

COURTNEY A. BELL

Curriculum Vitae

University of Wisconsin-Madison
Department of Educational Psychology
1025 West Johnson St
Madison, WI 53706

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EDUCATION

- 1999 – 2004 Ph.D., Curriculum, Teaching, and Educational Policy, Michigan State University, East Lansing, MI.
Thesis Title: *Parents' views of school choice: An unexamined perspective*
- 1997 – 1998 Secondary (6-12) Chemistry Teaching Certificate, East Carolina University, Greenville, NC.
- 1996 B.A., Chemistry, Dartmouth College, Hanover, NH.

ACADEMIC POSITIONS

- 2026-present **Professor of Educational Psychology, Learning Sciences**
Founder and Scientist, SimLab - Wisconsin Center for Education Research
School of Education, University of Wisconsin–Madison
- 2020-2025 **Director, Wisconsin Center for Education Research**
Professor of Educational Psychology, Learning Sciences
School of Education, University of Wisconsin–Madison
- 2018-2020 **Principal Research Scientist**
Educational Testing Service, Research and Development Division, Global Assessment Center
- 2012-2018 **Senior Research Scientist**
Educational Testing Service, Research and Development Division, Understanding Teaching Quality Center
- 2014-2016 **Managing Senior Research Scientist**
Educational Testing Service, Research and Development Division, Understanding Teaching Quality Center
- 2009-2012 **Research Scientist**
Educational Testing Service, Research and Development Division, Understanding Teaching Quality Center
- 2008-2009 **Associate Research Scientist**
Educational Testing Service, Research and Development Division, Teaching and Learning Research Group
- 2007-2008 **Fellow**
Educational Testing Service, Research and Development Division, Teaching and Learning Research Group
- 2004-2008 **Assistant Professor**
Educational Policy, Joint appointment in Educational Leadership and Curriculum and Instruction, University of Connecticut, Neag School of Education
- 1996-1998 **High School Teacher**

Biology, Chemistry, Physics, Water Management,
Northampton County High School-West, Gaston, North Carolina

SPECIAL HONORS AND AWARDS

2025	Mercator Fellow, Interfach, University of Kassel, Kassel, Germany
2025	Fellow, American Educational Research Association
2021-24	Member, National Academies of Sciences, Engineering, and Medicine Equity in PK-12 STEM Education Panel
2008	Presidential Award, Educational Testing Service
2007	Outstanding Young Researcher, Neag School of Education, University of Connecticut
2007	American Educational Research Association and Educational Testing Service Post-Doctoral Fellowship in Measurement
2006	Outstanding Reviewer, American Educational Research Journal, Section on Social and Institutional Analysis
2005	American Educational Research Association, Div. L Outstanding Dissertation Award
2005	E. Robert Stephens Research Award, Association of Educational Service Agencies
2005	Outstanding Faculty Advisor Award Nominee, University of Connecticut
2005-2007	Teachers for a New Era Fellowship, University of Connecticut
2003-2004	Spencer Foundation Dissertation Fellowship
2001-2003	Spencer Research Training Grant Fellowship, Michigan State University
1999-2002	Dean's Scholar, Michigan State University
1999-2000	Graduate Recruiting Fellowship, Michigan State University

RESEARCH and PUBLICATIONS

Journal Publications

- Fütterer, T., Hou, R., Bühler, B., Bozkir, E., Bell, C., Kasneci, E., Gerjets, P., & Trautwein, U. (2026). Validating automated assessments of teaching effectiveness using multimodal data. *Learning and Instruction*, 101, Article 102264. <https://doi.org/10.1016/j.learninstruc.2025.102264>
- Bartanen, B., Bell, C., James, J., & Wyckoff, J. (2025). “Refining” our understanding of early career teacher skill development: Evidence from classroom observations. *Educational Evaluation and Policy Analysis* (online first). <https://doi.org/10.3102/01623737241303146>
- Bell, C., James, J., Taylor, E. S., & Wyckoff, J. (2024). Measuring returns to experience using supervisor ratings of observed performance: The case of classroom teachers. *Journal of Policy Analysis and Management*, 1–33. <https://doi.org/10.1002/pam.22584>
- Mathews, H. M., Stark, K., Jones, N. D., & Bell, C. (2024). Surfacing principals’ beliefs about instruction for students with disabilities: A qualitative analysis. *Exceptional Children*, 90(3), 274-294. <https://doi.org/10.1177/00144029231220311>
- Bell, C. A., & Gitomer, D. H. (2023) Building the field’s knowledge of teaching and learning: Centering the socio-cultural contexts of observation systems to ensure

- valid score interpretation. *Studies in Educational Evaluation*, 78.
<https://doi.org/10.1016/j.stueduc.2023.101278>
- Jones, N. D., Bell, C. A., Brownell, M., Qi, Y., Peyton, D., Pua, D., & Holtzman, S. (2022). Using classroom observations in the evaluation of special education teachers. *Educational Evaluation and Policy Analysis*, 44(3), 429-457.
<https://doi.org/10.3102/01623737211068523>
- Morris-Mathews, H., Stark, K. R., Jones, N. D., Brownell, M. T., & Bell, C. A. (2021). Danielson's Framework for Teaching: Convergence and divergence with conceptions of effectiveness in special education. *Journal of Learning Disabilities*, 54(1), 66-78. <https://doi.org/10.1177/0022219420941804>
- Lewis, J. M., Reid, D. B., Bell, C. A., Jones, N. D., Qi, Y. (2020). The mantle of agency: Principals' use of teacher evaluation policy. *Leadership and Policy in Schools*, 21(2), 361-377. <https://doi.org/10.1080/15700763.2020.1770802>
- Liu, S., Bell, C. A., Jones, N., McCaffrey, D. F. (2019). Classroom observation systems in context: A case for the validation of observation systems. *Educational Assessment, Evaluation and Accountability*, 31(1), 31-61. <https://doi.org/10.1007/s11092-018-09291-3>
- Bell, C. A., Dobbelaer, M., Klette, K., & Visscher, A. (2018). Qualities of classroom observation systems. *School Effectiveness and School Improvement*, 30(1), 3-29.
<https://doi.org/10.1080/09243453.2018.1539014>
- Bell, C. A., Jones, N. D., Qi, Y., & Lewis, J. M. (2018). Strategies for assessing classroom teaching: Examining administrator thinking as validity evidence. *Educational Assessment*, 23(4), 229-249. <https://doi.org/10.1080/10627197.2018.1513788>
- Hafen, C. A., Hamre, B. K., Allen, J. P., Bell, C. A., Gitomer, D. H., & Pianta, R. C. (2015). Teaching through interactions in secondary school classrooms: Revisiting the factor structure and practical application of the Classroom Assessment Scoring System—Secondary. *The Journal of Early Adolescence*, 35(5-6), 651-680.
<https://doi.org/10.1177/0272431614537117>
- Gitomer, D. H., Bell, C. A., Qi, Y., McCaffrey, D. F., Hamre, B. K., & Pianta, R. C. (2014). The instructional challenge in improving teaching quality: Lessons from a classroom observation protocol. *Teachers College Record*, 116(6), 1-32.
- Casabianca, J. M., McCaffrey, D. F., Gitomer, D. H., Bell, C. A., Hamre, B. K., & Pianta, R. C. (2013). Effect of observation mode on measures of secondary mathematics teaching. *Educational and Psychological Measurement*, 73(5), 757-783.
<https://doi.org/10.1177/0013164413486987>
- Bell, C. A., Gitomer, D. H., McCaffrey, D., Hamre, B., Pianta, R., Qi, Y. (2012). An argument approach to observation protocol validity. *Educational Assessment*, 17(2-3), 62-87.
<https://doi.org/10.1080/10627197.2012.715014>
- Bell, C. A., & Youngs, P. (2011). Substance and show: Understanding responses to teacher education programme accreditation processes. *Teaching and Teacher Education*, 27(2), 298-307. <https://doi.org/10.1016/j.tate.2010.08.012>
- Bell, C. A., Wilson, S., McCoach, B., Higgins, T. (2010). Measuring the effects of professional development on teacher knowledge: The case of Developing Mathematical Ideas. *Journal for Research in Mathematics Education*, 41(5), 479-512.
- Sondergeld, T., Bell, C. A., & Leusner, D. (2010). Understanding how teachers engage in formative assessment. *Teaching and Learning: The Journal of Natural Inquiry and Reflective Practice*, 24(2), 72-86.

