

# STACEY L. BROCKMAN

DOCTORAL CANDIDATE, UNIVERSITY OF MICHIGAN

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## EDUCATION

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### University of Michigan

Ph.D. in Educational Studies, August 2015-May 2021 (expected)  
Concentration in Teaching and Teacher Education  
Dissertation committee co-chairs: Brian Jacob and Matthew Ronfeldt

### Stanford University

Master of Arts in Education, June 2007-June 2008  
Teaching Credential, Secondary grades, History/Social Sciences

### Cornell University

Master of Science in Industrial and Labor Relations, August 2006-August 2007  
Thesis: “Policy Implications of High School Exit Exams for Achievement, Engagement, and High School Completion.”  
Committee: John Bishop (Chair, ILR), Ron Ehrenberg (ILR), Mark Constat (Education)

Bachelor of Science in Industrial and Labor Relations, August 2003-May 2006

## FELLOWSHIPS AND AWARDS

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Finalist for Rackham Predoctoral Fellowship award, School of Education, University of Michigan, Fall 2019

IES Predoctoral Training Fellowship in causal inference in education policy research, University of Michigan, 2016-present

Regents Fellowship, Rackham Graduate School, University of Michigan, 2015-2016

School of Education Scholar Award, University of Michigan, 2015-present

Fremont High School - Teacher of the Year Nominee, 2013 and 2015

Irving M. Ives Senior Award, Cornell University, 2006

## PUBLICATIONS

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### Peer-Reviewed Articles and Book Chapters

Ronfeldt, M., Bardelli, E., **Brockman, S. L.**, & Mullman, H. Will mentoring a student teacher harm my evaluation scores? