

Kevin C. Bastian

University of North Carolina at Chapel Hill
Department of Public Policy
Education Policy Initiative at Carolina
kbastian@email.unc.edu

EDUCATION

University of North Carolina at Chapel Hill

Ph.D. Public Policy May 2013
Concentration: Education Policy
Advisor: Dr. Gary Henry

Washington University in Saint Louis

Magna Cum Laude B.A. History May 2006

PROFESSIONAL EXPERIENCE

University of North Carolina at Chapel Hill

Director, Education Policy Initiative at Carolina August 2022-Present
Research Associate Professor August 2021-Present
Senior Research Associate February 2018-July 2021
Research Associate February 2014-January 2018
Education Policy Initiative at Carolina

University of North Carolina at Chapel Hill

Post-Doctoral Research Fellow June 2013-January 2014
Education Policy Initiative at Carolina

University of North Carolina at Chapel Hill

Graduate Research Fellow May 2009-May 2013
Education Policy Initiative at Carolina

University of North Carolina at Chapel Hill

Graduate Research Fellow May 2008-May 2009
Advisor: Dr. Maryann Feldman

HONORS AND AWARDS

Emerging Issues Forum: Teachers and the Great Economic Debate
Faculty Fellow, 2014

University of North Carolina at Chapel Hill
Graduate Education Advancement Board's *Impact Award*, 2012

Association for Education Finance and Policy 37th Annual Conference,
Will Myers Memorial Scholarship, 2012

Association for Education Finance and Policy 36th Annual Conference
Roe L. Johns Travel Grant, 2011

Phi Beta Kappa member
Washington University chapter, inducted in 2006

BIBLIOGRAPHY AND PRODUCTS OF SCHOLARSHIP

Refereed Articles

Bastian, K.C. & Fuller, S.C. (2022). Early birds in elementary school? School start times and outcomes for younger students. In press, *Educational Evaluation and Policy Analysis*.

Bastian, K.C. & Fuller, S.C. (2022). Late but right on time? School start times and middle grades students' engagement and achievement outcomes in North Carolina. In press, *American Journal of Education*.

Fortner, C.K., **Bastian, K.C.**, & Caton, K. (2022). Subject-area specialization and teacher retention: An elementary school story. In press, *Elementary School Journal*.

Bastian, K.C., Lys, D., & Whisenant, W.R.L. (2022). Does the placement predict performance? The associations between student teaching environments and candidates' performance assessment scores. In press, *Journal of Teacher Education*.

Akos, P., Domina, T., **Bastian, K.C.**, & Godwin, J. (2022). The impact of school counselor resources in elementary and middle grades. *Professional School Counseling*, 26(1a), 1-12.

Fuller, S.C. & **Bastian, K.C.** (2021). Saved by the bell schedule? The effects of a later school start time on high schoolers in an urban district. In press, *Urban Education*.

Bastian, K.C., Sun, M., & Lynn, H. (2021). What do surveys of program completers tell us about teacher preparation quality? *Journal of Teacher Education*, 72(1), 11-26.

Bastian, K.C., Patterson, K.M., & Carpenter, D. (2020). Placed for success: Which teachers benefit from high-quality student teaching placements? In press, *Educational Policy*.

