND Education Assessment Finder*. Santa Monica, CA: RAND (<https://www.rand.org/pubs/tools/TL308.html>).
- Taylor, J.J., Buckley, K., Hamilton, L.S., Stecher, B.M., Read, L., & Schweig, J. (2018). Choosing and using SEL competency assessments: What schools and districts need to know. Chicago: Collaborative for Academic, Social, and Emotional Learning (http://measuringsel.casel.org/pdf/Choosing-and-Using-SEL-Competency-Assessments_What-Schools-and-Districts-Need-to-Know.pdf).
- Schweig, J., Baker, G., Hamilton, L.S., & Stecher, B.M. (2018). *Building a repository of assessments of interpersonal, intrapersonal, and higher-order cognitive competencies* (RR-2508-FCIM). Santa Monica, CA: RAND.

- Hamilton, L.S., & Stecher, B.M. (2018). Commentary on the special issue on social emotional assessment to guide educational practice. *Journal of Applied Developmental Psychology* (doi.org/10.1016/j.appdev.2018.05.003).
- Prado Tuma, A., Hamilton, L.S., & Tsai, T. (2018). *A nationwide look at teacher perceptions of feedback and evaluation systems: Findings from the American Teacher Panel* (RR-2558-BMGF). Santa Monica, CA: RAND.
- Stecher, B.M., Holtzman, D.J., Garet, M.S., Hamilton, L.S., Engberg, J., Steiner, E.D., Robyn, A., Baird, M.D., Gutierrez, I., Peet, E., Brodziak de Los Reyes, I., Fronberg, K., Weinberger, G., Hunter, G.P., & Chambers, J. (2018). *Improving teaching effectiveness: Final report: The intensive partnerships for effective teaching through 2015–2016* (RR-2242-BMGF). Santa Monica, CA: RAND.
- Kaufman, J.H., Cannon, J.S., Culbertson, S., Hannan, M., Hamilton, L.S., & Meyers, S. (2018). *Raising the bar: Louisiana's strategies for improving student outcomes* (RR-2303-BRAF). Santa Monica, CA: RAND.
- Grant, S., Hamilton, L.S., Wrabel, S.L., Whitaker, A., Gomez, C., Leschitz, J.T., Unlu, F., Chavez-Herrerias, E., Baker, G., Barrett, M., Harris, M., & Ramos, A. (2017). *Social and emotional learning interventions under the Every Student Succeeds Act: Evidence review* (RR-2133-WF). Santa Monica, CA: RAND.
- Steiner, E.D., Hamilton, L.S., Stelitano, L., & Rudnick, M. (2017). *Designing innovative high schools: Implementation of the Opportunity by Design initiative after two years* (RR-2005-CCNY). Santa Monica, CA: RAND.
- Kaufman, J. H., Wang, E.L., Hamilton, L.S., Thompson, L.E., & Hunter, G. (2017). *U.S. teachers' support of their state standards and assessments: Findings from the American Teacher Panel* (RR-2136). Santa Monica, CA: RAND.
- Pane, J.F. Steiner, E.D., Baird, M.D., Hamilton, L.S., & Pane, J.D. (2017). *Informing progress: Insights on personalized learning implementation and effects* (RR-2042-BMGF). Santa Monica, CA: RAND.
- Hamilton, L.S., Stecher, B.M., & Yuan, K. (2017). *Creating an indicator of K-12 classroom coverage of science, technology, engineering, and math (STEM) content and practices* (RR-1913-NSF). Santa Monica, CA: RAND.
- Stecher, B.M., Garet, M.S., Hamilton, L.S., Steiner, E.D., Robyn, A., Poirier, J., Holtzman, D., Fulbeck, E., Chambers, J., & Brodziak de los Reyes, I. (2016). *Improving teaching effectiveness implementation: The Intensive Partnerships for Effective Teaching through 2013-2014* (RR-1295-BMGF). Santa Monica, CA: RAND.
- Hamilton, L.S., & Schwartz, H.L. (2016). Expanding school indicator systems in a post-NCLB era. In A. Daly & K. Finnigan (Eds.), *Thinking systemically: Improving districts under pressure* (pp. 49-74). Washington, DC: American Educational Research Association.
- Bingham, A.J., Pane, J.F., Steiner, E.D., & Hamilton, L.S. (2016). Ahead of the curve: Implementation challenges in personalized learning school models. *Educational Policy*, 32(3), 454-489.
- Hamilton, L.S., Kaufman, J.H., Stecher, B.M., Naftel, S., Robbins, M., Thompson, L.R., Garber, C., Faxon-Mills, S., & Opfer, V.D. (2016). *What supports do teachers need to help students meet Common Core State Standards for Mathematics? Findings from the American Teacher and School Leader Panels* (RR-1404-1). Santa Monica, CA: RAND.

