

Matthew A. Shirrell
School of Education and Social Policy
Northwestern University
2120 Campus Drive
Evanston, IL 60208
Phone: 847-467-2820
www.matthewshirrell.com
mshirrell@u.northwestern.edu

Education

- 2014 Ph.D., Human Development and Social Policy, Northwestern University
Dissertation title: School working conditions and teacher attrition: The roles of policy, teacher preparation, and school principals
Committee: David N. Figlio (chair), C. Kirabo Jackson, James P. Spillane
- 2007 M.S., Early Childhood Education, Erikson Institute
- 1998 B.A. (with Honors), English, Grinnell College

Appointments

- 2014- Postdoctoral Fellow, Distributed Leadership Study, School of Education and Social Policy, Northwestern University

Publications

Shirrell, M. (in press). New principals, accountability, and commitment in low-performing schools. *Journal of Educational Administration*.

Spillane, J. P., Shirrell, M., & Hopkins, M. (in press). Designing and deploying a Professional Learning Community (PLC) organizational routine: Bureaucratic and collegial structures in tandem. *Les Dossiers des Sciences de l'Education*.

Revise and Resubmit

Shirrell, M. (resubmitted). The effects of subgroup-specific accountability on teacher turnover and attrition. *Education Finance and Policy*.

Manuscripts In Preparation

Spillane, J. P. & Shirrell, M. (in preparation). Location, location: Physical proximity and teachers' instructional advice and information networks.

Spillane, J. P. & Shirrell, M. (in preparation). What predicts the dissolution of instructional advice and information ties between teachers?

Bristol, T. & Shirrell, M. (in preparation). The instructional advice and information networks of African American and Hispanic teachers.

Spillane, J. P., & Shirrell, M. (in preparation). Engaging the "black box" of teacher peer effects: Do teachers seek out higher-performing peers for advice and information about teaching?

Shirrell, M. & Reininger, M. (in preparation). School working conditions and changes in student teachers' planned persistence in teaching.

Shirrell, M., Hopkins, M., & Spillane, J. P. (in preparation). Finding a place: The advice and information networks of new teachers.

Spillane, J. P. & Shirrell, M. (in preparation). Social networks, formal leadership, and class assignments.

Shirrell, M. & Reininger, M. (in preparation). Early differences: Student teaching schools, career plans, and teacher hiring.

Shirrell, M. (in preparation). Conceptualizing school working conditions: Dimensions of the school workplace.

Fellowships and Grants

- | | |
|-----------|--|
| 2014 | Albert Shanker Institute Research Grant [Project Title: The Effects of Subgroup-Specific Accountability on Teacher Turnover and Attrition, Amount \$2,000] |
| 2014 | Conference Travel Grant, Northwestern University |
| 2013-2014 | National Academy of Education/Spencer Foundation Dissertation Fellowship |
| 2013 | Institute for Policy Research Graduate Fellowship, Northwestern University |
| 2012-2013 | Dissertation Fellowship, Northwestern University |
| 2009-2012 | Institute for Education Sciences Predoctoral Fellowship, Northwestern University |
| 2011 | Roe L. Johns Travel Grant, Association for Education Finance and Policy |
| 2011 | Conference Travel Grant, Northwestern University |
| 2008 | University Fellowship, Northwestern University |
| 2004 | Chicago Public Schools/Boeing Scholarship, Erikson Institute |

Presentations

- 2016 *What predicts the dissolution of advice and information ties between teachers?* Paper presented at the Sunbelt Conference of the International Network for Social Network Analysis, Newport Beach, CA (April 6-10).
- What predicts the dissolution of advice and information ties between teachers?* Paper presented at the meeting of the Association for Education Finance and Policy, Denver, CO (March 17-19).
- 2015 The effect of subgroup-specific accountability on the working conditions, turnover, and attrition of Black teachers in North Carolina. In Y. Sealey-Ruiz (Chair), *School working conditions and teacher turnover: Implications for diversifying the teacher workforce*. Symposium presented at the meeting of the American Educational Research Association, Chicago, IL (April 16-20).
- Managing under pressure: New principals, accountability, and commitment in low-performing urban schools*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL (April 16-20).
- Engaging the "black box" of teacher peer effects: Do teachers seek out higher-performing peers for advice and information about teaching?* Paper presented at the meeting of the Association for Education Finance and Policy, Washington, D.C. (February 26-28).

