

THOMAS M. SMITH

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AREAS OF SPECIALIZATION

How organizational and policy contexts influence teaching and learning

EDUCATION

- 2000 Pennsylvania State University, State College, PA
 Doctor of Philosophy, Educational Theory and Policy
- 1995 Catholic University of America, Washington DC
 Master of Arts, Sociology
- 1991 Columbia University, New York, NY
 Master of Arts, Economics
- 1988 University of California, Los Angeles, CA
 Bachelor of Arts, Economics (Summa Cum Laude)

POSITIONS HELD

- 2008-Present **Associate Professor of Public Policy and Education**, Department of Leadership, Policy, and Organizations, Peabody College, Vanderbilt University
- 2001-2008 **Assistant Professor of Public Policy and Education**, Department of Leadership, Policy, and Organizations, Peabody College, Vanderbilt University
- 2005-Present **Investigator**, Learning Sciences Institute, Vanderbilt University
- 2000-2001 **Senior Analyst**, Science and Engineering Indicators Program, Division of Science Resources Studies, Directorate for Social, Behavioral, and Economic Sciences, National Science Foundation (NSF), Arlington VA
- 1997-2000 **Administrator**, Statistics and Indicators Division, Directorate of Education, Employment, Labour, and Social Affairs, Organisation for Economic Co-operation and Development (OECD), Paris, France
- 1991-1997 **Statistician**, Data Development and Longitudinal Studies Group, National Center for Education Statistics (NCES), Office of Educational Research and Improvement (OERI), U.S. Department of Education

HONORS

Kappa Delta Pi/AERA Division K (Teaching and Teacher Education) Research Award, 2005
National Academy of Education/Spencer Postdoctoral Fellow, 2004-2005
Irene B. Taeuber Award for a Student Paper from the District of Columbia Sociological Society, 1996
U.S. Department of Education, National Center for Education Statistics, Special Achievement Award, 1994
Phi Beta Kappa, Initiated 1988

RESEARCH GRANTS

Co-PI (with Paul Cobb, Dale Farran, & David Cordray) on a grant from the Institute for Education Sciences (IES) of the U.S. Department of Education. Titled: *Evaluating Math Recovery with Student Outcomes*. August 1, 2007-July 31, 2009. \$1,200,000.

PI (Laura Desimone, Co-PI) on a grant from the National Science Foundation's Teacher Professional Continuum (TPC) program. Titled: *How Do Induction and Continuing Professional Development Affect Beginning Middle School Math Teachers' Instruction and Student Achievement?* August 1, 2006-July 31, 2011. \$2,494,179.

Co-PI (with Paul Cobb) on a grant from the National Science Foundation's Teacher Professional Continuum (TPC) program. Titled: *Designing Learning Organizations for Instructional Improvement in Mathematics*. June 1, 2006-May 31, 2011. \$2,428,277.

Co-PI (with Laura Desimone) on a grant from the U.S. Department of Education's National Assessment of Educational Progress (NAEP) Grants Program. Titled: *State Policy and Trends in Student Achievement: The Relationship between Changes in State Standards-Based Reform Policy and Student Achievement in Mathematics and Reading*. September 30, 2004-February 28, 2006. \$99,237.

National Academy of Education/Spencer Postdoctoral Fellowship. Titled: *Will they stay or will they go? Using organizational theory to examine policy effects on new teacher turnover*. September 1, 2004-August 31, 2006. \$50,000.

PI (Laura Desimone, Co-PI) on a grant from the National Science Foundation's Research on Learning and Education (ROLE) program. Titled: *Teacher Professional Development in Mathematics and Science: Do the Policies Add Up?* June 1, 2003-May 31, 2006. \$592,383.

Co-PI (with Laura Desimone) on a grant from the U.S. Department of Education's National Assessment of Educational Progress (NAEP) Grants Program. Titled: *Preparation, Professional Development and Policy in Mathematics: Does it All Add Up?* July 1, 2002-December 31, 2003. \$99,879.

PI on a grant from the Peabody small grants program. Titled: *Preparation, Professional Development and Policy in Mathematics: Does it All Add Up?* June 1, 2002-May 31, 2003. \$10,126.

PUBLICATIONS

Journal Articles

Articles in peer-reviewed journals:

Desimone, L., Smith, T., Frisvold, D. In press. Survey Measures of Classroom Instruction: Comparing Student and Teacher Reports. *Educational Policy*.

Smith, T., Desimone, L., Zeidner, T. L., Dunn, A. C., Bhatt, M., Rumyantseva, N. L. 2007. "Inquiry-oriented instruction in science: Who teaches that way?" *Educational Evaluation and Policy Analysis*, 29 (3), pp. 169-199.

Cohen-Vogel, L. & Smith, T. M. 2007. "Qualifications and Assignments of Alternatively Certified Teachers: Testing Core Assumptions." *American Educational Research Journal*, 44 (3), pp. 732 – 753.