- Kaufman, J.H., Hamilton, L.S., Stecher, B.M., Naftel, S., Robbins, M., Thompson, L.R., Garber, C., Faxon-Mills, S., & Opfer, V.D. (2016). *What supports do teachers need to help students meet Common Core State Standards for English Language Arts and Literacy? Findings from the American Teacher and School Leader Panels* (RR-1374-1). Santa Monica, CA: RAND.
- Pane, J.F., Steiner, E.D., Baird, M.D., & Hamilton, L.S. (2015). *Continued progress: Promising evidence on personalized learning* (RR-1365-BMGF). Santa Monica, CA: RAND. (summary published in *Social Innovations Journal*:
<http://www.socialinnovationsjournal.org/editions/current-edition-2/75-disruptive-innovations/2207-continued-progress-promising-evidence-on-personalized-learning>).
- Kaufman, J.H., Hamilton, L.S., Stecher, B.M., Naftel, S., Robbins, M., Garber, C., Ogletree, C., Faxon-Mills, S., & Opfer, D.O. (2015). *What are teachers' and school leaders' major concerns about new k–12 state tests? Findings from the American Teacher and American School Leader Panels* (RR-1294-1). Santa Monica, CA: RAND.
- Yuan, K., Stecher, B.M., & Hamilton, L.S. (2015). *The feasibility of developing a repository of assessments of hard-to-measure competencies* (RR-1204-WFHF). Santa Monica, CA: RAND.
- Stecher, B.M., & Hamilton, L.S. (2014). *Measuring hard-to-measure student competencies: A research and development plan* (RR-863-WFHF). Santa Monica, CA: RAND.
- Steele, J.L., Lewis, M.W., Santibañez, L., Faxon-Mills, S., Rudnick, M., Stecher, B.M., & Hamilton, L.S. (2014). *Competency-based education in three pilot programs: Examining implementation and outcomes* (RR-732-BMGF). Santa Monica, CA: RAND.
- Gates, S.M., Hamilton, L.S., Martorell, P., Burkhauser, S., Heaton, P., Pierson, A., Baird, M., Vuollo, M., Li, J., Lavery, D., Harvey, M., & Gu, K. (2014). *Preparing principals to raise student achievement: Implementation and effects of the New Leaders program in ten districts* (RR-507-NL). Santa Monica, CA: RAND.
- Correnti, R., Matsumura, L.C., Hamilton, L.S., & Wang, E. (2013). Assessing students' skills at writing analytically in response to texts. *The Elementary School Journal*, 114(2), 142-177.
- Soland, J., Hamilton, L.S., & Stecher, B.M. (2013). *Measuring 21st-century competencies: Guidance for educators*. New York: Asia Society.
- Burkhauser, S., Gates, S.M., Hamilton, L.S., Li, J.J., & Pierson, A. (2013). *Laying the foundation for successful school leadership* (RR-419-RC). Santa Monica, CA: RAND.
- Faxon-Mills, S., Hamilton, L.S., Rudnick, M., & Stecher, B.M. (2013). *New assessments, better instruction? Designing assessment systems to promote instructional improvement* (RR-354-WFHF). Santa Monica, CA: RAND.
- Hamilton, L.S., Schwartz, H., Stecher, B.S., & Steele, J. (2013). Improving accountability through expanded measures of performance. *Journal of Educational Administration*, 51(4), 453-475.
- Yuan, K. Le, V., McCaffrey, D.F., Marsh, J.A., Hamilton, L.S., Stecher, B.M., & Springer, M.G. (2013). Incentive pay programs do not affect teacher motivation or reported practices: Results from three randomized studies. *Educational Evaluation and Policy Analysis*, 35(1), 3-22.
- Hamilton, L.S., Stecher, B.M., & Yuan, K. (2012). Standards-based accountability in the United States: Lessons learned and future directions. *Education Inquiry*, 3(2), 149-170.
- Springer, M.G., Pane, J.F., Le, V., McCaffrey, D.F., Burns, S., Hamilton, L.S., & Stecher, B.M. (2012). Team pay for performance: Experimental evidence from the Round Rock Pilot Project on Team Incentives. *Educational Evaluation and Policy Analysis*, 34, 367-390.