- Bifulco, R., Cobb, C., Bell, C. (2009). Can interdistrict choice boost student achievement? The case of Connecticut's interdistrict magnet school program. *Educational Evaluation and Policy Analysis*, 31(4), 323-345. <https://doi.org/10.3102/0162373709340917>
- Bell, C. (2009a). All choices created equal? The role of choice sets in the selection of schools. *Peabody Journal of Education*, 84(2), 191-208. <https://doi.org/10.1080/01619560902810146>
- Bell, C. (2009b). Geography in parental choice. *American Journal of Education*, 155(4), 493-521. <https://doi.org/10.1086/599779>
- Youngs, P. & Bell, C. (2009). When policy instruments combine to promote coherence: An analysis of Connecticut's policies related to teacher quality. *Journal of Education Policy*, 24(4), 435-460. <https://doi.org/10.1080/02680930802669920>
- Bell, C. (2007). Space and place: Urban parents' geographic preferences for schools. *The Urban Review*, 39(2), 375-404. <https://doi.org/10.1007/s11256-007-0059-5>
- Bell, C., Horn, B., & Roxas, K. (2007). We know it's service, but what are they learning? Preservice teachers' understandings of diversity, *Equity and Excellence in Education*, 40(2), 123-133. <https://doi.org/10.1080/10665680701218467>
- Bell, C. (2006). Real options? The role of choice sets in the selection of schools. *Teachers College Record*, 9.
- Arsen, D., Bell, C., & Plank, D. (2004). Who will turn around "failing" schools? A framework for institutional choice. *Perspectives*, 10, 1-20.

Edited Books:

- Gitomer, D. H. & Bell, C. A. (Eds.). (2016). *Handbook of Research on Teaching*, 5th Edition. American Educational Research Association.

Book Forwards/Prefaces:

- Bell, C. A. (2022). Forward. In John Schwille, *What would it take to make an ed school great? Voices from an unfinished revolution*. Michigan State University Press.

Invited Book Chapters:

- Bell, C. A. & Kane, M. T. (2022). Formative and summative teacher evaluation in social context. In J. Manzi, Sun, Y., Garcia, M.R. (Eds.) *Teacher evaluation around the world: Experiences, dilemmas, and future challenges* (pp.9-38). Springer.
- Bell, C. A. & Mislevy, R. (2021). Practice, feedback, argument, measurement: A frame for understanding diverse perspectives on teaching assessments. In Klette, K. & M. Tengberg (Eds.) *Analysing teaching quality: Perspectives, principles and pitfalls*. Scandinavian University Press. https://issuu.com/universitetsforlaget/docs/sider_fra_1297-ways-of-analyzing_pub020222
- Bell, C. A. (2020). Commentary regarding the section "Dimensions of teaching quality – Theoretical and empirical foundations": Using warrants and alternative explanations to clarify next steps for the TDB model. In A.K. Praetorius, J. Grunkorn, & E. Klieme (Eds.), *Empirical research on teaching quality: Theoretical foundations and quantitative models*, 66th Supplement of *Zeitschrift für Pädagogik* (pp.56-62). Beltz. doi: 10.3262 / ZPB2001056
- Praetorius, A., Rogh, W., Bell, C. A., Klieme, E. (2019). Methodological challenges in conducting international research on teaching quality using standardized observations. In

- L.Suter, E. Smith & B.D. Denman (Eds.), *Sage handbook on comparative studies in education: Practices and experiences in student schooling and learning* (pp.269-288). Sage.
- Gitomer, D. H., & Bell, C. A. (2016). Introduction. In D.H. Gitomer and C.A. Bell (Eds.), *Handbook of research on teaching* (5th Ed, pp.1-6). American Educational Research Association.
- Bell, C. A., Qi, Y., Croft, A. J., Leusner, D., McCaffrey, D. F., Gitomer, D. H., & Pianta, R. C. (2014). Improving observational score quality: Challenges in observer thinking. In T. J. Kane, K. A. Kerr & R. C. Pianta (Eds.), *Designing teacher evaluation systems: New guidance from the Measures of Effective Teaching Project* (pp.50-97). Jossey-Bass.
- Gitomer, D. H., & Bell, C. A. (2013). Evaluating teaching and teachers. In K. F. Geisinger (Ed.), *APA handbook of testing and assessment in psychology* (Vol. 3, pp. 415–444). American Psychological Association.
- Cobb, C, Bifulco, R., & Bell, C. (2011). Legally viable desegregation strategies: The case of Connecticut. In E. Frankenberg & E. Debray-Pelot (Eds.), *Integrating schools in a changing society: New policies and legal options for a multiracial generation*. University of North Carolina Press.
- Bell, C. (2008). Social class differences in school choice: The role of preferences. In W. Feinberg & C. Lubienski (Eds.), *School choice policies and outcomes* (pp.121-148). SUNY.
- Wilson, S., Bell, C., Galosy, J., & Shouse, A. (2004). “Them that’s got shall get”: Understanding teacher recruitment, induction, and retention. In M.A. Smylie & Miretzky, D. (Eds.), *Developing the teacher workforce: 103rd Yearbook of the National Society for the Study of Education* (pp.145-179). The University of Chicago Press.

Working Papers:

- Bartanen, B., Bell, C.A. James, J., Taylor, E.S., & Wyckoff, J.H.. (2023). “Refining” our understanding of early career teacher skill development: Evidence from classroom observations. (EdWorkingPaper: 23-845). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/wyjkj-e663>
- Bell, C., James, J., Taylor, E. S., & Wyckoff, J. H. (2023, January). *Measuring returns to experience using supervisor ratings of observed performance: The case of classroom teachers*. (NBER Working Paper No. 30888). <https://doi.org/10.3386/w30888>
- Bell, C. A., Phelps, G., McCaffrey, D., Liu, S., Weren, B., Glazer, N., & Forzani, F. (2023, February). *Simulating classroom interactions at scale for the improvement of practice-based teacher education* (Wisconsin Center for Education Research, University of Wisconsin–Madison Working Paper No. 2022-3). <https://wcer.wisc.edu/publications/working-papers>
- Bell, C. A. (2005, October). *All choice created equal?: How good parents select "failing" schools* (National Center for the Study of Privatization in Education, Teachers College, Columbia University). https://www.researchgate.net/profile/Courtney-Bell-2/publication/252224738_All_Choices_Created_Equal_How_Good_Parents_Select_Failing_Schools/links/54f5c6320cf21d8b8a5b7920/All-Choices-Created-Equal-How-Good-Parents-Select-Failing-Schools.pdf

Manuscripts:

- Bell, C. A. (2012). *Validation of professional practice components of teacher evaluation systems*. Paper presented at the Center for Assessment's 14th annual Reidy Interactional Lecture Series.
- Bell, C. A. (2011). *Ways to know you have a technically sound observation system* [Unpublished manuscript].
- Phelps, G., Bell, C. A. Croft, A., Leusner, D., Qi, Y. (2010). *Content knowledge for teaching in history and physical science* [Unpublished manuscript].

Long Reviews:

- Bell, C. & Sykes, G. (2006). Getting Choice Right: Ensuring equity and efficiency in education policy. *Teachers College Record*. Retrieved March 17, 2007, <http://www.tcrecord.org/content.asp?contentid=12701>

Short Reviews:

- Bell, C. (2006). The School Choice Hoax (Review). *Choice: Current Reviews for Academic Libraries*, March 2006.
- Bell, C. (2005). Does God Belong in Our Public Schools? (Review). *Choice: Current Reviews for Academic Libraries*, October 2005.
- Bell, C. (2004). Dropouts in America (Review). *Choice: Current Reviews for Academic Libraries*, September 2004.

Policy Briefs:

- Sykes, G., Bell, C. A., & Shukla, B. (2020). *Indicators of teaching quality: Appraising the case of early childhood education*. <https://www.ets.org/s/research/report/indicators-of-teaching-quality.pdf>
- Sykes, G., Bell, C. A., Shukla, B. (2019). *Quest for quality: An indicator system for teaching*. <https://www.ets.org/s/research/pdf/quest-for-quality.pdf>
- Bell, C. A., Santibañez, L., & Taylor, E. (2018). *Improving teacher practice*. Stanford, CA: Stanford University. https://gettingdowntofacts.com/sites/default/files/2018-09/GDTFII_Brief_ImprovingTeaching.pdf

Reports:

- National Academies of Sciences, Engineering, and Medicine. (2024). *Equity in K-12 STEM education: Framing decisions for the future*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/26859>.
- Jones, N.D., Bell, C.A., Qi, Y., Lewis, J.M., Kirui, D., Stickler, L., & Redash, A.. (2021). *Certified to evaluate: Exploring administrator accuracy and beliefs in teacher observation*. (Research Report). Princeton, NJ: Educational Testing Service. <https://onlinelibrary.wiley.com/doi/10.1002/ets2.12316>
- Bell, C.A. (2021). The development of the study observation coding system. In OECD (Ed.) *Global teaching insights technical report* (Ch. 4). Paris: OECD. <http://www.oecd.org/education/school/GTI-TechReport-Chapter4.pdf>
- Bell, C.A. (2021). Rating teaching components and indicators of video observations. In OECD (Ed.) *Global teaching insights technical report* (Ch. 6). Paris: OECD. <http://www.oecd.org/education/school/GTI-TechReport-Chapter6.pdf>
- Bell, C.A., Klieme, E., & Praetorius, A-K. (2021). Conceptualizing teaching quality into six study domains for the study. In OECD (Ed.) *Global teaching insights technical report*

