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Current Position

Chair and Professor with Tenure, Department of Curriculum, Instruction, and Special Education, School of Education and Human Development, University of Virginia, July 2023-Present

Area of Specialization

Education policy effects on teaching and learning in the core academic subjects. Special focus on state and district policy related to teacher preparation, induction, evaluation, and professional development and their effects on teachers' classroom practices, commitment, and retention. Includes the study of policy implementation and improving methods for studying policy effects.

Education

University of Wisconsin-Madison Department of Educational Policy Studies Program in Educational Policy	Ph.D.	2003
University of Wisconsin-Madison Department of Educational Policy Studies	M.A.	1998
Brown University Education Studies	B.A.	1991

Professional Experience – Summary

Chair, Dept. of Curriculum, Instruction, and Special Education, University of Virginia	2023-present
Professor with Tenure, Dept. of Curriculum, Instruction, and Special Education, University of Virginia	2017-present
Associate Professor with Tenure, Dept. of Curriculum, Instruction, and Special Education, University of Virginia	2014-2017
Associate Professor with Tenure, Dept. of Teacher Education, Michigan State University	2010-2013
Assistant Professor, Dept. of Teacher Education, Michigan State University	2004-2010
Postdoctoral Research Associate, School of Education, Stanford University	2002-2004

Awards

AERA Division K (Teaching and Teacher Education) Early Career Award (2012).
Excellence and Innovation in Teaching Award, Michigan State University College of Education (2009).
Outstanding Reviewer Award, *American Educational Research Journal* (2015); *Educational Administration Quarterly* (2015); *Educational Evaluation and Policy Analysis* (2006, 2008, 2010); *Educational Researcher* (2013, 2014, 2017, 2018, 2020).

Publications

Journal Articles – Peer Reviewed (authors in underlined text throughout vita denote PhD students)

McLean, L., Foote, L., Tilley, K., & **Youngs, P.** (2026). Evidence for the indirect transmission of emotions from teachers to students in mathematics: The mediating role of instructional quality. *Journal of Educational Psychology, 41*(1), 111–123.

Miller, J. M., Evert, K., & **Youngs, P.** (2026). Person-organization fit with teaching colleagues, person-job fit with grade level, and first-year elementary teacher retention. *Journal of Education Human Resources, 44*(2), 295-423.

Korban, M., **Youngs, P.,** & Acton, S. (in press). RL-GTN: A reinforced divergence-optimized graph transformer network for skeleton-based action recognition. *Pattern Recognition.*

Youngs, P., Casa, T., Konstantopoulos, S., Anagnostopoulos, D., Cavanna, J., Pinter, H., & Drake, C. (in press). How beginning teachers' enactment of ambitious mathematics instruction seems to be influenced by mathematics teaching self-efficacy, perceived collective responsibility, and feedback on instruction. *School Science and Mathematics.*

Youngs, P., Miller, J. M. M., Evert, K. Anagnostopoulos, D., & Drake, C. (2025). How beginning elementary teachers' mathematics instructional quality is associated with similarities between student teaching and first-year grade-level assignments. *Teaching and Teacher Education, 165*, 105129.

Korban, M., **Youngs, P.,** & Acton, S. T. (2025a). A dynamic fractional generalized deterministic annealing for rapid convergence in deep learning optimization. *NPJ Artificial Intelligence, 1*(1), 30.

Korban, M., **Youngs, P.,** & Acton, S. T. (2025b). A dynamic predictive transformer with temporal relevance regression for action detection. *Pattern Recognition, 166*, 111644.

Korban, M., **Youngs, P.,** & Acton, S. T. (2025c). Causal state space model for video understanding. *IEEE Signal Processing Letters, 32,* 4314-4318.

Mathews, H. M., Rodgers, W. J., Shaheen, T., Curran, J. C., & **Youngs, P.** (2025). Contrasting opportunities to learn across domains in special education teacher preparation: A mixed methods study. *Teachers College Record, 127*(3), 3-39.

Donaldson, M., Mavrogordato, M., **Youngs, P.,** & Dougherty, S. (2024). Principals' priorities, teacher evaluation, and instructional leadership. *Educational Researcher. 53*(9), 487-495.

Foster, J. K., Korban, M., **Youngs, P.,** Watson, G. S., & Acton, S. T. (2024). Automatic classification of activities in classroom videos. *Computers and Education: Artificial Intelligence*, *6*, 100207.

Foster, J. K., **Youngs, P.,** van Aswegen, R., Singh, S., Watson, G., & Acton, S. (2024). Automated classification of elementary instructional activities: Analyzing consistency of human annotations. *Journal of Learning Analytics, 11*(3), 142-159.

Korban, M., **Youngs, P.,** & Acton, S. (2024). A semantic and motion-aware spatiotemporal transformer network for action detection. *Transactions on Pattern Analysis and Machine Intelligence, 46*(9), 6055-6069.

Lilly, S., Bieda, K. N., & **Youngs, P. A.** (2024). How early career elementary teachers vary in planning mathematics instruction. *Journal of Mathematics Teacher Education*, *27*(1), 85-110.

Kim, J., & **Youngs, P.** (2023). How policy instruments explain implementation of teacher evaluation policies under local control. *Leadership and Policy in Schools, 22*(4), 1082-1098.

Korban, M., **Youngs, P.,** & Acton, S. T. (2023a). TAA-GCN: A temporally aware adaptive graph convolutional network for age estimation. *Pattern Recognition*, *134*, 109066.

Korban, M., **Youngs, P.,** & Acton, S. (2023b). A multi-modal transformer network for action detection. *Pattern Recognition*, *142,* 109713.

Mathews, H. M., Myers, A. M., & **Youngs, P.** (2023). The role of teacher self-efficacy in special education teacher candidates' sensemaking: A mixed-methods investigation. *Remedial and Special Education, 44*(3), 209-2024.

Mavrogordato, M, **Youngs, P.,** Donaldson, M., Kang, H., & Dougherty, S. (2023). Motivating leadership change and improvement: How principal evaluation supports intrinsic and extrinsic sources of motivation. *Educational Administration Quarterly, 59*(5), 965-1001.

Miller, J., **Youngs, P.,** Anagnostopoulos, D., & Drake, C. (2023). How cooperating teachers and university supervisors shape elementary candidates' opportunities to learn and receive feedback on English language arts instruction. *Teacher Education Quarterly, 50*(2), 6-28.

Youngs, P., Hirsch, S., Nagro, S., & Kennedy, M. (2023). How special education faculty teach classroom management: More commonality than difference? *Teacher Education and Special Education, 46*(1), 284-299.

Youngs, P., Molloy Elreda, L, Anagnostopoulos, D., Cohen, J., Drake, C., & Konstantopoulos, S. (2022). The development of ambitious instruction: How beginning elementary teachers' preparation experiences are associated with their mathematics and English language arts instructional practices. *Teaching and Teacher Education*, *110*, 103576.

Kim, J., Frank, K., **Youngs, P.,** Salloum, S., & Bieda, K. (2022). Teacher evaluation, ambitious mathematics instruction, and mathematical knowledge for teaching: Evidence from early-career teachers. *Journal for Research in Mathematics Education*, *53*(3), 181-203.

Berlin, R., **Youngs, P.,** & Cohen, J. (2021). How elementary teaching candidates' learning opportunities are associated with their knowledge, self-efficacy, and beliefs. *Teachers College Record*, *123*(7), 1- 30.

Cavanna, J., Molloy Elreda, L., **Youngs, P.,** & Pippin, J. (2021). How methods instructors and program administrators promote teacher education program coherence. *Journal of Teacher Education, 72*(1), 27-41.

Donaldson, M., Mavrogordato, M., **Youngs, P.,** & Dougherty, S. (2021). "Doing the 'real' work": How superintendent sensemaking shapes principal evaluation policies and practices. *AERA Open, 7*(1), 1- 16.

Miller, J.M.M., & **Youngs, P.** (2021). Measures of person-organization fit and teacher retention. *Teaching and Teacher Education, 97,* 103226.

Braun, A., & **Youngs, P.** (2020). How middle school special educators and general educators make sense of and respond to changes in teacher evaluation policy. *Educational Policy Analysis Archives, 28*(59).

Frank, K.,* Kim, J.* Salloum, S., Bieda, K., & **Youngs, P.** (2020). From interpretation to instructional practice: A network study of early career teachers' sensemaking in the era of accountability pressures and Common Core State Standards. *American Educational Research Journal, 57*(6), 2293-2338. (*denotes co-first authors).

Miller, J.M., **Youngs, P.,** Perrone, F., & Grogan, E. (2020). Using measures of person-organization fit and instructional alignment to predict beginning teacher retention. *Elementary School Journal, 120*(3), 399-421.

Qian, H., **Youngs, P.,** Hu, S., & Prawat, X.J. (2020). Teacher educators' perspectives on China's Free Teacher Education Policy. *Compare, 50*(3), 713-725.

Dack, H., O'Reilly, N., **Youngs, P.,** & Hopper, E. (2019). Visions of differentiation: A longitudinal multicase study of pre-service and beginning elementary teachers. *Elementary School Journal, 120*(1), 132-175.

Kim, J., Sun, M., & **Youngs, P.** (2019). Developing the "will": The relationship between teachers' perceived policy legitimacy and instructional improvement. *Teachers College Record, 121*(3), 44 pages.

Perrone, F., Player, D., & **Youngs, P.** (2019). Administrative climate, early career teacher burnout, and turnover. *Journal of School Leadership, 29*(3), 191-209.

Ford, T.G., & **Youngs, P.** (2018). Creating organizational structures to facilitate collegial interactions among teachers: Evidence from a high-performing urban Midwestern U.S. district. *Educational Management, Administration, and Leadership, 46*(3), 424-440.

Kim, J, **Youngs, P.**, & Frank, K. A. (2017). Burnout contagion: Is it due to early career teachers' social networks or organizational exposure? *Teaching and Teacher Education, 66,* 250-260.

Mathews, H.M., Rodgers, W.R., & **Youngs, P.** (2017). Sense-making for beginning special educators: A systematic mixed studies review. *Teaching and Teacher Education, 67*, 23-36.

Player, D., **Youngs, P.,** Perrone, F., & Grogan, E. (2017). How fit is associated with teacher mobility and attrition. *Teaching and Teacher Education, 67,* 330-339.

Hong, W.P., & **Youngs, P.** (2016). Why are teachers afraid of curricular autonomy? Contradictory effects of the new national curriculum in South Korea. *Asia Pacific Journal of Education, 36* (Supplement 1), 20-33.

Kim, J., & **Youngs, P.** (2016). Promoting instructional improvement or resistance? A comparative study of teachers' perceptions of teacher evaluation policy in Korea and the United States. *Compare, 46*(5), 723-744.

Qian, H., & **Youngs, P.** (2016). The effect of teacher preparation programs on future elementary mathematics teachers' knowledge: A five-country analysis using TEDS-M data. *Journal of Mathematics Teacher Education, 19*(4), 371-396.

Youngs, P., Kwak, H.S., & Pogodzinski, B. (2015). How middle school principals can affect beginning teachers' experiences. *Journal of School Leadership, 25*(1), 157-189.

Youngs, P., Pogodzinski, B., & Galey, S. (2015). How labor management relations and human resource policies affect the process of teacher assignment in urban school districts. *Educational Administration Quarterly, 51*(2), 214-246.

Youngs, P., Pogodzinski, B., Grogan, E., & Perrone, F. (2015). Person-organization fit and research on instruction. *Educational Researcher, 44*(1), 37-45.

Youngs, P., & Qian, H. (2013).* The influence of university courses and field experiences on Chinese elementary candidates' mathematical knowledge for teaching. *Journal of Teacher Education, 64*(3), 244-261. (*denotes co-first authors).

Jones, N., **Youngs, P.,** & Frank, K. (2013). The role of school-based colleagues in shaping the commitment of novice special and general education teachers. *Exceptional Children, 79*(3), 365-383.

Kim, W.J., & **Youngs, P.** (2013).* The impact of competition associated with charter schools and inter-district school choice policies on educators and schools. *International Journal of Quantitative Research in Education, 1*(3), 316-340. (*denotes co-first authors).

Pogodzinski, B., **Youngs, P.,** & Frank, K. (2013). Collegial climate and novice teachers' intent to remain teaching. *American Journal of Education, 120*(1), 27-54.

Qian, H., **Youngs, P.,** & Frank, K. (2013). Collective responsibility for learning: Effects on interactions between novice teachers and colleagues. *Journal of Educational Change, 14*(4), 445-464.

Sun, M., Penuel, W.R., Frank, K.A., Gallagher, H.A., & **Youngs, P.** (2013). Shaping professional development to promote the diffusion of instructional expertise among teachers. *Educational Evaluation and Policy Analysis, 35*(3), 344-369.

Jones, N., & **Youngs, P.** (2012). Attitudes and affect: Daily emotions and their association with the commitment and burnout of beginning teachers. *Teachers College Record, 114*(2), 36 pages.

Pogodzinski, B., **Youngs, P.,** Frank, K., & Belman, D. (2012). Administrative climate and novice teachers' intent to remain teaching. *Elementary School Journal, 113*(2), 252-275.

Sun, M., **Youngs, P.,** Yang, H., Chu, H., & Zhao, Q. (2012). Association of district principal evaluation with learning-centered leadership practice: Evidence from Michigan and Beijing. *Educational Assessment, Evaluation, and Accountability, 24*(3), 189-213.

Youngs, P., Holdgreve-Resendez, R., & Qian, H. (2011). The role of instructional program coherence in beginning elementary teachers' induction experiences. *Elementary School Journal, 111*(3), 455-476.

Youngs, P., Jones, N., & Low, M. (2011). How beginning special and general education elementary teachers negotiate role expectations and access professional resources. *Teachers College Record, 113*(7), 1506-1540.

Bell, C. A., & **Youngs, P.** (2011). Substance and show: Understanding responses to teacher education programme accreditation processes. *Teaching and Teacher Education, 27*(2), 298-307.

Youngs, P., & Bird, T. (2010). Using embedded assessments to promote pedagogical reasoning among secondary teaching candidates. *Teaching and Teacher Education, 26*(2), 185-198.