Dallaire, D. H., Cole, D. A., Smith, T. M., Ciesla, J. A., LaGrange, B., Jacquez, F. M., Pineda, A. Q., Truss, A. E., & Folmer, A. S. In Press. Predicting Children's Depressive Symptoms from Community and Individual Risk Factors. *Journal of Youth and Adolescence*.

Smith, T. M. 2007. "How Do State-Level Induction and Standards-Based Reform Policies Affect Induction Experiences and Turnover Among New Teachers?" *American Journal of Education* 113 (February), pp. 273-309.

Desimone, L. M., Smith, T. M. & Phillips, K. J. 2007. "Does Policy Influence Mathematics and Science Teachers' Participation in Professional Development?" *Teachers College Record* 109 (5), pp. 1086-1122.

Desimone, L. M., Smith, T. M. & Ueno, K. 2006. "Are Teachers' Who Need Sustained, Content-focused Professional Development Getting It? An Administrator's Dilemma" *Education Administration Quarterly* 42(2), pp. 179-215.

Smith, T. M., Desimone, L. M. & Ueno, K. 2005. "Highly Qualified to Do What? The Relationship between NCLB Teacher Quality Mandates and the Use of Reform-oriented Instructional Strategies in Middle School Math" *Educational Evaluation and Policy Analysis* 27(1), pp. 75-109.

Desimone, L. M., Smith, T. M., Ueno, K. & Baker, D. P. 2005. "Assessing Barriers to the Reform of United States Mathematics Instruction from an International Perspective." *American Educational Research Journal* 42(3), pp. 501-35.

Smith, T. M. & Rowley, K. J. 2005. "Enhancing Commitment or Tightening Control: The Function of Teacher Professional Development in an Era of Accountability." *Educational Policy* 19(1), pp. 126-154. [Co-published in the 2005 *Politics of Education Yearbook*].

Vieno, A., Perkins, D. D., Smith, T. M., & Santinello, M. 2005. "Democratic School Climate and Sense of Community in School: A Multilevel Analysis." *American Journal of Community Psychology* 36(3/4), pp. 327-341.

- Desimone, L. M., Smith, T. M., Hayes, S. A., & Frisvold, D. 2005. "Beyond Accountability and Average Test Scores: Relating Attributes of State Education Policies to Cognitive Domains in Mathematics Achievement" *Educational Measurement: Issues and Practice* 24(4), pp. 5-18.
- Smith, T. M. & Ingersoll, R. M. 2004. "What Are the Effects of Induction and Mentoring on Beginning Teacher Turnover?" *American Educational Research Journal* 41(3), pp. 681-714.
- Smith, T. M. 2004. "Curricular reform in mathematics and science since *A Nation at Risk*." *Peabody Journal of Education* 79(1), pp. 105-129.
- Smith, T. M. 2003. "Who values the GED? An examination of the paradox underlying the demand for the General Educational Development credential." *Teachers College Record* Volume 105, Number 3, April, pp. 375-415.
- Smith, T. M. & Baker, D. P. 2002. "World-wide Growth and Institutionalization of Statistical Indicators for Education Policy-making." *Peabody Journal of Education* 76(3&4), pp. 141-152.
- Hendriks, M. & Smith, T. M. 2002. "Cross National Indicators of Teachers and the Conditions of Teaching." *International Journal of Educational Policy, Research and Practice*, Vol. 3. No. 2, Summer, pp. 63-92.
- Wagner, A., Smith, T. M., & Healy, T. 2000. "Tertiary Education: new patterns of learning and earnings". *European Journal of Education*, Vol. 35, No. 1, pp. 45-59.
- Baker, D. P & Smith, T. M. 1997. "Three Trends in the Condition of Education in the United States". *Teacher's College Record*, Volume 99, Number 1, Fall, pp. 12-61.

Journal Special Issues:

Guest editor of the journal *Prospects, Quarterly Review of Comparative Education* Volume 34, Number 4—"School Quality and Equity in Central and Eastern Europe" with Douglas Willms, Yanhong Zhang, and Lucia Tramonte.

Also co-authored:

- Willms, J. D., Smith, T. M, Zhang, Y., & Tramonte, L. 2006. "Raising and Leveling the Learning Bar in Central and Eastern Europe." *Prospects* 36(4), pp. 411-418.
- Bankov, K., Mikova, D. & Smith, T. M. 2006. "Assessing Between-School Variation in Educational Resources and Mathematics and Science Achievement in Bulgaria." *Prospects* 36(4), pp. 447-473.
- Istrate, O., Noveanu, G., & Smith, T. M. 2006. "Exploring Sources of Variation in Romanian Science Achievement". *Prospects* 36(4), pp. 475-496.
- Mere, K., Reiska, P., & Smith, T. M. 2006. "Impact of SES on Estonian Students' Science Achievement across Different Cognitive Domains." *Prospects* 36(4), pp. 497-516.