- Fuller, S.C. & **Bastian, K.C.** (2020). The relationship between school start times and educational outcomes. *Current Sleep Medicine Reports*, 6, 298-305.
- Bastian, K.C.** & Fortner, C.K. (2020). Is less more? Subject-area specialization and outcomes in elementary schools. *Education Finance and Policy*, 15(2), 357-382.
- Bastian, K.C.**, Akos, P., Domina, T., & Griffard, M. (2019). Understanding the allocation of student support personnel in public schools. *AERA Open*, 5(4), 1-17.
- Bastian, K.C.** (2019). A degree above? The value-added estimates and evaluation ratings of teachers with a graduate degree. *Education Finance and Policy*, 14(4), 652-678.
- Akos, P., **Bastian, K.C.**, Domina, T., & Munoz de Luna, L.M. (2019). Recognized ASCA Model Program (RAMP) and Student Outcomes in Elementary and Middle Schools. *Professional School Counseling*, 22(1), 1-9.
- Bastian, K.C.** & Janda, L. (2018). Does quantity affect quality? Teacher course preparations and effectiveness. *Journal of Research on Educational Effectiveness*, 11(4), 535-558.
- Bastian, K.C.** & Fuller, S.C. (2018). Answering the bell: High school start times and student academic outcomes. *AERA Open*, 4(4), 1-12.
- Bastian, K.C.**, Lys, D., & Pan, Y. (2018). A framework for improvement: Analyzing performance assessment scores for evidence-based teacher preparation program reforms. *Journal of Teacher Education*, 69(5), 448-462.
- Bastian, K.C.**, Patterson, K.M., & Pan, Y. (2018). Evaluating teacher preparation programs with teacher evaluation ratings: Implications for program accountability and improvement. *Journal of Teacher Education*, 69(5), 429-447.
- Bastian, K.C.** & Marks, J.T. (2017). Connecting teacher preparation to teacher induction: Impacts of a beginning teacher support program in low-performing schools. *American Educational Research Journal*, 54(2), 360-394.
- Bastian, K.C.**, McCord, D., Marks, J.T., & Carpenter, D. (2017). A temperament for teaching? Associations between personality traits and beginning teacher performance and retention. *AERA Open*, 3(1), 1-17.
- Bastian, K.C.**, Fortner, C.K., Chapman, A., Fleener, J., McIntyre, E., & Patriarca, L. (2016). Data sharing to drive the improvement of teacher preparation programs. *Teachers College Record*, 118(12), 1-29.

Bastian, K.C., Henry, G.T., Pan, Y., & Lys, D. (2016). Teacher candidate performance assessments: Local scoring and implications for teacher preparation program improvement. *Teaching and Teacher Education, 59:* 1-12.

Bastian, K.C., & Henry, G.T. (2015). Teachers without borders: Consequences of teacher labor force mobility. *Educational Evaluation and Policy Analysis 37*(2): 163-183.

Bastian, K.C., & Henry, G.T. (2015). The apprentice: Pathways to the principalship and student achievement. *Educational Administration Quarterly, 51*(4): 600-639.

Fortner, C.K., Kershaw, D.C., **Bastian, K.C.,** & Lynn, H.H. (2015). Learning by doing: The characteristics, effectiveness, and persistence of teachers who were teaching assistants first. *Teachers College Record, 117*(11): 1-30.

Henry, G.T., **Bastian, K.C.,** Fortner, C.K., Kershaw, D.C., Purtell, K.M., Thompson, C.L., & Zulli, R.A. (2014). Teacher preparation policies and their effects on student achievement. *Education Finance and Policy 9*(3): 264-303.

Henry, G.T., Purtell, K.M., **Bastian, K.C.,** Fortner, C.K., Thompson, C.L., Campbell, S.L., & Patterson, K.M. (2014). The effects of teacher entry portals on student achievement. *Journal of Teacher Education 65*(1): 7-23.

Bastian, K.C., Henry, G.T., & Thompson, C.L. (2013). Incorporating access to more effective teachers into assessments of educational resource equity. *Education Finance and Policy 8*(4): 560-580.

Henry, G.T., **Bastian, K.C.,** & Smith, A.A. (2012). Scholarships to recruit the “best and brightest” into teaching: Who is recruited, where do they teach, how effective are they, and how long do they stay? *Educational Researcher 41*(3): 83-92.

Henry, G.T., Fortner, C.K., & **Bastian, K.C.** (2012). The effects of experience and attrition for novice high-school science and mathematics teachers. *Science 335:* 1118-1121.

Henry, G.T., **Bastian, K.C.,** & Fortner, C.K. (2011). Stayers and leavers: Early-career teacher effectiveness and attrition. *Educational Researcher 40*(6): 271-280.

