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PROFESSIONAL EXPERIENCE

August 2017-Present	Research Assistant Professor, Vanderbilt University, Peabody College, Department of Leadership, Policy, and Organizations
January 2022-Present	Lecturer, Vanderbilt University, College of Arts & Sciences, Department of Sociology
October 2018-Present	Faculty Affiliate, Tennessee Education Research Alliance (TERA)
August 2015-August 2017	Assistant Director, National Center on Scaling Up Effective Schools
July 2014-August 2017	Research Associate, Vanderbilt University, Peabody College, Department of Leadership, Policy, and Organizations
August 2012-July 2014	Post-Doctoral Research Fellow, Vanderbilt University, Peabody College, Peabody Research Institute
June 2001 - June 2004	Teacher, I.S. 171 Abraham Lincoln Intermediate School, New York City Department of Education; New York State certified teacher, secondary social studies education (with a 5th-8th grade extension); Debate team founder and coach, New York Urban Debate League

AREAS OF SPECIALIZATION

sociology of education; education leadership; education policy and reform; program implementation; teacher professional learning, quality, and evaluation; race, ethnicity, and inequality; qualitative methods

EDUCATION

2012	Ph.D., Sociology, University of Pennsylvania Dissertation: <i>Perspectives on Veterans' Health and Care</i>
2007	M.A., Sociology, University of Pennsylvania Thesis: <i>Making Size Matter: Teachers' Experiences Implementing the Small Schools Model in a New York City Public High School</i>
2001-2003	Brooklyn College, The City University of New York, Secondary Social Studies Education, New York City Teaching Fellow
2001	B.A., Sociology, University of Pennsylvania,

Magna Cum Laude, Phi Beta Kappa

1997-1998 Community College of Philadelphia, Honors Humanities Program

AWARDS AND FELLOWSHIPS

2010-2011 Dissertation Fellowship, Department of Sociology
2010 Graduate Fellowship for Teaching Excellence, Center for Teaching and Learning,
University of Pennsylvania (Declined)
2008, 2010 Pew Presidential Summer Fellowship, Department of Sociology, University of
Pennsylvania
2006 Otto and Gertrude K. Pollak Summer Research Fellowship
2004-2009 William Penn Fellowship, University of Pennsylvania
2001-2004 New York City Teaching Fellow
2001 Ronald J. Caridi Award for Outstanding Scholarship, University of Pennsylvania
2001 Phi Beta Kappa
1997-1998 Dean's List, Community College of Philadelphia

PUBLICATIONS

Peer Reviewed Journal Articles

Cannata, M., **Rubin, M.**, & Neel, M. A. (2021) "From Fidelity to Integrity: Navigating Flexibility in Scaling Up a Statewide Initiative." *American Journal of Education*, 127(2) 233-263.

Neumerski, C. M., Grissom, J. A., Goldring, E., **Rubin, M.**, Cannata, M., Schuermann, P., & Drake, T. A. (2018). Restructuring instructional leadership: How multiple-measure teacher evaluation systems are redefining the role of the school principal. *The Elementary School Journal*, 119(2), 270–297.

Rubin, M., Patrick, S. K., & Goldring, E. B. (2017). Dilemmas of Prescriptive Practices and Perceived Alignment in Program Implementation. *Peabody Journal of Education*, 92(5), 609–626.

Grissom, J. A., **Rubin, M.**, Neumerski, C. M., Cannata, M., Drake, T. A., Goldring, E., & Schuermann, P. (2017). Central office supports for data-driven talent management decisions: Evidence from the implementation of new systems for measuring teacher effectiveness. *Educational Researcher*, 46(1), 21–32.

Cannata, M., **Rubin, M.**, Goldring, E., Grissom, J. A., Neumerski, C. M., Drake, T. A., & Schuermann, P. (2017). Using teacher effectiveness data for information-rich hiring. *Educational Administration Quarterly*, 53(2), 180–222.

*Voted Subscribers' Personal Favorite Study of 2017, National Council on Teacher Quality (NCTQ) Teacher Quality Bulletin

Goldring, E., Grissom, J. A., **Rubin, M.**, Neumerski, C. M., Cannata, M., Drake, T., & Schuermann, P. (2015). Make room value added: Principals' human capital decisions and the emergence of teacher observation data. *Educational Researcher*, 44(2), 96–104.

Book Chapters

Rogers, L. K., Goldring, E. B., **Rubin, M.**, Neel M. A., & Grissom J. A. (2021). Principal supervisor time use to support principals. Lee, M., Pollock, K., & Tulowitzki, P. (Eds.), *How School Principals Use Their Time: Implications for School Improvement, Administration and Leadership* (pp. 110-125). Routledge.

Rubin, M., Goldring, E. B., Neel, M. A., Rogers, L., & Grissom J. A. (2021). Changing principal supervision to develop principals' instructional leadership capacity. 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. 41-55). Routledge.

Rogers, L. K., Goldring, E., **Rubin, M.**, & Grissom, J. A. (2018). Principal supervisors and the challenge of principal support and development. In S. J. Zepeda & J. A. Ponticell (Eds.), *The Wiley Handbook of Educational Supervision* (pp. 433-457). Wiley Blackwell.

Drake, T. A., Goldring, E., Grissom, J. A., Cannata, M., Neumerski, C., **Rubin, M.**, & Schuermann, P. (2015). Development or dismissal? Exploring principals' use of teacher effectiveness data. In J. A. Grissom & P. Youngs (Eds.), *Improving Teacher Evaluation Systems: Making the Most of Multiple Measures* (pp. 116–130). Teachers College Press.

Policy and Technical Reports

Goldring, E., **Rubin, M.**, Moyer, A., Rogers, L., & Neumerski, C. (June 2021). *The Principal Pipeline Learning Community (PPLC): Year One Study Findings*.

Goldring, E., **Rubin, M.**, & Herrmann, M. (April 2021). *The Role of Assistant Principals: Evidence and Insights for Advancing School Leadership*. Wallace Foundation. <https://www.wallacefoundation.org/knowledge-center/Documents/The-Role-of-Assistant-Principals-Evidence-Insights-for-Advancing-School-Leadership.pdf>

Media coverage:

Superville, D. R. (2021, April 14). Is the Assistant Principal the Most Overlooked, Undervalued Person at School? *Education Week*.

<https://www.edweek.org/leadership/is-the-assistant-principal-the-most-overlooked-undervalued-person-at-school/2021/04>

Goldring, E., **Rubin, M.**, & Herrmann, M. (April 2021). *The Role of Assistant Principals: Evidence and Insights for Advancing School Leadership: Study Highlights*. Wallace Foundation. <https://www.wallacefoundation.org/knowledge-center/Documents/The-Role-of-Assistant-Principals-Evidence-Insights-for-Advancing-School-Leadership-Highlights.pdf>

Goldring, E. B., Clark, M. A., **Rubin, M.**, Rogers, L. K., Grissom, J. A., Gill, B., Kautz, T., McCullough, M. Neel, M., & Burnett, A. (2020). *Changing the Principal Supervisor Role*

to Better Support Principals: Evidence from the Principal Supervisor Initiative. Wallace Foundation. <https://www.wallacefoundation.org/knowledge-center/pages/changing-the-principal-supervisor-role-to-better-support-principals.aspx>

Goldring, E. B., Grissom, J. A., **Rubin, M.**, Rogers, L. K., Neel, M., & Clark, M. A. (2018). *A New Role Emerges for Principal Supervisors: Evidence From Six Districts in the Principal Supervisor Initiative*. Wallace Foundation. <http://www.wallacefoundation.org/knowledge-center/Pages/A-New-Role-Emerges-for-Principal-Supervisors.aspx>

Media coverage:

Brown, F. (2018, September 13). New Report Highlights the Importance of the Role of Principal Supervisors. *Education Week*.

<https://www.edweek.org/leadership/opinion-new-report-highlights-the-importance-of-the-role-of-principal-supervisors/2018/09>

Superville, D. R. (2018, July 10). Principals Say Coaching, Not Compliance, Is What They Need From Central Office. *Education Week*.

<https://www.edweek.org/teaching-learning/principals-say-coaching-not-compliance-is-what-they-need-from-central-office/2018/07>

Goldring, E. B., Neumerski, C. M., Cannata, M., Drake, T. A., Grissom, J. A., **Rubin, M.**, & Schuermann, P. (2014). *Principals' Use of Teacher Effectiveness Measures for Talent Management Decisions*. Report to the Bill and Melinda Gates Foundation.

<https://cdn.vanderbilt.edu/vu-my/wp-content/uploads/sites/2507/2019/04/14192849/Summary-Report-201405.pdf>

*Media Coverage:

Superville, D. R. (2014, September 10). Principals Aren't Tapping Teacher-Effectiveness Data, Says Study—Education Week. *Education Week*.

<https://www.edweek.org/ew/articles/2014/09/10/03principals.h34.html>

Schuermann, P., Goldring, E. B., Cannata, M., Drake, T. A., Grissom, J. A., Neumerski, C. M., & **Rubin, M.** (2014). *Supporting Principals to Use Teacher Effectiveness Data for Talent Management Decisions*. Report to the Bill and Melinda Gates Foundation.

<https://cdn.vanderbilt.edu/vu-my/wp-content/uploads/sites/2507/2019/04/14192849/Findings-Recommendations-201405.pdf>

Rubin, M., & Neumerski, C. M. (2014). *Using Teacher Effectiveness Data for Teacher Assignment, Support, and Contract Renewal Decisions: Learning from the Principal of Western High School (a case study)*.

Drake, T. A., **Rubin, M.**, Neumerski, C. M., Cannata, M. A., Goldring, E. B., & Grissom, J. A. (2014). *Timelines of Talent Management Decisions and Teacher Effectiveness Data Availability*. Report to the Bill and Melinda Gates Foundation.

Rubin, M., & Lipsey, M. (2014). *Teaching & Learning in Urban Schools: 2012-13 Summary Evaluation Report*. Nashville, TN: Peabody Research Institute, Vanderbilt University. https://fmserver.peabody.vanderbilt.edu/fmi/webd/#PRIProjects_Publications

Rubin, M., & Lipsey, M. (2012). *Teaching & Learning in Urban Schools: 2011-12 Summary Evaluation Report*. Nashville, TN: Peabody Research Institute, Vanderbilt University.
https://fmserver.peabody.vanderbilt.edu/fmi/webd/#PRIProjects_Publications

Scholarship in Preparation/Under Review

Cannata, M., Redding, C., & **Rubin, M.** “Continuous Improvement in Action: Educators’ Data Use for School Improvement.”

Goldring, E., **Rubin, M.**, & Neel, M. “What Happens in Teacher Collaboration?: Coordination, Communication in Complex Organizations.”

Cannata, M., Goldring, E. B., **Rubin, M.**, Patrick, S. K., Neel, M., & Carroll, K. “Tight and Loose Coupling and the Implementation of Teacher Collaboration Learning in Program Implementation.”

RESEARCH GRANTS

2022-2026 The Wallace Foundation, “Understanding Assistant Principals’ Roles, School Assignments, and Career Paths” (Co-Principal Investigator with Mariesa Herrmann and Ellen Goldring), \$1,420,000 (Vanderbilt subcontract \$654,000)

2020-2023 The Wallace Foundation, “Principal Pipeline Learning Community (PPLC): Readiness and Strategies for Accelerated Take Up” (Co-Principal Investigator with Ellen Goldring), \$699,677

2019-2022 Institute of Education Sciences, “Getting Effective Leaders into High-Needs Schools: A Cross-Site Mixed-Methods Examination of Principal Preparation, Recruitment, and Hiring and Their Associations with Principal and School Outcomes” (Investigator, PIs: Molly Gordon, Jason Grissom, Lauren Sartain), \$1,399,779

