

Robin Tepper Jacob
University of Michigan
426 Thompson/ Perry Rm 2338
Ann Arbor, MI 48104
734.647.4194
rjacob@umich.edu

Education

2002 Ph.D., University of Chicago, Public Policy
1995 M.A., University of Maryland, College Park, Counseling
1992 B.A., Indiana University, Bloomington, English Literature,
with high distinction

Professional Experience

University of Michigan, School of Education/Institute for Social Research

Research Associate Professor (September 2015-present)
Research Assistant Professor (April 2013-September 2015)
Assistant Research Scientist (September 2007-April 2013)

Abt Associates Inc.

Associate (2004-2007)
Senior Analyst (2002-2004)

Consortium on Chicago School Research

Research Analyst (1999-2002)

Journal Articles

Hill, H., Corey, D. & **Jacob, R.** (2018). Dividing by Zero: Exploring Null Results in a Mathematics Professional Development Program. Teachers College Record, 120 (6), n6.

Mattera, S. K., Morris, P. A., **Jacob, R.**, Maier, M., & Rojas, N. (2017). Designing Studies to Test Causal Questions about Early Math: The Development of Making Pre-K Count, Advances in Child Development and Behavior, 53, 227-253.

Jacob, R., Hill, H. & Corey, D. (2017). Investigating the Effect of Professional Development on Teachers' Mathematical Knowledge for Teaching, Instruction and Student Achievement, Journal of Research on Educational Effectiveness. Journal of Research on Educational Effectiveness, 10(2), pp. 379-407.

Jacob, R., Somers, M.A., Zhu, P. & Bloom, H. (2016). The Validity and Precision of the Comparative Interrupted Time Series Design in Educational Evaluation. Evaluation Review, 40 (3), pp. 167-198.

Miller, R. J., Goddard, R. D., Kim, M., **Jacob, R.**, Goddard, Y. L. & Schroeder, P. (2016). Evaluating Principals' Professional Development Learning: Results from a Randomized

Control Trial. Educational Administration Quarterly, 42(4), pp. 531-566.

Jacob, R., Armstrong, C., Bowden, B. & Pan, Y. (2016). Capitalizing on Volunteer Tutors: An Experimental Evaluation of a Tutor Based Program for Struggling Readers in Elementary School, Journal of Research on Educational Effectiveness, 9(S1), pp. 67-92.

Jacob, R., & Parkinson, J. (2015). The Potential for School-based Interventions that Target Executive Function to Improve Academic Achievement: A Review, Review of Educational Research, 85, pp. 512-552.

Jacob, R., Goddard, R. D., Kim, M., Jung, E., Goddard, Y. L. & Miller, R. (2015). Exploring the Causal Impact of the McREL Balanced Leadership Program on Leadership, Principal Efficacy, Instructional Climate, Educator Turnover, and Student Achievement. Educational Evaluation and Policy Analysis, 37(3), pp. 314-332.

Jones, S., Baily, R. & **Jacob, R.** (2014). Social-emotional Learning is Essential to Classroom Management. Kappan. 96(19), pp. 19-24.

Jacob, R., Goddard, R. & Kim, E.S. (2014). Assessing the Use of Aggregate Data in the Evaluation of School-based Interventions: Implications for Evaluation Research and State Policy Regarding Public Use Data. Educational Evaluation and Policy Analysis. 36(1), pp. 44-66.

Hill, H., Beisiegel, M. & **Jacob, R.** (2013). Professional Development Research: Consensus, Crossroads and Challenges. Educational Researcher. 42(9), pp. 476-487.

Jacob, R.T. & B.A. Jacob (2012). Pre-notification, Incentives and Survey Modality: An Experimental Test of Methods to Increase Survey Response Rates of School Principals, Journal of Research on Educational Effectiveness. 5(4), pp. 401-418.

