

PROMOTION RECOMMENDATION
The University of Michigan
Marsal Family School of Education

Matthew S. Ronfeldt, associate professor of education, with tenure, Marsal Family School of Education, is recommended for promotion to professor of education, with tenure, Marsal Family School of Education.

Academic Degrees:

Ph.D.	2008	Stanford University
M.Ed.	2000	Mills College
B.A.	1994	Amherst College

Professional Record:

2017-Present	Associate Professor, Educational Studies, Marsal Family School of Education, University of Michigan, Ann Arbor, MI
2010-2017	Assistant Professor, Educational Studies, Marsal Family School of Education, University of Michigan, Ann Arbor, MI
2008-2010	Post-Doctoral Fellow, Institute for Research on Educational Policy and Practice, Stanford University, Stanford, CA.

Summary of Evaluation:

Teaching: Professor Ronfeldt teaches and develops courses focused on the practice of teacher education and on research and education practice at the master's and doctoral levels. He possesses an asset-based approach to teaching centered in problem-based teaching, cooperative learning, culturally sustaining pedagogy, complex instruction, a mastery orientation to learning, and explicit curricular and pedagogical attention to equity and justice. His students commend his thorough preparation, the quality of his feedback, the creativity of activity structures used in his course sessions, and the enthusiasm he has for research and teaching. He is a dedicated mentor for doctoral students and has chaired or co-chaired five completed dissertations, currently chairs one dissertation, and is a member of six dissertation committees.

Research: Professor Ronfeldt is a leading scholar in the field of teacher education. His research scholarship seeks to identify factors that influence teaching quality both prior to and following entry into the profession to inform practitioners and policymakers about potential levers for improving teaching. His research sits at the intersection of educational practice and policy and focuses on teacher preparation, induction, and professional development, the recruitment and retention of teachers and especially teachers of color, and the assessment of teachers and preparation programs. He utilizes and promotes mixed methodologies including a wide range of quantitative and qualitative approaches, including experimental, survey, causal inference, case study, regression, grounded theory, and action research.

Since his last promotion, he has published 13 articles, all in premier journals in the field of education that have garnered them with high visibility and regard. He has secured \$6M in funding to support his research from federal, state, and local government sources including the National Science Foundation, the Spencer Foundation, the Bill and Melinda Gates Foundation, the Institute for Education Sciences, and the Chan-Zuckerberg Initiative.

Recent and Significant Publications:

- Youngs, P.* Matsko, K. K.,* & Ronfeldt, M.* (2023). "Teacher preparation: Research, policy, and practice." In L. Cohen-Vogel, J. Scott, & P. Youngs (Eds.), Handbook of education policy research (2nd edition). American Educational Research Association. (*denotes co-first authors)
- Ronfeldt, M., Truwit, M., Bardelli, E., Schaff, K., & Smith, B. (2023). "Cultivating coaching in clinical mentors: An experimental evaluation of the Mentors Matter professional development initiative." *Educational Evaluation and Policy Analysis*, 01623737231183414.
- Ronfeldt, M., Bardelli, E., Mullman, H., Truwit, M., Schaaf, K., Baker, J. (2020). "Improving student teachers' feelings of preparedness to teach through recruitment of instructionally effective and experienced cooperating teachers: A randomized experiment." *Educational Evaluation and Policy Analysis*, 42(4), 551-575.
- Ronfeldt, M., Brockman, S. L., Campbell, S. L. (2018). "Does cooperating teachers' instructional effectiveness improve preservice teachers' future performance?" *Educational Researcher*, 47(7), 405-418.
- Campbell, S. & Ronfeldt, M. (2018). "Observational evaluations of teachers: Measuring more than we bargained for?" *American Educational Research Journal*, 55(6), 1233-1267.
- Ronfeldt, M. & McQueen, K. (2017). "Does new teacher induction really improve retention?" *Journal of Teacher Education*, 68(4), 394-410.

Service: Professor Ronfeldt serves as an associate editor of *American Education Research Journal* (AERJ) and as a reviewer for prominent journals in the field of education including *American Educational Research Journal*, *Educational Researcher*, *AERA Open*, *Educational Evaluation*, and *Policy Analysis*, *Teaching and Teacher Education*, and *Economics of Education Review*. At the university, he has served on the Provost's Faculty Advisory Committee and the Educational Policy Initiative's Anti-Racism Committee in the Gerald R. Ford School of Public Policy. Within the school, he has served on the Executive Committee, the Promotion and Tenure Committee, the Faculty Grievance Hearing Panel, and as chair of the Teaching and Teacher Education doctoral unit. He has supported programming and design efforts as a member of the Program Evaluation and Improvement Research (PEIR) Steering Committee, the Educational Studies Doctoral Program Redesign Committee, and the P-20 Partnership Data and Evaluation Working Group.

External Reviewers:

Reviewer A: "Simply put, I think Dr. Ronfeldt has been, and continues to be, one of a handful of scholars doing the best empirical research on the inter-related topics features of high quality teacher education (pre- and in-service), observational measures of teacher quality, and factors influencing decisions about pursuing a career in in K-12 teaching."

Reviewer B: "In terms of Dr. Ronfeldt's standing in the field, he is one of the elite researchers in the country. He has consistently produced work that is important from both scholarly and policy perspectives. For me, he is the finest model of a quantitative researcher studying teacher education. Certainly, the fact that he started out as a qualitative researcher had an effect, but he, more than any other quantitative researcher, is able to fully engage the complexity of teaching. I have no doubt that he would be promoted or hired to full professor at any institution in the United States, bar none. His work is just that good."

Reviewer C: "He focuses on important issues and very purposely selects methods and data to inform the question he wants to answer. He often collects original data if appropriate administrative data sets are not available. His scholarship demonstrates a keen understanding of teachers and schools, which certainly has been informed by his seven years of experience as a math teacher. Overall, his

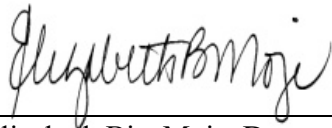
work is well conceived, effectively grounded in prior research, and carefully conducted. Moreover, its findings inform both practice and policy in public schooling.”

Reviewer D: “Dr. Ronfeldt’s record as a scholar is stellar, both in terms of the quality of his research and the breadth and depth of his output. His service record is solid, balanced, and demonstrates that he is a sought-after consultant and advisor. I cannot imagine that there is a higher education institution in the country who would not be eager to have him join their ranks. He is definitely one of the emergent leaders of quantitative, large-scale research on teacher preparation and the teacher labor market that draws on policy studies and economics for theoretical/conceptual perspective.”

Reviewer E: “At my institution, Dr. Ronfeldt’s accomplishments would undoubtedly be sufficient for promotion to full professor. His portfolio would exceed the requirements on every dimension that we value—consistency of high-quality and innovative scholarship, national leadership in the field, steady funding by well-known organizations, support of policy that benefits educators and children, and collegiality.”

Summary of Recommendation:

Professor Ronfeldt’s leading scholarship is recognized as highly influential. He teaches critical courses with exceptional skill and contributes to designing courses and programs. He also provides expert service to the school, the university, and to the profession. Professor Ronfeldt’s scholarship, teaching, and service are worthy of recognition. It is with the support of the Marsal Family School of Education’s Executive Committee and the Promotion and Tenure Committee that I recommend Matthew S. Ronfeldt for promotion to professor of education, with tenure, Marsal Family School of Education.



Elizabeth Birr Moje, Dean
George Herbert Mead Collegiate Professor of
Education, and Arthur F. Thurnau Professor
Marsal Family School of Education

May 2024