2019-2021 The Wallace Foundation, “A Research Synthesis of the Role of Assistant Principals and Pathways to the Principalship” (Co-Principal Investigator with Ellen Goldring), \$739,814

2015-2020 The Wallace Foundation, “Evaluation and Analysis of the Principal Supervisor Initiative” (Investigator, PI: Melissa Clark), \$2,500,000

2018-2019 Tennessee Education Research Alliance (TERA), “Teachers’ Professional Learning Experiences in Tennessee” (Principal Investigator)

2015-2019 Institute of Education Sciences, “Using Teacher Evaluation Data to Drive Instructional Improvement: Evidence from the Evaluation Partnership Program in Tennessee” (Investigator, PI: John Papay), \$4,992,450

- 2014-2017 Institute of Education Sciences, “National Center on Scaling Up Effective Schools. 2014-2017” (Investigator and Assistant Director, PIs: Thomas Smith and Marisa Cannata), \$13,573,066
- 2013-2014 Bill and Melinda Gates Foundation, “Supporting Principals to Use Teacher Effectiveness Measures for Human Capital Decisions” (Investigator, PI: Ellen Goldring), \$590,000
- 2013-2014 Teacher Induction Mentoring Support Study. Investigating Program Effects and Participant Experiences of Students in a Masters’ of Urban Education Program” (Principal Investigator)
- 2012-2014 Peabody Research Institute, Vanderbilt University “Teaching and Learning in Urban Schools” (Investigator, PI: Mark Lipsey)

SELECT CONFERENCE PRESENTATIONS

Rubin, M., Gordon, M., Blanchard, A. Easton, J., Ellison, A., Grissom, J. Santelli, F., and Sartain, L. *Drivers of Principals’ Application Patterns in Two Urban Districts: A Mixed Methods Investigation*. (2022). Paper presented at the annual meeting of the Association of Education Finance and Policy, Denver, Colorado.

Centering School Leaders: New Research on Principals, Assistant Principals, and Leadership Preparation: A UCEA– Wallace Foundation Town Hall with Ellen Goldring. Paper presented at the annual meeting of the University Council for Educational Administration, Columbus, Ohio.

Goldring, E., **Rubin, M.**, & Herrmann, M. (2021). *Assistant Principals: Evidence and Insights for Advancing and Diversifying the Pathway to the Principalship*. Presented at the annual meeting of the University Council for Educational Administration, Columbus, Ohio.

Rubin, M., Goldring, E., Rogers, L.K., Moyer, A. & Neumerski, C.M. (2021). *Districts’ Learning to Scale Up Principal Pipelines*. Paper presented at the annual meeting of the University Council for Educational Administration, Columbus, Ohio.

Rubin, M., Goldring, E., Neel, M.A., Rogers, L.K., & Grissom, J. (2021). *Changing Principal Supervision to Develop Principals’ Leadership Capacity*. Paper presented at the annual meeting of the University Council for Educational Administration, Columbus, Ohio.

Rubin, M., Goldring, E. B., Neel, M.A., Rogers, L., & Grissom J.A. (2021). *Changing Principal Supervision to Develop Principals’ Instructional Leadership Capacity* [Symposium]. AERA Annual Meeting. Virtual.

Goldring, E. B. & **Rubin, M.** (2021). *Redefining Principal Supervision in Urban Districts: Results from the Principal Supervisor Initiative* [Symposium]. AERA Annual Meeting. Virtual.

Rubin, M. (2020). *Principal Supervisors as Drivers of School Improvement: Where Have We Been? What’s Next?* (Panel with Ellen Goldring, Meredith Honig, Lydia Rainey, & Laura

Rogers). Accepted to the annual meeting of the University Council for Educational Administration. Virtual.

