Lindsay Brown

*Curriculum Vitae*

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**EDUCATION**

**Ph.D. Stanford University Graduate School of Education, Stanford, CA**

Teacher Curriculum and Education; Education Policy

Advisor: Pam Grossman.

December, 2016

**M.S. Stanford University School of Medicine, Stanford, CA**

Epidemiology & Clinical Research

June, 2016

**B.A. Syracuse University, Syracuse, NY**

Anthropology

May, 2005

**PROFESSIONAL APPOINTMENTS**

**Research Scientist 2016-Present:** *Global TIES for Education.* Steinhardt School of Culture, Education, and Human Development.New York University. New York, NY.

**Affiliate 2019 – Present**: *Quality in Nordic Teaching*. Department of Teacher Education and School

Research. University of Oslo. Oslo, Norway

**PUBLICATIONS**

**Peer-reviewed Articles**

Dolan, C.T., Kim, H.Y., **Brown, L.,** Gicali, K., Aber, J.L. (2020) Supporting Syrian Refugee Children’s Academic and

Social-Emotional Learning in National Education Systems: A Cluster Randomized Controlled Trial of Non-

formal Remedial Support and Mindfulness Programs in Lebanon. Manuscript under review at AERJ.

Kim, H.Y., **Brown, L**., Dolan, C.T., Sheridan, M., Aber, J.L. (2020) Post-Migration Risk Factors, Developmental

Processes, and Learning Outcomes Among Syrian Refugee Children in Lebanon. Manuscript accepted at *Journal of*

*Applied Developmental Psychology.*

Ford, C. B., Kim, H. Y., **Brown, L.**, Aber, J. L., & Sheridan, M. A. (2019). A cognitive assessment tool designed for data

collection in the field in low-and middle-income countries. Research in Comparative and International Education,

14(1), 141-157.

Cohen, J., Schuldt, L. C., **Brown, L**., & Grossman, P. (2016). Leveraging Observation Tools for Instructional

Improvement: Exploring Variability in Uptake of Ambitious Instructional Practices. *Teachers College Record*,

118(11), n11.

Grossman, P., Cohen, J., Ronfeldt, M., & **Brown, L**. (2014). The Test Matters: The Relationship Between

Classroom Observation Scores and Teacher Value Added on Multiple Types of Assessment. *Educational Researcher*, *43*(6), 293-303.

**Chapters and Reports:**

**Brown, L.** (2019).Stripping Away the Packaging: Continuous teacher professional development for scale and integration

in Lebanon. *Teachers in Crisis Contexts: Promising Practices in Teacher Management, Professional*

*Development, and Well-being. https://inee.org/system/files/resources/TM\_10.\_NYU%20Global%20Ties\_Stripping%20Away%20the%20Packaging%20teacher%20professional%20development%20for%20scale%20and%20integration%20in%20Lebanon.pdf*

**Brown, L**. & Ngoga, E. (2019). Examining the Enumerator Effect: Improving data quality through enumerator observation. *NORRAG Special Issue 03: Data Collection and Evidence Building to Support Education in*

*Emergencies*. Manuscript accepted for publication.

**Brown, L.,** Kim, HY. Aber, J.L. (2019) Raising learning outcomes for girls in conflict-affected contexts. *ESRC-DFID*

*Research for Policy and Practice: Gender and Education.* Impact Initiative.

Kim, H.Y., **Brown, L**., & Yagoda, J. (2018). *IRC Healing Classrooms Remedial Tutoring Programming Improves Nigerien and Nigerian Children’s Learning*. 3EA: Education in Emergencies, Evidence for Action; Impact Report v. 2.1. https://steinhardt.nyu.edu/scmsAdmin/media/users/mhm327/3EA-Niger\_Impact\_Brief\_2.1.pdf

Grossman, P., Cohen, J., & **Brown, L**. Understanding instructional quality in English Language Arts: Variations in the relationship between PLATO and value-added by content and context. In K.Kerr, R. Pianta, & T. Kane (Eds.), *Measures of Effective Teaching Research Volume.*

**GRANTS AND FELLOWSHIPS**

**Porticus Foundation**. (2019-21) *Capacitating Lebanon to Provide Meaningful Learning for Refugees and Host Community.* Global TIES for Children, New York University. Role: Co-Principal Investigator.

**Dubai Cares.** (2019-21) *Understanding Children's Holistic Development, Program Implementation and Effectiveness in Context: Evidence to Guide Investments in Social Emotional Learning*. Global TIES for Children, New York University Role: Co-Principal Investigator.