- Hamilton, L.S., Engberg, J., Steiner, E.D. Nelson, C.A., & Yuan, K. (2012). *Improving school leadership through support, evaluation, and incentives: The Pittsburgh Principal Incentive Program* (MG-1223-PPS). Santa Monica, CA: RAND.
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COMMENTARIES AND INVITED REVIEWS

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- For teachers, a good boss makes all the difference. New research looks at program that trains principals to be leaders (with S. Gates). *The 74* (2019, April 2). (<https://www.the74million.org/article/gates-hamilton-for-teachers-a-good-boss-makes-all-the-difference-new-research-looks-at-program-that-trains-principals-to-be-leaders/>).
- How do you measure social and emotional learning? Tools to use in the era of 'what gets assessed gets addressed' (with J. Taylor). *The Hechinger Report* (2019, March 28). (<https://hechingerreport.org/opinion-how-do-you-measure-social-and-emotional-learning/>).
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- Technology is only part of personalized learning (with J. Pane). *The RAND Blog* (2016, March 4). (<http://www.rand.org/blog/2016/03/technology-is-only-part-of-personalized-learning.html>).
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- Reauthorizing ESEA: Four recommendations to make testing work (with B. Stecher & G. Evans). *The RAND Blog* (2015, January 22). (<http://www.rand.org/blog/2015/02/reauthorizing-esea-fourrecommendations-to-improve.html>).
- A plan for measuring hard-to-measure, 'soft' skills (with B. Stecher). *Education Week* (2014, December 10).
- How to assess 21st-century competencies: 12 key lessons (with B. Stecher). Commentary, *Education Week* (2014, February 15).
- Is high-stakes testing counterproductive? (with G. Gonzalez). Op-ed, *Pittsburgh Post-Gazette* (2013, April 21; also published as “Don't dump testing. Improve the test” in the *Atlanta Journal-Constitution*, April 23, 2013).
- Fair assessments: Distinctive teacher evaluation programs could provide lessons for others (with J. Steele & B. Stecher). *RAND Review*, 36 (3), 12-15 (2013).
- Review of the *Process Assessment of the Learner-Second Edition (PAL-II) Diagnostic Assessment for Math*. In R.A. Spies, J.F. Carlson, & K.F. Geisinger (Eds.), *The Eighteenth Mental Measurements Yearbook* (2010).
- Lessons learned: Education priorities for the Obama administration* (with S. Bodilly, L. Karoly, J. Li, B. Stecher, G. Vernez, & G. Zellman). *RAND Review*, 33 (2), 14-19 (2009).
- Standardize the goal, customize the strategy (with B. Stecher). In *A Better Deal: 12 Suggestions for the New U.S. President*, special issue of *RAND Review*, 32(3), 28 (2008, fall).
- Passing or failing? A midterm report card for No Child Left Behind (with B. Stecher, G. Vernez, & R. Zimmer). *RAND Review*, 31 (3), 16-25 (2007).
- Review of L.F. Deretchin & C.J. Craig (Eds.), *International research on the impact of accountability systems: Teacher Education Yearbook XV. Teachers College Record* (2007).

- Looking at schools' average test scores only tells part of story. Guest column, *Pittsburgh Business Times' Guide to Western Pennsylvania Schools* (2007, May 11).
- Think it through on tests. Op-ed, *Philadelphia Inquirer* (2007, March 27).
- Key issues in studying charter schools and achievement: A review and suggestions for national guidelines* (with members of the Charter School Achievement Consensus Panel). NCRSP White Paper Series No. 2. Seattle: Center for Reinventing Public Education (2006).
- Parents of schoolchildren: Start your engines (with B. Gill). Op-ed, *Pittsburgh Post-Gazette* (2004, October 10).
- Review of H. Mintrop, *Schools on probation: How accountability works (and doesn't work)*. *Teachers College Record* (2004, March).
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- Putting theory to the test: Systems of "educational accountability" should be held accountable (with B. Stecher). *RAND Review*, 26 (1), 16-23 (2002).
- Making test-based accountability work better (with B. Stecher). *Education Week* (2002, February 20).