Manuscripts Under Review at Refereed Journals

Bastian, K.C. & Drake, T.A. (2022). School leader apprenticeships: Assessing the characteristics of interns, internship schools and mentor principals.

Products of engaged scholarship (Reports and Research Briefs)

Bastian, K.C., Ducille, C. & Fuller, S.C. (2021). Transformation through technical assistance? Analyses of survey data for teacher preparation programs in the US PREP coalition. Education Policy Initiative at Carolina. Research brief for US PREP and the Bill and Melinda Gates Foundation.

Bastian, K.C. & Fuller, S.C. (2021). Teacher and principal attrition during the COVID-19 pandemic in North Carolina. Education Policy Initiative at Carolina. Research brief for the NC State Board of Education.

Fuller, S.C. & **Bastian, K.C.** (2021). School enrollment changes in North Carolina during the COVID-19 pandemic. Education Policy Initiative at Carolina. Research brief for the NC State Board of Education.

Bastian, K.C. (2021). Tradeoffs between authenticity and standardization in teacher candidate assessments. Education Policy Initiative at Carolina. Research brief for the UNC System Office.

Bastian, K.C. (2021). Access to a well-credentialed, effective, and diverse teacher workforce in North Carolina. Education Policy Initiative at Carolina. Research brief for NCDPI.

Bastian, K.C. & Kumar, J.M. (2020). The retention of UNC System prepared teachers in North Carolina Public Schools. Education Policy Initiative at Carolina. Research brief for the UNC System Office.

Springer, M.G., **Bastian, K.C.**, & Brooks, C. (2020). The unpacking is underway: Current and future directions for teacher preparation data systems. Invited essay for the National Institute for Excellence in Teaching.

Bastian, K.C., Comperatore, A.N., Pilonieta, P., & Whittingham, C. (2020). The magnitude and correlates of teacher effectiveness in early grades reading. Education Policy Initiative at Carolina. Research brief for the UNC System Office.

Pilonieta, P., Whittingham, C.E., **Bastian, K.C.**, & Comperatore, A.N. (2020). A description of first-grade literacy instruction across North Carolina. Education Policy Initiative at Carolina. Research brief for the UNC System Office.

Bastian, K.C., Fortner, C.K., & Caton, K. (2019). Subject-area specialization in North Carolina elementary schools. Education Policy Initiative at Carolina. Research brief for NCDPI.

Bastian, K.C., Akos, P., & Domina, T. (2019). The allocation of support personnel in North Carolina. Education Policy Initiative at Carolina. Research brief for NCDPI.

- Bastian, K.C.** (2019). Portals into the profession: The composition, performance, and retention of North Carolina's early-career teachers. Education Policy Initiative at Carolina. Research brief for the UNC System Office.
- Bastian, K.C.** (2019). A leak in the teacher pipeline? Employment rates for initially-prepared teachers from UNC System institutions. Education Policy Initiative at Carolina. Research brief for the UNC System Office.
- Bastian, K.C.** (2019). The effectiveness of UNC System educator preparation program graduates. Education Policy Initiative at Carolina. Research brief for the UNC System Office.
- Comperatore, A.N. & **Bastian, K.C.** (2018). Articulation agreements between community colleges and teacher preparation programs: Outcomes for East Carolina University's Partnership East. Education Policy Initiative at Carolina. Research brief for NCDPI.
- Bastian, K.C.,** Kim, J., & Hassell, B.C. (2018). Evaluation of the UNC System Laboratory Schools Initiative: November 2018 Report. Education Policy Initiative at Carolina. Evaluation report for the UNC System Office.
- Bastian, K.C.** & Patterson, K.M. (2018). Placed for success? An analysis of student teaching placements and novice teacher performance. Education Policy Initiative at Carolina. Research brief for NCDPI.
- Bastian, K.C.** & Patterson, K.M. (2018). The power of place: Assessing whether novice teachers benefit from similarities in in-service and student teaching schools. Education Policy Initiative at Carolina. Research brief for NCDPI.
- Bastian, K.C.** (2018). edTPA in North Carolina: Early evidence on candidate performance and predictive validity. Education Policy Initiative at Carolina. Research brief for the UNC System Office.
- Bastian, K.C.** & Patterson, K.M. (2017). Associations between student teaching placement characteristics and candidates' edTPA scores. Education Policy Initiative at Carolina. Research brief for the UNC System Office.
- Bastian, K.C.,** Sun, M., & Lynn, H. (2017). What do graduate surveys tell us about teacher preparation quality? Education Policy Initiative at Carolina. Research brief for the UNC System Office.
- Bastian, K.C.** & Xing, Q. (2017). University-based beginning teacher induction: Outcomes for North Carolina New Teacher Support Program Teachers in 2015-16. Education Policy Initiative at Carolina. Research brief for the UNC System Office.