Cannata, M.A., Goldring, E.B., **Rubin, M.**, Patrick, S.K., Neel, M.A., & Carroll, K. (2020, Apr 17 - 21) *Implementing an Evidence-Based Program: The Role of Tight and Loose Coupling* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/tf6k547> (Conference Canceled)

Goldring, E.B., Grissom, J.A., **Rubin, M.**, & Neel, M.A. (2020, Apr 17 - 21) *The Principal Supervisor Initiative: Changing Cultures and Changing Roles of Principal Supervision in Urban Districts* [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/txgdktb> (Conference Canceled)

Goldring, E.B., Grissom, J.A., **Rubin, M.**, & Rogers, L.K. (2020, Apr 17 - 21) *Redesigning Principal Supervision: Results of Six District-Level Initiatives to Strengthen Principal Leadership* [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/tljg4uv> (Conference Canceled)

Cannata, M., Goldring, E., **Rubin, M.**, Patrick, S.K., Neel, M., & Carroll, K. (2019). *Implementing an Evidence-Based Program: The Role of Tight and Loose Coupling*. Presented at the annual meeting of the University Council for Educational Administration, New Orleans, Louisiana.

Goldring, E., Grissom, J.A. **Rubin, M.**, Rogers, L.K., Neel, M., & Clark, M. (2018). *A New Role Emerges for Principal Supervisors: Evidence from Six Districts in the Principal Supervisor Initiative*. Special Session at the annual meeting of the University Council for Educational Administration, Houston, Texas.

Cannata, M., Neel, M., & **Rubin, M.** (2017). *Navigating Flexibility and Fidelity in Scaling Up a Statewide Initiative*. Presentation at the annual meeting of the American Educational Research Association, San Antonio, Texas.

Cannata, M., Rutledge, S.A., Redding, C., **Rubin, M.**, & Smith, T.M. (2017). *Using Continuous Improvement to Achieve Scale: Implications for Depth, Spread, Ownership, and Sustainability*. Paper presented at the annual meeting of the Association of Education Finance and Policy in Washington, DC, March 16-18, 2017 and the annual meeting of the American Educational Research Association, San Antonio, Texas.

Cannata, M., Rutledge, S., Redding, C., Smith, T. M., & **Rubin, M.** (2017). *Using Continuous Improvement Approaches to Achieve Scale: Implications for Depth, Spread, Ownership, and Sustainability*. Poster presented at the Carnegie Foundation Summit on Improvement in Education, San Francisco, California.

Rubin, M., Brown, S., & Joshi, E. (2017). *Onboarding New Schools to Bring Education Innovations to Scale*. Paper presented at the annual meeting of the Association for Education Finance and Policy, Washington, D.C.

Rubin, M., Nguyen, T., Cannata, M., Calder, M., Nakamoto, R., & Smith, O. (2017). *The Influence and Development of Capital for Teacher Leadership*. Panel at the International Conference on Teacher Leadership, Miami, Florida.

Rubin, M., Nguyen, T., & Cannata, M. (2016). *The Influence and Development of Capital for Teacher Leadership*. Paper presented at the annual meeting of the American Sociological Association Seattle, Washington, the annual meeting of the American Educational Research Association Washington, D.C.

Cannata, M., Redding, C., & **Rubin, M.** (2016). *Continuous Improvement in Action: Educators' Evidence Use for School Improvement*. Paper presented at the annual meeting of the Association for Education Finance and Policy Denver, Colorado, the annual meeting of the Society for Research in Educational Effectiveness Washington, D.C.

Rubin, M., Nguyen, T., & Cannata, M. (2015). *The Influence and Development of Capital for Teacher Leadership*. Paper presented at the annual conference of the University Council for Educational Administration San Diego, California.

Rutledge, S., Cannata, M., **Rubin, M.**, Cohen-Vogel, L., & Tichnor-Wagner, T. (2015). *Implementation of the National Center on Scaling Up Effective Schools' Model in the Innovation Schools: Using Continuous Improvement to Integrate Design, Implementation, and Scale*. Paper presented at a conference hosted by the National Center on Scaling Up Effective Schools October 8-9, 2015, Nashville, Tennessee.

Rubin, M., Neumerski, C. M., Goldring, E. B., Cannata, M. A., Grissom, J. A., Drake, T., & Schuermann, P. (2015). *Principals' Use of Teacher Effectiveness Data to Support Teachers*. Paper presented at the annual meeting of the American Educational Research Association Chicago, Illinois.