Zhu, P., **Jacob, R.** Bloom, H. & Xu, Z. (2012). Designing and Analyzing Studies that Randomize Schools to Estimate Intervention Effects on Student Academic Outcomes without Classroom-Level Information, Educational Evaluation and Policy Analysis. 34(1), pp. 45-68.

Jacob, R. T. (2011). An Experiment to Test the Feasibility and Quality of a Web-Based Questionnaire of Teachers, Evaluation Review, 35(1), pp. 40-70.

Jacob, R., Zhu, P. Bloom, H., (2010). New Empirical Evidence for the Design of Group Randomized Trials in Education, Journal of Research on Educational Effectiveness, Volume 3 Issue 2, pp. 157-198.

Rowan, B, **Jacob, R.**, Corentti, R. (2009). Using Instructional Logs to Identify Quality in Educational Settings, Defining and Measuring Quality in Youth Programs and Classrooms: New Directions for Youth Development. 121, pp. 13-31.

Jacob, R.T. & Stone, S. (Winter 2005) Educators and Students Speak, Education Next. 5 (1),

pp.49-53.

Book Chapters

Duncan, G, Kalil, A. Mayer, S.E., **Tepper, R.** & Payne, M. R. (2006). The Apple Does Not Fall Far from the Tree. (pp. 23-79) in Unequal Chances: Family Background and Economic Success, edited by Samuel Bowles, Herbert Gintis, and Melissa Osborne Groves. New York and Princeton, NJ: Russell Sage Foundation and Princeton University Press.

Tepper, R. L. (2001). Parental Regulation and Adolescent Discretionary Time-Use Decisions: Findings from the NLSY97 in Social Awakenings: Adolescents' Behavior as Adulthood Approaches. R. T. Michael, ed. New York: Russell Sage Foundation Publications.

Working Papers

Jacob, R., Doolittle, F., Kemple, J. & Somers, M.A. (under review). A Taxonomy of Null Results, Educational Researcher.

Technical Reports

Mattera, S, **Jacob, R.** & Morris, P. (2018). Strengthening Children's Math Skills with Enhanced Instruction, MDRC.

Jacob, R., Erikson, A. & Mattera, S. (2018). Launching Kindergarten Math Clubs: The Implementation of High 5s in New York City, MDRC.

Condliffe, B., Foster, A., & **Jacob, R.** (2017). Summer Boost: Challenges and Opportunities in Summer Programs for Rising Kindergarten Students. MDRC.

Jacob, R., (2016). Using Aggregate Administrative Data in Social Policy Research, OPRE Report #2016-91.

Jacob, R., Armstrong, C., Willard, J., Bowden, B. & Pan, Y. (2015). Mobilizing Volunteer Tutors to Improve Student Literacy: Implementation, Impacts and Costs of the Reading Partners Program, MDRC.

Jacob, R., Smith, T., Willard, J. & Rifkin, R. (2014). Reading Partners: The Implementation and Effectiveness of a One-on-One Tutoring Program Delivered by Community Volunteers, MDRC.

Somers, M., Bloom, H., **Jacob, R.**, and Zhu, P. (2013). Two Promising Quasi-Experimental Designs for Educational Evaluation: An Examination of the Validity and Precision of the Comparative Interrupted Time Series Design and the Difference-in-Difference Design, MDRC.

Jacob, R., Zhu, P., Somers, M., and Bloom, H. (2012). A Practical Guide to Regression Discontinuity. MDRC.

Bloom, H., Zhu, P. **Jacob, R.** Raudenbush, S. Martinez, A. Lin, F (2008). Empirical Issues in the Design of Cluster Randomized Studies to Measure the Effects of Interventions for Children. MDRC.

Gamse, B, **Jacob, R.**, Horst, M., Boulay, B., & Unlu, F. (2008). Reading First Impact Study: Final Report, US Department of Education: Institute for Education Sciences.

Gamse, B. Bloom, H. Kemple, J. **Jacob, R.** (2008). Reading First Impact Study: Interim Report, US Department of Education: Institute for Education Sciences.