- Bastian, K.C. & Goff, P. (2017).** North Carolina School Leadership Survey: Initial Report. Education Policy Initiative at Carolina. Report for the UNC System Office.
- Bastian, K.C. & Fuller, S.C. (2016).** Answering the bell: High school start times and student academic outcomes. Education Policy Initiative at Carolina. Research brief for NCDPI.
- Bastian, K.C. & Fortner, C.K. (2016).** Which credentials predict the performance of early grades reading teachers? Education Policy Initiative at Carolina. Research brief for NCDPI.
- Bastian, K.C. & Lys, D. (2016).** Initial findings from edTPA implementation in North Carolina. Education Policy Initiative at Carolina. Research brief for the UNC System Office.
- Bastian, K.C. & Xing, Q. (2016).** University-based induction in low-performing schools: Outcomes for North Carolina New Teacher Support Program participants in 2014-15. Education Policy Initiative at Carolina. Research brief for the UNC System Office.
- Bastian, K.C. & Watts, T. (2016).** The academic credentials of teacher education candidates and graduates in North Carolina. Education Policy Initiative at Carolina. Research brief for the UNC System Office.
- Bastian, K.C. & Xing, Q. (2016).** Staffing North Carolina's classrooms: Evidence connecting teacher preparation to teacher outcomes. Education Policy Initiative at Carolina. Research brief for the UNC System Office.
- Bastian, K.C. (2016).** Outcomes for teachers with graduate degrees in North Carolina public schools. Education Policy Initiative at Carolina. Research brief for the UNC System Office.
- Bastian, K.C. (2015).** Who teaches in North Carolina? Job placement rates for UNC system teacher education program. Education Policy Initiative at Carolina. Research brief for the UNC System Office.
- Bastian, K.C. & Marks, J.T. (2015).** North Carolina New Teacher Support Program: Final Race to the Top Evaluation Report. Consortium for Educational Research and Evaluation—North Carolina. Research brief for NCDPI and the State Board of Education.
- Bastian, K.C., McCord, D.M., Marks, J.T., & Carpenter, D. (2015).** Do personality traits impact beginning teacher performance and persistence? Education Policy Initiative at Carolina. Research brief for the UNC System Office.