Taylor Haynes, K., & **Rubin, M.** (2015). *Between Design and Implementation: Testing School Reform Practices within a Continuous Improvement Context*. Paper presented at the annual meeting of the American Educational Research Association Chicago, Illinois.

Rubin, M., Goldring, E. B., & Patrick, S. K. (2015). *Implementation, Local Adaptation, and the Promise of Changing Teachers' Practices in High Schools*. Paper presented at the annual meeting of the Association for Education Finance and Policy Washington, D.C.

Cannata, M. & **Rubin, M.** (2015). *Integrating Research and Practice: Lessons from the National Center on Scaling Up Effective Schools*. Presentation at the annual Principal Investigators meeting for the Institute of Education Sciences Washington, D.C.

Cannata, M., & **Rubin, M.** (2015b). *National Center on Scaling Up Effective Schools: Using Continuous Improvement to Integrate Design, Implementation, and Scale*. Poster presented at the annual Institute of Education Sciences Principal Investigators meeting Washington, D.C.

Cannata, M., **Rubin, M.**, Goldring, E. B., Grissom, J. A., Neumerski, C., Drake, T., & Schuermann, P. (2014). *Using Teacher Effectiveness Data for Information Rich Hiring (revised)*. Paper presented at the annual meeting of the American Educational Research Association Philadelphia, Pennsylvania.

Goldring, E., Grissom, J., Neumerski, C., Cannata, M, Drake, T., **Rubin, M.**, & Schuermann, P. (2014). *Move Over Value-Added Measures: Principals' Human Capital Decisions and the Emergence of Teacher Observation Data*. Presentation at the annual meeting of the American Educational Research Association Philadelphia, Pennsylvania.

Cannata, M., **Rubin, M.**, Goldring, E. B., Grissom, J. A., Neumerski, C., Drake, T., & Schuermann, P. (2014). *Using Teacher Effectiveness Data for Information Rich Hiring*. Paper presented at the annual meeting of the Association for Education Finance and Policy San Antonio, Texas.

Neumerski, C., Grissom, J., Goldring, E., Cannata, M., Drake, T., **Rubin, M.**, & Schuermann, P. (2014). *Inside Teacher Evaluation Systems: Shifting the Role of Principal as Instructional Leader*. Paper presented at the annual meeting of the Association of Education Finance and Policy San Antonio, Texas.

Drake, T. A., Goldring, E. B., Cannata, M., Grissom, J. A., Neumerski, C., **Rubin, M.**, & Schuermann, P. (2014). *Teacher Effectiveness Data and New Policies For Teacher Contracts: Changing Roles for Principals and Central Office*. Paper presented at the annual meeting of the Association of Education Finance and Policy San Antonio, TX.

Rubin, M. (2014). *Teachers and Invisible Work*. Paper presented at the annual meeting of the Eastern Sociological Society Baltimore, Maryland.

Rubin, M. (2013). *Bureaucracy and Classification Challenges: Veterans' Disability Claims for Posttraumatic Stress Disorder*. Paper presented at the annual meetings of the American Sociological Association New York, New York.

Rubin, M. (2012). *From Problem to Social Problem: The Case of Veterans' Healthcare*. Paper presented at the annual meeting of the Society for the Study of Social Problems Denver, Colorado.

Rubin, M. (2011). *Problems of Diagnosis and Compensation for Posttraumatic Stress Disorder amongst Military Veterans: A Sociological Perspective*. Paper presented at the annual meeting of the Society for the Study of Social Problems Las Vegas, Nevada.

Rubin, M. (2011). *The Oscillation of a Social Problem: Veterans' Health Care in the Public Arena*. Paper presented at the annual meeting of the Eastern Sociological Society Philadelphia, Pennsylvania.

INVITED LECTURES, WORKSHOPS, AND OTHER PRESENTATIONS

Goldring, E., **Rubin, M.**, Herrmann, M. June 2021. The Role of Assistant Principals: A New Synthesis Offers Evidence and Insights. Council of Chief State School Officers (CCSSO) School Leadership Development and Supports (SLDS) Collaborative Spring Virtual Meeting.