Policy/practitioner and other journal articles:

- Ingersoll, R. M. & Smith, T. M. 2004. "Do teacher induction and mentorship matter?" *NASSP Bulletin* Vol. 87, No. 638, March, pp. 28-40.
- Ingersoll, R. M. & Smith, T. M. 2003. "The wrong solution to the teacher shortage." *Educational Leadership*, Volume 60, Number 8, May, pp. 30-33.
- Smith, T. M. & Desimone, L. M. 2003. "Do Changes in Patterns of Participation in Teachers' Professional Development Reflect the Goals of Standards-based Reform?" *Educational Horizons* Volume 81, Number 3, Spring, pp. 119-129.

Book Chapters

- Smith, T.M. & Finch, M. In press. Influence of Teacher Induction on Teacher Retention. In J. Wang, S. J. Odell, and R. Clift (Eds.), *Past, Present, and Future Research on Teacher Induction: An Anthology For Researchers, Policy Makers, And Practitioners*. Lanham, MD: Rowman & Littlefield Education.
- Coble, C. R., Smith, T. M., & Berry, B. 2009. The recruitment and retention of science teachers. In Collins A. & Gillespie, N. (Eds.). *The continuum of secondary science teacher preparation: Knowledge, questions and research recommendations*. Rotterdam/Tapei/Boston: Sense
- Cobb, P., & Smith, T. 2008. The challenge of scale: Designing schools and districts as learning organizations for instructional improvement in mathematics. In T. Wood, B. Jaworski, K. Krainer, P. Sullivan, & D. Tirosh (Eds.), *International handbook of mathematics teacher education*. Rotterdam, The Netherlands: Sense.
- Desimone, L. M., Smith, T. M., & Frisvold, D. 2007. Has NCLB Improved Teacher and Teaching Quality for Disadvantaged Students? in *Standards-Based Reform and the Poverty Gap: Lessons for "No Child Left Behind*, Gamoran, A. ed., Washington DC: Brookings Institution Press.
- Smith, T. M. & Motivans, A. 2007. "Teacher Quality and Education for All in Sub-Saharan Africa" in *Education for All: Global Promises, National Challenges*, Baker, D. P., & Wiseman, A. W., eds., Volume 8 in the International Perspectives on Education and Society Series, Oxford: Elsevier Science Ltd. pp. 363-394.
- Smith, T. M. 2004. "Education" in *Public Opinion and Polling around the World*, John G. Geer, ed., Santa Barbara, CA: ABC-CLIO. pp. 212-220.
- Smith, T. M. & Baker, D. P. 2003. "International Education Statistics: The Use of Indicators to Evaluate the Condition of Education Systems" in *Encyclopedia of Education, Second Edition*, James Guthrie, ed., NY: Macmillan. pp. 1291-1296.
- Smith, T. M. 2002. "Educational achievement and attainment of women in the United States" in *Education and Sociology: An Encyclopedia*, David Levinson, Peter Cookson, Jr. and Alan Sadovnik, eds., NY: RoutledgeFalmer. pp. 181-189.
- Smith, T. M. 2002. "Access to higher education by minorities in the United States" in *Education and Sociology: An Encyclopedia*, David L. Levinson, Peter W. Cookson, Jr. and Alan R. Sadovnik, eds., NY: RoutledgeFalmer. pp. 343-351.

Rollefson, M. R. & Smith, T. M. 1997. "Do Low Salaries Really Draw the Least Able into the Teaching Profession?" in *Research on the Education of our Nation's Teachers: Teacher Education Yearbook V*, David M. Byrd and D. John McIntyre, eds. Corwin Press Inc., pp. 43-58.

Conference Proceedings

Smith, T. M. 1994. "Discussion: Education Research Using the Schools and Staffing Survey and the National Educational Longitudinal Survey" in *American Statistical Association: 1994 Proceedings of the Social Statistics Section*. American Statistical Association: Alexandria, VA.

Working papers

Smith, T. M., Desimone, L. M., & Baker, D. P. 2004. The Socioeconomic Distribution of Teaching Quality: An Analysis of Within and Between Country Variation in Access to Conceptual Teaching in Low, Middle, and High Income Countries. Background paper for the 2004 *Education for All Monitoring Report*. Montreal, Canada: United Nations Educational, Scientific, and Cultural Organization Institute for Statistics (UIS).

Published Research and Technical Reports

Smith, T. M. & Heyneman, S. 2009. *Statistical Frameworks and Co-ordination Mechanisms for Collecting and Reporting of Education Statistics by International Organizations*. New York: United Nations Statistical Commission (E/CN.3/2009/11).

Bruneforth, M., Perusia, J. C., Smith, T. M., & Wallet, P. 2007. *Education Counts: Benchmarking Progress in 19 WEI Countries*. Montreal, Canada: United Nations Educational, Scientific, and Cultural Organization Institute for Statistics (UIS).