Moss, M., **Jacob, R.** Horst, H., Schimmenti, J., Boulay, B. (2005). Reading First Implementation Study: Interim Report. Abt Associates Inc.

Jacob, R., Creps, C. Boulay, B. (2004). Meta-Analysis of Research and Evaluation Studies in Early Childhood Education. Abt Associates Inc.

Moss, M., Gamse, B., **Jacob, R.** Smith, W.C., Greene, D., Kupfer, A. (2003). Reading Excellence Act and School Implementation and Impact Study: Annual Report. Abt Associates Inc.

Orr, L., Feins, J.D., **Jacob, R.** & Beecroft, E., Sanbonmatsu, L., Katz, L.F., Liebman, J.B., Kling, J.R. (2003). Moving to Opportunity Interim Impacts Evaluation, Abt Associates Inc.

Tepper, R. L., Stone, S.S. & Roderick, M. (2002) Ending Social Promotion in Chicago: The Response of Teachers and Students. Consortium on Chicago School Research. Chicago.

Funded Research

Heising-Simmons Foundation, 2018-2019, \$955,211, Principal Investigator, *Variation in Early Mathematics Instruction across Grades and Schools*.

Michigan Department of Health and Human Services, 2016-2023, \$500,000, Principal Investigator, *Michigan Partners for Success*.

Heising-Simmons Foundation, 2016-2018, \$487,872. Principal Investigator, *The Alignment of Mathematics Content in the Earliest Years of Formal Schooling*.

Laura and John Arnold Foundation, 2016-2019, \$2.8M, Principal Investigator, *Michigan Policy Innovation Lab*.

Robin Hood Foundation, 2013-2019, \$608,671, Principal Investigator via subcontract to MDRC, *Making Pre-K Count: Kindergarten Follow-Up*.

Heising-Simmons Foundation, 2015-2016, \$265,415, Principal Investigator, *A Field Study of Mathematics Teaching in Kindergarten*.

Laura and John Arnold Foundation, 2014-2016, \$212,959, Co-Investigator via subcontract to MDRC, *Expanding Children's Early Learning Network: Summer Boost Study*.

Edna McConnell Clark Foundation, 2012-2015, \$993,702, Co-Principal Investigator via subcontract to MDRC, *Reading Partners Social Innovation Fund (SIF) Evaluation*.

National Science Foundation, 2009-2014, \$1.3M Co-Principal Investigator, *Investigating the Effect of Professional Development, Mathematical Knowledge for Teaching and Instruction on Student Outcomes*,

U.S. Department of Education, Institute of Education Sciences, 2009-2012, \$1.5M, Co-Investigator, *Developing an Integrated Social, Emotional and Cognitive Understanding and Regulation Intervention*.

U.S. Department of Education, Institute of Education Sciences, 2008-2014, \$3M, Co-Principal Investigator, *A Randomized Control Trial to Assess the Efficacy of the Balanced Leadership Program*,

National Science Foundation, 2009-2012, \$750,788, Co-Investigator, *Creation and Dissemination of Upper-elementary Mathematics Assessment Modules*.

U.S. Department of Education, Institute of Education Sciences, 2009-2012, \$446,205, Consultant. *Statistical Properties of Regression Discontinuity Analysis and Comparative Interrupted Time Series Analysis for Estimating Impacts*.

Conference Presentations and Invited Speaking

Engel, M. Jacob, R., Kabourek, S. (2017). Understanding Mathematics Instruction in Kindergarten: Evidence from a Large Urban District, American Educational Research Association Annual Conference, San Antonio, TX.

Hill, H., Jacob, R., Corey, D. (2017). *Dividing by Zero: Exploring Null Results in a Mathematics Professional Development Program*, Society for Research on Educational Effectiveness Spring Conference, Washington, D.C.

Engel, M., Kabourek, S., Jacob, R. (2016). Understanding Mathematics Instruction in Kindergarten: Evidence from a Large Urban District, Association for Public Policy Analysis and Management Annual Fall Conference, Washington, D.C.