- (Ch. 2). Paris: OECD. <http://www.oecd.org/education/school/GTI-TechReport-Chapter2.pdf>
- Castellano, K.E. & Bell, C.A. (2021). Video component score characteristics. In OECD (Ed.) *Global teaching insights technical report* (Ch. 19). Paris: OECD. <https://www.oecd.org/education/school/GTI-TechReport-Chapter19.pdf>
- Castellano, K.E. & Bell, C.A. (2021). Video indicator score characteristics. In OECD (Ed.) *Global teaching insights technical report* (Ch. 20). Paris: OECD. <https://www.oecd.org/education/school/GTI-TechReport-Chapter20.pdf>
- Bell, C.A., Castellano, K.E., & Klieme, E.. (2020). Classroom management. *Global teaching insights study policy report* (Ch. 3). Paris: OECD. https://www.oecd-ilibrary.org/education/global-teaching-insights_20d6f36b-en
- Bell, C.A., Klieme, E & Castellano, K.E.. (2020). Social-emotional support. *Global teaching insights study policy report* (Ch. 4). Paris: OECD. <https://doi.org/10.1787/afaecf38-en>.
- Bell, C.A., Schweig, J., Castellano, K.E., Klieme, E., & Stecher, B.M.. (2020). Instruction. *Global teaching insights study policy report* (Ch. 5). Paris: OECD. https://www.oecd-ilibrary.org/education/global-teaching-insights_20d6f36b-en
- Opfer, V.D., Bell, C.A., Klieme, E., McCaffrey, D.F., Schweig, J., & Stecher, B.M. (2020). Understanding and measuring mathematical practice. *Global teaching insights study policy report* (Ch. 2). Paris: OECD. <https://doi.org/10.1787/98e0105a-en>.
- Bell, C. A., Gitomer, D. H. Savage, C., & McKenna, A. H. (2019). *A synthesis of research on and measurement of STEM teacher preparation*. American Association for the Advancement of Science. <https://aaas-arise.org/wp-content/uploads/2020/01/Bell-Gitomer-Savage-McKenna-A-Synthesis-of-Research-on-and-Measurement-of-STEM-Teacher-Preparation.pdf>
- Bell, C. A., White, R. S., & White, M. E. (2018). *A systems view of California's teacher education pipeline*. Stanford University. <https://gettingdowntofacts.com/publications/systems-view-californias-teacher-education-pipeline>
- Qi, Y., Bell, C. A., Jones, N., Lewis, J. M., Witherspoon, M., & Redash, A. (2018). *Administrators' uses of an observation protocol in different rating contexts*. (Research Report No. RR-18-18). Educational Testing Service.
- Bell, C., Jones, N., Lewis, J., Qi, Y., Stickler, L., Liu, S., & McLeod, M. (2016). *Understanding consequential assessment systems of teaching: Year 1 final report to Los Angeles Unified School District* (Research Memorandum No. RM-16-12). Educational Testing Service.
- Witherspoon, M., Sykes, G., Bell, C. A. (2016). *Leading a Classroom Discussion: Definition, Supporting Evidence, and Measurement of the ETS National Observational Teaching Examination (NOTE) Assessment Series* (Research Memorandum RM-16-09). Educational Testing Service.
- Bell, C., Jones, N., Lewis, J., Qi, Y., Kirui, D., Stickler, L., & Liu, S. (2015). *Understanding consequential assessment systems of teaching: Year 2 final report to Los Angeles Unified School District* (Research Memorandum No. RM-15-12). Educational Testing Service.
- Bell, C.A., Jones, N.D., Lewis, J., Qi, Y., Liu, S., & McLeod, M. (2013a). *Understanding Consequential Assessment Systems for Teachers: Year 1 Preliminary Report*. Los Angeles Unified School District.
- Bifulco, R., Cobb, C., & Bell, C. (2009). *Evaluation of Connecticut's Open Choice Program*. CT State Department of Education.

- Bifulco, R., Cobb, C., & Bell, C. (2008). *Evaluation of Connecticut's Interdistrict Magnet Schools*. State Department of Education.
- Bell, C., Bifulco, R., & Cobb, C. (2008). *Evaluation of Connecticut's Project Choice Early Beginnings Program*. CT State Department of Education.
- Little, O., Goe, L., Bell, C. (2008). *Evaluating Teacher Effectiveness: A Practical Guide*. National Comprehensive Center for Teacher Quality.
- Goe, L, Bell, C., Little, O. (2008). *Approaches to evaluating teacher effectiveness: A research synthesis*. National Comprehensive Center for Teacher Quality.
- Bell, C., Bifulco, R., & Cobb, C. (2006). *Connecticut Interdistrict Magnet and State Charter School Report*. CT State Department of Education.
- Dougherty, J., Estevez, N., Wanzer, J., Tatem, D., Bell, C. A., Cobb, C., & Esposito, C. (2006) *A Visual Guide to Sheff v. O'Neill School Desegregation*. The Cities, Suburbs and Schools Research Project at Trinity College and the University of Connecticut Center for Education Policy Analysis. <http://digitalrepository.trincoll.edu>
- Green, R., Griffore, R., Hall, R., Bell, C., Livingston, J., & Lewis, K. (2003). *A Progress Report: School improvement in the Detroit Public Schools. Phase III focus groups*. Michigan State University.
- Sykes, G. & Bell, C. (2002) *Reform within a reform: Charter school accountability*. American Federation of Teachers.

Trade Press:

- Bell, C. A. (2016). Practices of teaching content: An innovative approach to assessment. *Education Dive*. <http://www.educationdive.com/news/practices-of-teaching-content-an-innovative-approach-to-assessment/425253/>

Observation System:

- Bell, C. A., Qi, Y., Witherspoon, M. W., Howell, H. & Torres, M. B. (2020). *The TALIS Video Study observation system*. Organisation for Economic Co-Operation and Development.. http://www.oecd.org/education/school/TALIS_Video_Study_Observation_System.pdf

PUBLICATIONS in PROGRESS

Manuscripts Under Development:

- Bell, C.A., Xin, X., Nelson, J., Barron, K., Joerg, V., Castro, M., & Kunter, M. (in preparation). *The validity, reliability, and utility of teaching quality measures: A systematic review*.
- Bell, C.A., Nelson, J., Nordmeyer, J., Castro, M., & Tierney, J. (under review). *Formative observation tools to advance equity: The case of simulation-based rehearsals of collaboration*.
- Bell, C.A. & Gitomer, D. (under review). *Developing culturally responsive assessments of teaching: Implications of Bob Mislevy*

RESEARCH SUPPORT

Principal Investigator , Global Cities <i>Global Cities portfolio analysis project</i> \$50,000	2025-2026
Co-Principal Investigator , The Spencer Foundation	2019-2022

Exploring the development of teaching skills

Co-P.I.'s: Wyckoff, J. & Taylor, E. **\$84,038**

Co-Principal Investigator, The Spencer Foundation

2017-2018

Indicators of access to qualified teaching: A policy tool to monitor equity

Co-P.I.'s: Sykes, G. & McCaffrey, D.M. **\$41,840**

Co-Principal Investigator,

2016-2020

Organization for Economic Cooperation and Development (OECD)

TALIS video study

PI: Opfer, V.D.

Co-P.I.'s: McCaffrey, D.M. & Klieme, E. **\$1,800,000**

Co-Principal Investigator, U.S. Institute for Educational Sciences

2015-2021

Validating an observation protocol for the evaluation of special educators

PI: Jones, N.D.

Co-P.I.: Brownell, M. **\$1,600,000**

Co-Investigator, National Science Foundation

2012-2017

Assessing, validating and developing content knowledge for teaching energy

P.I.: Gitomer, D.

Co-PI's: Etkina, E., Vokos, S., Scherr, R., Seeley, L., Robertson, A., Minstrell, J., Phelps, G., Wittmann, M., Smith, S. **\$3,000,000**

Principal Investigator, W.T. Grant Foundation

2012-2015

Understanding consequential assessment systems for teachers

Co-P.I.'s: Jones, N.D., Lewis, J.M. **\$537,867**

Co-Principal Investigator, Bill and Melinda Gates Foundation

2008-2012

Measuring teaching quality

Co-P.I.'s: Gitomer, D., McCaffrey, D., Rowan, B. **\$7,350,000**

Co-Principal Investigator, WT Grant & Spencer Foundations

2008-2012

Toward an understanding of classroom context: A validation study

Co-P.I.: Gitomer, D.

