

Julie Cohen
Curriculum Vitae

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Education

Stanford University Ph.D. in Curriculum and Teacher Education, 2013.

Loyola Marymount University M.A.T. and Multiple Subjects Teaching Credential, 2006

Stanford University B.A. in American Studies, specialization in Race and Ethnicity (with departmental honors and university distinction), 2001

Professional Experience and Appointments

Charles S. Robb Professorship **2022- Present:** *School of Education and Human Development*

Associate Professor **2020-Present:** *Department of Curriculum, Instruction, and Special Education, School of Education and Human Development, University of Virginia*

Assistant Professor **2014-2020:** *Department of Curriculum, Instruction, and Special Education, School of Education and Human Development, University of Virginia*

Faculty Affiliate- Center for Advanced Study of Teaching and Learning; Center on Education Policy and Workforce Competitiveness; Virginia Education Science Training program

Post-Doctoral Fellow **2013-2014:** *Center to Support Excellence in Teaching at Stanford University. Faculty Mentor: Pam Grossman.*

Scholarship

Publications

Journal Articles- Peer Reviewed (indicates UVA doctoral students or post doctoral fellows)*

- Cohen, J., & Wiseman, E.*** (In press). Supporting professional learning at scale: Evidence from the District of Columbia Public Schools. *Teachers College Record*.
- Miller-Bains, K.*, **Cohen, J.**, & Wong, V. (2022). Developing data literacy: Investigating the effects of a pre-service data use intervention. *Teaching and Teacher Education, 109*(1).
- Youngs, P., Elreda, L.M., Anagnostopoulos, D., **Cohen, J.**, Drake, C., & Konstantopoulos, S. (2022). The development of ambitious instruction: How beginning elementary teachers' personal characteristics and preparation experiences are associated with their mathematics and reading practices. *Teaching and Teacher Education*.
- Berlin, R.*, Youngs, P., & **Cohen, J.** (2021). Opportunity for quality learning: How elementary teaching candidates develop mathematical knowledge for teaching, self-efficacy, and pedagogical beliefs. *Teachers College Record, 123*(7).
- Demszky, D., Liu, J., Mancenido, Z., **Cohen, J.**, Hill, H., Jurafsky, D., and Hashimoto, T. (2021). Measuring Conversational Uptake: A Case Study on Student-Teacher Interactions. In *Proceedings of the 59th Annual Meeting of the Association for Computational Linguistics (ACL)*
- Liu, J. & **Cohen, J.** (2021). Measuring teaching practices at scale: A novel application of text-as-data methods. *Educational Evaluation and Policy Analysis*.
- Berlin, R.* & **Cohen, J.** (2020). The convergence of emotionally supportive learning environments and college and career ready mathematical engagement in upper elementary classrooms. *AERA-Open, 6*(3), 1-20.
- Cohen, J.**, Hutt, E., Berlin, R.*, & Wiseman, E.* (2020). The change we cannot see: Instructional quality and classroom observation in the era of common core. *Educational Policy*. <https://doi.org/10.1177/0895904820951114>
- Cohen, J.**, Wong, V., Krishnamachari, A.*, Berlin, R.* (2020). Teacher coaching in a simulated environment. *Educational Evaluation and Policy Analysis, 43*(2).
- Cohen, J.**, Loeb, S., Miller, L., & Wyckoff, J. (2020). Policy implementation, principal agency and strategic action: Improving teacher quality in New York City middle schools. *Educational Evaluation and Policy Analysis, 43*(1), 134-160.
- Cohen, J.**, & Berlin, R.* (2020). What constitutes an opportunity to learn in teacher preparation? *Journal of Teacher Education*.
- Schutz, K.M., Danielson, K., & **Cohen, J.** (2019). Approximations in English language arts: Scaffolding shared practice, *Teaching and Teacher Education, 81*, 100-111.
- Cohen, J.**, Ruzek, E., & Sandilos, L.* (2018). Does teaching quality cross subjects?:

Understanding consistency in elementary teacher practice across subjects, *AERA-Open*.