SELECTED RECENT PRESENTATIONS

- Predictive standard setting: Improving the method, debating the madness* (with J. Beimers, W. Camara, L. Davis, A. Ho, D. Morgan, D. Way, & Y. Xe). Annual meeting of the National Council on Measurement in Education, San Francisco, CA (2020, April).
- Indicators of educational equity: Tracking disparities, advancing equity* (with C. Edley, N. Nielsen, & S. Reardon). Annual meeting of the National Council on Measurement in Education, San Francisco, CA (2020, April).
- Get smart about social and emotional learning measurement*. American Enterprise Institute event: What it Will Take for Social and Emotional Learning to Succeed, Washington, DC (2019, December).
- Assessing students' social and emotional competencies*. Remake Learning convening - SEL: The Importance of Strategy and Practice, Pittsburgh, PA (2019, November).
- Preparing school leaders for success: Evaluation of New Leaders' Aspiring Principals Program, 2012-2017* (with S. Gates, M. Baird, C. Doss, I. Opper, B. Master, A. Prado Tuma, M. Vuollo, & M. Zaber). Association for Public Policy Analysis & Management Fall Research Conference, Denver, CO (2019, November).
- Choosing and Using SEL assessments: What schools and districts need to know* (with K. Buckley, J. Schweig, & J. Taylor). CASEL SEL Exchange, Chicago, IL (2019, October).
- Teacher perspectives on SEL in America's schools* (with C. Doss). CASEL SEL Exchange, Chicago, IL (2019, October).
- Overview of the American Educator Panels* (with D. Grant & D. Opfer). National Superintendents Roundtable Convening, Santa Monica, CA (2019, October).

- Evidence, policy, and funding for school-based social and emotional learning interventions* (with S. Grant & S. Wrabel). Substance Abuse and Mental Health Services Administration webinar (2019, August).
- Programs and practices to support students' social and emotional development: Results from nationally representative surveys* (with E. Steiner & C. Doss). Association for Education Finance and Policy Annual Conference, Kansas City, MO (2019, March).
- Social and emotional learning interventions: Evidence and partnerships*. Regional Education Laboratory – Northeast and Islands Bridge Event (2018, December).
- The research arguments for (and against) personalized learning* (with J. Pane & E. Steiner). Education Week Pathways to Personalized Learning Summit (2018, December).
- History and context of NAEP achievement levels*. National Assessment Governing Board (2018, November).
- Personalized learning in high schools: Evidence from nationally representative surveys* (with E. Steiner). Association for Public Policy and Management Fall Research Conference, Washington, DC (2018, November).
- Improving access to measures of interpersonal, intrapersonal, and higher-order cognitive skills* (with B. Stecher). Webinar hosted by the Oak Foundation Learning Differences Program Impact Measurement Working Group (2018, June).
- Intended uses of NAEP achievement levels: Perspectives from the National Academies evaluation*. Annual Meeting of the National Council on Measurement in Education, New York, NY (2018, April).
- Social and emotional learning interventions under the Every Student Succeeds Act: An evidence review* (with S. Grant). Webinars hosted by The Wallace Foundation (2017, December), the Hunt Institute (2018, January), and Learning Forward (2018, February).
- Building a repository of measures of interpersonal, intrapersonal, and complex cognitive competencies* (with J. Schweig, G. Baker, & B. Stecher). Association for Public Policy and Management Fall Conference, Chicago, IL (2017, November).
- Reflecting on state standards and assessments: Voices from the RAND American Teacher Panel* (with J. McCombs, J. Kaufman, M. Cohen, & S. Pelika). Association for Education Finance and Policy Annual Conference, Washington, DC (2017, March).
- Measuring the unmeasurable*. RAND Politics Aside Policy Conference, Santa Monica, CA (2016, November).
- Designing school indicator systems under the Every Student Succeeds Act (ESSA)*. Mass Insight State Development Network for School Turnaround Leadership Convening, Pittsburgh, PA (2016, June).
- Measuring students' exposure to standards-aligned STEM content and practices* (with B. Stecher & K. Yuan). American Educational Research Association, Washington, DC (2016, April).
- Designing high schools that personalize* (with A. Saavedra & E. Steiner). American Educational Research Association, Washington, DC (2016, April).
- Implementation and Outcomes in Personalized Learning Schools* (with J. Pane, E. Steiner, & M. Baird). American Educational Research Association, Washington, DC (2016, April).
- Supports Teachers need to help students meet Common Core State Standards* (with J. Kaufman). Council of Chief State School Officers Common Core Webinar Series (2016, January).