Co-Investigators: McCaffrey, D., Lockwood, J.R., Hamre, B., Pianta, R. **\$813,910**

Co-Principal Investigator, Connecticut Department of Education

2006-2009

Study of charter, magnet, and inter-district choice initiatives in Connecticut

Co-P.I.s.: Bifulco, R., & Cobb, C. **\$300,225**

Principal Investigator, Teachers for a New Era

2005

Investigation of the support for Neag School of Education graduates in their first and second year of teaching. **\$5,000**

Principal Investigator, University of Connecticut Small Grants Program

2005

Investigation of preservice teacher learning in required diversity course. **\$1,000**

Principal Investigator, Dean’s Fund **2005**
*Conduct analyses of MI and CT Geographical Information System
 school choice data. \$11,185*

Principal Investigator, Teachers for a New Era **2005**
Study of Connecticut state teaching policies. \$3,675

PRESENTATIONS

Invited Media Appearances:

- Seymour, M. (Director and Producer). (June 17, 2024). In Focus with Courtney Bell: Teachers, students in Wisconsin [Video]. WI Public Broadcasting Service. <https://pbswisconsin.org/news-item/in-focus-with-courtney-bell-teachers-students-in-wisconsin/>
- Seymour, M. (Director and Producer). (September 27, 2023). Wisconsin in black and white: A conversation on racial inequalities and education outcomes [Video]. WI Public Broadcasting Service. <https://video.pbswisconsin.org/video/a-conversation-on-racial-inequalities-and-education-outcomes/>

Media Mention:

- Machtig, A. (2024, January 4). Madison School District pilots standards-based assessments. [Media Mention] *Wisconsin State Journal*. https://madison.com/news/local/education/local_schools/madison-standards-based-learning-grades/article_282e0624-87e4-11ee-abe5-aff9c611d95d.html

Invited Addresses and Presentations:

- Bell, C.A. (April 21, 2026). *I used to think...And now I think*. Closing address for the 10th anniversary of the Madison Education Partnership. Madison, WI.
- Bell, C.A. (February 2, 2026). *The intersections of measurement, practice, and research on teaching quality: Tradeoffs to consider*. Presentation at the University of Oxford. Oxford, England.
- Bell, C.A. (November 15, 2025). *Simulation at UW-Madison: 21st century professional learning*. Presentation at the Technical University of Germany (TUM). Munich, Germany
- Bell, C.A. (November 11, 2025). *Traditional measures of teaching quality*. Presentation at the University of Tübingen. Tübingen, Germany.
- Bell, C.A. (November 5, 2025). *How do we keep talking past one another? The conceptual metaphors researchers, policy makers, and practitioners use to talk past one another when assessing teaching quality*. Presentation as Mercator Fellow at the University of Kassel. Kassel, Germany.
- Bell, C.A. (October 3, 2025). *Tradeoffs in measurement, practice, and research on teaching quality*. Presentation for the Interdisciplinary Training Seminar in Educational Sciences. UW-Madison, Wisconsin Center for Education Research.
- Marshall, S. & Bell, C.A. (June 17, 2025). *Equity in K-12 STEM Education: Framing Decisions for the Future*. Presentation at the Disproportionality Summit for the Wisconsin Department of Public Instruction.

- Bell, C.A. (September 26, 2024). *Capacity building for K-12 school professionals Navigating an increasingly divided and weary county*. Keynote presentation to the Wisconsin Association of School District Administrators' annual meeting "Building Leadership Capacity". Madison, WI
- Bell, C.A. (August 24, 2024). *Learning from unreliable observational measures of teaching: Methodological issues for formative uses*. Panelist at the European Association for Research on Learning and Instruction (EARLI) SIG 18, Nicosia, Cyprus.
- Bell, C.A. (June 11, 2024). *Measuring socio-cognitive interactions at scale: Challenges and innovations in measuring teaching quality*. Keynote presentation at the Quality in Nordic Teaching Center conference "Analyzing teaching quality – instruments, improvements and implications. What have we learned?" Oslo, Norway.
- Bell, C.A. (April 19, 2024). *Third way leadership for a divided, weary, loving and quality hopeful K-12 world*. Keynote for the annual institute of the Multicultural Student Achievement Network. Madison, WI
- Bell, C.A. (April 13, 2023) *Data sharing across multiple languages and multiple global perspectives*. Invited speaker at the Annual Meeting of the American Educational Research Association. Chicago, IL.
- Bell, C.A. (June 8, 2022). *Tradeoffs in the assessment of teaching: validity considerations across common measurement modes*. Keynote presentation at the Quality in Nordic Teaching Center conference "Theorizing and measuring teaching quality: Instruments, evidence and interpretations", Hvarageroi, Iceland. Available at <https://www.uv.uio.no/quint/english/news-and-events/events/conferences-and-seminars/2022/quint-conference/speakers/>
- Bell, C.A. (December 7, 2021). *Definitions, metaphors, and modes in the assessment of teaching*. Keynote presentation for the GEBF Society for Empirical Educational Research 2021 annual meeting, online. Available at https://youtu.be/jGos_uV54_4
- Bell, C.A. (October 22, 2021). *Measuring teaching at scale: Insights from the Global Teaching InSights study*. Keynote presentation at the 2021 Latin-American Congress on Educational Evaluation and Assessment (COLMEE), online. <https://www.colmee.cl/>
- Bell, C.A. (November 15, 2021). *Claims, designs, and evidence*. Invited panelist in the National Center for Assessment's Though Year seminar series. Available at <https://www.nciea.org/wp-content/uploads/2022/07/Through-Year-Convening-Session-2-Slides.pdf>.
- Bell, C.A. (October 6, 2021). *Re-envisioning observation rater training through the learning sciences*. Presentation for the QUINT teaching quality seminar series.
- Bell, C.A. (March 11, 2021). *The Global Teaching InSights Video Study: Methodology, data, and research opportunities*. Presentation for the AERA-OECD Global Forum and the AERA-ICPSR-NSF Peers Data Hub. Available at <https://www.youtube.com/watch?v=rSviR233EZ0>
- Bell, C.A. (July 25, 2019). *Assessing teacher performance through portfolios: Rater training issues*. Keynote presentation at the Measurement Center of the Pontifical Catholic University of Chile (MIDE UC), Santiago, Chile.
- Bell, C.A. (June 20, 2019). *What we see depends on how we look: The assessment of teaching in socio-cultural context*. Keynote presentation at the Quality in Nordic Teaching conference, Oslo, Norway.
- Bell, C.A. (April 6, 2019). *The use of video*. Invited presentation at the annual meeting of the American Educational Research Association. Toronto, Canada.

- Bell, C.A. (March 19, 2019). *Observation system validity and utility*. Keynote presentation at the Teaching Quality: Current Issues and Future Directions Conference at Universitat Tubingen, Hector Research Institute of Education Sciences and Psychology, Tubingen, Germany.
- Bell, C.A. (December 5, 2018). *High-stakes observations of special education teachers with Danielson's Framework for Teaching*. Presentation in the DeMarzo Chair Brown Bag Series at Rutgers University, New Brunswick, NJ.
- Bell, C.A. (January 25, 2018). *The validation of classroom observation systems across contexts and for different purposes*. Presentation in Education Policy Speaker Series at Michigan State University, East Lansing, MI.
- Bell, C.A. & Jones, N.D. (January 9, 2018). *Observation protocols are not sheets of paper: Lessons learned from the measurement of teaching*. Invited panel presentation at the Institute for Education Sciences annual principal investigators meeting. Arlington, VA.
- Bell, C. A. (November 13, 2017). *TALIS Video study*. Presentation to doctoral seminar, Dr. Felipe Martinez, Instructor. UCLA, Los Angeles, CA.
- Bell, C.A., Gitomer, D.H. (July 20, 2017). *Measurement and research design for preservice STEM education*. Panelist presentation for invited session at the 2017 Noyce Summit, Washington, D.C.
- Bell, C.A. (May 4, 2016). *Measuring the quality of teaching: Validity and comparability of observation protocols across cultures*. Presentation to the World Bank, Washington, D.C.
- Bell, C.A. (March 3, 2016). *Designing accountability to support school improvement & student achievement*. Panelist at invited session and the Spring meeting of the Society for Research on Educational Effectiveness (SREE), Washington, D.C.
- Bell, C.A. (November 12, 2015). *National Observational Teaching Exam (NOTE): Design challenges in developing performance assessments of teachers*. Presentation to The Initiative on Learning and Teaching (TILT) at MIT, Cambridge, Massachusetts.
- Bell, C. A. (November 9, 2015). *Studying teaching quality*. Presentation to doctoral seminar (TETD 807), Dr. Douglas Larkin, Instructor. Montclair State University, Montclair, NJ.
- Bell, C.A. (November 2, 2015). *National Observational Teaching Exam (NOTE) research agenda overview*. Presentation to the Educator Preparation Advisory Committee to the NOTE Project, Princeton, NJ.
- Bell, C.A. (July 30, 2015). *Reflections on the measurement of teaching*. Presentation to the Spencer Foundation's Civic Measures Project Grantees, Chicago, IL.
- Bell, C.A. & Gordon, E.W. (June 4, 2015). *National Observational Teaching Exam overview*. Keynote presentation to the annual TeachLive Conference, Orlando, Florida.
- Bell, C.A. (May 20, 2015). *Subject specific and general observation systems to evaluate and improve teaching*. Presentation to the International Measurement of Teaching Quality Conference, Twente, Netherlands.
- Bell, C.A. (April 20, 2015). *Intersections of policy, practice and research*. Presentation to the AERA Grants Program Dissertation Grantee Capstone Conference, Chicago, IL.
- Bell, C.A. (February 26, 2015). *Can teacher evaluation improve teaching and learning in South Carolina?: Lessons from research, policy, & practice*. Keynote presentation to South Carolina Educators for the Practical Use of Research (SCEPUR), Columbia, SC.
- Bell, C.A. (November, 17, 2014). *Lessons from recent work on the measurement of teaching*. Presentation to the Spencer and W.T. Grant Foundation's Advisory Group on the Higher Education Teaching Measures RFP, Chicago, IL.