Youngs, P., & Bell. C. (2009). When policy instruments combine to promote coherence: An analysis of Connecticut's policies related to teaching and learning. *Journal of Education Policy, 24*(4), 435-460.

Maier, A., & **Youngs, P.** (2009).* Teacher preparation programs and teacher labor markets: How social capital may help explain teachers' career choices. *Journal of Teacher Education, 60*(4), 393-407. (*denotes co-first authors).

Sun, M., & **Youngs, P.** (2009).* How does district principal evaluation affect learning centered principal leadership? Evidence from Michigan school districts. *Leadership and Policy in Schools, 8*(4), 411- 445. (*denotes co-first authors).

Hong, W.P., & **Youngs, P.** (2008). Does high-stakes testing increase cultural capital among low-income and racial minority students? *Educational Policy Analysis Archives, 16*(6).

Youngs, P. (2007). District induction policy and new teachers' experiences: An examination of local policy implementation in Connecticut. *Teachers College Record, 109*(3), 797-837.

Youngs, P. (2007). How elementary principals' beliefs and actions influence new teachers' induction experiences. *Educational Administration Quarterly, 44*(2), 101-137.

Youngs, P., Odden, A., & Porter, A.C. (2003). State policy related to teacher licensure. *Educational Policy, 17*(2), 217-236.

Wayne, A.J., & **Youngs, P.** (2003). Teacher characteristics and student achievement gains: A review. *Review of Educational Research, 73*(1), 89-122.

Youngs, P., & King, M.B. (2002). Principal leadership for professional development to build school capacity. *Educational Administration Quarterly, 38*(5), 643-670.

Darling-Hammond, L., & **Youngs, P.** (2002). Defining "Highly Qualified Teachers:" What does "Scientifically-Based Research" tell us? *Educational Researcher, 31*(9), 13-25.

Youngs, P. (2001). District and state policy influences on professional development and school capacity. *Educational Policy, 15*(2), 278-301.

Newmann, F.M., King, M.B., & **Youngs, P.** (2000). Professional development that addresses school capacity: Lessons from urban elementary schools. *American Journal of Education, 108*(4), 259-299.

Journal Articles – Non-Peer Reviewed

Wayne, A.J., **Youngs, P.,** & Fleischman, S. (2005). Improving teacher induction. *Educational Leadership, 62*(8), 76-78.

Milanowski, A., Odden, A., & **Youngs, P.** (1998). Teacher knowledge and skill assessments and teacher compensation: An overview of measurement and linkage issues. *Journal of Personnel Evaluation in Education, 12*(2), 83-101.

Books

Youngs, P., & Anagnostopoulos, D. with Cavanna, J., Drake, C., & Casa, T. (2025). *Teaching ambitiously in elementary school: Preparing beginning teachers.* Harvard Education Press.

Edited Books

Cohen-Vogel, L., **Youngs, P.,** & Scott, J. (Eds.) (2025). *Handbook of education policy research* (2nd edition). American Educational Research Association.

Youngs, P., Kim, J., & Mavrogordato, M. (Eds.) (2021). *Exploring principal development and teacher outcomes: How school leaders can strengthen instruction, teacher retention, and student achievement.* Routledge.

Grissom, J.A., & **Youngs, P.** (Eds.) (2016). *Improving teacher evaluation systems: Making the most of multiple measures.* Teachers College Press.

Book Chapters – Peer Reviewed

Mathews, H. M., Billingsley, B. S., & **Youngs, P.** (2026). Applying a socialization lens to understand and inform beginning special education teacher induction. In M. L. Rock, B. S. Billingsley, L. A. Dieker, & M. Leko (Eds.), *Transforming the special education workforce: Research and complex systems perspectives* (pp. 337-366). American Educational Research Association.

Youngs, P. Miller, J. M., & Evert, K. (in press). Factors associated with beginning elementary teachers' perceptions of person-organization fit. In J. Wang (Ed.), *Teaching-based interactions during teacher induction: A global perspective.* Emerald.

Youngs, P., Matsko, K. K., & Ronfeldt, M. (2025). Teacher preparation: Research, policy, and practice. In L. Cohen-Vogel, P. Youngs, & J. Scott (Eds.). *Handbook of education policy research, Second Edition* (pp.1329-1363). American Educational Research Association.

Youngs, P., Foster, J. K., Crimmins, S., Watson, G. S., Korban, M., & Acton, S. (2025). Why instructional activities within classroom activity structures matter and how teacher dashboards can support advancements in instruction. In S. Kelly (Ed.), *Research handbook on classroom observation* (pp. 327-340). Edward Elgar.

Ronfeldt, M., Matsko, K. K., & **Youngs, P.** (2025). Teacher preparation: Research evidence and policy implications. In (Eds.), *Association of Education Finance and Policy Live Handbook.* Author.

Youngs, P., Elmore, J., & van Aswegen, R. (2024). Policy related to teacher induction and instructional coaching in the United States. In J. Wang (Ed.), *Teacher induction policy in global contexts: Intentions, implementations, and impact.* Information Age Publishing.

Foster, J. K., Korban, M., **Youngs, P.,** Watson. G. S., & Acton, S. (2024). Classification of instructional activities in classroom videos using neural networks. In X. Zhai & J. Krajcik (Eds.), *Uses of artificial intelligence in STEM education* (pp. 439-466). Oxford University Press.

Rimm-Kaufman, S. E., Merritt, E. G., & **Youngs, P.** (2024). Integration of SEL and academics: Opportunities for synergy in mathematics and science instruction. In Durlak, J., Domitrovich, C., & Mahoney, J. (Eds.). *Handbook of social and emotional learning, Second Edition* (pp. 245-259). Guilford Press.

Elmore, J., van Aswegen, R, & **Youngs, P.** (2023). International perspectives on STEM teacher induction. In R. Tierney, F. Rizvi, K. Ercikan, & G. Smith (Eds.), *International encyclopaedia of education* (11th volume) (pp.283-291). Elsevier.

van Aswegen, R., Elmore, J., & **Youngs, P.** (2023). Issues related to teacher preparation in Southern Africa. In I. Menter (Ed.), *The Palgrave Handbook of Teacher Education Research* (pp. 1353-1378). Cham: Springer International Publishing.

Molloy Elreda, L., Evert, K., & **Youngs, P.** (2021). Principal leadership and beginning teachers' self-efficacy and valuing of ambitious instructional practices. In P. Youngs, J. Kim, & M. Mavrogordato (Eds.), *Exploring principal development and teacher outcomes: How principals can strengthen instruction, teacher retention, and student achievement.* (pp. 117-132) Routledge.

Woodward, T., Quinn, A.M. Lilly, S., & **Youngs, P.** (2021). Considerations in the design of high-impact policy relevant research. In A. Urick, D. DeMatthews, & T.G. Ford (Eds.), *Maximizing the policy- relevance of research for school improvement.* Information Age Publishing.

Youngs, P., Qian, H., Hu, S., & Ji, X. (2018). China's Free Teacher Education Policy. In M. Akiba & G. LeTendre (Eds.), *Routledge international handbook of teacher quality and policy* (pp.463-477). Routledge.

Qian, H., & **Youngs. P.** (2018). How primary teaching candidates' knowledge Is shaped by teacher preparation. In M.T. Tatto, M.C. Rodriguez, W.M. Smith, M.D. Reckase, & K. Bankov (Eds.) *Exploring the mathematical education of teachers using TEDS-M data*. Springer International Publishing.

Youngs, P., & Grissom, J.A. (2016). Multiple measures in teacher evaluation: Lessons learned and guidelines for practice. In J.A. Grissom & P. Youngs (Eds.), *Improving teacher evaluation systems: Making the most of multiple measures* (pp.169-183). Teachers College Press.

Youngs, P., & Whittaker, A. (2016). The role of edTPA in assessing content-specific instructional practices. In J.A. Grissom & P. Youngs (Eds.), *Improving teacher evaluation systems: Making the most of multiple measures* (pp.89-101). Teachers College Press.

Youngs, P., Kim, J., & Pippin, J. (2015). Teachers' responses to changes in teacher evaluation policy in Korea and the United States. In G.K. LeTendre & A.W. Wiseman (Eds.), *Promoting and sustaining a quality teacher workforce* (pp.413-442). Emerald Group Publishing.

Youngs, P., & Lane, J. (2014). Involving teachers in their own professional development. In L. Martin, S. Kragler, K. Bauserman, & D. Quatroche (Eds.), *Handbook of professional development in PreK-12* (pp.284-303). Guilford Press.

Youngs, P., & Grogan, E. (2013). Preparing teachers of mathematics in the USA. In J. Schwille, L. Ingvarson, & R. Holdgreve-Resendez (Eds.), *TEDS-M Encyclopedia: A guide to teacher education context, structure, and quality assurance in seventeen countries* (pp.255-272). International Association for the Evaluation of Educational Achievement.

Youngs, P., Frank, K.A., & Pogodzinski, B. (2012). The role of mentors and colleagues in beginning elementary and middle school teachers' language arts instruction. In S. Kelly (Ed.), *Assessing teacher quality: Understanding teacher effects on instruction and achievement* (pp.161-181). Teachers College Press

Youngs, P., Frank, K.A., Thum, Y.M., & Low, M. (2012). The motivation of teachers to produce human capital and conform to their social contexts. In T. Smith, L. Desimone, & A.C. Porter (Eds.), Yearbook of the National Society for the Study of Education: Vol. 110. *Organization and effectiveness of high-intensity induction programs for new teachers* (pp.248-272). Blackwell Publishing.

Youngs, P., & Bird, T. (2010). Demonstrating validity and reliability evidence for embedded assessments in secondary teacher preparation. In I.M. Saleh & M.S. Khine (Eds.), *Teaching teachers: Approaches in improving quality of education* (pp.7-24). Nova Science Publishers, Inc.

Youngs, P., Pogodzinski, B., & Low, M. (2010). The role of formative assessments in new teacher induction. In M. Kennedy (Ed.), *Teacher assessment and teacher quality: A handbook* (pp.165-199). Jossey-Bass.

Youngs, P., Qian, H., & Holdgreve-Resendez, R. (2010). Teacher induction for diverse urban contexts. In J. Wang, S.J. Odell, & R. Clift (Eds.), *Past, present, and future research on teacher induction: An anthology for researchers, policy makers and practitioners* (pp.57-73). Rowman & Littlefield Publishers, Inc.

Wilson, S.M., & **Youngs, P.** (2005). Research on accountability processes in teacher education. In M. Cochran-Smith & K. Zeichner (Eds.), *Studying teacher education: The report of the AERA Panel on Research and Teacher Education* (pp.591-643). American Educational Research Association.

King, M.B., **Youngs, P.,** & Ladwig, J.G. (2003). Capacity building through collaborative professional development. In F. Crowther (Ed.), *Teachers as leaders in a knowledge society. Australian College of Educators 2003 College Year Book* (pp.44-54). Author.

Porter, A.C., **Youngs, P.,** & Odden, A. (2001). Advances in teacher assessment and their uses. In V. Richardson (Ed.), *Handbook of Research on Teaching* (4th edition) (pp.259-297). Macmillan.

Conference Proceedings

Bueno, I., Hou, R., Bühler, B., Fütterer, T., Drimalla, J., Foster, J. K., **Youngs, P.,** Gerjets, P., Trautwein, U., & Kasneci, E. (2026). Exploring automated recognition of instructional activity and discourse from multimodal classroom data. In *Proceedings of the IEEE/CVF Winter Conference on Applications of Computer Vision* (pp. 6806-6817).

He, C., **Youngs, P.,** & Acton, S. (2026). Delta-gated incremental multi-forward-pass modeling for robust multimodal classroom video understanding. In *Proceedings of the IEEE/CVF Conference on Computer Vision and Pattern Recognition* (pp. 10830-10838).

Korban, M., Acton, S. T., **Youngs, P.,** & Foster, J. K. (2024). Instructional activity recognition using a transformer network with multi-semantic attention. In *2024 IEEE Southwest Symposium on Image Analysis and Interpretation (SSIAI)*, 113–116. IEEE.

Korban, M., **Youngs, P.,** & Acton, S. T. (2023, June). Instructional activity detection using deep neural networks. In *2023 24th International Conference on Digital Signal Processing (DSP)*, 1-4. IEEE.

Theses/Monographs/Reports

Youngs, P., Bieda, K., & Kim, J. (2019). *Teacher induction programs that lead to retention in the STEM teaching workforce.* American Association for the Advancement of Science.

Youngs, P. (2013). *Using teacher evaluation reform and professional development to support Common Core assessments.* Center for American Progress.

Youngs, P. (2011). *InTASC Model Core Teaching Standards: Research summaries by standard*. Council of Chief State School Officers. Available from www.ccsso.org/intasc

Youngs, P. (2003). *District induction policy and support for beginning teachers: An examination of induction programs in three Connecticut districts.* Unpublished doctoral dissertation, University of Wisconsin-Madison.

King, M.B., & **Youngs, P**. (2003). *Classroom teachers' views on inclusion* (Brief No. 7). Madison, WI: University of Wisconsin-Madison, Research Institute on Secondary Education reform for Youth with Disabilities.

Youngs, P. (2002). *State and district policy related to mentoring and new teacher induction in Connecticut*. National Commission on Teaching and America's Future.

Youngs, P. (1998). *How does teacher education influence beginning teachers' beliefs and practices regarding cultural diversity? An examination of the effects of an integrated approach to preparing teachers for diversity.* Unpublished master's thesis, University of Wisconsin-Madison.

Papers Under Review/In Preparation

Anagnostopoulos, D., Anglin, K., Cohen, J., & **Youngs, P.** (under review). Beginning elementary teachers' development of ambitious teaching practices.

Ataneka, A., Kelcey, B., McLean, L., & **Youngs, P**. (under review). Evaluating the effect of teacher mental health induction program on teacher burnout, depression and anxiety.

Crimmins, S., Reist, K., **Youngs, P.,** & Gupta, P. (under review). Examining pre-service teachers' experiences with an AI-generated feedback dashboard: A qualitative case study.

Gupta P., Reist, K., Sohn, H., **Youngs, P.,** & Drimalla, J. (under review). Can AI support teachers in managing their classroom time? An exploratory study of AI-generated analytics and Human-ratings of teaching quality.