- Bastian, K.C.** (2015). More than the national average: Rebuilding an infrastructure to advance teaching in North Carolina. Report prepared for Think NC First.
- Henry, G.T. & **Bastian, K.C.** (2015). Measuring up: The National Council on Teacher Quality's ratings of teacher preparation programs and measures of teacher performance. Education Policy Initiative at Carolina. Research brief for the UNC System Office.
- Bastian, K.C.** & Henry, G.T. (2015). Technical appendix: The National Council on Teacher Quality's ratings of teacher preparation programs and measures of teacher performance. Education Policy Initiative at Carolina. Report for the UNC System Office.
- Bastian, K.C.**, Patterson, T.M., & Pan, Y. (2015). UNC teacher quality research: Teacher preparation program effectiveness report. Education Policy Initiative at Carolina. Report for the UNC System Office.
- Bastian, K.C.** & Fuller, S.C. (2015). The North Carolina Principal Fellows Program: A Comprehensive Evaluation. Education Policy Initiative at Carolina. Research brief for the UNC System Office.
- Bastian, K.C.** & Marks, J.T. (2015). Initial results from the Race to the Top evaluation of the North Carolina New Teacher Support Program: A policy brief. Consortium for Educational Research and Evaluation—North Carolina.
- Bastian, K.C.**, Henry, G.T., Pan, Y., & Lys, D. (2015). Evaluating a pilot of the Teacher Performance Assessment: The construct validity, reliability, and predictive validity of local scores. Education Policy Initiative at Carolina. Report for the UNC System Office.
- Bastian, K.C.**, Fortner, C.K., Chapman, A., Fleener, J., McIntyre, E., & Patriarca, L. (2015). Data sharing to drive the improvement of teacher preparation programs. Education Policy Initiative at Carolina. Report for the UNC System Office.
- Bastian, K.C.** & Patterson, K.M. (2014). Teacher preparation and performance in North Carolina Public Schools. Education Policy Initiative at Carolina. Report for the UNC System Office.
- Bastian, K.C.** (2014). Teacher compensation and the promotion of highly-effective teaching. Policy brief for the Institute for Emerging Issues, NC State University.
- K.M. Patterson & **K.C. Bastian.** (2014). UNC teacher quality research: Teacher portals effectiveness report. Education Policy Initiative at Carolina. Report for the UNC System Office.

- Campbell, S.C., Comperatore, A.N., Marks, J.T., Lynn, H.H., **Bastian, K.C.**, & Henry, G.T. (2014). East Carolina University Teacher Quality Partnership Grant: Year 4 Impact Evaluation Report. Education Policy Initiative at Carolina. Report for the U.S. Department of Education.
- Bastian, K.C.** & Marks, J.T. (2014). North Carolina New Teacher Support Program: Second annual Race to the Top evaluation report. Consortium for Educational Research and Evaluation—North Carolina.
- Bastian, K.C.**, & Henry, G.T. (2013). Teachers without borders: Consequences of teacher labor force mobility. Education Policy Initiative at Carolina. Report for the UNC System Office.
- Marks, J.T. **Bastian, K.C.** & Higgins, H. (2012). North Carolina New Teacher Support Program: First annual Race to the Top evaluation report. Consortium for Educational Research and Evaluation—North Carolina.
- Henry, G.T., **Bastian, K.C.**, Campbell, S.L., & Patterson, K.M. (2012). UNC teacher quality research: Teacher portals effectiveness analysis. Carolina Institute for Public Policy. Report for the UNC System Office.
- Henry, G.T., **Bastian, K.C.**, & Smith, A.A. (2012). The North Carolina Teaching Fellows Program: A Comprehensive Evaluation. Carolina Institute for Public Policy. Research brief for NCDPI.
- Henry, G.T., Thompson, C.L. **Bastian, K.C.**, Fortner, C.K., Kershaw, D.C., Marcus, J.V., & Zulli, R.A. (2011). UNC teacher preparation program effectiveness report. Carolina Institute for Public Policy. Report for the UNC System Office.
- Henry, G.T., Thompson, C.L., Fortner, C.K., **Bastian, K.C.**, & Marcus, J.V. (2011). Technical report: UNC teacher preparation program effectiveness. Carolina Institute for Public Policy. Report for the UNC System Office.
- Henry, G.T., **Bastian, K.C.**, & Fortner, C.K. (2011). Gains in novice teacher effectiveness: On-the-job development or less effective teachers leaving? Carolina Institute for Public Policy. Research brief for the UNC System Office.
- Bastian, K.C.**, Henry, G.T., & Thompson, C.L. (2011). The distribution of educational resources in Wayne County Public Schools. Carolina Institute for Public Policy. Report for NCDPI.
- Henry, G.T., Thompson, C.L., **Bastian, K.C.**, Fortner, C.K., Kershaw, D.C., Purtell, K.M., & Zulli, R.A. (2010). Teacher Portals: Teacher Preparation and Student Test Scores in North Carolina. Carolina Institute for Public Policy. Report for the UNC System Office.