**Strategic Impact Evaluation Fund (SIEF) Nimble Evaluations**. (2018-20) *Overcoming barriers to quality implementation of teacher practices in Lebanese classrooms: Nimble evaluation of rapidly prototyped solutions.* World Bank Group & Global TIES for Children, New York University.

**Porticus Foundation**. (2018-19) *Towards Evidence-Informed, Holistic Teacher Professional Development in Lebanese*

*Formal Schools.* (Inception funding) Global TIES for Children, New York University. Role: Co-Principal Investigator.

**Economic and Social Research Council-Department for International Development, UK (ESRC- DFID), (**2017-19) *Promoting Children’s Learning Outcomes in Conflict-Affected Countries: Evidence for Action in**Niger.* Global TIES for Children, New York University. Role: Co-Principal Investigator.

**Dubai Cares, (**2016-19) *Education in Emergencies: Evidence for Action.* Global TIES for Children, New York University & International Rescue Committee. Role: Co-Principal Investigator.

**Institute of Education Sciences. (**2012-16)*Pre-doctoral training grant.*

**PROFESSIONAL EXPERIENCE**

**Research Co-Director 2019 - Present:** *Center to Support Excellence in Teaching (CSET)*. *Stanford, CA.*

Direct research and training activities related to the Protocol for Language Arts Teaching Observations (PLATO).

**Consultant 2015 & 2018:** *University of Oslo. Oslo, Norway*.

Adapted PLATO observation protocol and trained raters for studies at Quality in Nordic Teacher (QUINT) center.

**External Advisor 2017–2018:** *World Bank Group. Washington, D.C.*

External advisor on development and implementation of observation protocol (TEACH).

**Consultant 2015–2018:** *Center to Support Excellence in Teaching (CSET)*. *Stanford, CA.*

Co-developed and co-led in-person and video-based professional development to increase English teachers' uptake of high-leverage literacy practices.

**Consultant 2015–2016:** *New York City Department of Education. New York, NY.* Collaborated with *Middle School Quality Initiative (MSQI)* to utilizePLATO observation protocol to evaluate disciplinary literacy professional development programming.

**Consultant** **2012–2015:** *Empirical Education***.** *Palo Alto, CA*.

Consulted on measurement and interpretation of data for i3 scale-up grant of disciplinary literacy professional development.

**Consultant 2010–2012:** *Educational Testing Service. Princeton, NJ.*

Collaborated with *Understanding Teacher Quality* team, including writing and reviewing/revising assessment items for written exam of teacher pedagogical content knowledge in English/Language Arts grades 4–9.

**TEACHING EXPERIENCE**

**Teaching Assistant** **Summer 2011 & 2012:** *Curriculum & Instruction for Secondary English.* Stanford

University Graduate School of Education. Co-planned and co-taught course.

**Writing Instructor Spring 2015:** *Prison University Project. San Quentin State Prison.* San Quentin, CA.

Co-designed and co-led college level credit-bearing writing course for inmates.

**Unit Plan Leader** **Winter, 2012-2014:** *Curriculum and Instruction for Secondary English.* Stanford

University Graduate School of Education.

**English Teacher 2008-2009:** *St. Clare's College*, *Punta Del Este, Uruguay*. Developed and taught 7th-10th grade English curriculum at International Baccalaureate, bilingual school to majority native Spanish speakers.

**English/ESL Teacher** **2005-2007**: *Roma Middle School*, *Roma, TX*. Developed and taught ambitious 8th grade

writing curriculum for majority native Spanish speakers and recent arrivals.

**PRESENTATIONS**

**CONFERENCE PRESENTATIONS**

Brown, L., Ngoga, E., Aber, J.L. (2019). *Capturing Data Collector Quality through Field-Based Structured Observation:*

*Toward standardized, evidence-based core competencies.* To be presented at the annual meeting of the American

Educational Research Association, Toronto, Canada.

Brown, L., Kim, H.Y., Annan, J., Aber, J.L. (2019) *Evidence for Educational Intervention Effectiveness: Impacts of a*

*cRCT of SEL-infused tutoring programming in Niger.* To be presented at the annual meeting of the American

Educational Research Association, Toronto, Canada.

Brown, L. Kim, H.Y., Annan, J., Aber, J.L. (2019) *SEL functioning in crisis-contexts: Role of gender, grade level, and*

*school attendance in Sierra Leone.* To be presented at Society for Research on Educational Effectiveness Annual Spring meeting. Washington, D.C.

Kim, H.Y., Brown, L., De Oca, M., Annan, J., Aber, J.L. (2019) *Promoting Children's Social Emotional Learning in*

*Conflict-Affected Settings: Evidence for Action in Niger.* To be presented at Society for Research in Child Development annual meeting. Baltimore, MD.