Jacob, R. (2015). Using Aggregate State Assessment Data to Assess the Impact of School-Based Interventions. The Promises and Challenges of Administrative Data in Social Policy Research, OPRE Research Conference, October, 2015, Washington, D.C.

Jacob, R., Elson, D, Bowden, B & Armstrong, C. (2015). Exploring the Implementation, Effectiveness and Costs of the Reading Partners Program. Society for Research on Educational Evaluation Spring Conference, March, 2015, Washington, D.C.

Jacob, R., Elson, D. (2014). Beyond the RCT: Structuring an Evaluation to Explore Variation in

- Program Impacts, American Evaluation Association Annual Conference, October, 2014, Denver, CO.
- Jacob, R. & Goddard, R. (2014). The Impact of the Balanced Leadership Professional Development Program (BLPD) for School Leaders on Principal and Teacher Turnover, Society for Research of Educational Evaluation Spring Conference, March, 2014, Washington, D.C.
- Jacob, R., Hill, H. & Corey, D. (2014). Investigating the Effect of Professional Development on Teachers' Mathematical Knowledge for Teaching, Instruction and Student Achievement, Society for Research of Educational Evaluation Spring Conference, March, 2014, Washington, D.C.
- Corey, D., Jacob, R., & Hill, H. (2014). Investigating the Effect of Professional Development on Teachers' Mathematical Knowledge for Teaching, Instruction and Student Achievement The Association for Education Finance and Policy Annual Conference, March, 2014, San Antonio, TX.
- Bailey, R., Jones, S., Ross, T. & Jacob, R. (2013). Making SECURE: Using Developmental Theory and Prevention Science to Create a Vertically Aligned Social-Emotional Learning Program for Pre-K to 3rd Grade, Society for Research on Child Development, Biennial Conference, April, 2013, Seattle, WA.
- Jacob, R., Jones, S. & Morrison, F. (2013). Evaluating SECURE: Updated Results from a Small-Scale Pilot Study. Paper presented at the Society for Research on Educational Effectiveness Spring Conference, March, 2013, Washington, DC.
- Jacob, R., Goddard, R., Kim, M., & Miller, R. (2012). Using Mixed Methods to Evaluate the Impact the Balanced Leadership Program on Student Achievement. Paper presented at the American Public Policy and Management Association Annual Conference, November, 2012, Boston, MA.
- Jacob, R., Jones, S. & Morrison, F. (2012). Evaluating SECURE: Results from a Small-Scale Pilot Study. Paper presented at the Society for Research on Educational Effectiveness Fall Conference, September, 2012, Washington, DC.
- Miller, R. J., Goddard, R. D., Kim, M., Jacob, R., Goddard, Y. L., & Schroeder, P. (2013). Balanced Leadership Professional Development Training Effects on Principals' School Leadership Practice: Teacher Perceptions from a Randomized Control Trial. Paper presented at the Annual Meeting of the American Educational Research Association in San Francisco, CA.
- Miller, R. J., Goddard, R. D., Kim, M., Jacob, R., Goddard, Y. L., & Schroeder, P. (2012). Professional Development Training Effects on Principals' School Leadership Behavior: Results from a Randomized Control Trial. Paper presented at the University Council for Educational Administration Annual Convention, in Denver, CO.
- Schroeder, H., Stark, R. Bowers, A., Goddard, R., Jacob, R. (2011). Assessment of Measurement

Error and Nonresponse Error using Respondent-Provided Paradata from Paper Self-Administered Questionnaires, (August, 2011) Joint Statistical Meetings, Miami Beach, FL

