

Mollie Rubin
Vanderbilt University · Peabody College
230 Appleton Place, PMB 414
Nashville, TN 37203-5721 USA
mollie.rubin@vanderbilt.edu · 615.343.3734

ACADEMIC POSITIONS

- August 2017-Present Research Assistant Professor, Vanderbilt University, Peabody College, Department of Leadership, Policy, and Organizations
- 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

AREAS OF SPECIALIZATION

Sociology of education, education policy, school reform and program implementation, teacher quality and evaluation, education leadership, urban education, social stratification and inequality; race, ethnicity, and immigration

EDUCATION

- 2012 Ph.D., Sociology, University of Pennsylvania
Dissertation: *Perspectives on Veterans' Health and Care*
- 2007 M.A., Sociology, University of Pennsylvania
Thesis: *Making Size Matter: Teachers' Experiences Implementing the Small Schools Model in a New York City Public High School*
- 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

Book Chapters

Rogers, Laura, Ellen B. Goldring, Mollie Rubin, and Jason Grissom. 2018. "Principal Supervisors and the Challenge of Principal Support and Development." In Zepeda, Sally J., and Judith A. Ponticell, eds. *The Wiley handbook of educational supervision* (pp. 433-457). John Wiley & Sons, 2018.

Drake, Timothy A., Ellen B. Goldring, Jason A. Grissom, Marisa Cannata, Christine M. Neumerski, Mollie Rubin, and Patrick Schuermann. 2015. "Development or Dismissal? Exploring Principals' Use of Teacher Effectiveness Data." In Grissom, Jason A., and Peter Youngs, eds. *Improving teacher evaluation systems: Making the most of multiple measures* (pp. 116-130). Teachers College Press, 2015.

Peer Reviewed Journal Articles

Neumerski, Christine M., Jason A. Grissom, Ellen Goldring, Timothy A. Drake, Mollie Rubin, Marisa Cannata, and Patrick Schuermann. 2018. "Restructuring Instructional Leadership: How Multiple-Measures Teacher Evaluation Systems Are Redefining the Role of the School Principal." *The Elementary School Journal*, 119(2), 270-297.

Rubin, Mollie, Susan Kemper Patrick, and Ellen B. Goldring. 2017. "Dilemmas of Prescriptive Practices and Perceived Alignment in Program Implementation." *Peabody Journal of Education* 92(5): 609-626.

Grissom, Jason A., Mollie Rubin, Christine Neumerski, Marisa Cannata, Timothy A. Drake, Ellen Goldring, and Patrick Schuermann. 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, Marisa, Mollie Rubin, Ellen Goldring, Jason A. Grissom, Christine M. Neumerski, Timothy Drake, and Patrick Schuermann. 2017. "Using Teacher Effectiveness Data for Information Rich Hiring." *Educational Administration Quarterly* 53(2): 180-222.

Goldring, Ellen, Jason A. Grissom, Mollie Rubin, Christine M. Neumerski, Marisa Cannata, Timothy Drake, and Patrick Schuermann. 2015. "Make Room Value-Added: Principals' Human Capital Decisions and the Emergence of Teacher Observation Data." *Educational Researcher* 44(2): 96-104.

Policy and Technical Reports

Goldring, Ellen B., Jason A. Grissom, Mollie Rubin, Laura K. Rogers, Michael Neel, and Melissa A. Clark. "A New Role Emerges for Principal Supervisors: Evidence from Six Districts in the Principal Supervisor Initiative." New York: Wallace Foundation, 2018. <http://www.wallacefoundation.org/knowledge-center/Pages/A-New-Role-Emerges-for-Principal-Supervisors.aspx>

Goldring, Ellen B., Christine M. Neumerski, Marisa Cannata, Timothy A. Drake, Jason A. Grissom, Christine M. Neumerski, Mollie Rubin, and Patrick Schuermann. "Principals' Use of Teacher Effectiveness Measures for Talent Management Decisions." Report to the Bill and Melinda Gates Foundation, May 2014. <https://s3.amazonaws.com/vu-my/wp-content/uploads/sites/2507/2017/06/24205957/Summary-Report-201405.pdf>.

Schuermann, Patrick, Ellen B. Goldring, Marisa Cannata, Timothy A. Drake, Jason A. Grissom, Christine M. Neumerski, and Mollie Rubin. "Supporting Principals to Use Teacher Effectiveness Data for Talent Management Decisions." Report to the Bill and Melinda Gates Foundation, May 2014. <https://s3.amazonaws.com/vu-my/wp-content/uploads/sites/2507/2017/06/24205949/Findings-Recommendations-201405.pdf>.