Motivans, A., Smith, T. M., & Bruneforth, M. 2006. *Teachers and educational quality: Monitoring global needs for 2015*. Montreal, Canada: United Nations Educational, Scientific, and Cultural Organization Institute for Statistics (UIS).

Willms, J. D. & Smith, T. M. 2005. *A Manual for Conducting Analyses with Data from TIMSS and PISA*. Montreal, Canada: United Nations Educational, Scientific, and Cultural Organization Institute for Statistics (UIS).

Smith, T. M. 2002. "Elementary and Secondary Education" in *Science and Engineering Indicators 2002*, National Science Board: Arlington VA.

Smith, T. M. & M. Hendriks. 2000. "The Learning Environment and the Organization of Schools". In *Education at a Glance 2000*, Andreas Schleicher, ed.. Organisation for Economic Co-operation and Development, Paris, France. pp. 205-255.

Smith, T. M. 1999. *Classifying Educational Programmes: Manual for ISCED-97 Implementation in OECD Countries*, Organisation for Economic Co-operation and Development: Paris, July.

Smith, T. M. 1999. "Comparaciones Internacionales Sobre Educación Terciaria" in *Indicadores en La Universidad: Información y decisiones*, Javier Vidal, ed., Ministerio de Educación y Cultura, Madrid. pp. 31-50.

- Smith, T. M. 1998. "Individual, Social and Labour Market Outcomes of Education". In *Education at a Glance 1998*, Andreas Schleicher, ed.. Organisation for Economic Co-operation and Development, Paris, France. pp. 257-298.
- Smith, T. M. 1998. "Participation in skill improvement training among the employed population". In *Education at a Glance 1998*, Andreas Schleicher, ed.. Organisation for Economic Co-operation and Development, Paris, France. pp. 195-204.
- Boesel, D., Alsalam, N. & Smith, T. M. 1998. *Educational and Labor Market Outcomes of GED Certification*, National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, Washington, D.C.
- Smith, T. M. 1997. "Graduate output of educational institutions". In *Education at a Glance 1997*, Andreas Schleicher, ed.. Organisation for Economic Co-operation and Development, Paris, France. pp. 317-345.
- Young, B. A. & T. M. Smith. 1997. *The Social Context of Education*, National Center for Education Statistics, U.S. Department of Education: Washington DC.
- Bae, Y. & T. M. Smith. 1997. *Women in Mathematics and Science*, National Center for Education Statistics, U.S. Department of Education: Washington DC.
- Smith, T. M., Young, B. A., Bae, Y., Choy, S. P., & Alsalam, N. 1997. *The Condition of Education 1997*. National Center for Education Statistics, U.S. Department of Education, Washington DC.
- Smith, T. M. 1997. *Minorities in Higher Education*, National Center for Education Statistics, U.S. Department of Education: Washington DC.
- Matheson, N., Salganik, L. H., Phelps, R. P., Alsalam, N., & Smith, T. M. 1996. *Education Indicators: An International Perspective*. National Center for Education Statistics, U.S. Department of Education: Washington DC.
- Phelps, R. P., Smith, T. M., & Alsalam, N. 1996. *Education in States and Nations: Indicators Comparing U.S. States with Other Industrialized Countries in 1991*, National Center for Education Statistics, U.S. Department of Education: Washington DC.
- Smith, T. M. 1996. "Economic Outcomes" in *Urban Schools: The Challenge of Location and Poverty*, Laura Lippman, et al., eds., National Center for Education Statistics, U.S. Department of Education: Washington DC.
- Smith, T. M., Young, B. A., Choy, S. P., Perie, Marianne, Alsalam, N., Rollefson, M. R., & Bae, Y. 1996. *The Condition of Education 1996*. National Center for Education Statistics, U.S. Department of Education: Washington DC.
- Smith, T. M. 1995. *The Educational Progress of Women*, National Center for Education Statistics, U.S. Department of Education: Washington DC.
- Smith, T. M. 1995. *The Educational Progress of Hispanic Students*, National Center for Education Statistics, U.S. Department of Education: Washington DC.
- Smith, T. M., Perie, M., Alsalam, N., Mahoney, R. P, Bae, Y. & Young, B. A. 1995. *The Condition of Education 1995*. National Center for Education Statistics, U.S. Department of Education: Washington DC.