- Jacob, R. & Parkinson, J (2011). The Potential for School-Based Interventions that Target Executive Function to Improve Academic Achievement: A Review of the Evidence, Paper presented at the American Educational Research Association Conference, April, 2011, New Orleans, LA.
- Jacob, R. Goddard, R & Kim, E.S. (2010). Using State Assessment Data to Assess the Impact of School-Based Interventions: A Comparison of Student-Level and School-Level Analyses, Paper presented at the American Public Policy and Management Association Annual Conference, November, 2010, Boston, MA.
- Goddard, Y. L., Miller, R. J., Larsen, R., Goddard, R.D., Jacob, R., Madsen, J., & Schroeder, P. (2010). Connecting Principal Leadership, Teacher Collaboration, and Student Achievement. Paper presented at the American Education Research Association Annual Conference, Denver, CO.
- Goddard, R. D., Goddard, Y. L., Miller, R. J., Larsen, R., & Jacob, R. (2010). Principal Leadership, Teacher Collaboration, and Student Achievement. Paper presented at the Institute of Education Sciences Annual Research Conference, National Harbor, MD.
- Jacob, R., Morrison, F., Jones, S., Bouffard, S., Parkinson, J., Madden, N. (2010). Developing a Community of Self-Regulated Learners and Learning Environments, Poster Presentation, IES Annual Research Conference, June, 2010, Washington, DC.
- Jacob, R., Rowan, B., Scott, L. (2010). An Experiment to Test Feasibility and Quality of a Web-based Questionnaire of Teachers, Paper presented at the American Association of Public Opinion Research Annual Conference, April, 2010, Chicago, IL.
- Goddard, Y., Miller, R., Larson, R. Goddard, R. Jacob, R. Madsen, J. & Schroeder, P. (2010). Connecting Principal Leadership, Teacher Collaboration, and Student Achievement, Paper presented at the Annual Meeting of the American Educational Research Association, May, 2010, Denver, CO
- Jacob, R.T., Scott, L. and Bowers, A. (2008). Evaluation and Implementation of Web Surveys in School-Based Settings, Paper presented at the American Educational Research Conference, April 2008, New York City.
- Bloom, H., Zhu, P., Unlu, F., Jacob, R. and Gamse, B. (2008). Studying Relationships between Classroom Reading Instruction and Student Reading Achievement for the Reading First Impact Study. Paper presented at the Society for Research on Educational Evaluation Annual Research Conference, March, 2008, Crystal City, VA.
- Bloom, H.S., Kemple, J., Gamse, B., Jacob, R. (2005). Using Regression Discontinuity Analysis to Measure the Impacts of Reading First. Paper presented at the American Educational Research Association Meeting, April, 2005.

Jacob, R.T., Creps, C., & Barnett, S. (2004). Meta-Analysis of Research and Evaluation Studies in Early Childhood Education. Paper presented at the American Public Policy and Management Association Annual Conference, October, 2004, Atlanta, GA.

Katz, L., Liebman, J, Goodson, B., Jacob, R.T., Patterson, R. (2003). Effects of Neighborhood on the Health and Educational Performance of Children and the Health, Employment, Income, and Public Assistance Receipt of Adults. Paper presented at the American Public Policy and Management Association Annual Conference, November 2003, Washington, DC.

Honors and Awards

Top 5 Most Read Education Research Article of 2015, American Educational Research Association

Finalist for the Aspen Brian Forum Prize in NeuroEducation Research, 2011

Joint Center for Poverty Research Graduate Fellow, 2000-2001

Irving B. Harris School of Public Policy Studies Outstanding Teaching Assistant, 2001

Professional Service

Editorial Board, Journal for Research on Educational Effectiveness

Member American Educational Research Association

Member Association for Policy Analysis and Management

Member Society for Research on Educational Effectiveness

Reviewer for William T Grant Foundation, U.S. Department of Education, Spencer Foundation

Ad hoc reviewer: Education Evaluation and Policy Analysis, Elementary School Journal, Education Researcher, Educational Administration Quarterly, Child Development, Journal of Educational Psychology

Consultant for Annie E Casey Foundation, National Center on Time and Learning

Program Committee, Society for Research on Educational Effectiveness, Spring 2013 Conference