- Bell, C.A. (May 15, 2014). *Using teacher evaluation to improve teaching*. Presentation for the REL Mid-Atlantic Teacher Effectiveness Webinar Series. Online (<https://www.youtube.com/watch?v=8l5GWh8qTc>)
- Bell, C.A. (April 22, 2014). *Using teacher evaluation to improve teaching in Chile*. Presentation at the Catholic University of Chile National Teaching Policy Conference. Santiago, Chile.
- Bell, C.A. (April 21, 2014). *Lessons about rater thinking from the Understanding Teaching Quality study*. Presentation at the Catholic University of Chile's Centro de Medici on MIDE UC, Santiago, Chile
- Bell, C. A. (April 1, 2014). *The measurement and improvement of teaching*. Presentation to doctoral seminar - TE 903, Drs. Lynn Paine and Corey Drake, Instructors, East Lansing, MI.
- Bell, C.A. (February 19, 2014). *Improving observation scores in an age of high stakes teacher evaluation*. Presentation to the USC Faculty and Staff, Los Angeles, CA.
- Bell, C.A., Lockwood, J.R., McCaffrey, D.M. (November 7, 2013). *Observations: Where have we been and where are we going?* Presentation to the ETS Visiting Panel.
- Bell, C.A. (October 10, 2013) *Validity considerations for research and development on measures of civic engagement*. Presentation to the Spencer Foundation's Advisory Group on the Civic Engagement RFP, Chicago, IL.
- Bell, C.A., McCaffrey, D.F., Gitomer, D.H. (May 22, 2013). *Improving teaching through teacher evaluation*. ETS Policy Forum, Washington, DC.
- Bell, C.A. (April 28, 2013). *Using the MET observation data*. Presentation in the course Introduction to the Measures of Effective Teaching Longitudinal Database at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Bell, C.A. & Gitomer, D.H. (April 27 & 29, 2013). *Overview of the Handbook of Research on Teaching, 5th Edition*. Interactive session at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Bell, C.A. (April 11, 2013). *What can i3 grantees learn from the teacher evaluation work?* Presentation to the W.T. Grant and Spencer Foundation's i3 learning community, Washington, DC.
- Bell, C.A. (November 1, 2012). Panelist at the Fall 2012 NAEEd/Spencer Dissertation Fellows' retreat, Washington, DC.
- Bell, C.A. (October 24, 2012). *Measuring and improving teaching through observations*. Presentation for the Pre-K thru 3rd Grade National Work Group's Looking Inside Classrooms: Teacher Effectiveness webinar. Online presentation
- Bell, C. A. (September 13, 2012). *Validation of professional practice components of teacher evaluation systems*. Keynote presentation at the Center for Assessment's Reidy Interactive Lecture Series, Boston, MA.
- Bell, C. A. (December 8, 2011). *The measurement and improvement of teaching*. Presentation to doctoral seminar on The Practice of Teaching, Dr. Matthew Ronfeldt, Instructor, Ann Arbor, MI.
- Bell, C.A., (August 31, 2011). *Validity arguments for observation protocols*. Presentation at the annual meeting of the W.T. Grant/Spencer Foundations measurement of classrooms grantees.
- Bell, C.A. (April, 18, 2011). *Measuring teaching quality*. Presentation to the meeting of the New Millennium Initiative and Teacher Leaders Network for the Center for Teaching Quality. Online presentation.

- Bell, C.A. (December 11, 2010). *Measuring teaching quality through observations*. Presentation to the Race to the Top network of states. Washington, D.C.
- Bell, C.A. (December 9, 2010). *Measuring teaching quality*. Presentation to the teacher education faculty at Oakland University. Rochester Hills, MI.
- Bell, C.A. (November 22, 2010). *Current research on the measurement of teaching quality*. Presentation at the Educator Effectiveness Symposium for the Connecticut Association of Public School Superintendents (CAPSS). Meriden, CT.
- Bell, C.A. (April 15, 2010). *Observing teaching quality*. Presentation to the ETS Visiting Panel. Princeton, NJ.
- Bell, C.A. (March 31, 2010). *Connecting the measurement and improvement of teaching to teaching quality in mathematics and science*. Presentation to doctoral seminar on STEM Research and Policy, Joan Ferrini-Mundy, Instructor. East Lansing, MI.
- Bell, C.A. (March 23, 2010). *Measuring teaching quality*. Presentation to the California Collaborative on District Reform. Sacramento, CA.
- Bell, C.A. (November 9, 2009). *Connecting the measurement and improvement of teaching to teaching quality*. Keynote speaker for NSF's DR K-12 annual meeting of grantees. Washington, D.C.
- Bell, C.A. & Gitomer, D.H. (October 22, 2009). *Measuring teaching effectiveness: A new research paradigm*. ETS Policy Forum, Washington, D.C.
- Cobb, C, Bifulco, R., & Bell, C.A. (April 2, 2009). *Legally viable desegregation strategies: The case of Connecticut*. Paper presented at the "Looking to the Future: Legal and Policy Options for Racially Integrated Education in the South and the Nation" conference in Chapel Hill, NC.
- Bell, C.A. (2008). *What the research says about teacher quality and teacher effectiveness*. Presentation to the Kansas State Department of Education.
- Bell, C.A. (March 27, 2008) *The role of parental perceptions and opinions in school choice*. Invited instructor for the AERA professional development course "An Introduction to GIS for Educational Researchers", New York, NY.
- Bell, C.A. (2006). *All choices created equal? The role of choice sets in the selection of schools*. Invited presentation for the University of Connecticut Department of Public Policy, West Hartford, CT.
- Bell, C.A. (2006). *Using Bourdieu to understand the construction of urban parents' choice sets*. Paper presented at the School Choice: Possibilities and Limitations Conference, Champaign, IL.
- Bell, C.A. (2003). *Assessment and significant gains*, Professional development workshop presented at the annual meeting of Teach for America-Detroit Corps, Detroit, MI.

Peer Reviewed Presentations:

- Bell, C.A., Nordmeyer, J., Castro, M., Nelson, J. (April 2026). *Toward simulation-based measures of co-planning for student success*. Paper presented at the Annual Meeting of the National Council on Measurement in Education (NCME). Los Angeles, CA.
- Fütterer, T., Hou, R., Bühler, B., Bozkir, E., Bell, C. Kasneci, E., Gerjets, P., Trautwein, U. (April 2026). *Validating Automated Assessments of Teaching Effectiveness Using Multimodal Data*. Paper presentation at the Annual Meeting of the American Educational Research Association. Los Angeles, CA.