Refereed Oral Presentations

Bastian, K.C., & Fuller, S.C. (2022). Transformation through technical assistance? Analyses of survey and employment data for teacher preparation programs in the US PREP coalition. Paper presented at the Association for Education Finance and Policy conference, Denver, CO.

Bastian, K.C. & Drake, T.A. (2022). School leader apprenticeships: Assessing the who and where of principal internships in North Carolina. Paper presented at the Association for Education Finance and Policy conference, Denver, CO.

Fuller, S.C., & **Bastian, K.C. (2022).** Learning in the time of COVID-19: The effect of remote learning strategies on student achievement during the 2020-21 school year. Paper presented at the Association for Education Finance and Policy conference, Denver, CO.

Bastian, K.C. & Kumar, J.M. (2021). The contributions of minority serving institutions to the staffing of high-priority schools. Paper presented at the Association for Education Finance and Policy conference (virtual presentation).

Bastian, K.C., Lys, D.B., & Whisenant, W.R.L. (2021). Student teaching environments, performance assessment scores, and the tradeoffs between authenticity and standardization in teacher candidate assessments. Paper presented at the Association for Education Finance and Policy conference (virtual presentation).

Bastian, K.C. (2019). Placed for success? An analysis of student teaching placements and novice teacher performance. Paper presented at the Association for Education Finance and Policy conference, Kansas City, MO.

Comperatore, A.N., **Bastian, K.C., & Bilbro-Berry, L. (2019).** "Grow your own?": How graduates of a 2+2 teacher preparation partnership stack up in employment and workforce outcomes. Paper presented at the Association for Education Finance and Policy conference, Kansas City, MO.

Bastian, K.C. (2018). Do performance assessments predict teachers' on-the-job performance? Early-evidence from North Carolina. Paper presented at the Association for Public Policy Analysis and Management conference, Washington, D.C.

Bastian, K.C., Sun, M., & Lynn, H. (2018). What do surveys of program completers tell us about teacher preparation quality? Paper presented at the Association for Education Finance and Policy conference, Portland, OR.

Bastian, K.C. & Fortner, C.K. (2018). Is less more? Outcomes for subject-area specialists in elementary grades. Paper presented at the Association for Education Finance and Policy conference, Portland, OR.

- Bastian, K.C.** (2016). A degree above? A comprehensive analysis of the performance and persistence of teachers with graduate degrees. Paper presented at the Association for Public Policy Analysis and Management conference, Washington, D.C.
- Bastian, K.C.** & Janda, L. (2016). Does quantity affect quality? The impact of course preparations on teacher effectiveness. Paper presented at the Association for Public Policy Analysis and Management conference, Washington, D.C.
- Bastian, K.C.,** McCord, D., Marks, J.T., & Carpenter, D. (2016). The impact of personality traits on beginning teacher performance and persistence. Paper presented at the American Educational Research Association Annual Conference, Washington, D.C.
- Bastian, K.C.** & Marks, J.T. (2016). Extending the reach of teacher preparation: Impacts of a beginning teacher support program in low-performing schools. Paper presented at the Association for Education Finance and Policy 41st Annual Conference, Denver, CO.
- Bastian, K.C.** & Fuller, S.C. (2016). Scholarships for school leaders: Impacts of the North Carolina Principal Fellows program. Paper presented at the Association for Education Finance and Policy 41st Annual Conference, Denver, CO.
- Bastian, K.C.** & Chapman, A. (2015). UNC Teacher Quality Research Initiative: Collaborating for program accountability and improvement. Presented at the fall Council for the Accreditation of Educator Preparation conference, Washington, D.C. and the Council of Academic Deans from Research Education Institutions conference, Stowe, VT.
- Bastian, K.C.,** Fortner, C.K., Chapman, A., Fleener, J., McIntyre, E., & Patriarca, L. (2015). Data sharing to drive the improvement of teacher preparation programs. Paper presented at the American Association of Colleges of Teacher Education annual conference, Atlanta, GA.
- Bastian, K.C.** & Henry, G.T. (2014). The apprentice: Pathways to the principalship and student achievement. Paper presented at the Association for Education Finance and Policy 39th Annual Conference, San Antonio, TX.
- Bastian, K.C.** & Janda, L. (2014). Carrying a heavier load: The impact of increased course preparations on teacher performance and persistence. Paper presented at the Association for Education Finance and Policy 39th Annual Conference, San Antonio, TX.