Habarurema, J. B., Kelcey, B., McLean, L., & **Youngs, P.** (under review). Evaluating the effectiveness of program alignment on teacher emotional exhaustion: A methodological comparison of machine learning and conventional mediation approaches

Korban, M., **Youngs, P.,** & Acton, S. T. (under review). Autoplastic neural network: Self-evolving networks with dynamic connectivity and modality adaptation.

Korban, M., **Youngs, P.,** & Acton, S. (under review). BRAID: Dual-clock role-aware multimodal activity recognition from video and transcripts.

Korban, M., **Youngs, P.,** & Acton, S. (under review). Kalmanized recursive least squares attention for streaming video understanding.

Korban, M., **Youngs, P.,** & Acton, S. T. (under review). MGDT: Multigrid Anisotropic Diffusion Transformer.

Korban, M., **Youngs, P.,** & Acton, S. T. (under review). Video-Causal State Space Model (VCSSM) for video analysis.

McLean, L., Jennings, P., Rutherford, T., & **Youngs, P.** (under review). The Emotionally Responsive Elementary Mathematics Classroom Model: A framework for leveraging emotions to support student engagement in mathematics.

Miller, J. M., Evert, K., & **Youngs, P.** (under review). Elementary teacher candidates' opportunities to learn English language arts and mathematics instruction and first year retention.

Youngs, P., He, C., Korban, M., Drimalla, J., Foster, J. K., Gupta, P., & Acton, S. (under review). Using a multimodal machine learning model to classify activities in videos of elementary mathematics and reading instruction.

Grants – Funded

Gates Foundation: Machine Learning Assisted Analysis of Classroom Observation Video (11/14/2024-11/13/2026) ($1,400,000)
Role: Principal Investigator
Objective: Develop a multimodal neural network model and a prototype teacher dashboard; examine whether elementary teachers' engagement with the dashboard is associated with changes in their noticing skills and mathematics instructional quality

National Science Foundation: Development of the Orienting Positive Emotions in New Educators for Mathematics (OPEN for Math) Professional Learning Program (7/1/2024-6/30/2028) ($3,000,000)
Role: Co-Principal Investigator (PI: Leigh McLean)
Objective: To develop and test a teacher mindfulness intervention with beginning teachers that is designed to promote teacher self-efficacy, positive affect, well-being, and retention.

National Science Foundation: Preparing Elementary Mathematics Teachers for Culturally Responsive Teaching: Connections to Student and Teacher Outcomes (7/1/2023-6/30/2027) ($1,000,000)
Role: Co-Principal Investigator (PI: Leigh McLean)
Objective: Examine how pre-service teachers' preparation for culturally responsive teaching in their courses and supervised field experiences is related to their enactment of culturally responsive, equitable, and racially just practices during mathematics instruction as novice teachers; their students' academic, behavioral, and attendance outcomes; and their own well-being and retention.

Eric and Wendy Schmidt Fund for Strategic Innovation (G-22-64182). Using Neural Networks for Automated Classification of Elementary Instructional Activities (1/1/23-12/31/25) ($500,000)
Role: Principal Investigator
Objective: Examine whether (a) a combination of human and computer raters can efficiently identify instructional activities in elementary reading/language arts and mathematics videos; and (b) whether deep learning can automatically generate scenarios, classifications, and ratings for teaching simulations.

National Science Foundation: The Impacts of Pre-Service Supervised Field Experiences on Elementary Teachers' Retention and Effectiveness in Mathematics. (7/1/2021-6/30/2024) ($1,500,000)

Role: Co-Principal Investigator (PI: Leigh McLean)
Objective: Investigate the impact of pre-service supervised field experiences on participants' retention decisions and their students' mathematics achievement.

National Science Foundation (2000487): Using Neural Networks for Automated Classification of Elementary Mathematics Instructional Activities (9/1/20-8/31/25) ($1,499,962)
Role: Principal Investigator
Objective: Examine whether (a) a combination of human and computer raters can efficiently identify instructional activities in elementary mathematics videos; and (b) whether deep learning can automatically generate scenarios, classifications, and ratings for teaching simulations

Robertson Foundation (9909875): Using Neural Networks for Automated Classification of Elementary Reading and Mathematics Instructional Activities (7/1/20-6/30/23) ($230,115)
Role: Principal Investigator
Objective: Examine whether (a) a combination of human and computer raters can efficiently identify instructional activities in elementary reading/language arts videos; and (b) whether deep learning can automatically generate scenarios, classifications, and ratings for teaching simulations

Institute of Education Sciences: Build the Frame: Using Feedback, Reflection, and Multimedia to Teach Evidence-Based Practices for Effective Classroom Management (7/1/20-6/30/24) ($1,400,000)
Role: Co-Principal Investigator (PI: Michael Kennedy)
Objective: Develop a feasible and sustainable intervention that, when used by teachers during their preparation to become professionals, will result in positive engagement and academic achievement of K-12 students with disabilities.

Institute of Education Sciences (R305A160100): District Policies Related to Principal Evaluation, Learning-Centered Leadership, and Student Achievement (7/1/16-6/30/19) ($1,399,024) U. Virginia award: $141,517
Role: Co-Principal Investigator (PI: Morgaen Donaldson)
Objective: Examine associations between district principal evaluation policies, learning-centered leadership, and student achievement in reading and mathematics

National Science Foundation (1535024): The Development of Ambitious Instruction in Elementary Mathematics (10/01/15-9/30/18) ($1,497,618)
Role: Principal Investigator
Objective: Examine how elementary teaching candidates' characteristics interact with a) opportunities-to-learn in teacher preparation courses and student teaching placements and b) resources and expectations in their schools to affect their enactment of ambitious mathematics instruction as 1st- and 2nd -year teachers

Spencer Foundation (201600103): The Development of Ambitious Instruction in Elementary Mathematics and English Language Arts (10/01/15-9/30/19) ($997,598)
Role: Principal Investigator
Objective: Examine how elementary teaching candidates' characteristics interact with a) opportunities-to-learn in teacher preparation courses and student teaching placements and b) resources and expectations in their schools to affect their enactment of ambitious instruction in mathematics and reading/language arts as 1st- and 2nd-year teachers

W.T. Grant Foundation (182764): How Beginning Elementary Teachers' Social Networks Affect Ambitious Math Instruction in the Current Evaluation Climate (7/01/14-6/30/17) ($599,996) U. Virginia award: $90,577
Role: Co-Principal Investigator (PI: Ken Frank)

Objective: Examine contextual factors associated with beginning elementary teachers' planning and enactment of ambitious math instruction in the context of the Common Core State Standards and teacher evaluation reform. The research took place in 10 midwestern school districts

National Science Foundation (1420532): How Novice Elementary Teachers' Social Networks Affect Ambitious Math Instruction in the Current Evaluation Climate (8/16/14-8/15/17) ($1,600,000) U. Virginia award: $184,070
Role: Co-Principal Investigator (PI: Ken Frank)
Objective: Examine contextual factors associated with beginning elementary teachers' planning and enactment of ambitious math instruction in the context of the state mathematics standards and teacher evaluation reform. The research took place in 10 midwestern school districts

Carnegie Corporation of New York (B 8034): A Study of Teacher Retention and Student Learning in Urban Michigan Districts (8/16/06-8/15/09) ($385,700)
Role: Principal Investigator
Objective: Examine contextual factors associated with beginning teacher commitment, retention, and effectiveness in 10 school districts in Michigan and Indiana

Michigan State University Intramural Research Grants Program (05-IRGP-334): How District Policy, School-Level Social Capital and New Teachers' Perceptions of Pressure and Support Influence Their Induction Experiences and Labor Market Decisions (12/15/05-6/30/07) ($50,000)
Role: Principal Investigator
Objective: Examine contextual factors associated with beginning teacher commitment, retention, and effectiveness in 10 school districts in Michigan and Indiana

Media Citations

Osberg, E. (2003, August 7). Short reviews of new reports and books. *The Education Gadfly.*

Education Week. (2004, August 4). Teacher quality. *Author.*

The New Educator. (2012, Fall). Success for novice teachers: The importance of fitting in. *Author.*

Carmody. S. (2012, November). MSU study: Novice teachers need a good working relationship with school principals. *Michigan Public Radio*.

Rebora, A. (2012, November 13). Why teachers quit: It's the principal, stupid. *Education Week*.

Tierney, J. (2012, November 16). Why do so many teachers quit their jobs? Because they hate their bosses. *The Atlantic*.

Faughey, D. (2015, April 29). Teacher autonomy in South Korea and around the world. *International Education News.*

Breen, A. (2015, October 19). UVA team aims to pinpoint the preparation that makes the best teachers. *UVA Today.*

Sparks, S.D. (2017, July 10). How can schools make a firebreak for teacher burnout? *Education Week*.

Stateside. (2017, October 26). Why we're burning out our young teachers, and how to relight the fire. *Author.*

Hochbein, K. (2019, April 5). Perceived legitimacy. *Lehigh Research Review.*

Marshall, K. (2020, March 23). Reducing attrition among new teachers. *Marshall Memo.*

Breen, A. (2021, February 15). What learning experiences prepare effective future teachers? *UVA School of Education and Human Development.*

Davis, I. (2021, April 20). New book focuses on principal development and support. *MSU College of Education.*

Hoos in STEM. (2024, October 18). The wide world of electrical and computer engineering with Scott Acton. *Author.*

Breen, A. (2025, January 8). UVA researchers calculate a better way to teach math. *UVA Today.*

Davis, A. (2025, January 10). Bill & Melinda Gates Foundation fund UVA teaching technology. *WVIR-TV.*

Gad, M. (2025, May 7). Experts speak on the future of education with the rise of AI. *WVIR-TV.*

Alderton, J. (2025, October 9). Edthena AI Coach: Teacher's aide. *Time.*

Breen, A. (2025, December 12). Ambitious instruction: How teacher preparation impacts practice. *EdLines. UVA School of Education and Human Development.*

Wright, R. (2026, January 22). Teaching spotlight: Rethinking teaching and learning in an AI era. *AI Exchange @ UVA.*

Hogan, K. (2026, June 29). Data dashboards aren't enough – AI makes PD smarter. *Tech & Learning.*

Peer-Reviewed Presentations (authors in underlined text throughout vita denote PhD students)

Youngs, P., He, C., Korban, M., Drimalla, J., Foster, J. K., Gupta, P., & Acton, S. (2026). Using a multimodal machine learning model to classify activities in videos of elementary mathematics and reading instruction. Paper presented at the annual meeting of the American Educational Research Association, Los Angeles.

Anagnostopoulos, D., Anglin, K., Cohen, J., & **Youngs, P.** (2025). Beginning elementary teachers' development of ambitious teaching practices. Paper presented at the annual meeting of the American Educational Research Association, Denver.

Bieda, K., Salloum, S., & **Youngs, P.** (2025). How early career elementary teachers address disciplinary, institutional, and interpersonal obligations in planning mathematics instruction. Paper presented at the annual meeting of the American Educational Research Association, Denver.

Youngs, P., Matsko, K. K., & Ronfeldt, M. (2025). Teacher preparation: Research, policy, and practice. Paper presented at the annual meeting of the American Educational Research Association, Denver.

Korban, M., **Youngs, P.,** & Acton, S. T. (2025). Multi-modal transformer networks for instructional video analysis. Paper presented at the Asilomar Conference on Signals, Systems and Computers. Pacific Grove, CA.

McGee, J., Berlizova, L. S., Guha, S., **Youngs, P.,** & Acton, S. T. (2025). FABLE: Florence-guided annotation of bounding boxes for LEarning videos. Paper presented at the Asilomar Conference on Signals, Systems and Computers. Pacific Grove, CA.

McGee, J., He, C., **Youngs, P.,** Acton, S. T., & Korban, M. (2025). SemanticBox: Bounding box-guided caption enhanced action recognition for instructional videos. Paper presented at the 2025 IEEE International Conference on Image Processing. Anchorage, AK.

Korban, M., McGee, J., **Youngs, P.,** & Acton, S. (2024). Student engagement assessment in classrooms using a novel 3D eye-gaze estimation and evaluation algorithm. Paper presented at the Asilomar Conference on Signals, Systems and Computers, Pacific Grove, CA.

Miller, J., Evert, K., & **Youngs, P.** (2024). Person-organization fit with teaching colleagues, person-job fit with grade level, and first-year teacher retention. Paper presented at the annual meeting of the Association for Education Finance and Policy, Baltimore.

Gupta, P., Reist, K., Drimalla, J., **Youngs, P.,** & Foster, J. (2024). Automated classroom observation: Can neural networks estimate PLATO classroom management and instructional domains? Poster presented at the annual meeting of the American Educational Research Association, Philadelphia.

Youngs, P., Konstantopoulos, S., Anagnostopoulos, D., Cavanna, J., Casa, T., Pinter, H., & Drake, C. (2024). How beginning teachers' self-efficacy, perceived collective responsibility, and feedback on teaching predict their enactment of ambitious mathematics instruction. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia.

Youngs, P., Konstantopoulos, S., Anagnostopoulos, D., & Drake, C. (2024). How feedback and fit are associated with second-year teachers' enactment of equitable, ambitious mathematics instruction. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia.

Foster, J. K., Korban, M., **Youngs, P.,** Watson, G., & Acton, S. (2023). Toward automated classroom observation: Classification of elementary instructional activities using neural networks. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Youngs, P., Hirsch, S. E., Nagro, S., & Kennedy, M. (2023). Commonality and variation in how special education faculty teach classroom management. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Youngs, P., Molloy Elreda, L., Konstantopoulos, S., Anagnostopoulos, D., Cohen, J., & Drake, C. (2022). The development of ambitious instruction: How beginning elementary teachers' preparation experiences are associated with their mathematics and English language arts instructional practices. Paper presented at the annual meeting of the Nordic Educational Research Association, Reykjavik, Iceland.

Youngs, P., Foster, J., Korban, M., Watson, G., & Acton, S. (2022). Using neural networks to identify instructional activities in elementary classrooms to support evaluation of instruction. Poster presented at the annual meeting of the American Educational Research Association, San Diego.

Youngs, P., Miller, J., Evert, K., Anagnostopoulos, D., & Drake, C. (2022). How beginning elementary teachers' mathematics instructional quality is associated with similarities between student teaching and first-year assignments. Paper presented at the annual meeting of the American Educational Research Association, San Diego.