- Cohen, J.,** Hutt, E., Berlin, R.*, Mathews, H.*, & McGraw, J.*, & Gotlieb, J. (2018). Sense making and professional identity in the implementation of edTPA, *Journal of Teacher Education*.
- Berlin, R*. & **Cohen, J.** (2018). Understanding instructional quality through a relational lens. *ZDM: The International Journal on Mathematics Education*, 50(3), 367-379.
- Cohen, J.** (2018). Practices that cross disciplines?: Revisiting explicit instruction in elementary mathematics and language arts, *Teaching and Teacher Education*, 69(3), 324-335.
- Hutt, E., Gotlieb, J., & **Cohen, J.** (2018). Diffusion in a vacuum: edTPA, legitimacy, and the rhetoric of teacher professionalization. *Teaching and Teacher Education*, 69(1), 52-61.
- Sandilos, L.*, Rimm-Kaufman, S., & **Cohen, J.** (2017). Warmth and demand: The relation between students' perceptions of the classroom environment and achievement growth, *Child Development*, 88(4), 1321-1337.
- Cohen, J.** & Goldhaber, D. (2016). Building a more complete understanding of teacher evaluation using classroom observations, *Educational Researcher*, 45(6).
- Cohen, J.,** Chambers-Schuldt, L., Brown, L., & Grossman, P. (2016). Leveraging observation tools for instructional improvement: Exploring variability in uptake of ambitious instructional practices, *Teachers College Record*, 118(11).
- Cohen, J.** & Grossman, P. (2016). Respecting complexity in measures of teaching: Keeping schools and students in focus, *Teaching and Teacher Education*, 55, 308-17.
- Cohen, J.** & Brown, M. (2016). Teaching quality across school settings. *The New Educator*, 12(2), 1-30.
- Cohen, J.** (2015). The challenge of identifying high-leverage practices. *Teachers College Record*, 117(8), 1-41.
- Grossman, P., **Cohen, J.,** Ronfeldt, M., & Brown, L. (2014). The test matters: The relationship between classroom observation scores and teacher value-added on multiple types of assessment. *Educational Researcher*, 43(6), 293-303.
- Grossman, P., Loeb, S., **Cohen, J.,** & Wyckoff, J. (2013). Measure for measure: The relationship between measures of instructional practice in middle school English language arts and teachers' value-added scores. *American Journal of Education*. 119(3), 445-470.

Book Chapters and Policy Briefs

- Cohen, J.** & Wyckoff, J. (2019). *State policies to improve teacher preparation*. Policy brief commissioned by the Southern Regional Education Board.
- Mathews, H.* & **Cohen, J.** (2019). Explicit instruction: A brief review of what we know and next directions for research. In T. Good & M. McCaslin (Eds.), *The Routledge Encyclopedia of Education*. New York: Routledge.
- Cohen, J.** & Wyckoff, J. (2016). *Teacher education: Expanding the intersection of evidence and policy*. Policy brief commissioned by the Southern Regional Education Board.
- Cohen, J.** & Goldhaber, D. (2015). Observations on different means of evaluating teacher performance. In J.A. Grissom & P. Youngs (Eds.), *Making the most of multiple measures: The impacts and challenges of implementing rigorous teacher evaluation systems*. New York: Teachers College Press.
- Grossman, P., **Cohen, J.**, & Brown, L. (2014). Understanding instructional quality in English Language Arts: Variations in the relationship between PLATO and value-added by content and context. In K. Kerr, R. Pianta, & T. Kane (Eds.), *Designing Teacher Evaluation Systems: New guidance from the Measures of Effective Teaching Project*. San Francisco: Jossey-Bass.
- Grossman, P., Ronfeldt, M., & **Cohen, J.** (2011) The power of setting: The role of field experience in learning to teach. In K.R. Harris, S. Graham, & T. Urdan (Eds.), *Educational Psychology Handbook: Vol. 4*. Washington, DC: American Psychological Association.

Blog Posts

- Cohen, J.**, Wong, V., Krishnamachari, A., & Jones, N. (2021, November). Simulations as a platform for understanding and improving teachers' classroom skills. *National Science Foundation Advancing Research & Innovation in STEM Education*.
- Cohen, J.**, & Wong, V., (2021, November). Using classroom simulators to transform teacher preparation. *Brooking Institute- Brown Center Chalkboard*.

Manuscripts Under Review

- Cohen, J.**, Krishnamachari, A.*, & Wong, V. (In revision). Experimental evidence on the robustness of coaching supports in teacher education. *Educational Researcher*.
- Boguslav, A.*, **Cohen, J.**, Katz, V., Sadowski, K., & Wiseman, E.*, Wyckoff, J. (In revision). Structured flexibility, tradeoffs, and tensions: Implementing targeted

professional development across the District of Columbia Public Schools.
Educational Evaluation and Policy Analysis.

Sebastian, R.* & **Cohen, J.**, & Krishnamachari, A*. (In revision) Listening to teacher candidates: Perspectives on simulations in teacher education. *Journal of Technology and Teacher Education.*

Cohen, J. & Wiseman, E,* & Anglin, K.* (In review). *Teacher supports for text-based instruction: Experimental evidence from simulations in teacher preparation.*

Cohen, J., Miller, L.C., Chung, R.*, & Wiseman, E*, & Ruzek, E. (In review). *Measuring text-focused reading instruction.*

Funded Research

External Funding: Foundations and Federal Grants (Total~\$13.3 million)

National Science Foundation (2022-26) **\$2,768,977**

Title: Preparing Mentors to Support Novices in Eliciting Student Thinking During Mathematics Discussions: Developing and Testing a Simulation-Based PD Program

Role: **Principal Investigator**

Objective: Develop and test the effectiveness of a professional learning program designed to support mentor teachers in helping elementary teachers in eliciting student thinking in mathematics classrooms.

Charles and Lynn Schusterman Family Foundation (2020-23) **\$1,446,208**

Title: Assessing the Teaching of Foundational Reading Skills

Role: **Principal Investigator**

Objective: Develop observational measures of standard-aligned teaching practices in elementary reading and analyze the relationship between observational scores and a range of teacher, classroom, and school level variables.

Robertson Foundation (2020-23) **\$450,000**

Title: Simulations in Teacher Education: Systematic Replication Research to Improve the Preparation of Teachers

Role: **Principal Investigator**

Objective: Test whether different types of coaching during simulations lead to more rapid development of candidates' skills across content areas in three diverse teacher preparation programs.

National Science Foundation (2020-24) **\$2,918,000**

Title: Leveraging Simulations in Preservice Preparation to Improve Mathematics Teaching for Students with Disabilities

Role: **Principal Investigator**

Objective: Develop, pilot, refine, and ultimately test the effectiveness of simulations

designed to support elementary mathematics methods instructors in preparing general educators to work with students with disabilities.

Spencer Foundation and National Academy of Education (2018-20) **\$70,000**

Title: Simulations in Teacher Education: Analyzing the Potential of a New Tool for Teacher Development and Assessment

Role: **Principal Investigator**

Objective: Assess the degree to which prospective teachers' skill development in simulated classrooms transfers into student teaching placements.

Charles and Lynn Schusterman Family Foundation and Overdeck Family Foundation (2016-20) **\$1,270,000**

Title: *LEAP Professional Development Implementation and Impact in Washington DC Public Schools*

Role: **Co-Principal Investigator** (PI, James Wyckoff)

Objective: Identify teacher, coach, and school factors that influence the implementation and outcomes of district-wide, Common Core-aligned professional development.

Institute of Education Sciences. U.S. Department of Education (2017-2020) **\$1,399,981**

Title: *MyTeachingTeam: A Scalable, Web-Supported, Peer-Learning Program for Implementing the My Teaching Partner-Secondary Approach.*

Role: **Co-Investigator** (PI, Bridget Hamre)

Objective: Build a professional learning community model of an online coaching program and demonstrate effects on teacher practice and student outcomes.

Spencer Foundation- Lyle Spencer Research Award (2015-19) **\$997,598**

Title: *The Development of Ambitious Instruction in Elementary Mathematics and English Language Arts*

Role: **Co-Principal Investigator** (PI, Peter Youngs)

Objective: Analyze the learning trajectories of 100 prospective teachers from five university-based teacher education programs.

National Science Foundation (2015-18) **\$1,497,618**

Title: *A Study of Elements of Teacher Preparation Programs that Interact with Candidates' Characteristics to Support Novice Elementary Teachers to Enact Ambitious Mathematics Instruction*

Role: **Co-Principal Investigator** (PI, Peter Youngs)

Objective: Investigate the relationship between high-quality mathematics teaching and teachers' individual characteristics, as well as their reported learning opportunities in teacher preparation.

Carnegie Corporation of New York (2015-17) **\$500,000**

Title: *Principal Strategies to Improve Teacher Effectiveness*

Role: **Co-Principal Investigator** (PI, James Wyckoff)

Objective: Identify the strategies that New York City principals use to leverage district policies—tenure, evaluation, mentoring, and professional development—to improve the quality of the teachers and teaching in their schools.

Internal Funding: University-Based Grants (Total \$130,000)

Jefferson Trust at University of Virginia (2017-19) **\$50,000**

Title: *Simulations in Teacher Education*

Role: **Principal Investigator** (co-PI, Vivian Wong)

Objective: Test coaching interventions to rapidly improve prospective teachers' classroom skills

Bankard Fund for Political Economy at University of Virginia (2017-19) **\$60,000**

Title: *Using Simulations to Understand and Mitigate Implicit Biases*

Role: **Principal Investigator** (co-PI, Vivian Wong)

Objective: Develop classroom scenarios and associated measures that assess how biases manifest in both classroom interactions and teachers' assessments of children.

Curry School of Education Innovative, Developmental, Exploratory Award (IDEA) (2016-17) **\$10,000**

Title: A Pilot Evaluation for Mitigating Racial Implicit Bias among Pre-Service Teachers

Role: **Principal Investigator** (co-PI, Vivian Wong)

Objective: Develop and test the effects of a short intervention on preservice teachers' beliefs and teaching practices.

University of Maryland at College Park, Dean's Office Seed Grant (2015-17) **\$10,000**

Title: Understanding the Implementation of Performance Assessments in Teacher Preparation

Role: **Co-Principal Investigator** (PI, Ethan Hutt)

Objective: Study how teacher educators' attitudes about high-stakes performance assessments influence teacher candidates' experiences in completing those assessments.

Curry School of Education Innovative, Developmental, Exploratory Award (IDEA) (2014-15) **\$10,000**

Title: The Influence of Teacher Preparation Courses and Field Experiences on Beginning Secondary English/Language Arts Teachers' Instructional Practices

Role: **Co-Principal Investigator** (PI, Peter Youngs)

Objective: Create and pilot survey measures to assess opportunities to learn in teacher preparation.

Selected Scholarly Presentations

Invited Presentations

- Cohen, J.** (2022). *Supporting students with mathematics disabilities and difficulties in general education classrooms*. Research Designs and Measurement for Teacher Education Conference. Brown University, Providence, RI.
- Cohen, J.** (2022). *Developing measures of teaching that capture instruction that is both equitable and ambitious*. Presented to the Culturally Responsive Sustaining Education Funder Working Group, virtual meeting.
- Cohen, J., & Jones, N.** (2022). *The status quo isn't working: Forging new paths in educating students with disabilities in general education*. Presidential invited session at the 2022 Annual Meeting of the American Educational Research Association, San Diego, CA.
- Cohen, J.** (2022). *Simulations as a tool for preparing teachers to engage in equitable instruction*. Division K (Teaching and Teacher Education) vice-presidential invited session at the 2022 Annual Meeting of the American Educational Research Association, San Diego, CA.
- Cohen, J.** (2022) *Preparing teachers to be thoughtful consumers of curricula*. Presented to the Wisconsin Department of Public Instruction, Madison, WI.
- Cohen, J.** (2021) *Mixed reality simulations in teacher education: Experiments to understand and improve teacher quality*. Presented to the Characterising Effective Teaching Conference. University of Bristol, Department of Economics, United Kingdom.
- Cohen, J.** (2021). *Simulations in teacher education: Systematic replication research to improve the preparation of Teachers*. Research Designs and Measurement for Teacher Education Conference. Brown University, Providence, RI.
- Cohen, J.** (2021) *The change we cannot see: Classroom observations in the era of the Common Core*. Presented to the Quality in Nordic Teaching Observation Systems Seminar Series, Oslo, Norway.
- Cohen, J.** (2021) *Preparing teachers to be thoughtful consumers of curricula*. Presented to the Rhode Island Department of Education, Providence, RI.
- Cohen, J.** (2021) *Teacher performance assessments as a tool for teacher learning, program improvement, and accountability: The case of edTPA*. *Journal of Teacher Education*- invited session presented at the annual meeting of the American Association of Colleges of Teacher Education.
- Cohen, J.** (2021) *Bright spots in teacher preparation: Realigning teacher prep content*. Presented to the Teacher Preparation Funders Collaborative.