Fortner, C.K., Kershaw, D.C., **Bastian, K.C.** & Lynn, H.H. (2014). Learning by doing: The characteristics, effectiveness, and persistence of teachers who were teaching assistants first. Paper presented at the Association for Education Finance and Policy 39th Annual Conference, San Antonio, TX.

Bastian, K.C. (2013). Do teachers' non-cognitive skills and traits predict effectiveness and evaluation ratings? Paper presented at the Association for Education Finance and Policy 38th Annual Conference, New Orleans, LA.

Henry, G.T., **Bastian, K.C.**, & Fortner, C.K. (2012). Returns to experience in secondary grades science courses: Examining estimation strategies and explanations for variability. Paper presented at the Association for Public Policy and Management Annual Conference, Baltimore, MD.

Bastian, K.C., Henry, G.T., & Thompson, C.L. (2012). The limitations of compensatory funding: Buying more, not better teachers. Paper presented at the Association for Education Finance and Policy 37th Annual Conference, Boston, MA.

Bastian, K.C., Henry, G.T., & Smith, A.A. (2012). Tackling Teacher Recruitment and Preparation Challenges: The Effectiveness of Teaching Fellows in North Carolina. Poster presented at the American Education Research Association Annual Conference, Vancouver.

Bastian, K.C. & Henry, G.T. (2011). Costly to import: The detrimental effects of out-of-state prepared teachers in North Carolina elementary schools. Paper presented at the Association for Education Finance and Policy 36th Annual Conference, Seattle, WA.

Henry, G.T, **Bastian, K.C.**, & Smith, A.A. (2011). Measuring the impact of a teacher recruitment program on student performance: Examining the Teaching Fellows program in North Carolina. Paper presented at the Association for Education Finance and Policy 36th Annual Conference, Seattle, WA.

TEACHING/MENTORING ACTIVITIES

Dissertation Committee Member 2018

Served on the dissertation committee of Qi Xing in the School of Education at UNC Chapel Hill (Advisor, Lora Cohen-Vogel)

Dissertation Committee Member 2015

Served on the dissertation committees of Laura Gutmann in the School of Education at UNC Chapel Hill (Advisor, Jocelyn Glazer)

Senior Honors Thesis Mentor and Reader, Spring 2012 and 2010

Mentored undergraduates with their honors thesis questions, data analyses, and presentation of results; served as a thesis reader on students' committees

Guest Lecturer: Education Policy, Spring 2012
Taught a session of a graduate level seminar in which we critically analyzed four research articles on the effects of teacher credentials on student achievement

Guest Lecturer: High School Reform, Fall 2010
Co-taught with the primary instructor, Dr. Gary Henry, on the relationship between teacher qualifications and student outcomes; facilitated a research project with a group of undergraduates

Teach For America Corps Member: 6th Grade Language Arts Teacher
Nash Central Middle School; Nashville, North Carolina
August 2006-May 2008

GRANT FUNDING

Current Principal Investigator Funding

Project: North Carolina Principal Fellows Program Evaluation
Funder: UNC System
Amount: \$131,000 (July 2022-June 2023)

Project: A Landscape Analysis of K-12 Education Outcomes in Western NC
Funder: Dogwood Health Trust
Amount: \$46,065 (February 2022-December 2022)

Project: The Performance of Participate Learning Teachers in North Carolina
Funder: Participate Learning
Amount: \$15,963 (July 2022-December 2022)