Youngs, P., Molloy Elreda, L., Konstantopoulos, S., Anagnostopoulos, D., Cohen, J., & Drake, C. (2021). The development of ambitious instruction: How beginning elementary teachers' preparation experiences are associated with their mathematics and English language arts instructional practices. Paper presented at the annual meeting of the American Educational Research Association.

Youngs, P., van Aswegen, R., Singh, S., Watson, G., & Acton, S. (2021). Automated classification of elementary instructional objects and activities: Analyzing consistency of manual annotations. Paper presented at the annual meeting of the American Educational Research Association.

Elmore, J., van Aswegen, R., & **Youngs, P.** (2021). Opportunity to learn, program coherence, and self-efficacy with regard to culturally responsive teaching. Paper presented at the annual meeting of the American Educational Research Association.

Korban, M., Singh, S., **Youngs, P.,** Watson, G., & Acton, S. (2021). AI-assisted pedagogical performance evaluation. Paper presented at the Asilomar Conference on Signals, Systems and Computers, Pacific Grove, CA.

Miller, J., & **Youngs, P.** (2020). Measures of person-organization fit and first-year teacher retention. Paper accepted for presentation at the annual meeting of the American Educational Research Association, San Francisco.

Doanldson, M., Mavrogordato, M., Dougherty, S., & **Youngs, P.** (2019). Principals' perspectives on principal evaluation. Paper presented at the annual meeting of the American Educational Research Association, Toronto.

Qian, H., & **Youngs, P.** (2019). Factors associated with Chinese teaching candidates' planned persistence in teaching: The importance of individual characteristics and teacher preparation program coherence. Paper presented at the annual meeting of the American Educational Research Association, Toronto.

Cavanna, J., Pippin, J., Molloy Elreda, L., & **Youngs, P.** (2018). How methods instructors and program administrators promote teacher education program coherence. Paper presented at the annual meeting of the American Educational Research Association, New York.

Kim, J., **Youngs, P.,** & Frank, K. (2018). Two conflicting forces: How teachers' perceived pressure associated with teacher evaluation seems to affect mathematics instruction. Paper presented at the annual meeting of the American Educational Research Association, New York.

Youngs, P., Katz, V., & Miller, J. (2017). The development of teaching knowledge in elementary mathematics. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Braun, A., & **Youngs, P.** (2017). How middle school special educators and general educators make sense of and respond to changes in teacher evaluation policy. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Qian, H., & **Youngs, P.** (2017). Teacher educators' perspectives on China's Free Teacher Education Policy. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Kim, J., Sun, M., & **Youngs, P.** (2016). Underneath the "Will": Legitimacy of teacher evaluation policies from teachers' perspectives. Paper presented at the annual meeting of the Association for Educational Finance and Policy, Denver, CO.

Player, D., **Youngs, P.,** Perrone, F., & Grogan, E. (2016). How fit is associated with teacher mobility and attrition. Paper presented at the annual meeting of the Association for Educational Finance and Policy, Denver, CO.

Chudgar, A., & **Youngs. P.** (2016). Factors associated with primary mathematics teachers' decisions to enter teaching: A three-country Analysis using TEDS-M data. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

Mathews, H.M., Rodgers, W.J., & **Youngs, P.** (2016). Understanding sense-making for special educators: A systematic mixed studies review. Poster presented at the annual meeting of the American Educational Research Association, Washington, DC.

Youngs, P., Cohen, J., & Berry, R. (2016). The development of ambitious instruction in elementary mathematics. Poster presented at the Symposium on Envisioning the Future of Undergraduate STEM Education: Research and Practice. American Association for the Advancement of Science and National Science Foundation, Washington, DC.

Kim, J., **Youngs, P.,** & Frank. K. (2015). Early career teachers' social networks and burnout levels. Paper presented at the annual meeting of the Association for Educational Finance and Policy, Washington, DC.

Kim, J., & **Youngs, P.** (2014). Promoting instructional improvement or resistance? A comparative study of teachers' perceptions of teacher evaluation policy in Korea and the United States. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia.

Qian, H., & **Youngs, P.** (2014). The effect of teacher preparation programs on future elementary mathematics teachers' knowledge with TEDS-M data. Poster presented at the annual meeting of the American Educational Research Association, Philadelphia.

Youngs, P., Pogodzinski, B., & Galey, S. (2013). How labor management relations and human resource policies affect teacher assignment in urban school districts. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Lane, J., & **Youngs, P.** (2013). Why aren't underperforming teachers fired more often? Paper presented at the annual meeting of the University Council for Educational Administration, Indianapolis.

Pogodzinski, B., & **Youngs, P.** (2012). Administrative climate and novice teachers' intended career decisions. Paper presented at the annual meeting of the Association for Educational Finance and Policy, Boston.

Pogodzinski, B., & **Youngs, P.** (2012). Collegial climate and novice teachers' intent to remain teaching. Paper presented at the annual meeting of the Association for Educational Finance and Policy, Boston.

Sun, M., **Youngs, P.,** Yang, H., Chu, H., & Zhao, Q. (2012). Association of district principal leadership evaluation with learning-centered leadership practice: Evidence from Michigan and Beijing. Paper presented at the annual meeting of the American Educational Research Association, Vancouver.

Youngs, P., & Kim, W.J. (2012). How inter-district choice impacted one Michigan district's academic programs, financial condition, and local political support. Paper presented at the annual meeting of the American Educational Research Association, Vancouver.

Grogan, E., & **Youngs, P.** (2011). Fitting in: Person-organization, person-job, and person-group fit as drivers of teacher mobility. Paper presented at the annual meeting of the Association for Educational Finance and Policy, Seattle, WA.

Qian, H., & **Youngs, P.** (2011). The influence of university courses and field experiences on elementary candidates' mathematical knowledge for teaching: New evidence from four universities in China. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Youngs, P., & Kwak, H.S. (2011). How novice middle school teachers' colleagues, principals, and non-teaching roles affect their curricular knowledge and instructional practices. Poster presented at the annual meeting of the American Educational Research Association, New Orleans.

Pogodzinski, B., **Youngs, P.,** Frank, K., & Belman, D. (2010). Person-environment fit: Effects on novice teacher commitment. Paper presented at the annual meeting of the American Educational Finance Association, Richmond, VA.

Kim, W.J., & **Youngs, P.** (2010). Impact of school choice policies on educators and schools. Paper accepted for presentation at the annual meeting of the American Educational Research Association, Denver.

Qian, H., **Youngs, P.,** & Phelps, G. (2010). Does math teacher preparation differ between China and the U.S.? An investigation of preparation components and elementary math candidates' math knowledge for teaching. Poster presented at the annual meeting of the American Educational Research Association, Denver.

Youngs, P., Pogodzinski, B., & Low, M. (2010). The role of formative assessments in new teacher induction. Paper presented at the annual meeting of the American Educational Research Association, Denver.

Grogan, E., & **Youngs, P.** (2009). *Teacher recruitment: How is it done, and who decides, in charter and traditional public schools?* Paper presented at the annual meeting of the American Educational Finance Association, Nashville, TN.

Bird, T., & **Youngs, P.** (2009). *Assessing the reliability, validity, and utility of course-embedded performance assessments in secondary teacher preparation.* Paper presented at the annual meeting of the American Educational Research Association, San Diego.

Ford, T.G., & **Youngs, P.** (2009). *How Success For All promotes trust in a high-performing urban midwestern district.* Paper presented at the annual meeting of the American Educational Research Association, San Diego.

Youngs, P., Frank, K., & Pogodzinski, B. (2009). *The role of person-organization fit in beginning teacher commitment.* Paper presented at the annual meeting of the American Educational Research Association, San Diego.

Kim, W.J., & **Youngs, P.** (2009). *How school administrators and teachers respond to school choice policies.* Paper presented at the annual convention of the University Council for Educational Administration, Anaheim, CA.

Sun, M., & **Youngs, P.** (2009). *How does district principal evaluation affect learning centered principal leadership? Evidence from Michigan school districts.* Paper presented at the annual convention of the University Council for Educational Administration, Anaheim, CA.

Jones, N.A, & **Youngs, P.** (2008). *How school-level social capital and new teachers' subjective experiences shape instruction and commitment to teaching.* Paper presented at the annual meeting of the American Educational Research Association, New York.

Maier, A., & **Youngs, P.** (2008). *Teacher preparation programs and teacher labor markets: How social capital may help explain teachers' career choices.* Paper presented at the annual meeting of the American Educational Research Association, New York.

Youngs, P., & Bird, T. (2008). *Using embedded assessments to promote pedagogical reasoning among secondary teaching candidates.* Paper presented at the annual meeting of the American Educational Research Association, New York.

Youngs, P., Frank, K., Thum, Y.M., & Low, M. (2008). *How mentors, colleagues, relational trust and collective responsibility influence outcomes for early career teachers and their students.* Paper presented at the annual meeting of the American Educational Research Association, New York.

Bell, C., **Youngs, P.,** & Jones, N.J. (2007). *Substance and show: Understanding responses to NCATE accreditation.* Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Youngs, P., & Bell, C. (2007). *When policy instruments promote reform-oriented practice: An analysis of Connecticut's policies related to teaching and learning.* Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Bell, C., & **Youngs, P.** (2006). *State policies in Connecticut and changes in teacher preparation and the teaching profession.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Youngs, P., Pogodzinski, B., & Wayne, A.J. (2006). How district policies and school-level social capital influence new teachers' labor market decisions: A review of research on teacher retention. In P. Youngs (Chair), *Teacher, school, and district influences on the experiences of new and returning teachers.* Symposium at the annual meeting of the American Educational Research Association, San Francisco.

Youngs, P., & Wayne, A.J. (2005). Induction as a policy recommendation: Evidentiary and institutional considerations. In S.M. Kardos (Chair), *The impact of recruitment and induction policies and practices on new teacher satisfaction and retention.* Symposium at the annual meeting of the American Educational Research Association, Montreal.

Wilson, S.M., & **Youngs, P.** (2005). Research on accountability processes in teacher education. In M. Cochran-Smith & K. Zeichner (Co-Chairs), *Studying teacher education: The Report of the AERA Panel on Research and Teacher Education.* Symposium at the annual meeting of the American Educational Research Association, Montreal.

Youngs, P. (2004). The influence of induction and salary level on new teacher retention in urban districts in Connecticut. In P. Youngs (Chair), *Methodological approaches to examining the influence of mentoring and induction on new teacher retention.* Symposium at the annual meeting of the American Educational Research Association, San Diego.

Youngs, P. (2004). Second-year teacher development in the context of the Connecticut portfolios: How multiple forms of support contribute to candidate learning. In L. Darling-Hammond (Chair), *The role of performance assessments in promoting teacher learning and building a professional continuum in teaching.* Symposium at the annual meeting of the American Educational Research Association, San Diego.

Youngs, P., & Pecheone, R.L. (2004). State teacher policies in Connecticut and their effect on the design and practice of teacher education and induction. In L. Darling-Hammond (Chair), *The complex influence of state policies on teacher education.* Symposium at the annual meeting of the American Educational Research Association, San Diego.

Youngs, P., & Wayne, A.J. (2004). *Strategies for addressing the teacher quality crisis in urban, high-poverty districts.* Paper presented at the annual meeting of the American Educational Research Association, San Diego.

Youngs, P. (2003). How principal leadership and district induction policy interact to shape new teachers' experiences. In J. Goldstein (Chair), *Distributing leadership for teacher support and evaluation: Renegotiating the work of teacher leaders and principals.* Symposium at the annual meeting of the American Educational Research Association, Chicago.

Youngs, P. (2002). *Using multiple individuals to provide multidimensional support for beginning teachers: Towards a new conception of teacher induction.* Paper accepted for presentation at the annual meeting of the American Educational Research Association, New Orleans.

Youngs, P. (2002). *District leadership and induction.* Paper accepted for presentation at the annual meeting of the American Educational Research Association, New Orleans.

Youngs, P., & Wood, A. (2001). *District policies, school conditions, and support for new teachers.* Paper presented at the National Symposium on Teacher Induction, San Jose, CA.

Youngs, P. (2001). *District organizational conditions and instructional support for beginning teachers.* Paper presented at the annual meeting of the American Educational Research Association, Seattle.

Youngs, P., & King, M.B. (2001). *Principal leadership for professional development to build school capacity.* Paper presented at the annual meeting of the American Educational Research Association, Seattle.

Youngs, P., Odden, A., & Porter, A.C. (2001). *State leadership in teacher licensure.* Paper presented at the annual meeting of the American Educational Research Association, Seattle.

Wayne, A.J., and **Youngs, P.** (2001). *Teacher characteristics and student achievement gains: A review.* Paper presented at the Annual Meeting of the Association for Public Policy Analysis and Management, Washington, DC.

Youngs, P. (2000). *Connections between district policy related to professional development and school capacity in urban elementary schools.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Youngs, P., & King, M.B. (2000). Professional development that addresses professional community in urban elementary schools. In E. Grodsky (Chair), *Defining and measuring professional community.* Symposium at the annual meeting of the American Educational Research Association, New Orleans.

Newmann, F.M., King, M.B., & **Youngs, P.** (2000). Professional development that addresses school capacity: Lessons from urban elementary schools. In M.B. King (Chair), *Professional development to build school capacity: Evidence from recent research.* Symposium at the annual meeting of the American Educational Research Association, New Orleans.

Youngs, P. (1999). District and state influences on professional development and school capacity. In F.M. Newmann (Chair), *Professional development: Policy implications of conceptions of school capacity and instruction.* Symposium at the annual meeting of the American Educational Research Association, Montreal.

Youngs, P. (1999). *Challenges in studying the impact of integrated approaches to preparing teachers for diversity.* Paper presented at the annual meeting of the American Educational Research Association, Montreal.

Porter, A.C., **Youngs, P.,** & Odden, A. (1998). Advances in teacher assessments and their uses. In P. Youngs (chair), *Advances in teacher assessments and their uses.* Symposium at the annual meeting of the American Educational Research Association, San Diego.

Invited and Other Presentations

Youngs, P. (2025). Using a teaching analytics dashboard to provide automated feedback and coaching to elementary mathematics teachers. Invited presentation to the 2025 International Conference of the Korean Society of Mathematical Education, Daegu National University of Education, Daegu, Korea.

Youngs, P. (2023). The development of ambitious instruction: How beginning elementary teachers' preparation experiences are associated with their mathematics and English language arts instructional practices. Invited on-line presentation to Department of Educational Policy Studies, University of Wisconsin-Madison.

Youngs, P., Kim, J., & Bieda, K. (2019). Teacher induction programs that lead to retention in the STEM teaching workforce. Invited presentation at AAAS/ARISE working group meeting. American Association for the Advancement of Science, Washington, DC.

Youngs, P., Acton, S., & Watson, G. (2019). Using neural networks for automated classification of classroom video and ratings of teaching quality. Invited presentation to Robertson Foundation, Charlottesville, VA.

Youngs, P. (2018). Characteristics of teacher induction programs that promote beginning teacher retention, effectiveness, and instructional quality. Invited presentation at Teacher Induction Network meeting. Fairfax, VA.

Youngs, P. (2018). How methods instructors and program administrators promote teacher education program coherence. Invited presentation at University of Oslo. Oslo, Norway.

Youngs, P., Bieda, K., & Kim, J. (2017). Teacher induction programs that lead to retention in the STEM teaching workforce. Invited presentation at AAAS Noyce Summit. American Association for the Advancement of Science, Washington, DC.

Youngs, P. (2016). The development of ambitious instruction in elementary mathematics. Invited presentation at AAAS Noyce Working Group Meeting. American Association for the Advancement of Science, Washington, DC.

Youngs, P. (2016). The role of social context in beginning teacher development. Wisconsin Ideas in Education Series. University of Wisconsin, Madison, WI.

Youngs, P. (2016). The role of social context in novice teacher development. University of Connecticut Educational Policy Speaker Series. University of Connecticut, Storrs, CT.

Youngs, P. (2015). The role of social context in beginning teacher development. Curry Research Lectureship Series. University of Virginia, Charlottesville, VA.

Youngs, P. (2014). The role of person-organization fit and principal leadership in beginning teachers' induction experiences. Invited keynote address at the 9th annual Illinois New Teacher Collaborative Induction and Mentoring Conference. Springfield, IL.

Youngs, P. (2014). New directions for teacher education research: How the VLDS could support longitudinal research on teacher preparation. Virginia Longitudinal Data System Insights Conference. Richmond, VA.

Youngs, P. (2014). How novice elementary teachers' social networks affect ambitious math instruction in the current evaluation climate. CASTL Works-in-Progress Talk. University of Virginia, Charlottesville, VA.

Youngs, P. (2013). Using teacher evaluation reform and professional development to support Common Core assessments. Center for American Progress, Washington, DC.

Youngs, P., & Jones, N. (2013). Daily emotions and their association with the commitment and burnout of beginning teachers. University of Melbourne, Melbourne, Australia.

King, M.B., & **Youngs, P. (**2013). How organizational capacity and program coherence support school and teacher development. University of Newcastle, Newcastle, Australia.

Youngs, P. (2013). Building a unified field of inquiry: Possible directions for teacher education research. University of Virginia, Charlottesville, VA.

Youngs, P. (2013). Building school capacity: Issues of principal leadership, professional development, and instructional program coherence. Hanyang University, Seoul, Korea.

Youngs, P. (2013). U.S. teachers' responses to the Common Core State Standards Curricular Initiative: The role of professional development and school context. Invited keynote address at the annual meeting of the Korean Society for Curriculum Studies. Ewha Women's University, Seoul, Korea.

Youngs, P., & Jones, N. (2011). Beginning special education teachers' induction experiences. Northwestern University, Evanston, IL.

Youngs, P. (2011). How new teachers' experiences are shaped by elementary principals' beliefs and actions. Beijing Normal University, Beijing, China.

Youngs, P., & Jones, N. (2011). The association of daily emotions with the commitment and burnout of beginning teachers. Beijing Normal University, Beijing, China.

Youngs, P. (2010). Presentation to the INTASC Core Standards Update Committee. Alexandria, VA.

Youngs, P., Frank, K.A., & Pogodzinski, B. (2010). The role of mentors and colleagues in beginning elementary and middle school teachers' language arts instruction. Humboldt University, Berlin, Germany.

Youngs, P., & Jones, N. (2010). School time use and beginning teachers' emotional responses. University of Paderborn, Paderborn, Germany.

Goddard, R., & **Youngs, P.** (2009). Mentoring and collaboration: Outcomes for teacher retention and student achievement. Texas Association of Schools Boards Leadership Institute, Fort Worth, TX.

Youngs, P., & Pogodzinski, B. (2009). The role of person-organization fit in beginning teacher commitment. American Institutes of Research, Washington, DC.

Youngs, P., Frank, K., & Thum, Y.M. (2008). How mentors, colleagues, and schoolwide relational trust affect outcomes for beginning teachers in the U.S. and their students. Paper presented at Seoul National University School of Education, Seoul, South Korea.

Youngs, P., & Frank, K. (2008). How mentors, colleagues, and school organizational conditions affect outcomes for beginning teachers and their students. Paper presented at the "Understanding Teacher Effects and Educational Outcomes" Conference, University of Notre Dame, South Bend, IN.

Youngs, P. (2008). A study of teacher commitment and retention and student learning in urban school districts. Vanderbilt Mentoring and Induction Conference, Vanderbilt University, Nashville, TN.

Youngs, P. (2007). A study of teacher retention and student learning in urban Michigan districts. Educational Policy Workshop Series, Michigan State University, E. Lansing, MI.

Youngs, P. (2007). The motivation of teachers to produce human capital and conform to their social contexts. Urban Educational Policy Program Speaker Series, Brown University, Providence, RI.

Youngs, P., Frank, K., & Thum, Y.M. (2007). A study of teacher instruction, commitment, and retention and student learning in Michigan and Indiana districts. College of Education National Advisory Panel Meeting, Michigan State University, East Lansing, MI.

Wilson, S.M., & **Youngs. P**. (2006). Research on accountability processes in teacher education. Educational Policy Workshop Series, Michigan State University, E. Lansing, MI.

Youngs, P. (2005). District induction policies and new teachers' experiences: An examination of local policy implementation in Connecticut. Educational Policy Workshop Series, Michigan State University, E. Lansing, MI.

Youngs, P. (2004). Exploring alternatives to No Child Left Behind: Connecticut's state policies related to student assessment and teacher quality. College of Education Forum on No Child Left Behind, Michigan State University, E. Lansing, MI.

Pecheone, R.L., & **Youngs, P.** (2003). Performance Assessment for California Teachers Score Data Presentation. Presentation at California State University (CSU) Education Deans Meeting, Los Angeles.

Pecheone, R.L., & **Youngs, P.** (2002). Performance assessment for teacher licensure in Connecticut. Presentation at the National Conference on Teacher Compensation and Evaluation, Chicago.

Youngs, P. (2000). The relationship between teachers' knowledge and ability at time of licensure and teacher quality. Presentation at meeting of the National Research Council Committee on Assessment and Teacher Quality, Washington, DC.

Porter, A.C., & **Youngs, P.** (1997). New teacher assessments and their uses. Presentation at the National Conference on Teacher Compensation and Evaluation, Chicago.

Courses Taught

Undergraduate/Internship

EDIS 2800	Understanding P-12 Educational Contexts (University of Virginia) (fall 2023, fall 2024, fall 2025)
EDIS 6991/7991	Professional Field Project (University of Virginia) (spring 2015, spring 2016, spring 2023)
EPS 300	Schools and Society (University of Wisconsin-Madison) (fall 2001)
TE 201	Current Issues in American Education (Michigan State University) (fall 2010, spring 2012, fall 2013)
TE 801/803	Professional Roles and Teaching Practice (Michigan State University) (2004-05, 2005-06, 2006-07, 2007-08, 2008-09, 2009-10)

Doctoral

EDIS 7852	Reading the Research (University of Virginia) (fall 2014, fall 2015, fall 2016, fall 2017)
EDIS 8191	Teacher Evaluation Research (University of Virginia) (spring 2016)
EDIS 8810	Policy Perspectives on Teaching and Teacher Education (University of Virginia) (spring 2014, spring 2015, spring 2017, spring 2019, spring 2022, spring 2023, spring 2025)
EDIS 9810	Capstone Seminar (fall 2024)
EDLF 7300	Foundations of Educational Research (University of Virginia) (fall 2018, fall 2019, fall 2020, fall 2021)
EDLF 8380	Special Topics in Qualitative Methods: Case Study Research (University of Virginia) (spring 2018, spring 2020, spring 2022, spring 2024, spring 2026)
TE 901	Pro-seminar in Curriculum, Instruction, and Teacher Education (Mich. State University) (fall 2005, fall 2006, fall 2009, fall 2010, fall 2011)
TE 920	Social Analysis of Educational Policy (Michigan State University) (spring 2005, spring 2007, spring 2010, fall 2013)
TE 931	Introduction to Qualitative Methods in Educational Research (Michigan State University) (spring 2009)

Dissertations Directed: University of Virginia

Andrews, C. (2019). *Exploring learner-content interactions in a university course through social media use.* Curriculum and Instruction PhD Program. Current position: Digital Learning Strategies, Amazon.

Blain, C. D. (2024). *Preparing and supporting teachers to equitably instruct multilingual and multicultural learners.* Curriculum and Instruction PhD Program. Current position: ESL Specialist, Fairfax County Public Schools.

Crimmin, S. (2026). *Advancing noticing of classroom activities through teacher dashboards.* Curriculum and Instruction PhD Program. Current position: Consultant.

Elmore, J. E. (2023). *Community-engaged teacher preparation: Understanding impact on practice.* Curriculum and Instruction PhD Program. Current position: Elementary school teacher, New York City Public Schools.

Fox, W. (2022). *Developing teachers' advocacy skills for multilingual learners: An examination of advocacy in simulated environments and school settings.* Current position: Language Testing Evaluation Specialist, U.S. Department of State Foreign Service Institute.

Mathews, H. (2018). *Examining opportunities to learn in special education teacher preparation.* Special Education PhD Program. Current position: Assistant Professor, University of Florida.

Melo Hurtado, C. (2017). *The role of dosage and quality of Head Start experiences in the development of self-regulation.* Curriculum and Instruction PhD Program. Current position: Faculty Member, Universidad de los Andes (Chile).

Miller, J.M. (2019). *Measures of person-organization fit and teacher retention.* Curriculum and Instruction PhD Program. Current position: Associate Professor, Eastern Kentucky University.

Perrone, F. (2017). *Teacher recruitment, burnout, fit, attrition, and the role of the administrator.* Administration and Supervision PhD Program. Current position: Associate Professor, Indiana University.

Rawlins, A. (2020). *Literacy maturity and the magnocellular theory of dyslexia: Implications for clinical diagnosis.* Reading Education PhD Program. Current position: Consultant.

van Aswegen, R. (2023). *Defining quality instruction in glocal policyscapes: Centers of quality education in Namibian life science.* Curriculum and Instruction PhD Program. Current position: Consultant.

Woodward, T. (2021). Policy contexts and interpersonal relationships: An exploration of teachers' instructional and assessment practices. Curriculum and Instruction PhD Program. Current position: Assistant Dean, St. John Fisher College.

Dissertations Directed: Michigan State University

Galey-Horn, S. (2017). *Organized ideas: How idea-based policy change shapes conflict and collaboration in district-level instructional coach teams.* Educational Policy PhD Program. Current Position: Consultant.

Grogan, E.L. (2011). *Finding the fit: Measurement and assessment of drivers of teacher mobility and attrition.* Educational Policy PhD Program. Current Position: Director of Knowledge and Impact, KIPP Foundation.

Hasty, N.L. (2013). *Educators' experiences with new approaches to teacher evaluation.* Curriculum, Teaching, and Educational Policy PhD Program. Current position: Consultant.

Jones, N. (2009) *Attitude and affect among early career teachers.* Educational Policy PhD Program. Current position: Associate Professor, Boston University.

Kim, J. (2017). *Quality matters: The influence of teacher evaluation policies and school context on teaching quality.* Educational Policy PhD Program. Current position: Assistant Professor, Sungshin Women's University.

Kim, W.J. (2009). *How school administrators and teachers respond to school choice policies.* Educational Policy PhD Program. Current position: President, Gyeongin National University of Education.

Kintz, T. (2015). *Principal leadership for quality intellectual work: Professional development related to authentic instruction and student cognitive engagement.* Educational Policy PhD Program. Current Position: Senior Researcher, Office of K-12 Outreach, Michigan State University.

Lane, J. (2015). *Teacher sensemaking in a crowded policy environment.* Educational Policy PhD Program and Curriculum Instruction and Teacher Education PhD Program. Current Position: Senior Researcher, Office of K-12 Outreach, Michigan State University.

Low, M. (2012). *The effects of job expectations and colleagues on new teachers' commitment levels.* Curriculum, Teaching, and Educational Policy PhD Program. Current Position: Senior Researcher, Activate Research.

McClure, D. (2016). *"They look at your color": Children of Nigerian immigrants in the Republic of Ireland and their beliefs and expressions of being Irish.* Curriculum Instruction and Teacher Education PhD Program. Current Position: Associate Dean, St. John's University.

Pogodzinski, B. (2009). *Collective bargaining and human resources policies: Effects on mentoring and commitment levels of novice teachers.* Educational Policy PhD Program. Current position: Professor and Assistant Dean, Wayne State University.

Qian, H. (2013). *Three essays on teacher preparation programs and test-takers' response times on test items.* Curriculum, Teaching, and Educational Policy PhD Program and Measurement and Quantitative Methods PhD Program. Current Position: Senior Researcher, National Council of State Boards of Nursing.

Sun, M. (2011). *Exploring how school intra-organizational mechanism mediates the effects of external interventions on improving teaching and learning.* Educational Policy PhD Program and Measurement and Quantitative Methods PhD Program. Current Position: Professor, University of Washington.

Sweeny, S. (2013). *Study of early career elementary teachers' mathematics instruction and views about success.* Curriculum, Instruction, and Teacher Education PhD Program. Current Position: Lead Curriculum Developer, Amplify.