- Cohen, J.** (2020) *Simulations as a tool for assessing and supporting teaching quality*. Presented to the University College of London, Institute of Education, London, United Kingdom.
- Cohen, J.** (2020) *Integrating curricular literacy into teacher preparation courses*. Presented to the Learning to Teach convening of the Charles and Lynn Schusterman Family Foundation, Denver, CO.
- Cohen, J.** (2019) *Mixed reality simulations in teacher education: Experiments to understand and improve teacher quality*. Presented to the Boston University Wheelock School of Education, Boston, MA.
- Cohen, J.** (2019). *Simulations as a platform for understanding and improving teaching*. Invited keynote presented at the Simulations in Teacher Education conference at the annual meeting of the American Association of Colleges of Teacher Education, Louisville, KY.
- Cohen, J.** (2019). *Developing curriculum literacy in pre-service teachers*. Presented at a meeting of the Council of Chief State School Officers, Washington, DC..
- Cohen, J.** (2018). *Virtual reality simulations in teacher education: Experiments to improve teaching quality*. Presented at the Teaching & Learning Speaker Series at Southern Methodist University, Dallas, TX.
- Cohen, J.** (2016) *Data driven teacher education: What could it look like and why do we need it?* Presented at the data leads convening of Deans for Impact, Austin, TX.
- Cohen, J. & Wyckoff, J.** (2016). *Teacher education: Expanding the intersection of evidence and policy*. Paper presented at the teacher education commission of the Southern Regional Education Board, Little Rock, AR.
- Cohen, J.** (2016). *High leverage practices as a tool for teaching and teacher education*. Paper presented at CEEDAR-IRIS cross-state convening for preparing systems for personnel preparation organized by University of Florida, Reston, VA.
- Cohen, J.** (2016). *Data driven teacher education: Promising practices and potential pitfalls*. Presented at The Changing Face of Teacher Preparation conference organized by the Education Policy Center at Michigan State University, East Lansing, MI.
- Cohen, J. & Grossman, P.** (2015) *Targeting core practices for instructional improvement: PLATO as a professional development tool*. Paper presented at the Null Results Conference organized by Harvard Graduate School of Education, Arlington, VA.
- Cohen, J.** (2014). *Pursuing excellence in an era of effectiveness*. Paper presented at the

Center to Support Excellence in Teaching, Stanford University.

National Peer-Reviewed Presentations (indicates UVA doctoral students or post doctoral fellows)*

Cohen, J., & Cushing, M. (2022). *The relationship between equitable reading instruction and student outcomes*. Paper presented at the 2022 Annual Meeting of the American Educational Research Association, San Diego, CA.

Berlin, R.* & **Cohen, J.** (2022). *The convergence of emotionally supportive learning environments and college and career ready mathematical engagement*. Paper presented at the 2022 Annual Meeting of the American Educational Research Association, San Diego, CA.

Boguslav, A.* & **Cohen, J.** (2022). *Possibilities and challenges associated with measuring teaching quality during preservice preparation*. Paper presented at the 2022 Annual Meeting of the American Educational Research Association, San Diego, CA.

Boguslav, A.* & **Cohen, J.** (2022). *Possibilities and challenges associated with measuring teaching quality during preservice preparation*. Paper presented at the 2022 Annual Meeting of the Association of Educational Finance and Policy, Denver, CO.

Cohen, J. Krishnamachari, A.*, & Wong, V.C. (2022). *Experimental evidence on the robustness of coaching supports in teacher education*. Paper presented at the 2022 Annual Meeting of the Association of Educational Finance and Policy, Denver, CO.

Boguslav, A.* & **Cohen, J.** (2021). *Documenting the instructional growth trajectories of teacher candidates during the pre-service period*. Paper presented at the 2021 Annual Meeting of the American Educational Research Association, virtual.

Cohen, J. Krishnamachari, A.*, & Wong, V.C. (2021). *Experimental evidence on the robustness of coaching supports in teacher education*. Paper presented at the 2021 Annual Meeting of the American Education Research Association, virtual.

Sebastian, R.* & **Cohen, J.** (2021). *Listening to teacher candidates: Pre-service teachers' perspectives on simulations in teacher education*. Paper presented at the annual meeting of the American Education Research Association, virtual.

Cohen, J., Miller, L., Chung, R. H.*, Wiseman, E.*, & Ruzek, E. (2021). *Exploring quality language arts instruction in a Common Core era*. Paper presented at annual meeting of American Educational Research Association, Virtual.