- Bell, C.A., Castro, M., Xie, X., Jörg, V., Meng, R. Kunter, M., Oloff, J. (October 2025). *Established and emerging measures of teaching quality: A review and update*. Poster at the Annual Meeting of the Society for Research on Educational Effectiveness. Chicago, IL.
- Bell, C.A., Castro, M., Jörg, V., Meng, R. Xie, X., Kunter, M., Oloff, J. (August 2025). *The validity and utility of established and emerging measures of teaching quality: A review*. Paper presented at the European Association for Research on Learning and Instruction (EARLI) Biannual Meeting, Graz, Austria.
- Bell, C.A. (August 2024). *Rater reliability and accuracy: How are they related to observation system validity?* Paper presented at the European Association for Research on Learning and Instruction (EARLI) SIG 18, Nicosia, Cyprus.
- Bell, C.A., Lent, S.D., Wilkerson, K.L., & Leko, M. (April 2024). *Core practice simulations to support equitable practices in special education teaching and learning*. Paper presentation at the Annual Meeting of the American Educational Research Association. Philadelphia, PA.
- Bell, C.A. (April 2024). *Classroom assessment and assessment literacy practices to support equitable and ambitious teaching and learning*. Discussant at the Annual Meeting of the American Educational Research Association. Philadelphia, PA.
- Bell, C. A. (August 2023). *Building a better understanding of teachers' well-being*. Discussant for invited session at the annual European Association for Research on Learning and Instruction (EARLI) meeting, Thessaloniki, Greece.
- Bell, C. A., & Olson, M. (August 2023). *A learning trajectory for preservice science teacher eliciting and interpreting student thinking*. Paper presented at the European Association for Research on Learning and Instruction (EARLI) meeting, Thessaloniki, Greece.
- Bell, C.A. & Phelps, G. (August 2022). *Design and validation of standardized virtual-reality simulation tasks: Affordances and constraints*. Paper presented at the European Association for Research on Learning and Instruction (EARLI) SIG 11, Oldenburg, Germany.
- Bell, C.A., Phelps, G., McCaffrey, D.M. (August 2021). *Standardized mixed-reality simulation tasks: A new measurement approach to improving teaching*. Paper presented at the European Association for Research on Learning and Instruction (EARLI), Gothenburg, Sweden.
- Bell, C.A., Castellano, K.E., Klieme, E., Stecher, B., & Schweig, J. (April 2021). *Affordances and constraints of assessment modes in measuring teaching: An argument-based cross-cultural approach*. Paper presented at the annual conference of the American Educational Research Association, online.
- Klieme, E., Bell, C.A. Castellano, K.E., & Schweig, J. (April 2021). *Opportunity to learn, teaching quality, and student outcomes: Understanding their relationship across eight countries*. Paper presented at the annual conference of the American Educational Research Association, online.
- Schweig, J., Bell, C.A., Doan, S., Mihaly, K., & Castellano, K.E. (April 2021). *Profiles of practice: Exploring innovative evaluation methods for improving mathematics teaching and learning*. Paper presented at the annual conference of the American Educational Research Association, online.
- Bell, C.A., Castellano, K.E., Qi, Y., Torres, M. (April 2020). *Re-envisioning rater training through learning principles: The TALIS Video study*. Paper presented at the annual conference of the National Council on Measurement in Education, San Francisco, CA.
- Olson, M.A., Francis, A.T., Drake, C.D., & Bell, C.A. (April, 2020). *Integrating practice-based teacher education and equity to support justice-oriented teacher learning*. Paper presented

- at the annual conference of the American Educational Research Association, San Francisco, CA.
- Wyckoff, J., Bell, C.A., James, J., & Taylor, E. (March 2020). *How teaching skills develop on the job*. Presentation at the annual conference of the Association for Education Finance & Policy, Fort Worth, TX.
- Schweig, J. & Bell, C.A. (August, 2019). *Code development and rating of TALIS video recordings and artefacts*. Presentation at the annual conference of the European Association for Research on Learning and Instruction (EARLI), Aachen, Germany.
- Mathews, H., Jones, N., Bell, C., & Brownell, M. (April, 2019). *Danielson's Framework for Teaching: Convergence and divergence with conceptions of effectiveness in special education*. Paper presented at the annual conference of the American Educational Research Association, Toronto, Canada.
- Jones, N., Bell, C., Brownell, M., Qi, Y., Peyton, D., Pua, D., & Fowler, M. (April, 2019). *Observing special education teachers in high-stakes teacher evaluation systems*. Paper presented at the annual conference of the American Educational Research Association, Toronto, Canada.
- Peyton, D., Pua, D., Mathews, H., Brownell, M., Jones, N., & Bell, C. (April, 2019). *Instructional behaviors in question: Convergent and divergent theories of effective instruction*. Paper presented at the annual conference of the American Educational Research Association, Toronto, Canada.
- Jones, N., Bell, C., Brownell, M., Qi, Y., (March, 2019). *Examining the reliability and validity of special educators' observation scores in high-stakes teacher evaluation systems*. Paper presented at the annual meeting of the Association for Education Finance & Policy, Kansas City, MO.
- Bell, C.A. & Forzani, F. (June, 2018). *Ensuring novice teachers are equipped to improve student achievement outcomes: Implementing a new mode of licensure assessment*. Roundtable presentation at CCSSO's National Conference on Student Achievement, San Diego, CA.
- Bell, C.A., Forzani, F., Phelps, G., McCaffrey, D.F., Garcia, N., Tan, A., Pedley, K. (April, 2018). *The standardized measurement of beginners' teaching competence in a licensure exam*. Paper presented at the annual conference of the National Council on Measurement in Education, New York, NY.
- Bell, C.A., Forzani, F., McCaffrey, D.F., Phelps, G., Tan, A., Garcia, N., & Pedley, K. (April, 2018). *The standardized measurement of beginners' teaching practices: Preliminary validity evidence*. Paper presentation at the annual meeting of the American Educational Research Association, New York, NY.
- Jones, N.D., Bell, C.A., Brownell, M., Qi, Y., Pua, D., Peyton, D., Fowler, M., & Holtzman, S. (April, 2018). *Observing special education teachers in high-stakes teacher evaluation systems*. Paper presentation at the annual meeting of the American Educational Research Association, New York, NY.
- Opfer, V.D., Klieme, E., Bell, C.A., Praetorius, A., & Stecher, B. (April, 2018). *Conceptualizing the TALIS video study*. Paper presentation at the annual meeting of the American Educational Research Association, New York, NY.
- Bell, C.A., Forzani, F., Phelps, G., McCaffrey, D.F., Garcia, N., Tan, A., Pedley, K. (March, 2018). *On demand performance assessment: A new measurement mode*. Paper presentation at the annual meeting of the American Association of Colleges for Teacher Education, Baltimore, MD.

- Bell, C.A., Guerrero, K., Leyva, Y., Matsubara, K., & Pons, A. (March, 2018). *Collaborative teaching research in an international context: Study design and pilot implementation in three TALIS-Video countries*. Panel presentation at the annual meeting of the Comparative and International Education Society, Mexico City, Mexico.
- Jones, N.D., Bell, C.A., Brownell, M., Qi, Y. (March, 2018). *Examining the validity of observation scores of special education teachers in high-stakes teacher evaluation systems*. Paper presented at the annual spring meeting of the Society for Research on Educational Effectiveness (SREE), Washington, D.C.
- Zisk, R. C., Gitomer, D. H., Bell, C. A., & Etkina, E. (April, 2017). *Artifact assessment of content knowledge for teaching in physics*. Paper presented at the annual conference of the National Council on Measurement in Education, San Antonio, TX.
- Zisk, R. C., Gitomer, D. H., Bell, C. A., & Etkina, E. (April, 2017). *Evidence for the enactment of content knowledge for teaching when designing and selecting artifacts for instruction in physics*. Paper presented at the annual conference of the National Association for Research on Science Teaching, San Antonio, TX.
- Anderson, R., Minstrell, J., Gitomer, D.H., Bell, C.A. (April, 2017). *The conceptual framework and research design for studying CKT in physics (CKT-E)*. Paper presented at the annual conference of the National Association for Research on Science Teaching, San Antonio, TX.
- Bell, C.A., Zisk, R.C., Gitomer, D.H. (April, 2017). *Validating CKT-E through the enactment of instruction –Classroom observations*. Paper presented at the annual conference of the National Association for Research on Science Teaching, San Antonio, TX.
- Gitomer, D.H., Bell, C.A., Minstrell, J., Anderson, R. (April, 2017). *A validity approach to integrated ECD design: Framework and methodology*. Paper presented at the annual conference of the National Council on Measurement in Education, San Antonio, TX.
- Bell, C.A., Zisk, R.C., Gitomer, D.H. (April, 2017). *Classroom observations as a measure of the enactment of CKT*. Paper presented at the annual conference of the National Council on Measurement in Education, San Antonio, TX.
- Liu, S., Bell, C.A., Jones, N.D. (April, 2017). *The validity of classroom observation systems in research and applied contexts*. Paper presented at the annual conference of the National Council on Measurement in Education, San Antonio, TX.
- Liu, S., Bell, C.A., Jones, N.D. (March, 2017). *The validity of classroom observation systems*. Paper presented at the annual spring meeting of the Society for Research on Educational Effectiveness (SREE), Washington, D.C.
- Bell, C. A., Jones, N. D., Qi, Y, Lewis, J. L., Witherspoon, W., & Redash, A. & Kirui, D (March, 2016). *Administrators' roles in "valid" observation scores: Moving beyond a narrow measurement perspective*. Paper presented at the annual conference of the Association for Education Finance and Policy. Denver, CO.
- Bell, C. A., Jones, N. D., Qi, Y, Lewis, J. L., Witherspoon, W., & Redash, A. & Kirui, D (April, 2016). *What are valid observation scores?* Paper presented at the 2015 annual conference of American Educational Research Association, Washington, D.C.
- Bell, C.A., Jones, N.D., Lewis, J.M., Qi, Y., Kirui, D., McLeod, M. (April, 2015). *More than accuracy and reliability: Principals' learning of consequential observation skills*. Paper presented at the 2015 annual conference of American Educational Research Association, Chicago, IL.