Doctoral Students (Current) – Principal Advisor/Dissertation Director

Cuellar, M., Curriculum and Instruction, EdD Program, UVA

Reist, K., Curriculum and Instruction PhD Program, UVA

PhD Students (Current) – Dissertation/Guidance Committee Member

Bosch, E., Curriculum and Instruction PhD Program, UVA
Boyle, D., Curriculum and Instruction PhD Program, UVA
Burke, O., Applied Developmental Science PhD Program, UVA
Cash, H., Curriculum and Instruction PhD Program, UVA
Li, B., Special Education PhD Program, UVA
McGee, J., Electrical and Computer Engineering PhD Program, UVA
Pigg, M., Kinesiology PhD Program, UVA
Talley, I., Curriculum and Instruction PhD Program, UVA
Wallace, O., Special Education PhD Program, UVA

EdD Students (Current) – Capstone Committee Member

Dalzell, T., Curriculum and Instruction EdD Program, UVA
Weatherly, C., Curriculum and Instruction EdD Program, UVA

Doctoral Students (Completed) – University of Virginia, Dissertation/Capstone Committee Member

Aigotti, S. (2024). Using the Concrete-Representational-Abstract instructional framework to support students with disabilities and mathematics difficulties in inclusive settings: An investigation of teacher knowledge and practice. Special Education PhD Program. Current Position: Assistant Professor, Appalachian State University.

Allen, A. (2017). *Negotiating teacher roles in the collaborative mathematics classroom.* Curriculum and Instruction EdD Program. Current position: Mathematics Teacher, St. Anne's-Belfield School, Charlottesville, VA.

Bennett, J. (2018). *Perceptions of White privilege, systemic inequities, and influence on teacher-student interactions.* Curriculum and Instruction PhD Program. Current position: Lecturer, Vanderbilt University.

Benson, S. (2020). *Comparative case study of Jordanian inclusion policies and practices.* Special Education PhD Program. Current position: Associate Professor, University of Birmingham Dubai.

Bentley, L. R. (2024). *Sowing the seeds for equity in science education: A cross case mixed methods study of pre-service elementary teachers and their self-efficacy related to equitable science teaching.* Curriculum and Instruction PhD Program. Current position:

Bergey, R. (2016). *Exploring the use of massive open online courses (MOOCs) as a source of professional development for teachers of English Language Learners (ELLs).* Curriculum and Instruction EdD Program. Current position: Senior Researcher, AIR.

Berlin, R. (2019). *Understanding and preparing for ambitious elementary mathematics instruction.* Curriculum and Instruction PhD Program. Current position: Program Manager, Deans for Impact.

Brodersen, A.V. (2016). *Exploring alignment in gifted education program policies and practices.* Curriculum and Instruction PhD Program. Current position: Consultant.

Buckrop, J. (2018). *The phenomenon of negotiating early literacy instruction: A kindergarten teacher's narrative.* Reading Education PhD Program. Current position: Instructional Staff, Woodbrook Elementary School, Albemarle County, VA.

Caughey, M. (2018). *Exploring teachers' fidelity of implementation of gifted language arts curriculum.* Curriculum and Instruction PhD Program. Current position: Assistant Professor, Cleveland State University.

Chung, R.H. (2021). *Role of school context and individual background on English teachers' multicultural literature selection process.* Curriculum and Instruction PhD Program. Current position: Senior Researcher, JP Morgan Chase.

DeMauro, A. (2018). *The influence of mindfulness on teachers' professional practice.* Curriculum and Instruction PhD Program. Current position: Contemplative Instructor and Programming Coordinator for the UVA Contemplative Sciences Center, University of Virginia.

Dmitrieva, S. (2022). *The relationship between stereotype threat vulnerability and academic engagement among gifted elementary students in rural schools.* Curriculum and Instruction PhD Program. Current position: Consultant.

Douglass, J., (2026). *A foundation for restoration: A case study investigation of successful restorative justice and practice implementation in an independent school.* Curriculum and Instruction EdD Program. Current position: Dean of Studies at private school.

Fitzpatrick, C. (2018). *Teaching and learning history in classroom contexts.* Curriculum and Instruction PhD Program. Current position: Assistant Professor, University of Toledo.

Fines, A. (2021). *Sport development for athletes with disabilities: Collegiate opportunities are works in progress.* Kinesiology PhD Program. Current position: General teaching faculty, University of Virginia.

Flores-Curley, M. (2026). *Generative AI in bilingual education: A case study of dual language elementary teachers' GenAI integration, practices, perceptions, and agency.* Curriculum and Instruction PhD Program. Current position:

Forbes, A. (2024). *Adapted physical education teachers' perspectives towards parents of children with disabilities.* Kinesiology PhD Program. Current position:

Grajales-Diaz, J. (2022). *Adapting success: Development of a sustainable short-term study abroad program design for community college.* Curriculum and Instruction EdD Program. Current position: Associate Professor, Piedmont Virginia Community College.

Gurlea, M. (2022). *Toward a shared praxis of assessment: Performance assessment, alignment, and student learning in the secondary social studies classroom.* Curriculum and Instruction PhD Program. Current position: Assistant Professor, Kent State University.

Guzman Antelo, M. (2024). *Voices and practices from the inside: Exploring what matters to English as a second language (ESL) mentor teachers.* Curriculum and Instruction PhD Program. Current position: Assistant Professor, Rhode Island College.

Haines, N. (2026). *A model of teacher professional learning through guided, deliberate, and reflective cycles of teaching practice.* Curriculum and Instruction EdD Program. Current position:

Hemmler, V.L. (2018). *Identity matters: Incorporating CLD students' identities into the secondary classroom.* Curriculum and Instruction PhD Program. Current position: Postdoctoral Research Associate, University of Virginia.

Hirsch, S. (2016). *Professional development in practice: Improving novice teachers' use of evidence-based classroom management practices.* Special Education PhD Program. Current Position: Associate Professor, University of Maryland.

Holt, H. (2023). *Runaway growth: A history of development, schools, and wealth in Williamson County, Tennessee.* Social Foundations PhD Program. Current position: Assistant Professor, Muhlenberg College.

Hu, C. (2025). *Striving in the suburbs: Education and the pursuit of success in a Chinese immigrant community.* Current position: Assistant Professor, University of Alabama.

James, J. (2019). *Improving teacher quality: Evidence from the District of Columbia Public Schools.* Educational Policy PhD Program. Current position: Analytics Director, TNTP.

Kayser, A.A.A. (2018). *Teaching with equity in mind: A case study of how one teacher meets the needs of emergent bilingual learners.* Curriculum and Instruction PhD Program. Current position: Assistant Professor, James Madison University.

Keller Wood, K. (2019). *Preparation for Montessori school leaders: A look at current standards.* Curriculum and Instruction EdD Program. Current position: Executive Director, Cincinnati Montessori Secondary Teacher Education Program.

Kjellstrom, W. (2017). *Evaluating two course sections for enhancing novice elementary pre-service teachers' technological, pedagogical, and content knowledge.* Curriculum and Instruction PhD Program. Current position: Learning Technology Integrator, Albemarle County Public Schools.

Leake, M. (2024). *Exploring the paralympic school day professional development program on physical education teachers' attitudes and self-efficacy.* Kinesiology PhD Program. Current position: Consultant.

Lilly, S. (2022). *Enactment of interdisciplinary STEM+CS curricula: Elementary teachers' verbal supports in implementation of an NGSS-aligned science, mathematics, engineering, and computer science project.* Curriculum and Instruction PhD Program. Current position: Research Scientist, University of Virginia.

Mandel, K. (2023). *Exploring how co-teacher collaboration relates to classroom fit.* Curriculum and Instruction EdD Program. Current position: High School Social Studies Teacher, Arlington, VA.

Martin, D.N. (2020). *An investigation into the impact of the differential implementation of accountability policy on the teacher experience.* Research, Statistics, and Evaluation PhD Program. Current position: Clinical Research Data Specialist, Claude Moore Health Sciences Library, University of Virginia.

McAlister, A. M. (2022). *Exploring role identity and oppositional behavior as a complex system amongst doctoral and undergraduate STEM students.* Curriculum and Instruction PhD Program. Current position: Assistant Professor, University of Virginia, School of Engineering and Applied Science.

McCain, J. (2024). *Unequal socialization: Understanding inequality in STEM doctoral education across different developmental stages.* Higher Education PhD Program. Current position: Consultant,

McCullum, K. L. (2023). *Blues hollers: A pedagogy of space and the scale of Black freedom in Kentucky Appalachia.* Social Foundations PhD Program. Current position: Assistant Project Director, The Eastside Project.

McGraw, J. (2017). *It's all about how you frame it: A sensemaking perspective on the instructional coach role.* Curriculum and Instruction EdD Program. Current position: Director of Teacher Education, University of Virginia.

Mehrtens, C. (2024). *Realities for student success: Exploring experiences of paraeducators supporting students with disabilities in the physical education setting.* Kinesiology PhD Program. Current position: Assistant Professor, University of Wisconsin-Lacrosse.

Miller, A.A. (2019). *Improving outcomes for adjudicated youth through special education behind the fence.* Special Education PhD Program. Current position: Program Manager, Center for Juvenile Justice Reform.

Min, H. (2023). *Philosophy of the whole person teacher: Investigating experiences of adversity and trauma among teachers and students.* Curriculum and Instruction PhD Program. Current position: Research Assistant Professor, University of Virginia.

Mischenko, P. (2020). *What it takes to teach mindfulness in elementary school: A qualitative study of teachers delivering the Compassionate Schools Project Curriculum.* Curriculum and Instruction PhD Program. Current position: Consultant.

Myers, A. (2026). *Supporting gifted students with dyslexia: A qualitative case study of an independent middle school.* Curriculum and Instruction EdD Program. Current position:

Nicholas-Hoff, P. Y. (2022). *Discipline disparities in U. S. public schools: What roles do anti-Black racism and White supremacist beliefs play?* Curriculum and Instruction PhD Program. Current position: Postdoctoral Research Associate, University of Virginia.

Ojeogwu, J. (2024). *Preparing secondary pre-service science teachers for engineering design integrated science teaching.* Current position: Postdoctoral Research Associate, Desert Research Institute.

Orme, S. (2019). *Helping high school seniors become college-level writers: Supporting dual enrollment writing instructors.* Curriculum and Instruction EdD Program. Current position: Secondary English/Language Arts teacher.

Peddie, F. (2019). *An examination of novice teachers' planning and enactment of ambitious mathematics instruction.* Curriculum and Instruction EdD Program. Current position: Senior Researcher, National Council of Teachers of Mathematics.

Pfautz, J. (2019). *Supporting adolescent newcomers' literacy development: A formative case study.* Curriculum and Instruction EdD Program. Current position: ESL Teacher, Charlottesville City Schools.

Quinn, A. (2021). *Elementary teachers' planning and instruction of informational reading and inquiry-oriented social studies.* Curriculum and Instruction PhD Program. Current Position: Assistant Professor, James Madison University.

Rodgers, W. (2017). S*pecialized instruction in co-taught high school classes: What does it look like?* Special Education PhD Program. Current Position: Assistant Professor, Virginia Commonwealth University.

Romo, M.F. (2019). *Understanding early childhood teachers' competence: Pedagogical attention, analysis and interpretation, and decision-making skills in the classroom.* Applied Developmental Science PhD Program. Current position: Assistant Professor, Universidad Diego Portales.

Rutter, J. (2019). *Using engineering as a context and pedagogical strategy for engaging students in mathematical modeling, computational thinking, and engineering design.* Curriculum and Instruction PhD Program. Current Position: Fab Lab Coordinator, Haystack Mountain School of Crafts.

Sebastian, R. (2019). *Go farther together: Culturally relevant teaching in a co-taught classroom.* Curriculum and Instruction EdD Program. Current Position: Postdoctoral Research Associate, University of Virginia.

Seeland, H. (2026). *School-community partnerships: Rural school reflections on building and sustaining relationships.* Curriculum and Instruction EdD Program. Current Position:

Skeeles-Worley, A. (2021). *Varied STEM paths: An analysis of the post-secondary career interests of the participants of an informal science program.* Curriculum and Instruction PhD Program. Current position: Consultant.

Standish, N. (2017). *FabNet Invention Kits: Outcomes and implementation.* Curriculum and Instruction PhD Program. Current position: Technology Coordinator, Albemarle County Public Schools.

Suriano, J.N. (2019). *Marrying quality and authenticity: One teacher's approach to place-based writing instruction.* Curriculum and Instruction EdD Program. Current position: Assistant Professor, The College of St. Rose.

Tatel, S. (2026). *Bridging literacy policy and practice: Implementation and enactment of literacy curriculum, instruction, assessment and professional development.* Reading PhD Program. Current position:

Taylor, Laura K. (2026). *Teacher practices and students' sense of belonging: An exploratory case study.* Current position:

Thomas, C.A. (2020). *Examining opportunities to learn and enact ambitious instruction, culturally responsive teaching, and culturally relevant pedagogy in mathematics education.* Curriculum and Instruction PhD Program. Current Position: Assistant Professor, Virginia Tech University.

Thomasey, D.H. (2017). *Possible effects of a course enhancement on elementary pre-service teachers*. Curriculum and Instruction EdD Program. Current position: Assistant Professor, Lynchburg College.

Thornton, M.E. (2021). *School leaders' actions and detracking for student achievement: A concurrent mixed methods approach.* Administration and Supervision PhD Program. Current position: Assistant Professor, Rowan University.

Waterfield, D. (2026). *Generative artificial intelligence in special education teacher practice: An investigation of teacher-perceived feasibility, quality, and usability of AI-generated materials.* Special Education PhD Program. Current position:

Williams, D. (2025). *Racialized academic devaluation and the prosocial classroom: Educator compassion as protective factor in mitigating academic discrimination.* Current position: Assistant Professor, Virginia State University.

Wilson, K. (2025). *Preparing to teach: Exploring the learning experiences, contexts, and programs of novice teacher preparation.* Current Position: Postdoctoral Researcher, University of Virginia.

Wilson, S. E. (2022). *Peer interactions in academic contexts for adolescents with disabilities.* Special Education PhD Program. Current Position: Senior Researcher, WestEd.