- 2014 *New principals, accountability, and relationships in low-performing urban schools*. In *Promising scholarship in education: Dissertation fellows and their research*. Poster session presented at the meeting of the American Educational Research Association, Philadelphia, PA (April 3-7).
- The effects of subgroup-specific accountability on teacher attrition*. Paper presented at the meeting of the Association for Education Finance and Policy, San Antonio, TX (March 13-15).
- 2013 *The effects of subgroup-specific accountability on teacher attrition*. Paper presented at the meeting of the Association for Public Policy Analysis and Management, Washington, D.C. (November 7-9).
- 2012 Do student teachers' career plans change during student teaching? Evidence from an urban district. In L. M. Anderson (Chair), *Student teaching in urban districts: Implications for teacher quality, career paths, and policy*. Symposium presented at the meeting of the American Educational Research Association, Vancouver, B.C. (April 13-17).
- 2011 *Early differences: Student teaching schools, career plans, and teacher hiring*. Poster session presented at the meeting of the American Educational Research Association, New Orleans, LA (April 8-12).
- Do student teachers' career plans change during student teaching? Evidence from an urban district*. Paper presented at the meeting of the Association for Education Finance and Policy, Seattle, WA (March 24-26).
- 2010 *Student teaching placements in a large urban district*. Poster session presented at the Institute for Education Sciences Research Conference, Washington, D.C. (June 28-30).
- Student teaching placements in a large urban district*. Paper presented at the meeting of the American Education Finance Association, Richmond, VA (March 18-20).

Teaching Experience

Erikson Institute (Graduate)

Assessment for Classroom Teachers (Instructor, Spring 2015, Spring 2016)

Assessment of New Language Learners (Instructor, Spring 2015, Spring 2016)

Northwestern University, School of Education and Social Policy (Undergraduate)

Human Development: Childhood and Adolescence (Teaching assistant, Fall 2012)

Introduction to Statistics and Research Methodology (Teaching assistant, Spring 2012)

Research Experience

2014- Distributed Leadership Study, School of Education and Social Policy, Northwestern University (Supervisor: James P. Spillane)

2009-2012 Transition to Teaching Study, Institute for Policy Research, Northwestern University (Supervisor: Michelle Reininger)

2007-2008 Preschool Vocabulary Study, Erikson Institute (Supervisor: Molly Collins)

Professional Service

Association Service

Association for Education Finance and Policy

Session Chair (2015)

Discussant (2015)

American Educational Research Association

Session Chair (2015)

Proposal Reviewer, Division L (Social Policy and Social Context) (2015)

Proposal Reviewer, Division L (Social Policy and Education) (2016)

Proposal Reviewer, Division K (Teacher Education Policy and Research) (2015, 2016)

Ad Hoc Manuscript Reviewer

American Journal of Education

Educational Policy

Journal of Policy Analysis and Management

Journal of Teacher Education

Advising

School of Education and Social Policy, Northwestern University

Ryan Miller (Honors thesis committee)

Related Professional Experience

2002-2008 Bilingual (Spanish-English) Teacher, Chicago Public Schools, Chicago, IL

1999-2002 Founding Teacher, Dolores Huerta Learning Academy, Oakland, CA

1999 Instructional Aide, San Francisco Unified School District, San Francisco, CA

Teaching Certification

2007 National Board Certification, Early Childhood Generalist

2007 Illinois Master Teaching Certificate

2002 Illinois Type 03 (K-9) Teaching Certificate

2001 California Multiple Subjects Teaching Credential (emphasis on Cross-cultural Language and Academic Development)

Professional Affiliations

Association for Education Finance and Policy (AEFP)

American Educational Research Association (AERA)

Society for Research on Educational Effectiveness (SREE)

Association for Public Policy Analysis and Management (APPAM)

National Board for Professional Teaching Standards (NBPTS)