- Hard-to-measure competencies: A research and development agenda and a repository of instruments* (with B. Stecher). National Academy of Sciences Symposium on Assessing Hard-to-Measure Cognitive, Intrapersonal and Interpersonal Competencies (2015, December).
- Challenges in implementing new standards and assessments*. Conversations at RAND event (2015, October).
- Accountability and personalized learning*. National Center for the Improvement of Educational Assessment Colloquium (2015, May).
- Assessing interpersonal and intrapersonal competencies* (with B. Stecher). Educating world-class minds: Using cognitive science to create 21st century schools, New York (2015, May).
- Challenges and promising opportunities for NAEP in the decades ahead: Invited speaker session*. American Educational Research Association, Chicago (2015, April).
- Beyond academic achievement: Measuring interpersonal and intrapersonal competencies* (with B. Stecher). American Educational Research Association, Chicago (2015, April).
- Reauthorizing ESEA: Congress' role in improving assessments, accountability, and teaching effectiveness* (with J. Engberg & B. Stecher). Congressional briefing, Washington, DC (2015, February).
- Personalized learning: Implementation details and effects on student achievement* (with J. Pane & E. Steiner). Association for Education Finance and Policy Annual Conference, Washington, DC (2015, February).
- Hard-to-measure 21st century competencies* (with B. Stecher). White House Meeting on Measuring Hard-to-measure 21st Century Competencies, Washington, DC (2015, January).
- Using student data to support personalized learning environments* (with J. Pane & E. Steiner). Association for Public Policy Analysis and Management Fall Research Conference, Albuquerque, NM (2014, November).
- Advancing a research agenda for "hard-to-measure" 21st century competencies* (with B. Stecher). Webinar hosted by the Hewlett Foundation and the Alliance for Excellent Education, Washington, DC (2014, October).
- Standards for Educational and Psychological Testing: Essential guidance and key developments in testing for accountability*. Capitol Hill briefing, Washington, DC (2014, September).
- Using teacher evaluation data to inform professional development in the Intensive Partnership sites* (with E. Steiner, D. Holtzman, E. Fulbeck, A. Robyn, J. Poirier, & C. O'Neil). Association for Education Finance and Policy Annual Conference, San Antonio, TX (2014, March).
- Measuring teacher practice using calibrated self-reports* (with J. Engberg, J. Kaufman, K. Yuan, & D. McCaffrey). Association for Education Finance and Policy Annual Conference, San Antonio, TX (2014, March).
- Using anchoring vignettes to calibrate teachers' self-assessment of teaching* (with K. Yuan, J. Engberg, J. Kaufman, H. Hill, K. Umland, & D. McCaffrey). Society for Research on Educational Effectiveness Spring Conference, Washington, DC (2014, March).
- Measuring 21st-century skills: Guidance for educators* (with J. Soland and B. Stecher). Webinar hosted by the Asia Society and the Alliance for Excellent Education, Washington, DC (2013, November).

- New Assessments, Better Instruction?* Educational Policy Forum sponsored by the American Educational Research Association and the Institute for Educational Leadership, Washington, DC (2013, October).
- Measuring 21st-century skills* (with J. Soland and B. Stecher). Global Cities Education Network Symposium, National Institute of Education, Singapore (2013, October).
- Proficiency-based pathways in three pilot programs: Examining implementation and outcomes* (with J. Steele, M. Lewis, L. Santibanez, M. Rudnick, B. Stecher, & S. Faxon-Mills). Society for Research on Educational Effectiveness Fall Conference, Washington, DC (2013, September).
- District performance measures: Using student achievement data to measure progress.* Center for Reinventing Public Education, Portfolio School District Network Meeting, Seattle (2013, July).
- Improving leadership evaluation: Lessons from one district's experiences.* Annual Conference of the National Association of State Boards of Education, Chicago (2012, October).
- Practical challenges in evaluating efforts to improve the principalship* (with S. Burkhauser, A. Pierson, & S. Gates). University Council for Educational Administration Annual Convention, Denver (2012, November).
- Maintaining accountability and nurturing innovation through a reauthorized ESEA* (with D. Opfer, S. Gates, & J. Steele). Congressional briefing, Washington, DC (2012, May).
- Incentivizing principals: Lessons from one district's experiences with principal pay for performance.* Annual Meeting of the American Educational Research Association, Vancouver (2012, April).
- Measuring teaching quality using student achievement tests: Lessons from educators' responses to no child left behind.* Annual Meeting of the American Educational Research Association, Vancouver (2012, April).
- The national picture on data use.* Education Writers Association Diving into Data Workshop, Denver, CO (2012, March).
- Using student achievement data to support instructional decision making* (with S. Jackson). National Association of Secondary School Principals Breaking the Ranks K-12 Conference, Tampa, FL (2012, March).
- Improving school and district accountability through expanded measures of performance* (with H. Schwartz, B. Stecher, & J. Steele). AERA-sponsored symposium: Thinking Systemically: Improving Districts Under Pressure, Rochester, NY (2011, November).
- Standards-based accountability in the United States: Lessons learned and future directions.* International mini-symposium: Political and methodological challenges in contemporary educational evaluation and assessment, Umeå University, Umeå, Sweden (2011, June).