Project: Evaluation of the Literacy Innovation Leaders and Professional Development Pilot
Funder: UNC System
Amount: \$142,361 (September 2021-September 2023)

Project: EPP and State-Level Workforce Data Analysis
Funder: US PREP/Texas Tech University
Amount: \$150,698 (September 2020-September 2022)

Project: Evaluation of the Local Alternative Teacher Preparation programs
Funder: State of North Carolina
Amount: \$200,000 (July 2017-April 2023)

Project: Study of the Characteristics of Effective Technical Assistance for Teacher Preparation
Funder: Bill and Melinda Gates Foundation
Amount: \$1,069,135 (October 2018-December 2022)

Project: Descriptive and Empirical Analyses to Strengthen the CMS Teacher Pipeline and Track the Distribution of Effective Teachers
Funder: Belk Foundation
Amount: \$233,492 (January 2020-December 2024)

Project: Strategic Staffing Interventions for Paid Teacher Residencies
Funder: US PREP/Texas Tech University
Amount: \$707,348 (July 2021-June 2025)

Current Co-Principal Investigator Funding

Project: Long Term Outcomes of Early Literacy
Funder: Foundation for the Carolinas
Amount: \$21,687 (October 2021-June 2022)

Project: Back to Normal? The long run effects of the COVID-19 pandemic on student, educator, and school outcomes
Funder: Spencer Foundation
Amount: \$469,444 (January 2022-December 2024)

Project: Evaluation of the Impact of Innovative Staffing Models to Support Paid Teacher Residencies
Funder: Bill and Melinda Gates Foundation
Amount: \$1,850,938 (September 2021-August 2026)

Past Principal Investigator Funding

Project: Teacher Quality Research Initiative
Funder: UNC System
Amount: \$131,000 (July 2021-June 2022); \$135,000 (July 2020-June 2021); \$243,254 (July 2019-June 2020); \$250,000 (July 2018-June 2019); \$399,968 (July 2017-June 2018); \$423,000 (July 2016-June 2017); \$409,000 (July 2015-June 2016); \$410,000 (July 2014-June 2015)

Project: North Carolina Principal Fellows Program Evaluation
Funder: UNC System
Amount \$131,000 (July 2021-June 2022)

Project: UNC Laboratory Schools Evaluation
Funder: UNC System
Amount: \$150,000 (July 2021-June 2022); \$150,000 (July 2020-June 2021); \$150,000 (July 2019-June 2020); \$150,000 (July 2018-June 2019); \$200,000 (January 2018-June 2018)

Project: Awake and Ready to Learn? A Comprehensive Analysis of School Start Times
Funder: Robert Wood Johnson Foundation
Amount: \$193,165 (November 2018-May 2020)

Project: Literacy Instruction in Educator Preparation and Practice
Funder: UNC System
Amount: \$157,127 (March 2019-February 2020)

Project: East Carolina University Teacher Quality Partnership Evaluation Grant
Funder: U.S. Department of Education
Amount: \$194,155 (October 2017-December 2019)

Project: The Importance of Student Teaching Placements: Building an Evidence Base to Improve the Performance and Retention of Early-Career Teachers
Funder: Belk Foundation
Amount: \$49,887 (August 2017-July 2018)

PROFESSIONAL SERVICE

Advisory Boards

Technical Advisory Committee on the Texas Teacher Incentive Allotment.
Texas Education Agency, 2019

Belk Foundation Research Advisory Board, 2019-ongoing.

Hill Center Research Advisory Board, 2017-18.

Baccalaureate and Beyond Longitudinal Study Technical Review Panel.
National Center for Education Statistics, 2015.

Professional Associations

American Educational Research Association
Association for Education Finance and Policy
Association for Public Policy Analysis and Management

Manuscript Reviews

Journal of Teacher Education, Teaching and Teacher Education, Education Finance and Policy, Educational Evaluation and Policy Analysis, American Educational Research Journal, AERA Open, American Journal of Education, Educational Researcher, Action in Teacher Education