Xia, X. (2025). *Pathways to STEM engagement: Insights from informal learning, classroom instruction, and school STEM climate.* Current position: Postdoctoral Research Associate, University of Virginia.

Xu, G. (2026). *Diagnosing and addressing complex, intersectional sources of measurement bias: A three-paper dissertation.* Current position: Postdoctoral Research Associate, Arizona State University.

Yamak, M. (2017). *Predictive factors of literacy achievement in young gifted children in rural schools.* Curriculum and Instruction PhD Program. Current position: Consultant.

Doctoral Students (Completed) – Michigan State University, Dissertation Committee Member

Bhattacharya, B. (2015). *Professional development experiences and practices: The case of a dual language bilingual program.* Curriculum, Instruction, and Teacher Education PhD Program. Current position: Senior Director, Council for the Accreditation of Educator Preparation.

Braun (Brown), A.M.B. (2015). *Marginalization and education: International presence, performance, and policy.* Educational Policy PhD Program. Current position: Assistant Professor, Social Foundations of Education, University of South Florida.

Brooks, L. (2013). *Case studies involving displaced workers' transition to community college.* Higher, Adult, and Lifelong Education PhD Program. Current position: Consultant, East Lansing, MI.

Browda, M. *Three essays on high school and college attainment using the experience sampling method, experimental design, and social network analysis.* Curriculum Instruction and Teacher Education PhD Program and Educational Policy PhD Program. Current Position: Associate Professor, Quantitative Methods and Statistics, Virginia Commonwealth University.

Bruner, J. (2014). What factors help or hinder the achievement of low SES students? An international comparison using TIMSS 2011 8^{th}-grade science data. Curriculum Instruction and Teacher Education PhD Program. Current position: Data Analyst, Michigan State University, Office of the Associate Provost for Undergraduate Education.

Burkander, K. (2014). *Culture, class, and college: A mixed-method contextual understanding of undermatch.* Educational Policy PhD Program. Current position: Consultant, Princeton, NJ.

Cannata, M. (2007). *Where to teach? Developing a more comprehensive framework to understand teachers' career decisions.* Educational Policy PhD Program. Current position: Research Associate Professor, Vanderbilt University.

Carlin, S.B. (2010). *Caught in a rundown: A study of the professional navigation and personal motivation of one A.P. social studies teacher and varsity baseball coach*. Curriculum, Teaching, and Ed Policy PhD Program. Current position: Consultant.

Chandra, M. (2014). Organizational leadership, teacher work conditions and teachers' job satisfaction: A multi-country analysis. Educational Policy PhD Program. Current position: Postdoctoral Research Associate, Michigan State University, Department of Epidemiology and Biostatistics.

Chang, F.H. (2014). *Teacher education policies and programs in Pakistan: The growth of market approaches and their impact on the implementation and the effectiveness of traditional teacher education programs.* Curriculum, Instruction, and Teacher Education PhD Program. Current position: Director, IBA Community Colleges and Schools at Sukkur IBA University (Pakistan).

Delp, S. (2011). *Distributed leadership's influence on high school novice teacher induction.* K-12 Educational Administration PhD Program. Current position: Principal, Williamston, MI

Dalhoe, A. (2008). *The Michigan MI-ACCESS Alternate Assessment Program: Process evaluation of a state alternate assessment program*. Special Education PhD Program. Current position: Associate Professor, University of Wisconsin, Eau Claire.

Evans, M.E. (2011). *Achieving a racial democracy in Brazil through race based social inclusion higher education policy.* Educational Policy PhD Program. Current position: U.S. Department of Labor Washington, DC.

Ford, T.G. (2010). *Building relational trust within comprehensive school reform models: Exploring the relationship between trust and instructional improvement.* Curriculum, Teaching, and Educational Policy PhD Program. Current position: Associate Professor, Educational Leadership and Policy Studies, University of Oklahoma.

Frasier, A.M.S. (2017). Examining the relationship between teacher evaluation policy and teacher practice in a North Carolina school system. Educational Policy PhD Program. Current position: Assistant Professor, East Tennessee State University.

Fulcher-Dawson, R. (2008). *Early childhood education: Origins, theories, and policy realities.* Educational Policy PhD Program. Current position: Associate Director, Wilson Sheehan Lab for Economic Opportunities, University of Notre Dame.

Ghods, H. (2014). *How teachers prioritize reform: The Common Core State Standards.* Educational Policy PhD Program. Current position: Consultant.

Guenther, A., (2019). *"How is this making my instruction better at all?" Centering teachers' voices and striving for humanization in an investigation of high-stakes evaluations.* Curriculum, Instruction, and Teacher Education PhD Program. Current position: Assistant Professor, Saginaw State University.

Halladay, P. (2008). *Career changers: An investigation of non-traditional entrants into teaching.* K-12 Educational Administration PhD Program. Current position: Director of Professional Standards, Vermont Agency of Education.

Hastings, A. (2015). How faculty members in areas experiencing enrollment decline make sense of policy: Evidence from Michigan. Curriculum, Instruction, and Teacher Education PhD Program and Ed Policy PhD Program. Current position: Assistant Professor, Central College.

Kang, H. (2011). *Understanding how secondary science teacher candidates learn to teach: Analyzing the role of knowledge, practice, and professional identity.* Curriculum, Teaching, and Educational Policy PhD Program. Current position: Associate Professor, University of California-Irvine.

Kang, J. (2013). *How instructors develop their beliefs and knowledge as they teach online professional development courses.* Curriculum, Instruction, and Teacher Education PhD Program. Current position: Associate Professor, Gyeongin National University of Education.

Kim, C.M. (2010). *The effect of teachers' social networks on teaching and class composition.* Measurement and Quantitative Methods PhD Program. Current position: Associate Professor, Gyeongin National University of Education.

Knake, K. (2014). *Curricular reform and economic context: The case of the Michigan Merit Curriculum.* Educational Policy PhD Program. Current position: Research Scientist, Michigan State University.

Krohn, C. (2013). *Instructional coaching in one middle school.* Curriculum, Teaching, and Educational Policy PhD Program. Center Strategic Administrator, Ohio Department of Education.

Lee, H. (2013). *How principals and teachers respond to states' accountability systems.* K-12 Educational Administration PhD Program. Associate Professor, Ewha Women's University.

Lewis, C.L. (2011). *Exploring the influence of a mentoring program on high school males' of color academic engagement and self-perception in school.* Curriculum, Teaching, and Educational Policy PhD Program. Current position: Principal, Detroit, MI.

Mayienga, D. (2013). *Success stories: Biographical narratives of three women school principals in Kenya*. K-12 Educational Administration PhD Program. Current position: Consultant.

Miller, K. (2012). *Actors, institutions, and global forces: Essays on educational expansion and attainment.* Educational Policy PhD Program. Current position: Consultant, Laredo, Texas.

Mo, Y. (2014). *Exploring task and genre demands in the prompts and rubrics of state writing assessments and the NAEP.* Curriculum, Teaching, and Educational Policy PhD Program and Measurement and Quantitative Methods Program. Current Position: Assistant Professor, Boise State University.

Moreano, G. (2013). *The educational reform in Peru and the challenges to transform teacher education programs. A study of future teachers' opportunities to learn, knowledge for teaching, and beliefs related to mathematics teaching.* Curriculum, Teaching, and Educational Policy PhD Program. Current position: Senior Researcher, Peru Ministry of Education.

Ogisu, T. (2014). *How Cambodian pedagogical reform has been constructed: A vertical case study.* Curriculum, Instruction, and Teacher Education PhD Program. Current position: Associate Professor, Nagoya University.

Pak, B. (2020). *Two beginning teachers' intervention in small groups in figured worlds of mathematics classrooms.* Curriculum Instruction and Teacher Education PhD Program. Current position: Assistant Professor, Utah Tech University.

Protacio, S. (2013). *Investigating the reading engagement of English Language Learners: A case study of four middle school ELLs.* Curriculum, Instruction, and Teacher Education PhD Program. Current position: Associate Professor, Literacy Studies, Western Michigan University.

Razzaque, A. (2013). *Understanding pre-service teachers' motivations to join teaching.* Higher, Adult, and Lifelong Education (HALE) PhD Program.

Saada, N. (2014). *Rethinking religious and civic education: Hybridity, othering, and the cultivation of Muslim-American students' identities.* Curriculum, Instruction, and Teacher Education PhD Program. Current position: Assistant Professor, Al-Qasemi Academic College of Education (Israel).

Savage, C. (2018). *Social studies in the middle grades: Examining correlates of student achievement, interest, and instructional exposure.* Educational Policy PhD Program. Current position: Senior Research Associate, American Institutes of Research.

Schrauben (Girard), K. (2014). *Effects of self- or peer-referenced CBM feedback on oral reading fluency and self- efficacy of struggling readers.* Special Education PhD Program. Current position: Associate Professor, Grand Valley State University.

Sharif, A. (2105). *The policy landscape of Foundation Assisted School (FAS) program: Counting the human costs in policy discourse.* Curriculum, Instruction, and Teacher Education PhD Program. Current position: Assistant Professor, Institute of Space Technology (Pakistan).

Snook, C. (2012). *The effect of similarities between states on interest group formation and policy innovation.* Political Science PhD Program. Current position: Lecturer, Kennesaw State University, Kennesaw, GA.

Spicer, J.J. (2015). *Measuring student engagement in science classrooms: An investigation of the contextual factors and longitudinal outcomes.* Educational Policy PhD Program. Current position: Consultant.

Stubbs, A.N. (2014). *Tipping points: Race, identity, and language in shifting schools.* Curriculum, Teaching, and Educational Policy PhD Program. Current Position: CEO, The Papyrus Group.

Sweeney, J. (2011). *Veteran teachers working in diverse communities: Noticing students, families, and communities*. Curriculum, Teaching, and Educational Policy PhD Program. Current position: Coordinator, Graduate Reading Program, Bowie State University.

Syahril, I. (2016). *The Indonesian teacher certification policy: A case study of policy sense-making.* Curriculum Instruction and Teacher Education PhD Program and Educational Policy PhD Program. Current Position: Assistant Professor, Sampoerna University.

Syed Anuar, S.N. (2013). *Translating policy into practice: The role of intermediary agents in a fully centralized and highly hierarchical educational system.* Educational Policy PhD Program. Current position: Senior Researcher: Malaysian Ministry of Education.

Tomczyk, M. (2009). *Prospective teachers' figured worlds of parent-teacher conferences: Collaborating, instructing, and impressing parents.* Curriculum, Teaching, and Educational Policy PhD

Program. Current position: Director of the Child Development and Early Childhood Programs, Madonna University.

Umpstead, G. (2008). *Three essays on education law and policy.* Educational Policy PhD Program. Current position: Professor, Educational Leadership, University of Louisville.

Walcott, J.R. (2012). *Urban-focused teacher preparation: A tale of two perspectives.* Curriculum Instruction, and Teacher Education PhD Program. Current position: Associate Professor, Calvin College.

Wang, W. (2012). *Chinese language teachers' socialization into the profession: A comparative study*. Curriculum, Instruction, and Teacher Education PhD Program. Current position: Consultant.

Wei, Y. (2016). *Teacher mobility in rural China: Evidence from Northwest China.* Educational Policy PhD Program. Current position:

Whitlock, A. (2013). *One hen: Teaching elementary-level economics for civic engagement.* Curriculum, Instruction, and Teacher Education PhD Program. Current position: Associate Professor, Grand Valley State University.

Wibbens, E. (2013). *Navigating the development of writing pedagogy: Scaffolding text, context, and politics*. Curriculum, Teaching, and Educational Policy PhD Program. Current position: Clinical Professor, University of Notre Dame.

Zhou, Y. (2012). *Out-of-field teaching: A cross-national study on teacher labor markets and teacher quality.* Educational Policy PhD Program. Current position: Associate Professor, Duke Kunshan University.

Doctoral Students (Completed) – University of Melbourne, Dissertation Examiner

Latifoglu, A. (2014). *Staying or leaving? Beginning teachers in Victorian secondary schools.* University of Melbourne Graduate School of Education PhD Program.

Witter, M. (2020). *Examining multiple dimensions of teacher quality: Attributes, beliefs, behaviours, and students' perceptions of effectiveness.* University of Melbourne Graduate School of Education PhD Program.