- Smith, T. M. 1995. *High School Students Ten Years After "A Nation at Risk,"* National Center for Education Statistics, U.S. Department of Education: Washington DC.
- Smith, T. M. 1995. *The Educational Progress of Black Students,* National Center for Education Statistics, U.S. Department of Education: Washington DC.
- Smith, T. M. 1995. *America's Teachers Ten Years after "A Nation at Risk,"* National Center for Education Statistics, U.S. Department of Education: Washington DC.
- Smith, T. M. and Phelps, R. P. 1995. "Education Finance Indicators: What can we learn from comparing states and nations?" in *Developments in School Finance,* William J. Fowler, ed., National Center for Education Statistics, U.S. Department of Education: Washington DC. pp. 97-108.
- Smith, T. M., Rogers, G. T., Alsalam, A., Perie, M., Mahoney, R. P., & Martin, V. 1994. *The Condition of Education 1994.* National Center for Education Statistics, U.S. Department of Education: Washington DC.
- Salganik, L. H., Phelps, R. P., Bianchi, L., Nohara, D., & Smith, T. M. 1993. *Education in States and Nations: Indicators Comparing U.S. States with OECD Countries in 1988.* National Center for Education Statistics, U.S. Department of Education: Washington DC.
- Alsalam, N., Fischer, G. E., Ogle, L. T., Rogers, G. T., & Smith, T. M. 1993. *The Condition of Education 1993,* National Center for Education Statistics, U.S. Department of Education: Washington DC.
- Alsalam, N., Ogle, L. T., Rogers, G. T., & Smith, T. M. 1992. *The Condition of Education 1992.* National Center for Education Statistics, U.S. Department of Education: Washington DC.

PRESENTATIONS

Conference Papers and Presentations

- Smith, T. M. "Some elements of comparison of the situation of teachers in the world." Presented at a conference sponsored by the French Presidency of the European Union, titled "International comparison of education systems: a European model ?" in Paris, November 2008.
- Desimone, L. M. & Smith, T. M. "Improving Middle-School Math Instruction and Student Achievement" presented at the American Education Research Association Annual meeting in New York, NY March 2008.
- Chair and Organizer of a session titled "Organization and Effectiveness of High-Intensity Induction Programs for New Teachers" at the American Education Research Association Annual meeting in New York, NY March 2008.
- Cobb, P. & Smith, T. M. "Designing Learning Organizations to Support Ambitious Instructional Practices in Mathematics" presented at the American Education Research Association Annual meeting in New York, NY March 2008.

Smith, T. M., Bankov, K., & Mikova, D. “Assessing Between-School Variation in Educational Resources and Mathematics and Science Achievement in Bulgaria” presented at the XIII World Congress of Comparative Education Societies, Sarajevo, Bosnia-Herzegovina, September 2007.

Smith, T. M., Istrate, O., & Noveanu, G. “Exploring Sources of Variation in Romanian Science Achievement” presented at the XIII World Congress of Comparative Education Societies, Sarajevo, Bosnia-Herzegovina, September 2007.

Cohen-Vogel & Smith, T. M. “Alternatively Certified (AC) Teachers: Where They Come From, What They Teach, and Where They Go.” presented at the American Education Research Association Annual meeting in Chicago, IL, April 2007.

Desimone, L. M., Smith, T. M., & Frisvold, D. “Has NCLB Improved Teacher Quality for Disadvantaged Students?” presented at the American Education Research Association Annual meeting in Chicago, IL, April 2007.

Smith, T. M. & Motivans, A. “Teacher Quality Counts: Measuring Progress towards Education for All” presented at the American Sociological Association meeting in Montreal, Canada August 2006.

Smith, T. M. “How do state-level induction and standards-based reform policies affect induction experiences and turnover among new teachers?” presented at the American Education Research Association Annual meeting in San Francisco, April 2006.

Discussant. Session titled “Improving teacher quality: The role of local policies.” at the American Education Research Association Annual meeting in San Francisco, April 2006.

Desimone, L. M., Smith, T. M., & Frisvold, D. “Is NCLB increasing teacher quality for students in poverty?” presented at an invitational conference, Will Standards-Based Reform in Education Help Close the Poverty Gap?, sponsored by the Institute for Research on Poverty, the School of Education, and the Wisconsin Center for Education Research at the University of Wisconsin–Madison, February 2006.

Smith, T. M. “To what extent does state policy explain between-state variation in new teacher turnover?” presented at the University Council on Educational Administration Annual Convention in Nashville, November 2005.

Smith, T. M. “Explaining between-state variation in new teacher turnover—to what extent are state-level induction and accountability policies to blame?” presented at the American Education Research Association Annual meeting in Montreal, Canada, April 2005.

Discussant. Session titled “Using Cross-National Data to Monitor Global Educational Progress” at the American Education Research Association Annual meeting in Montreal, Canada, April 2005.

Desimone, L. M., Smith, T. M., Ansell, S. & Frisvold, D. “State Policy and Trends in Learning: What is the Relationship Between State Education Policy and Changes in Student Achievement

in Mathematics?” presented at the National Council on Measurement in Education Annual meeting in Montreal, Canada, April 2005.

Smith, T. M., Desimone, L. M., & Ueno, K. “Highly Qualified to Do What? The Relationship between NCLB Teacher Quality Mandates and the Use of Reform-oriented Instructional Strategies in Middle School Math” presented at the American Sociological Association meeting in San Francisco, CA, August 2004.