Brown, L. Annan, J., Kim, H.Y., Tubbs Dolan, C., Aber, J.L. (2018) *Evidence for Educational Intervention Effectiveness*

*and Quality in Democratic Republic of Congo, Lebanon, and Niger*. Panel presentation at Society for Research on

Educational Effectiveness Annual Spring meeting. Washington, D.C.

Brown, L., Tubbs Dolan, C., Kim, H.Y., Brown, A. (2018) *Mind the Gap: A cross-national look at the contextualization*

*and functioning of a teacher observation tool.* Highlighted Panel presentation at Comparative & International

Education Society. Mexico City, MX.

Kim, H. & Brown, L. (2017) *Risks and Opportunities of Growing Up as Refugees: The Role of Social-Emotional*

*Competence in Foundational Academic Skills among Syrian Refugee Children*. Paper presentation at annual

meeting of Society for Prevention Research, Washington, D.C.

Brown, L. & Deitz, R. (2017) *Social-emotional learning in low-resource and fragile contexts: Tool development and*

*Measurement.* Panel presentation at Comparative & International Education Society. Atlanta, GA.

Brown, L. (2015) *Instruction in Black and White: the relationship between instructional practices and student*

*demographics in ELA classrooms*. American Educational Research Association, Chicago, IL.

Brown, L., Cohen, J., & Grossman, P. (2014) *From Measurement to Improvement: Leveraging Observation Protocols to*

*Improve Teaching in Middle School English Language Arts*. Symposium at the annual meeting of the American

Educational Research Association, Philadelphia, PA.

Cohen, J. & Brown, L. (2013) *How well do teacher observations predict value-added? Exploring variability across districts.* Paper presented at Association for Public Policy Analysis and Management, Washington, DC.

Grossman, P., Brown, L., Chambers, L., Johnson, E.M., & Metz, M. (2013) *Leveraging an Observation Protocol for Instructional Improvement.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

**INVITED TALKS**

Brown, L. & Aber, J.L. (2018*) Social and emotional learning for children and adolescents: Research from Global TIES*.

Invited talk on the Skills, Attitudes, and Behaviors that Shape Adolescent Girls’ Academic and Life Outcomes in Developing Countries. University of California at Berkeley.

Brown, L. & Houshaimi, S. (2017) *Learning outcomes and results in unstable contexts.* Invited panel presentation at

semi-annual meeting of International Education Funder’s Group. Amman, Jordan.

Brown, L. (2015*) Leveraging Core Practices for Instructional Scaffolding.* B.I. Norwegian Business School Executive

Education Program.

Brown, L. (2014*) Observation Protocols for Instructional Improvement: Their use, misuse, and potential.* B.I. Norwegian

Business School Executive Education Program.

**AWARDS & HONORS**

Graduate Voice & Influence Fellow, Clayman Institute for Gender Research, 2014-15

Newhouse Scholar, 2005

Phi Beta Kappa, Syracuse University, 2005

**ADDITIONAL UNIVERSITY RESEARCH EXPERIENCE**

**Co-Principal Investigator** **2015–2016**: *Understanding Feedback: How do teachers view and use multi-measure*

*evaluation data?* Stanford University Graduate School of Education (GSE).

Designed and conducted teacher interviews and survey; utilized qualitative data in conjunction with survey and administrative data to investigate teacher perceptions of innovative multi-measure evaluation system in first *Race to the Top* state.

**Research Associate** **2013–15**: *Improving the Quality of English Language Arts Teaching through the Use of*

*an Observation Protocol.* Stanford University GSE.

Revised PLATO observation protocol for use in secondary professional development; Co-developed and co-led two-year ELA professional development for urban district

**Research Associate** **2011–2013:** *Measures of Effective Teaching.* Stanford University GSE.

Investigated relationship between teacher scores on PLATO observation protocol and value added by context, content, and assessment type.

**Research Manager 2009–2011:** *Measures of Effective Teaching.* Stanford University GSE.

Primary PLATO research team liaison for external stakeholders; co-developed and scaled video-based online rater training and calibration.

**Research Associate 2009–2010**: *Accounting for differences in teachers’ value-added to student achievement scores in middle school English/Language Arts: Do classroom practices make a difference?* Stanford University GSE.

Observed NYC middle schools English teacher utilizing PLATO observation tool.

**SERVICE**

**Journal Reviewer:** Journal of Research on Educational Effectiveness (JREE)

**Mentor:** Stanford Graduate First Generation, Low-Income Program (Grad FLIP)

**Facilitator and Member**: Stanford GSE Teacher Education Research Group

**PROFESSIONAL MEMBERSHIPS**

American Educational Research Association

Comparative and International Education Society

Society for Research on Educational Effectiveness