Goldring, E., **Rubin, M.**, Herrmann, M. April 2021. *The Role of Assistant Principals: A New Synthesis Offers Evidence and Insights* [Webinar]. The Wallace Foundation.
<https://www.youtube.com/watch?v=wcMFAn4d588>

Rubin, M. July 2019. The Role of Qualitative Research. Collaborative Innovation Center of Assessment toward Basic Education Quality at Beijing Normal University (CICA-BEQ) – Peabody Research Design Summer Institute. Vanderbilt University, Nashville, Tennessee.

Rubin, M., & Hill, H. July 2019. Beyond ‘Professional Development’: What We Know about Teacher Professional Learning in Tennessee. Presentation to Bridging the Gap between Research, Policy, and Practice: A Tennessee Educator Research Alliance Convening (TERA). Vanderbilt University, Nashville, Tennessee.

Rubin, M. (Featured guest). (2018, October 11). Our American States [Audio podcast]. Retrieved from <http://www.ncsl.org/our-american-states/2018/10/11/school-leadership-study-looks-at-stemming-principal-turnover-rates-oas-episode-45.aspx>.

Rubin, M. August 2018. A New Role Emerges for Principal Supervisors: Evidence from Six Districts in the Principal Supervisor Initiative. The National Conference of State Legislators Summit Post-Conference, Los Angeles, California.

Rubin, M. August 2018. Qualitative Research and the National Center on Scaling Up Effective Schools. Collaborative Innovation Center of Assessment toward Basic Education Quality at Beijing Normal University (CICA-BEQ) – Peabody Research Design Summer Institute. Vanderbilt University, Nashville, Tennessee.

Rubin, M., & Neel, M. May 2017. Finding Time for Principal Supervision: Differentiation and Consistent Support. National Summit for Principal Supervisors. Fort Lauderdale, Florida.

Cannata, M., & **Rubin, M.** May 2014. Leveraging the Power of Information Rich Hiring. Using Data & Technology to Improve Teaching: A Working Session for Practitioners and Partners. The Bill and Melinda Gates Foundation, Denver Colorado.

Drake, T. A. Neumerski, C. M., & **Rubin, M.** May 2014. Access, Analysis, and Action. Using Data & Technology to Improve Teaching: A Working Session for Practitioners and Partners. The Bill and Melinda Gates Foundation, Denver Colorado.

Goldring, E. B., Cannata, M. A., Grissom, J. A., Neumerski, C. M., **Rubin, M.**, Schuermann, P., & Drake, T. A. May 2014. Principal Use of Teacher Effectiveness Measures for Talent Management Decisions. Using Data & Technology to Improve Teaching: A Working Session for Practitioners and Partners. The Bill and Melinda Gates Foundation, Denver Colorado.

TEACHING EXPERIENCE

Vanderbilt University, Nashville, TN

Contemporary Social Issues in Public Education (undergraduate)

Applied Qualitative Methods (graduate)

Qualitative Methods for Researchers of Education (graduate)

University of Pennsylvania, Philadelphia, PA

Sociology of Media and Popular Culture (Lecturer, undergraduate)

Sociology of Media and Popular Culture (Teaching Assistant, undergraduate)

Introduction to Sociology (Teaching Assistant, undergraduate)

Introduction to Africana Studies (Grader, undergraduate)

Sociology of the Family (Teaching Assistant, undergraduate)

SERVICE

Reviewer: *American Educational Research Journal (AERJ)*; *American Journal of Education (AJE)*; *Educational Administration Quarterly (EAQ)*; *Professional Development in Education (PDiE)*; *Annual Meeting of the American Educational Research Association (AERA) Division A and Division L*; *Annual Conference of the University Council for Educational Administration (UCEA)*

PROFESSIONAL MEMBERSHIPS

American Educational Research Association (AERA); University Council for Educational Administration (UCEA); Association for Education Finance and Policy (AEFP); American Sociological Association (ASA)