Smith, T. M. & Ingersoll, R. M. “The Impact of Induction and Mentorship Programs on Reducing Beginning Teacher Turnover in High-Poverty Schools” presented at the American Education Research Association meeting in San Diego, CA, April 2004.

Ingersoll, R. M. & Smith, T. M. “What Are the Effects of Education, Training, Certification and Induction on Beginning Teacher Attrition?” presented at the American Education Research Association meeting in San Diego, CA, April 2004.

Smith, T. M., Desimone, L. M., Baker, D. P., & Ueno, K. “Who gets high quality teaching? A cross-national study of the context of educational quality,” presented at the American Sociological Association meeting in Atlanta, GA, August 2003.

Smith, T. M. & Ingersoll, R. M. “Do Induction Programs for New Teachers Reduce Turnover?” presented at the American Education Research Association meeting in Chicago, IL, April 2003.

Desimone, L. M. & Smith, T. M. “Are Teachers Who Need Professional Development in Mathematics Getting it? A NAEP Study of Professional Development Quality and Patterns of Participation According to Teacher Background & School Characteristics,” presented at the American Education Research Association meeting in Chicago, IL, April 2003.

Smith, T. M., Desimone, L. M. & Baker, D. P. “The Distribution of Teaching Quality: An International Perspective,” presented at the International Congress for School Effectiveness and Improvement in Sydney, Australia, January 2003.

Discussant. Session titled “Tensions in Accountability Systems: How standards-based reform may conflict with dropout reduction, technology use, motivating teachers and preparing high school students for college” American Education Research Association meeting in New Orleans, LA, April 2002.

Smith, T. M. “Origin and Institutionalization of the GED Program,” presented at the American Sociological Association meeting in Anaheim, CA, August 2001.

Smith, T. M. “International Comparisons of Tertiary Education,” presented at a seminar on university-level indicators for information and decision making (Indicadores en la Universidad: Información y Decisions), University of León, Spain 9-11 June, 1999.

Matheson, N., Salganik, L. H. & T. M. Smith. “What Can We Learn by Comparing U.S. States With Other Countries?” presented at the American Education Research Association Meeting in New York, April 1996.

Rollefson, M. R. & T. M. Smith. "Do Low Wages Really Draw the Least Able into the Teaching Profession?" presented at the American Education Research Association meeting in San Francisco, CA, April 1995.

Alsalam, N. & T. M. Smith. "The Labor Market Consequences of Interruptions in High School Attendance and the Type of Credential Earned" presented at the American Economic Association meeting in Washington, DC, January 1995.

Baker, D. P. & T. M. Smith. "The Impending Final Mass Transformation of American Higher Education: Implications for Future Demand and Supply", presented at the American Sociological Association meeting in Los Angeles, August 1994.

Smith, T. M. & R. P. Phelps. "Comparing U.S. States to OECD Countries With Education Finance Indicators," presented at the American Education Research Association meeting in New Orleans, LA, April 1994.

Smith, T. M. & Alsalam, N. "Does the GED help those who get it?" presented at the Eastern Economics Association meeting in Washington, DC, March 1993.

Invited Presentations and Workshops

Invited presentation, "What do we know about the teacher professional continuum: Preservice, induction and professional development" at the workshop on "Improving Comparative Indicators on Teachers and Teaching: Current Policies, Emerging Issues, Opportunities, and Challenges" jointly organized by the UNESCO Division of Higher Education and the UNESCO Institute for Statistics, Paris, France, October 3-5, 2007.

Leader for Recruitment, Preparation, and Retention Facet at the Knowles Science Teaching Foundation Conference on the teacher preparation continuum for secondary science teachers, Racine WI, September 19-21, 2006.

Invited presentation, "The revolving door of young teachers" at the Education Writers Association Conference titled "Head of the Class: How Effective are America's Teachers" Cleveland, OH, September 16, 2006.

Invited presentation, "The quantity/quality gap: perspectives on primary teachers in South and East Africa" at the World Bank, Washington, DC, November 14, 2005.

Instructor, Workshop on Hierarchical Linear Modeling, 28 to 30 September, 2005 at Statistics Canada, Ottawa, Canada

Instructor, Policy Research Workshop – Studying Excellence and Equity in Central and Eastern Europe using TIMSS and PISA, 13 to 17 December 2004 in Budapest, Hungary and 3-5 March 2005 in Vienna, Austria. Sponsored by the UNESCO Institute for Statistics.

Invited presentation, "Are Teacher Credentials Good Indicators of Teaching Quality?" at the Modern Red Schoolhouse, Nashville, TN, August 3, 2004.

Invited presentation, “Who gets high quality teaching? A cross national comparison of the relationship between students' characteristics and their teachers' instructional content and pedagogical technique” at the UNESCO Institute for Statistics in Montreal Canada, February 28, 2003.