- Cohen, J., Krishnamachari, A.*, & Wong, V.C. (2021).** *Using multiple research designs to conduct systematic replication of results: An example from teacher education.* Paper presented at the 2021 Annual Meeting of the Society for Research on Educational Effectiveness, virtual.
- Cohen, J., Ruzek, E., Chung, R. H.*, & Wiseman, E.*(2020).** *Developing a CCSS-ELA aligned classroom observational tool.* Paper presented at annual meeting of Literacy Research Association, Houston, TX.
- Cohen, J., & Wiseman, E.*, Wyckoff, J. (2020).** *Targeted professional development at scale: Evidence from DC public schools.* Paper presented at the annual meeting of the Association for Education Finance and Policy, Fort Worth, TX.
- Cohen, J., & Wiseman, E.* (2019).** *Approximating complex practice: Teacher simulation of text-based discussion.* Paper presented at the annual meeting of the Association for Public Policy Analysis and Management, Denver, CO.
- Cohen, J., Berlin, R.*, & Wiseman, E.* (2019).** *The effects of coaching on candidate performance in the simulator.* Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Chung, R. H.* & Cohen, J. (2019).** *Analyzing the mechanisms that influence the relationship between teachers and instructional coaches.* Poster presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Cohen, J., Berlin, R.*, Krishnamachari, A.*, & Wong, V., (2019)** *Teacher coaching in a simulated environment.* Paper presented at the annual meeting of the Association of Education Finance and Policy, Kansas City, MO.
- Cohen, J., Wyckoff, J., Wiseman, E.*, Bogulsav, A.*, Katz, V.* & Sadowski, K.* (2019).** *Implementing professional learning across Washington DC. public schools.* Paper presented at the annual meeting of the Association for Education Finance and Policy, Kansas City, MO.
- Wiseman, E.*, Cohen, J., Wyckoff, J., & Sadowski, K.* (2019).** *Teacher coaching at scale: Mechanisms and outcomes.* Paper presented at the annual meeting of the Association for Education Finance and Policy, Kansas City, MO.
- Berlin, R.*, & Cohen, J. (2019).** *Using targeted coaching conversations to support teacher improvement in mixed-reality simulations.* Poster presented at the National Science Foundation Simulations in Teacher Education Conference, Louisville, KY.
- Cohen, J., & Berlin, R.* (2018).** *What constitutes an opportunity to learn in teacher preparation?* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

- Cohen, J., & Anagnostopolous, D. (2018).** *Challenges in conducting longitudinal research on teacher education.* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Cohen, J., Hamre, B., Wiseman, E.* (2018).** *Professional learning at scale: Lessons in implementation in Washington DC Public Schools.* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Cohen, J., Loeb, S., Miller, L., & Wyckoff, J. (2018).** *Principal agency and strategic policy implementation.* Paper presented at the annual meeting of the Association of Educational Finance and Policy, Portland, OR.
- Cohen, J., Gotleib, J., Hutt, E., Berlin, R.*, Mathews, H.*, & McGraw, J* (2016).** *Programmatic variation in edTPA implementation.* Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Gotlieb, J., Hutt, E., & Cohen, J. (2016).** *Diffusion in a vacuum: The case of edTPA.* Paper presented at the annual meeting of the Association of Educational Finance and Policy, Denver, CO.
- Cohen, J., Gotlieb, J., Hutt, E., Berlin, R.*, Mathews, H.*, & McGraw, J.* (2016).** *Understanding the implementation of performance assessments in teacher preparation.* Paper presented at the annual meeting of the Association of Educational Finance and Policy, Denver, CO.
- Cohen, J. (2015).** *Explicit instruction in elementary math and language arts classrooms.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Cohen, J. (2014).** *Challenges in identifying high leverage teaching practices.* Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Cohen, J. & Brown, L. (2014).** *Differential appropriation of teaching practices during and after a professional development program based on the PLATO observation protocol.* Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Cohen, J. & Brown, L. (2013).** *How well do teacher observations predict value-added? Exploring variability across districts.* Paper presented at the annual meeting of the Association for Public Policy Analysis and Management, Washington, DC.
- Cohen, J. (2013).** *Practices that cross disciplines?: A closer look at elementary language arts and math instruction .* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

- Cohen, J.** (2013). *Effective teachers and effective teaching: Teaching observations, value-added measures, and instructional content*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Cohen, J. & Grossman, P.** (2011). *Of cabbages and kings?: Classroom observations and value-added measures*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Cohen, J. & Brown, M.** (2011). *A tale of two quartiles: The role of school context in value-added assessments of teaching quality*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Cohen, J.** (2010). *Problem solving preparation in teacher preparation in elementary mathematics*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Grossman, P. & **Cohen, J.** (2009) *The relationship between the PLATO observation protocol and teachers' value-added quartiles*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Grossman, P., Hammerness, K., **Cohen, J.**, Alston, C., & Brown, M. (2009). *Measure for measure: Understanding the relationships among multiple measures of teaching practice*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Other Scholarly Presentations

- Cohen, J.** (2015, 2016, 2017). *Adult learning and professional preparation*. Presented to the University of Virginia Medical School.