- Jones, N.D., Bell, C.A., Qi, Y., Lewis, J.M., Kirui, D., McLeod, M. (April, 2015). *Administrator certification in the context of a consequential teacher evaluation system*. Paper presented at the 2015 annual conference of American Educational Research Association, Chicago, IL.
- Bell, C.A., Drake, C., Wilson, M., Fraiser, A., Qi, Y., Kim, J. (April, 2015). *Subject-specific and general observation protocols as tools for the evaluation and improvement of teaching*. Paper presented at the 2015 annual conference of American Educational Research Association, Chicago, IL.
- Bell, C.A., Qi, Y., Jones, N.D., Lewis, J.M., & Kirui, D. (February, 2015). *Administrators' strategies and criteria for judging teaching using a high stakes observation protocol*. Paper presented at the 2015 annual conference of the Association for Education Finance and Policy, Washington, D.C.
- Jones, N.D., Qi, Y., Bell, C.A., Lewis, J.M., & Kirui, D. (February, 2015). *Examining administrator learning through a major teacher evaluation implementation effort in a large urban district*. Paper presented at the 2015 annual conference of the Association for Education Finance and Policy, Washington, D.C.
- Lewis, J.M., Bell, C.A., Jones, N.D., Qi, Y. (February, 2015). *How principals learn to conduct high stakes observational assessments of teachers*. Paper presented at the 2015 annual conference of the Association for Education Finance and Policy, Washington, D.C.
- Qi, Y., Bell, C.A., Gitomer, D. H. (April, 2014). *The role of topic and activity structure in teacher observation scores*. Paper presented at the 2014 annual conference of American Educational Research Association, Philadelphia, PA.
- Bell, C.A. (April, 2014). *Implementing Teacher Evaluation: Research and Practice Perspectives*. Panelist for a Presidential Session for Division L at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Bell, C.A. (April, 2014). *Innovations in Policy, Practice, and Research: Conducting Research on the Next-Generation Teacher Evaluation Systems Through a Collaborative Research Approach*. Discussant for session at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Bell, C. A., Qi, Y., Croft, A. C., Leusner, D., Gitomer, D. H., McCaffrey, D. F., & Pianta, R. (April, 2014). *Improving Observational Score Quality: Challenges in Observer Thinking*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Bell, C. A., Jones, N. D., Qi, Y., Kirui, D., Lewis, J. M., McLeod, M., Liu, S. (April, 2014). *Observer Thinking in Teacher Evaluation Contexts*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Bell, C.A., Jones, N.D., Lui, S., Lewis, J.L., Qi, Y., McLeod, M. (March, 2014). *Observer Use of Standardized Observation Protocols in Consequential Observation Systems*. Presented at the spring meeting of the Society for Research on Educational Effectiveness, Washington, DC.
- Allison, K.E. & Bell, C.A. (May, 2013). *Rating Teaching Quality: Differences in Observation Scoring Between Certification and Operational Contexts*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Bell, C.A., Jones, N.D., Lui, S., Lewis, J. (March, 2013). *Understanding Observer Training Satisfaction and Certification in Consequential Teacher Evaluation Systems*. Presented at the spring meeting of the Society for Research on Educational Effectiveness, Washington, DC.

- Bell, C.A. (2012). *Validity of Student Belief Surveys in Teacher Evaluation Systems*. Discussant presentation at the Association for Public Policy Administration and Management, Baltimore, MD.
- Gitomer, D. & Bell, C. (2012). *The instructional challenge in improving instruction: Lessons from a classroom observation protocol*. Paper presented at the bi-annual meeting of the European Association for Research on Learning and Instruction - SIG 18, Zurich, Switzerland.
- Bell, C. & Gitomer, D. (2012). *Norm and criterion referenced views of teaching quality*. Paper presented at the bi-annual meeting of the European Association for Research on Learning and Instruction - SIG 18, Zurich, Switzerland.
- Bell, C. A. (2011). *Understanding teaching quality through observation instruments*. Presentation at CCSSO's Annual National Conference on Student Assessment, Orlando, FL.
- Bell, C. A., Gitomer, D., McCaffrey, D., Hamre, B., Pianta, B. (2011). *An argument approach to observation protocols*. Paper presentation at the Annual Meeting of the National Council on Measurement in Education, New Orleans, LA.
- Gitomer, D., Bell, C. A., Hamre, B., Pianta, B., McCaffrey, D. (2011). *Classroom context and student learning of algebra*. Paper presentation at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Bell, C. A. (2011). *An argument approach to observation protocol validity*. Paper presentation at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Gitomer, D., Bell, C. A., Scott, L. (2011). *Understanding teaching quality in the UTQ project and beyond*. Presentation at the Annual Meeting of the American Association of Colleges of Teacher Education, San Diego, CA.
- Bell, C. A. (2010). *Lenses on Classroom Teaching: Foundations of Classroom Observation Systems*. Discussant presentation at the Annual Meeting of the American Educational Research Association, Denver, CO.
- Gitomer, D.H., Bell, C.A. (2010). *Measuring Teaching Effectiveness: Research Issues in a High Stakes Policy Environment*. Paper presented at the Annual Meeting of the American Educational Research Association, Denver, CO.
- Bell, C.A., Bifulco, R., Cobb, C., Wanzer, J. (2010). *Market Matters: Parental Demand in an Interdistrict Choice Program*. Paper presented at the Annual Meeting of the American Educational Research Association, Denver, CO.
- Bell, C.A., Little, O.M., Croft, A.J., Gitomer, D.H. (2009). *Measuring teaching practice: A conceptual review*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- Bell, C. Bifulco, R., & Cobb, C. (2008). *Magnet school effects on student achievement and racial isolation: The case of Connecticut*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Bell, C., Goe, L., & Little, O. (2008). *Measuring teaching practice: A review of selected measures' reliability and validity*. Poster presented at the annual meeting of the American Educational Research Association, New York, NY.
- Bell, C., Wylie, E.C., & Tocci, C. (2008). *Creating a map: An examination of the state role in developing a vision of formative assessment*. Paper presentation. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

- Sonderfeld, T., Leusner, D., & Bell, C. (2008). *Changing teachers and their practice: A case study of one formative assessment PD program*. Paper presentation. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Wylie, E.C., Bell, C., & Wilims, D. (2008). *Formative assessment and student achievement: two years of implementation of the Keeping Learning on Track™ program*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Bell, C. (2007). *Space and place: Urban parents' geographical preferences for schools*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Bell, C., Gort, M., Irizarry, J. (2007). *"I Can't Read Them!": Unpacking cultural literacy among novice teachers during the induction period*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Bell, C., Higgins, T., McCoach, D., Wilson, S. (2007). *Measuring the effects of professional development: The case of Developing Mathematical Ideas*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Bell, C., Youngs, P. (2007). *Working at cross-purposes or building coherence? Understanding the role of NCATE accreditation in Connecticut*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Youngs, P., Bell, C., Jones, N. (2007). *When policy instruments promote reform-oriented practice: An analysis of Connecticut's policies related to teaching and learning*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Bell, C. (2006). *State policies in Connecticut and changes in teacher preparation and the teaching profession*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Bell, C. (2006). *Crossing eight mile: Social class differences in parental preferences for schools*. Paper presented at the annual meeting of the Eastern Sociological Society, Boston, MA.
- Bell, C. (2006). *What do teachers need to know in order to teach diverse learners?* Presentation at the Closing the Achievement Gap Conference, University of Connecticut, Storrs, CT.
- Bell, C. (2005). *Urban parents' choices: A case for endogenous preferences*. Paper presented at the annual meeting of the New England Education Research Organization, North Hampton, MA.
- Bell, C. (2005). *Urban parents' choice sets and the selection of "failing" school*. Paper presented at the annual meeting of the Eastern Sociological Society, Washington, DC.
- Bell, C. (2005). *Parents' choice of "failing" schools: The social construction of preferences*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Bell, C. (2005). *The role of the choice set in parents' decision making processes*, Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Bell, C. (2005). *All choices equal?: How good parents choose "failing" schools?* Paper presented at the annual meetings of the American Sociological Association, Philadelphia, PA.