Guest on the Vanderbilt Television talk show "VUPoint", Tuesday, January 29, 2002 discussing problems confronting public education in the US.

Invited presentation, “Introduction to the Sociology of Education,” Social Foundations of Education Program, University of Virginia, Northern Virginia Center, Fall Church VA, June 6, 2001.

Instructor, American Educational Research Association (AERA) Statistical Institute, April 9-10, 2001.

Invited presentation, “Data on Mathematics and Science Teachers” to the National Science Board Task Force on the Science and Engineering Workforce, Arlington VA, March 5, 2001.

Invited presentation, “Sociology of Adult Education,” Federal Bureau of Investigation (FBI) Academy, Quantico, Virginia, February 9, 2001.

TEACHING

Courses Taught

“Teachers and Teaching” (LPO 3570). Spring 2008/Spring 2009.

“Modeling the Context of Educational Organizations” (LPO 3910). Spring2002/Spring 2003/Fall 2003/Fall 2004/Fall 2006/Summer 2007/Fall 2008

“Designing Schools and Districts as Learning Organizations” (LPO 3461) Fall 2006/Spring 2007/Fall 2007/Spring 2008

“Regression Analysis” (LPO 3460). Spring 2006.

“Sociology of Education” (EDLS 3460-D). Summer 2003.

“Systematic Inquiry” (HOD 1700). Introduction to social research methods. Fall 2001/Spring 2002/Fall 2002/Spring 2004/Fall 2004.

“Introduction to Statistics” (STAT 101). U.S. Department of Agriculture Graduate School. Spring 2001.

Doctoral Student Dissertation Committee Membership

Chair

Merrie M. Clark (Ed.D, LPO, 2008). An examination of the relationship of school-level leadership autonomy on student outcomes.

Committee Member

Robert J. Berk (Ph.D., LPO, 2003). Closing the reading gap: Instructional and organizational strategies in Title I Schools.

Albert J. Boerema (Ph.D., LPO, 2005). Examining Differences among Private Schools in British Columbia.

Annalise L. Caron (Ph.D., Clinical Psychology, 2005). Trajectories of adolescent internalizing and externalizing problems: Parenting behaviors and predictors of change.

Lora Cohen-Vogel (Ph.D., LPO, 2002). School Governance and Leadership at the Intersection of Public School Choice and Performance-based Accountability.

Meisha Fang (Ph.D., LPO, In progress). Has “No Child Left Behind” Enhanced School Efficiency?

Pamela C. Hull (Ph.D., Sociology, 2004). Impact of neighborhood context on adolescent well being: Race/ethnicity and intervening mechanisms.

Byung-June Hwang (Ph.D., LPO, 2006). Social Capital and Student Achievement: Examining Differences between Asian and White Students.

Nina Knapp. (Ph.D, Teaching and Learning, In progress). Designing to Promote the Understanding of Mathematics Teaching and Learning for Pre-Service Teachers.

Christopher J. Lemons (Ph.D., Special Education, 2008). Exploring the Effectiveness of Phonics-Based Instruction for Children with Down Syndrome.

Jorge Daniel Montalvo (Ph.D., Political Science, In progress). Decentralization of the State and the Political Culture of Governance.

Michael Nelson (Ph.D., Community Research and Action, In progress). Processes in United States Housing Markets: Segregation and Segmentation.

Natalie G. Olinghouse (Ph.D., Special Education, 2006). Modeling the Writing Development of Second and Fourth Grade Students.

Deborah E. Owens (Ph.D., LPO, 2006). The Teaching of Writing to Adolescents from Various Racial/Ethnic Groups in Domestic Department of Defense Schools.

Marisa Pelczar (Ph.D., LPO, 2008). Trust And Secondary School Performance in the Dominican Republic/

Manuel Reimer (Ph.D., Psychology, 2006). On the Relevance of the Reference Period in Youth Mental Health Outcome Questionnaires.

Kristie J. Rowley (Ph.D., LPO, 2005). Setting Boundaries: Monitoring the Effects of Closer-to-Home School Rezoning on Student Participation Engagement in School.

Penny Smith (Ed.D., LPO, 2002). The Workforce Investment Act: A Program Evaluation.

Marc L. Stein (Ph.D., LPO, In progress). Race-ethnicity and Socioeconomic Status in Contemporary Educational Policy.

David Stuit. (Ph.D., LPO, In progress). A Comparative Analysis of Non-experimental Methods for Estimating the Impact of Magnet School Enrollment on Student Achievement.

Jana Visnovska (Ph.D., Teaching and Learning, In progress). Supporting Mathematics Teachers' Learning: Building On Current Instructional Practices to Achieve A Professional Development Agenda

Timothy L. Zeidner (Ph.D., LPO, 2006). Information and Access: Modeling the Impact of Information on a Student's Probability of Attending College.