Awards and Honors

- UVA School of Education Lasting Legacy Award (voted on by students), 2017, 2019, 2022
- Outstanding Reviewer, Educational Evaluation and Policy Analysis, 2020
- Curry School Faculty Council Award for Outstanding Research/Scholarship, 2019
- Curry School Faculty Council Award for Outstanding Mentorship, 2019
- Outstanding Reviewer, Educational Researcher, 2019
- National Academy of Education/ Spencer Foundation Postdoctoral Fellowship, 2018-2020
 - *One of 25 early career-scholars selected from more than 200.*
 - *Supports early career scholars with proposals that make significant scholarly contributions to the field of education.*
- Outstanding Reviewer, Educational Evaluation and Policy Analysis, 2018
- Thomas B. Fordham Institute Emerging Education Policy Scholar, 2015

- National Academy of Education/ Spencer Foundation Dissertation Fellowship, 2012-2013
 - *One of 30 dissertation awards selected from more than 200 applicants.*
 - *Aims to identify the most talented researchers conducting dissertation research related to education.*
- Gerald J. Lieberman Fellowship, Stanford University, 2012-13
 - *Awarded to a single doctoral student from the Graduate School of Education whose research accomplishments, teaching, and service demonstrate their potential for becoming an academic leader.*
- Stanford University School of Education Dissertation Support Grant, 2011
- Student Projects for Intellectual Community Enhancement, Stanford University, 2011-2012
- The Morgridge Family Stanford Graduate Fellowship, Stanford University, 2007-2011
 - *Stanford graduate fellowships are awarded to four doctoral students in education who demonstrate exceptional research potential.*
- Phi Beta Kappa, Stanford University, 2001
- Robert M. Golden Medal for Excellence in Research in Humanities, Stanford University, 2001
 - *Awarded to the top ten percent of all honors theses in the humanities.*
- David Potter Award for Excellence in Research in American Studies, Stanford University, 2001
 - *Awarded to a single graduating student for undergraduate thesis work.*
- Public Service Scholar, Stanford University, 2000-2001

Teaching and Mentoring

Teaching

University of Virginia

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|------------------------|---|
| Lead Instructor | 2018, 2020, 2021, 2022: Doctoral Seminar in Reading Educational Research <ul style="list-style-type: none"> • Core doctoral seminar for all doctoral students in Curriculum, Instruction, and Special Education. The central goal of the course is for students to develop independent research proposals that are well-situated in the existing research in their respective fields. |
| Lead Instructor | 2014, 2015, 2017, 2018, 2020, 2021, 2022: Curriculum and Instruction for Elementary Education and Special Education <ul style="list-style-type: none"> • Two sections of the required general methods course for all teacher candidates in elementary and special education. Typical course enrollment is 35 per section. |
| Lead Instructor | 2015, 2017: Field Experience for Elementary Education |

- Two sections of the first required clinical course for all teacher candidates in elementary and special education. Supervise candidates in clinical placements and coordinate communication with all K-6 mentor teachers. Typical course enrollment is 35 per section.

Stanford University

Teaching Assistant Fall 2011: Quantitative Data Analysis and Interpretation

Teaching Assistant Spring 2011: Research in Curriculum and Teacher Education

Teaching Assistant Fall 2009: Quantitative Reasoning in Elementary Mathematics

Teaching Assistant Fall 2008: Classroom Management

Teaching Assistant Summer 2008: Equity and Democracy in American Education

Teaching Assistant Fall 2008: Professional Seminar on the Organization of Schooling

K-12 Teaching

Teacher 2002-6: The Willows Community School, Culver City, CA

Doctoral Mentorship

Doctoral Advisees at University of Virginia

- Rebekah Berlin, PhD. in Curriculum and Instruction, 2019
- Emily Wiseman, PhD. in Education Policy, 2021
- Rosalie Chung, PhD. in Curriculum and Instruction, 2021
- Anandita Krishnamachari, PhD. in Research, Statistics, and Evaluation, 2021
- Christopher Dittrick, EdD., Curriculum and Instruction, 2021
- Arielle Boguslav, PhD. in Education Policy, 2023 (anticipated)
- Katie Waddell, EdD. in Curriculum and Instruction, 2023 (anticipated)
- Anna Yonas, PhD. in Curriculum and Instruction, 2024 (anticipated)
- Kristyn Wilson, PhD. in Curriculum and Instruction, 2025 (anticipated)

Doctoral Dissertation/Capstone Committees

- Katie Leigh, EdD., Curriculum and Instruction, 2023 (anticipated)
- Jamie McLemore, EdD., Curriculum and Instruction, 2022
- Sarah Lily, PhD, Curriculum and Instruction, 2022
- Will Fox, PhD, Curriculum and Instruction, 2022
- Jennifer Luoto, PhD. in Curriculum and Instruction, 2021, University of Oslo, Norway