- Bell, C., Horn, B., & Roxas, K. (2005). *Learning about diversity through service-learning*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Bell, C. (2004). *Parents' perspectives on school choice: An unexamined perspective*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Bell, C. (2003). *A lesson for policymakers: Teacher perspectives on the Illinois standards-aligned classroom initiative*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Arsen, D., Bell, C., Plank, D. (2003). *Bridging the gap between states and schools: An assessment of intermediate institutions in standards-based reform*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Wilson, S., Bell, C., Galosy, J., Shouse, A. (2003). *Blurring the boundaries: Assessing the impact of new teacher induction programs and policies*, Interactive session presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Sykes, G., Plank, D., Ray, L., & Bell, C. (2001) *Professional Development and Charters: Two school improvement strategies*. Poster session presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Floden, R., Wallace, M., Newman, A., Pass, A., & Bell, C. (2001) *Pockets of Positiveness*. Papers presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Anderson, C., Gallagher, J., Parker, J., Richmond, G., Smith, E., Ashmann, A., Bell, C., Duggan-Haas, D., Enfield, M., Galosy, J., Lane, P., Lustick, D., Olson, M., & Shouse, A. (2000). *Methods for Methods: Using Science Education Research to Develop Communities of Practice for Teacher Learning*. Pre-Conference Workshop presented at the annual meeting of the National Association of Research in Science Teaching, New Orleans, LA.
- Miller, R., Biederman, S., Bell, C., & Rothman, P. (2001). *Cord blood proliferation and cytokine production in response to indoor allergens in an inner-city cohort*. Poster session presented at the annual meeting of the American Thoracic Society, San Francisco, CA.
- Miller, R., Bell, C., & Rothman, P. (2000). *In utero sensitization to indoor allergens occurs even in the absence of maternal allergy*. Poster session presented at the annual meeting of the American Thoracic Society, Toronto, Canada.
- Miller, R., Bell, C., & Rothman, P. (1999). *Decreased levels of indoor allergens measurable after intervention*. Poster session presented at the annual meeting of the American Thoracic Society, San Diego, CA.

UNIVERSITY TEACHING

Courses:

Educational Policy and Politics
University of Connecticut

Spring 2006

Multicultural Education

Fall 2004, Spring & Fall 2005

University of Connecticut

Multicultural Curriculum Development
University of Connecticut

Spring 2007

Masters' Practicum: Seminar/Internship
University of Connecticut

Fall 2004, Spring & Fall 2005

Human Diversity, Power, & Opportunity in Social Institutions
Michigan State University:

2000-2001

Teaching Science to Diverse Learners & Crafting Teaching Practice
Michigan State University

1999-2000

UNIVERSITY, SCHOOL, DEPARTMENT SERVICE

Member:

RISE-AI Collaboration HQ Executive Committee, Data Science Institute,
University of Wisconsin-Madison, 2025-present

Faculty Search Committee, Department of Educational Psychology, 2026-present

Researcher Development Mastery Rubric project, Office of the Provost and the
Division for Teaching and Learning, University of Wisconsin-Madison,
2026

Student Grievance Committee, Department of Educational Psychology, 2026

RISE-AI Thought Leadership Committee, University of Wisconsin-Madison,
2024-2025

RISE-AI Education Sub-Committee, University of Wisconsin-Madison, 2024-
2025

Institute for Clinical and Translational Research (ICTR), University of Wisconsin-
Madison, Clinical & Community Outcomes Research (CCOR) Pilot Award
Reviewer, 2024-2025

Dean's Senior Staff, School of Education, 2020-2025

Madison Education Partnership Governance Committee, Wisconsin Center for
Education Research, School of Education, 2020-2025

Teacher Certification Program Admissions Committee, University of CT

Elementary Field of Study, University of CT

Special Education Search Committee, University of CT

Dissertation Proposal Review Committee, University of CT

Neag Distinguished Speaker Series Committee, University of CT

Teacher Certification Program Revision Work Group, University of CT

Chair:

Director's Advisory Council, Wisconsin Center for Education Research

Department Merit Committee, University of CT

Teachers for a New Era, Induction Committee, University of CT

Founder:

Faculty Idea Exchange, University of Connecticut
Faculty/Staff Book Club, University of Connecticut

NATIONAL AND INTERNATIONAL PROFESSIONAL SERVICE

Trustee/Board Member:

[National Center for Assessment](#) Board of Trustees, Trustee; September 2026-present

[Inter-university Consortium for Political and Social Research \(ICPSR\)](#)
Governance Council, Member and Chair; 2024-present

[Wisconsin Center for Education Products and Services \(WCEPS\)](#), Member,
2020-2025

Expert /

Technical Advisor:

Education and Science Teaching Evaluation Committee, Israeli Council for
Higher Education, 2026-present

[Forum on Democracy and Education \(FDE\) Advisory Board](#) funded by the
William and Flora Hewlett Foundation, PI: Michael Feuer, 2025-present
Observation Tools to Support Excellence and Responsiveness in Teaching study
funded by the Norwegian Research Council, PIs: Kristi Klette & Inga
Staal Jensen, 2025-2028

International Research Review Panel for National Institute of Education,
Singapore, Singapore, 2026

External Advisory Group, Center for Advanced Study of Teaching and Learning
(CASTL), School of Education, University of Virginia, 2026

SRI Early Childhood Classroom Observation (ECCO) study, PIs: Sarah Gerard &
Todd Grindal; Funded by the Gates Foundation; 2022-2025

Project VEAR-MI: The Validation of the Equity and Access Rubrics for
Mathematics Instruction PI: Jonee Wilson. Co-PI: Temple Walkowiak and
Anne Garrison Wilhelm; NSF funded study; 2021-2025

Teach for America CLASS Continuous Quality Improvement System, PI: Grant
VanEaton; Funded by the Gates Foundation; 2023-2024

National Academy of Education. Reviewer for *Reimagining Balanced Assessment
Systems*. Marion, S. F., Pellegrino, J. W., & Berman, A. I.; 2022-2024

State of Georgia Technical Advisory Committee on Educator Evaluation System,
2011-2023

Measurement Center of the Pontifical Catholic University of Chile (MIDE UC);
2014 and 2019

United Kingdom Office for Standards in Education, Children's Services and Skills
(Ofsted), International Seminar on Classroom Observation, 2017

i3 Learning Community for i3 grantees sponsored by the Spencer and W.T. Grant
Foundations, 2011-2014

Woodrow Wilson Teaching Academy, Clinical Working Group, 2016

100Kin10, 2015
National Board for Professional Teaching Standards, 2013
Assessing Teaching Collaboratory, Carnegie Foundation for the Advancement of Teaching, 2011-2013
American Federation of Teachers, Educational Issues, 2010-2014
American Institute of Research, State of Ohio Educator Evaluation System, Review, 2011
State of Rhode Island Technical Advisory Committee on Educator Evaluation System, 2010-2014
EDC CME Project Mathematical Practices Implementation Study, 2010-2014
Race to the Top Technical Advisory Network, December 2010-2015

Member:

State Leadership Team, CEEDAR Center and the Wisconsin Department of Public Instruction, 2025-present
CEEDAR National Observation Protocol Workgroup; 2025-present
Mentor, Research Engagement and Development with Youth Program (READY) at the American Educational Research Association Annual Meeting, 2026
[InSearch Network](#), EARLI-Centre for Excellence in Research, 2021-2025
[QUINT – Quality in Nordic Teaching](#) Research Network, 2019-2024
Clark Graduate Student Seminar, Faculty Mentor, AERA Divisions A & L, 2005 & 2012
Graduate Program Committee, Eastern Sociological Society

Journal

Reviewer:

AERA Open
American Education Research Journal
Educational Evaluation and Policy Analysis
Educational Policy
Educational Researcher
International Journal of Educational Research
Teaching and Teacher Education
ZDM Mathematics Education

Grant Reviewer:

The Spencer Foundation
The W.T. Grant Foundation
National Science Foundation

Journal Associate

Editor: *Educational Assessment* (January 2018-2025)

Journal Editorial Board

Member: *Educational Assessment* (January 2026 – present)

Chair:

Education and Science Teaching Evaluation Committee – Vice Chair, Israeli
Council for Higher Education, 2026-present
Professional Development and Training Committee, American Educational
Research Association (AERA), 2024-present
External Advisory Group, Center for Advanced Study of Teaching and Learning
(CASTL), School of Education, University of Virginia, 2026
American Educational Research Association School Choice SIG, 2005-06, 2010-
11

**Program
Section**

Chair: Division L, Section 4; American Educational Research Association Annual
Meeting, 2006

Conference

Reviewer: American Educational Research Association, Divisions A
American Educational Research Association, Division L
American Educational Research Association, Division K
American Educational Research Association, School Choice SIG (previously)

Conference

Organizer: Indicators of Access to Qualified Teaching, Educational Testing Service
Public School Choice in a Post-Desegregation Era, University of Connecticut

Co-founder/

Founder: SimLab, University of Wisconsin – Madison
Understanding Teaching Quality Center, ETS

Interviewer: Dartmouth Alumni Interviewer

PROFESSIONAL AFFILIATIONS

American Education Research Association (AERA)
Association for Education Finance and Policy (AEFP)
European Association for Research on Learning and Instruction (EARLI)
Society for Research on Educational Effectiveness (SREE)
National Council on Measurement in Education (NCME)