SERVICE

Professional Field Service

Advisory Boards: California Science Project Teacher Retention Initiative Research Advisory Panel; NSF/TPC Grant on Exploring the Development of Beginning Secondary Science Teachers

Editorial Advisory Board Member: *Teachers College Record* (2006-2009)

Ad Hoc Peer reviewer: *American Educational Research Journal*; *American Journal of Education*; *American Journal of Evaluation*; *American Sociological Review*; *Cognition and Instruction*; *Education Finance and Policy*; *Educational Evaluation and Policy Analysis*; *Harvard University Press* (1); *Journal of Curriculum Studies* (1); *Journal for Research in Mathematics Education*; *Journal of School Leadership*; *Journal of Politics*; *Journal of Teacher Education*; *Peabody Journal of Education*; *Review of Educational Research*; *Social Psychology Quarterly*; *Social Forces*; *Sociology of Education*; *Teacher's College Record*; *Teaching and Teacher Education*; *Urban Education*

- 2008-Present Member, United Nations Institute for Statistics Technical Advisory Panel on Teacher Indicators.
- 2009 Member, Task 5 Technical Working Group on Smaller Learning Communities. Office of Elementary and Secondary Education, U.S. Department of Education.
- 2009 Review Panel Member, DRK-12 Grants Program, National Science Foundation.
- 2008 Member, Planning Committee for a conference sponsored by the French Presidency of the European Union, titled "International comparison of education systems: a European model?" held in Paris, November 2008.
- 2008 Expert Participant, Workshop on "Proving ISCED-97 and its Implementation" sponsored by EUROSTAT and the French Ministry of Education, September, 2008.
- 2008 Proposal Reviewer, Division L, American Educational Research Association (AERA) Conference Program
- 2007 Review Panel Member, CAREER Grants Program, National Science Foundation.
- 2007 Proposal Reviewer, Division L, American Educational Research Association (AERA) Conference Program

- 2007 External Reviewer, Institute for Education Sciences (IES), National Center for Education Statistics, *The Condition of Education 2007*.
- 2006 Proposal Reviewer, Division L, American Educational Research Association (AERA) Conference Program
- 2006 External Reviewer, National Science Foundation, report titled: *Profile of U.S. Doctorate Recipients from The Peoples' Republic of China, India, Korea, and Taiwan*
- 2006 Review Panel Member, Instructional Materials Development (IMD) Grants Program, National Science Foundation.
- 2006 External Reviewer, Institute for Education Sciences (IES), National Center for Education Statistics, *The Condition of Education 2006*.
- 2005 Moderator of a panel on *Staying in the Profession: What do we know about retention?* at the Institute for Education Sciences (IES) sponsored conference: *Alternative Teacher Certification: A forum for Highlighting Rigorous Research*, Washington DC, September 16, 2005.
- 2005 Advisory Panel, *EdWeek's Quality Counts 2006*.
- 2005 Proposal Reviewer, Division L, American Educational Research Association (AERA) Conference Program
- 2005 Reviewer, National Science Board's *Science and Engineering Indicators 2006*.
- 2004 Review Panel Member, Interagency Education Research Initiative, National Science Foundation.
- 2004 Advisory Panel, Youth Indicators Project, National Center for Education Statistics, Institute for Education Sciences, U.S. Department of Education.
- 2004 Book Manuscript Reviewer, *Multilevel Analysis and Growth Models for Applied Research*, Sage Publications.
- 2003 Reviewer, National Science Board's *Science and Engineering Indicators 2004*.
- 2002 Grant Proposal Reviewer, National Board for Professional Teaching Standards (NBPTS) Grants Program
- 2001 Proposal Reviewer, Division L, American Educational Research Association (AERA) Conference Program
- 2001 Publication Reviewer, National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education, August.

- 2000 Proposal Reviewer, Sociology of Education SIG, American Educational Research Association (AERA) Conference Program
- 1997-1999 Member, United Nations Educational and Scientific Organization (UNESCO) Task Force on the revision of the International Standard Classification of Education (ISCED).

University and College

- 2007-Present Director of Graduate Admissions and Member of the Executive Committee, Department of Leadership, Policy, and Organizations.
- 2009 Member, Task Force on Qualitative Methods, Peabody College.
- 2008 Member, Task Force on Quantitative Methods, Peabody College.
- 2008 Member, Task Force on Program Evaluation, Peabody College.
- 2004-2007 Member, Curriculum Committee, Department of Leadership, Policy, and Organizations.
- 2001-2006 Member, Academic Standards Committee, Peabody Faculty Council.
- 2002-2003 Member, Peabody College Technology Committee.
- 2002 Member, Human and Organizational Development (HOD) Subcommittee on Developing an International Development Track in HOD.
- 2002 Program Committee, Vanderbilt/OECD Conference on Information and Computing Technology.

Community

- 2004-2007 Member (past Chair), Site-based Decision Team, Eakin Elementary School, Nashville TN