Rubin, Mollie and Mark Lipsey. 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, Mollie and Mark Lipsey. 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

SELECT CONFERENCE PRESENTATIONS

Cannata, Marisa, Ellen Goldring, Mollie Rubin, Susan Kemper Patrick, Michael Neel, Kristen Carroll. 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, Ellen, Jason A. Grissom, Mollie Rubin, Laura K. Rogers, Michael Neel, and Melissa Clark. 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.

Rubin, Mollie, Brown, Stephanie, and Ela Joshi. 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.

Cannata, Marisa, Redding, Christopher, and Mollie Rubin. 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.

Rubin, Mollie, Nguyen, Tuan and Marisa Cannata. 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, Stacey, Cannata, Marisa, Rubin, Mollie, Cohen-Vogel, Laura, and Arielle Tichnor-Wagner. 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, Mollie, Neumerski, Christine M., Goldring, Ellen B., Cannata, Marisa A., Grissom, Jason A., Drake, Timothy, and Patrick Schuermann. 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, Katherine and Mollie Rubin. 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, Mollie, Goldring, Ellen B., and Susan K. Patrick. 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, Marisa, Rubin, Mollie, Goldring, Ellen B., Grissom, Jason A., Neumerski, Christine., Drake, Tim, and Patrick Schuermann. 2014. Using teacher effectiveness data for information rich hiring (revised). Paper presented at the annual meeting of the American Educational Research Association in Philadelphia, Pennsylvania.

Goldring, Ellen, Grissom, Jason, Neumerski, Christine, Cannata, Marisa, Drake, Tim, Rubin, Mollie, and Patrick Schuermann. 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, Marisa, Rubin, Mollie, Goldring, Ellen B., Grissom, Jason A., Neumerski, Christine, Drake, Tim, and Patrick Schuermann. 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, Christine, Grissom, Jason, Goldring, Ellen, Cannata, Marisa, Drake, Tim., Rubin, Mollie and Patrick Schuermann. 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.

Rubin, Mollie. 2014. Teachers and Invisible Work. Paper presented at the Annual Meeting of the Eastern Sociological Society, Baltimore, Maryland.

Rubin, Mollie. 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, Mollie. 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, Mollie. 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, Mollie. 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

Rubin, Mollie. 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, Mollie and Heather Hill. 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, Mollie (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, Mollie. 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, Mollie. 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, Mollie and Michael Neel. May 2017. Finding Time for Principal Supervision: Differentiation and Consistent Support. National Summit for Principal Supervisors. Fort Lauderdale, Florida.

Rubin, Mollie and Marisa Cannata. March 2017. The Influence and Development of Capital for Teacher Leadership. The International Teacher Leadership Conference, Miami, Florida.

Cannata, Marisa and Mollie Rubin. December 2015. Integrating Research and Practice: Lessons from the National Center on Scaling Up Effective Schools. Invited session at the Institute of Education Sciences 2015 Principal Investigators Meeting, Washington, D.C.

RESEARCH GRANTS

2019-2020 The Wallace Foundation, “A Research Synthesis of the Role of Assistant Principals and Pathways to the Principalship” (Co-Principal Investigator; PI: Ellen Goldring), \$630,000.

2019 – 2021 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.

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 Partnerships 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 2010-2014 and Marisa Cannata 2014-2015), \$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)

TEACHING EXPERIENCE

Vanderbilt University, Nashville, TN

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 African Studies (Grader, undergraduate)

Sociology of the Family (Teaching Assistant, undergraduate)

Abraham Lincoln Intermediate School (I.S. 171), New York City Department of Education, September 2001 - June 2004

New York State certified teacher, Secondary Social Studies Education (with a 5th-8th grade extension)

7th and 8th Grade Social Studies, General and Special Education; 8th Grade

Humanities/Literacy Program; Health Education

Founder and Coach of the School Debate Team, Member New York Urban Debate League

SERVICE

Reviewer: *American Journal of Education*; *Educational Administration Quarterly*; annual meeting of the American Educational Research Association (AERA); annual conference of the University Council for Educational Administration (UCEA)

PROFESSIONAL MEMBERSHIPS

American Educational Research Association; American Sociological Association; University Council for Educational Administration