- Ashley Ireland, EdD. in Reading, 2021, University of California-Los Angeles
- Alexa Quinn, PhD. in Curriculum and Instruction, 2021, University of Virginia
- Emma Pearson, EdD. in Reading, 2021, University of Virginia
- Jessalyn James, PhD. in Education Policy, 2019, University of Virginia
- Jason Miller, PhD., 2019 in Curriculum and Instruction, University of Virginia
- Jing Liu, PhD. in Economics of Education, 2018, Stanford University
- Kate Miller-Bains, PhD. in Research, Statistics, and Evaluation, 2018, University of Virginia
- Christina Mulcahy, PhD. in Applied Developmental Science, 2018, University of Virginia
- Hannah Mathews, PhD. in Special Education, 2018, University of Virginia
- Courtenay Kelly, EdD. in Curriculum and Instruction, 2018, University of Virginia
- Abigail Kayser, PhD. in Curriculum and Instruction, 2018, University of Virginia
- Wendy Rogers, PhD., Special Education, 2017, University of Virginia
- Katie Loftin, EdD. in Curriculum and Instruction, 2017, University of Virginia
- Jillian McGraw, EdD. in Curriculum and Instruction, 2017, University of Virginia
- Melinda Adnot, PhD. in Education Policy, 2017, University of Virginia
- Micela Leis, PhD., 2017 in Applied Developmental Science, University of Virginia

Professional Service

Professional Memberships:

- American Educational Research Association, Divisions L and K
- American Association of Colleges of Teacher Education
- Association for Education Finance and Policy

Editorial Board Member:

- American Educational Research Journal (2020- Present)
- Educational Evaluation and Policy Analysis (2017-Present)
- Elementary School Journal (2018- Present)
- Educational Researcher (2019- Present)
- Journal of Teacher Education (2019- Present)

Ad Hoc Journal Reviewer:

- AERA-Open
- Educational Administration Quarterly
- Educational Assessment
- Education Finance and Policy
- Education Policy Analysis Archives
- Journal of Educational Psychology
- Journal of Mathematics Teacher Education

- Journal for Research on Educational Effectiveness
- Review of Educational Research
- Studies in Educational Evaluation
- Teachers College Record
- Teaching and Teacher Education

Lead Consultant: Southern Regional Education Board, Teacher Preparation Commission (2016-2018).

- Plan and facilitate five multi-day meetings for state legislators from 16 Southern states
- Co-author (with Jim Wyckoff) multiple white papers and policy briefs for commission members and other policymakers.

Advisory Roles:

Research Partnership for Professional Learning (RPPL) (2021- Present). Principal Investigator, Heather C. Hill, Jerome T. Murphy Professor of Education, Harvard Graduate School of Education.

- Provide expert support on research design, data analysis, and dissemination.

Reach Every Reader: Improving Early Literacy through Personalized Diagnosis and Intervention (2019- Present). Principal Investigator, Christopher Dede, Timothy E. Wirth Professor in Learning Technologies, Harvard Graduate School of Education.

- Consultant on simulations for literacy teachers.
- Provide expert support on the integration of simulations into the research design.

Characterising Effective Teaching (2019- Present). Principal Investigators, Eric Taylor, Assistant Professor, Harvard Graduate School of Education; Simon Burgess, Professor of Economics, University of Bristol; Shenila Rawal, Research Scientist, University College, London.

- Member of “Expert Advisory Board”
- Provide technical support and insight as requested by PI group

Center for Effective Educator Development, Accountability, and Reform (CEEDAR), University of Florida (2017- Present). Director, Mary Brownell, Professor of Special Education, University of Florida.

- Member of “Stakeholder Expert Council”
- Share input with leadership team as needed

Synthesizing Research on Teaching Quality (SYNTEQ), Research Council of Norway (2018- Present). Director, Kirsti Klette, Professor of Teacher Education, University of Oslo.

- Member of “Expert Advisory Board”
- Provide technical support and insight as requested by PI group

American Museum of Natural History Teacher Preparation Program in New York City (2016-2017). Director, Karen Hammerness, Director of Educational Research.

- Provided expert review of all materials for teacher preparation program, including observational instruments and assessment protocols

Grant Review Boards:

U.S. Department of Education (2019-2020)

- Reviewer, Education Systems and Broad Reform

National Science Foundation (2022-3)

- Reviewer, Research on Emerging Technologies for Teaching and Learning

Conference Proposal Reviewer:

American Educational Research Association- member of dissertation award committee

Society for Research on Educational Effectiveness

Association for Education Finance and Policy