Service – National

Editorial Boards and Professional Service

Co-Editor, *American Educational Research Journal* (2019-2024)
Co-Editor, *Educational Evaluation and Policy Analysis* (2016-2018)
Editorial Board Member for *American Educational Research Journal* (2008-2010; 2015)
Editorial Board Member for *Educational Administration Quarterly* (2011-15)
Editorial Board Member for *Educational Evaluation and Policy Analysis* (2019-2020)
Editorial Board Member for *Educational Researcher* (2013-present)
Editorial Board Member for *Journal of Teacher Education* (2015-present)
Editorial Board Member for *Teaching and Teacher Education* (2009-15; 2025-present)
Section chair for Annual Meeting of the American Educational Research Association, Division (Educational Policy and Politics), Section 3 (Curriculum, Testing, and Instructional Practice) (2009)
Section chair for Annual Meeting of the American Educational Research Association, Division L (Educational Policy and Politics), Section 6 (Teacher Policy and Politics) (2012)
Program chair for Annual Meeting of the American Educational Research Association, Division L (Educational Policy and Politics) (2013)
Chair of American Educational Research Association Division K Nominating Committee (2019)
Chair of American Educational Research Association Division L Nominating Committee (2013)
Chair of American Educational Research Association Division L Early Career Award (2022)
Chair of American Educational Research Association Journal Publications Committee (2025-2027)

Reviewer

AERA Open (2021; 2023-2024); *American Educational Research Journal* (2006-2015, 2017-2019; 2024); *American Journal of Education* (2011, 2014, 2016-2017); *Asia Pacific Education Review* (2008, 2010-2011, 2013, 2017-2018, 2021); *Comparative Education Review* (2011-2012); *Compare* (2020); *Education Finance and Policy* (2014-2015; 2025); *Education Next* (2006); *Educational Administration Quarterly* (2009, 2011- 2017, 2019-2021); *Educational Assessment* (2019-2020); *Educational Evaluation and Policy Analysis* (2003-2009, 2011-2013, 2015; 2019; 2024); *Educational Management, Administration, and* Leadership (2020); *Educational Policy* (2011-2013, 2015, 2017, 2019, 2021-2022; 2024-2025); *Educational Policy Analysis Archives* (2015-2016, 2019); *Educational Psychology* (2015, 2017-2018, 2020-2021); *Educational Research for Policy and Practice* (2020); *Educational Researcher* (2013-2022; 2024-2026); *Educational Review* (2016, 2026); *Elementary School Journal* (2015-2018); *Exceptional Children* (2015-2016, 2019-2021); *Instructional Science* (2022-2023, 2026); *International Journal of Educational Research* (2010; 2023); *Journal for Research in Mathematics Education* (2020-2023); *Journal of Economic Studies* (2015); *Journal of Education Human Resources* (2021, 2024-2025); *Journal of Educational Administration* (2014, 2018-2020, 2022); *Journal of Educational Change* (2013, 2017, 2022); *Journal of Education Policy* (2011, 2017, 2019-2020); *Journal of Mathematics Teacher Education* (2013, 2015-2018); *Journal of Research on Educational Effectiveness* (2019); *Journal of Science Teacher Education* (2019); *Journal of Teacher Education* (2003-2007, 2009- 2011, 2013-2024; 2026); *Mathematics* Education (2016); *Pattern Recognition* (2023-2026); *PCI Registered Reports* (2025); *Prospects* (2015); *Review of Educational Research* (2019, 2022-2024); *SAGE Open* (2012, 2016, 2022); *School Effectiveness and School Improvement* (2006, 2016, 2019, 2021, 2023); *Social Sciences and Humanities Open* (2026); *Sociological Forum* (2014); *Sociology of Education* (2006-2013, 2015-2016, 2018); *Studies in Educational Evaluation* (2018-2021); *Teachers College Record* (2006-2008; 2023); *Teaching and Teacher Education* (2005-2026); *Teaching Education* (2010- 2011, 2017, 2022-2023); *The Teacher Educator* (2020); *Urban Education* (2004, 2010, 2014, 2019, 2022)

American Educational Research Association Annual Meeting Proposals (2005-2012; 2014-2018; 2020-2023)
American Educational Research Association Division K Outstanding Dissertation Award Committee Member (2010-2011)
American Educational Research Association Division L Outstanding Dissertation Award Committee Chair (2014-2015)
American Educational Research Association Undergraduate Research Training Workshop (2012)
Carnegie Corporation of New York Research Grants Program (2004)
National Science Foundation Grant Proposal Reviewer (2011-2012, 2015, 2017-2018, 2020-2021, 2026)
Society for Research on Educational Effectiveness (2019, 2020)
Spencer Foundation Small Grants Program (2016-2018)
U.S. Dept. of Education FY 2000 Field-Initiated Studies Education Research Grants Program (2000)
U.S. Dept. of Education Regional Educational Laboratory Research Reports (2007-2008)
U.S. Dept. of Education National Evaluation of Comprehensive Technical Assistance Centers (2007-2009)
University Council for Education Administration Annual Meeting Proposals (2016, 2018)
William T. Grant Foundation Research Grants Program (2013, 2020, 2026)
World Education Research Association Annual Meeting Proposals (2016, 2020)

Conference Programs

Youngs, P. (2025). (Chair). Handbook of education policy research, 2nd edition. Session at the annual meeting of the American Educational Research Association, Denver.
Youngs, P. (2021). (Chair). Automated classroom observation with machine perception. Session at the annual meeting of the American Educational Research Association.

Youngs, P. (2021). (Chair). Preservice courses, student teaching experiences, and beginning teacher outcomes. Session at the annual meeting of the American Educational Research Association.

Youngs, P. (2019). (Discussant). Success from the start: An in-depth look at the experiences of early career teachers. Session at the annual meeting of the American Educational Research Association, Toronto.

Youngs, P. (2018). (Chair). Building a knowledge base for elementary teacher education. Symposium at the annual meeting of the American Educational Research Association, New York.

Youngs, P. (2018). (Discussant). New evidence on the impact of reforms to teacher and principal evaluation and compensation on teacher, principal, and student outcomes. Session at the annual fall conference of the Association for Public Policy Analysis and Management.

Youngs, P. (2017). (Chair). The role of teachers' social networks in the development of ambitious mathematics instruction. Symposium at the annual meeting of the American Educational Research Association, San Antonio.

Youngs, P. (2016). (Chair). Improving teacher evaluation systems: Making the most of multiple measures. Session at the annual meeting of the Association for Educational Finance and Policy, Denver, CO.

Youngs, P. (2016). (Chair). Developing system-wide organizational capacity. Session at the annual convention of the University Council for Educational Administration, Detroit, MI.

Youngs, P. (2015). (Discussant). Principal effectiveness and leadership in an era of accountability. Symposium at the annual meeting of the American Educational Research Association, Chicago.

Youngs, P. (2015). (Discussant). Perspectives on teacher knowledge, licensure, and evaluation: Mapping the "Strange Land" of teacher quality. Symposium at the annual meeting of the American Educational Research Association, Chicago.

Youngs, P. (2014). (Chair). Teacher evaluation and professional development: Effects on student achievement and teacher turnover. Society for Research on Educational Effectiveness Spring 2014 Conference, Washington, DC.

Youngs, P. (2014). (Chair). Teacher evaluation systems: Taking stock of their impacts and challenges. Presidential Session at the annual meeting of the American Educational Research Association, Philadelphia.

Youngs, P. (2013). (Discussant). Effects of mathematics policy and reform. Symposium at the annual meeting of the American Educational Research Association, San Francisco.

Youngs, P. (2012). (Chair). Policy issues related to teacher quality and teacher mobility. Symposium at the annual meeting of the American Educational Research Association, Vancouver.

Youngs, P. (2012). (Chair). Policy issues related to teacher evaluation. Symposium at the annual meeting of the American Educational Research Association, Vancouver.

Youngs, P. (2011). (Chair). The role of professional development in promoting teacher expertise and student learning. Symposium at the annual meeting of the American Educational Research Association, New Orleans.

Youngs, P. (2011). (Discussant). Impact of the Undergraduate Learning Assistant Model on teachers' conceptions and practices during induction years. Symposium at the annual meeting of the American Educational Research Association, New Orleans.

Youngs, P. (2011). (Discussant). Middle School Mathematics Professional Development Study: Findings after the second year of implementation. Society for Research on Educational Effectiveness fall conference, Washington, DC.

Youngs, P. (2009). (Chair). How induction and professional development shape new teacher knowledge and instructional practice. Symposium at the annual meeting of the American Educational Research Association, San Diego.

Youngs, P. (2009). (Chair). Multiple perspectives on teacher recruitment and hiring. Symposium at the annual meeting of the American Educational Research Association, San Diego.

Youngs, P. (2009). (Chair). The role of social networks in influencing the commitment of novice teachers. Symposium at the annual meeting of the American Educational Research Association, San Diego.

Youngs, P. (2009). (Discussant). Experiments with professional development: Policy-informing research methodologies for a high-stakes world. Symposium at the annual meeting of the American Educational Research Association, San Diego.

Youngs, P. (2008). (Chair). Methodological advances in studying new teacher induction. Symposium at the annual meeting of the American Educational Research Association, New York.

Youngs, P. (2008). (Chair). The role of teacher unions in teacher induction, professional development, and school reform: New evidence from three empirical studies. Symposium at the annual meeting of the American Educational Research Association, New York.

Youngs, P. (2008). (Discussant). School leaders' role in new teacher induction: Partners, leaders, and learners. Symposium at the annual meeting of the American Educational Research Association, New York.

Youngs, P. (2007). (Chair). The professional life cycle of a teacher: International perspectives from longitudinal studies. Symposium at the annual meeting of the American Educational Research Association, Chicago.

Youngs, P. (2007). (Chair). Using a social network framework to study the induction of new general and special education teachers. Symposium at the annual meeting of the American Educational Research Association, Chicago.

Youngs, P. (2007). (Discussant). Fostering (and measuring) teacher quality. Symposium at the annual meeting of the American Educational Research Association, Chicago.

Youngs, P. (2006) (Chair). *Teacher, school, and district influences on the experiences of new and returning teachers.* Symposium at the annual meeting of the American Educational Research Association, San Francisco.

Youngs, P. (2006) (Discussant). *Teacher roles, professionalism, and autonomy.* Symposium at the annual meeting of the American Educational Research Association, San Francisco.

Youngs, P. (2005) (Discussant). *Teacher pathways, effectiveness, and student achievement: Research findings and methodological challenges.* Symposium at the annual meeting of the American Educational Research Association, Montreal.

Youngs, P. (2005) (Discussant). *Issues and practices in new teacher induction.* Symposium at the annual meeting of the American Educational Research Association, Montreal.

Youngs, P. (2004) (Chair). *Methodological approaches to examining the influence of mentoring and induction on new teacher retention.* Symposium at the annual meeting of the American Educational Research Association, San Diego.

Youngs, P. (1998) (Chair). *Advances in Teacher Assessments and Their Uses.* Symposium at the annual meeting of the American Educational Research Association, San Diego.

Youngs, P. (1998) (Co-Chair). *Division K Fireside Chat with A.L. Goodwin, S.H. King, & D.P. Liston.* Session at the annual meeting of the American Educational Research Association, San Diego.

Youngs, P. (1997) (Co-Chair). *Division K Fireside Chat with C.M. Banks, J.G. Silin, & C.E. Sleeter.* Session at the annual meeting of the American Educational Research Association, Chicago.

Consultancies

Future of Teachers' Work, University of Pittsburgh (2025-27).

Capturing Individual Student Real-time Classroom Experience and Engagement: A Laboratory for Breakthrough Advances in STEM and Equity, University of Virginia (2024-2026).

Resources Accessed to Cultivate and Enhance Resilience, Kent State University (2022-2025).

Business Rules for the Teacher Preparation Quality Rating System, Louisiana Department of Education (2018).

Policy Analysis for California Education (PACE) Working Group on Teacher Policy, University of Southern California (2016).

Un/Anticipated and Un/Intended Consequences of the Use of Student Growth Measures, University of North Carolina at Greensboro (2015).

Measures of Teachers' Pedagogical Effectiveness Project, Harvard University (2014).
Aspirations Research Study, University of Newcastle (Australia) (2012).
Interstate Teacher Support and Assessment Consortium Standards Defensibility Project (2009-2011).
Pakistan Pre-service Teacher Education Program Project, Michigan State University (2008-2009).
Impact on Student Achievement of Teacher Professional Development to Enhance Teacher Content Knowledge and Pedagogical Knowledge in Mathematics, American Institutes of Research (2006-2009).
Impact Evaluation of Teacher Induction Programs, Mathematica Policy Research, Inc. (2005-2007).
Evaluation of the Toledo Public School District Peer Assistance and Review Program, American Institutes of Research (2004-2005).
Connecticut State Department of Education (2000-2002).
National Research Council Committee on Assessment and Teacher Quality (2000).

Service – University, College, and Department

University
Member, Commonwealth Professorship Committee, University of Virginia (2025)
Member, Faculty/Graduate/Postdoc Working Group, University of Virginia (2022-23)
Member, COVID-19 Graduate Education Working Group, University of Virginia (2020)
Member, Faculty Council/Academic Council, Michigan State University (2007-08)
Member, University Fellowship Selection Committee, Michigan State University (2009-12)
Member, University Committee on Graduate Studies, Michigan State University (2010-12)
Member, University Excellence-in-Teaching Citations Committee, Michigan State University (2013-14)

College/School
Chair, Curry School of Education Faculty Council, University of Virginia (2016-17)
Chair, Curry PhD Studies Committee, University of Virginia (2018-19)
Chair, Curry Promotion and Tenure Committee (2019-20)
Co-Chair, EHD AI Research Working Group (2024-27)
Chair, EHD Associate Dean for Research Search Committee (2026-27)
Member, Curry Budget Advisory Committee, University of Virginia (2015-16)
Member, EHD PhD Studies Committee, University of Virginia (2017-18; 2019-20; 2021-23)
Member, EHD Promotion and Tenure Committee, University of Virginia (2018-19; 2022-23)
Member, Educational Policy Task Force, Michigan State University (2012-13)
Co-Leader, College of Education Initiative on Assessment and Accountability, PhD Task Force Group, Michigan State University (2010-12)
Member, College of Education Multi-Year Fellowship Committee, Michigan State University (2005-08; 2010-12)
Member, College of Education Summer Research Fellowship Committee, Michigan State University (2008-10)
Member, College of Education Undergraduate and Intern Scholarship Committee, Michigan State University (2005-07, and 2011-12)
Member, Education Policy Center Faculty Advisory Board, Michigan State University (2010-12)
Member, Institute for Research on Teaching and Learning Seed Grant Review Committee, College of Education, Michigan State University (2008-10)
Member, Teachers For A New Era (TNE) Induction Task Force, Michigan State University (2004-07)

Department/Program
Coordinator, PhD Program in Education-Curriculum and Instruction, Department of Curriculum, Instruction, and Special Education, University of Virginia (2014-23)

Coordinator, Cooper Lecture Series, Department of Curriculum, Instruction, and Special Education, University of Virginia (2014-23)
Chair, EDIS 7991 Field Project Committee, Department of Curriculum, Instruction, and Special Education Committee, University of Virginia (2013-14)
Member, Preliminary Exam Committee, Department of Curriculum, Instruction, and Special Education Committee, University of Virginia (2018-19)
Coordinator, Educational Policy Workshop Series, College of Education, Michigan State University (2005-09)
Coordinator, PhD Program in Curriculum, Instruction, and Teacher Education (CITE), Department of Teacher Education, Michigan State University (2010-12)
Member, Department Review, Promotion, Tenure, and Evaluation (RPTE) Committee, Department of Teacher Education, Michigan State University (2008-12)
Member, PhD Administrative Programs and Procedures Committee (PhD APPC), Department of Teacher Education, Michigan State University (2005-08; 2009-10)
Member, PhD Administrative Programs and Procedures Committee (PhD APPC), Educational Policy PhD Program, College of Education, Michigan State University (2008-09)
Member, PhD Comprehensive Examinations Committee, Department of Teacher Education, Michigan State University (2006-09; 2010-11)

Memberships

American Educational Research Association (1996 to present)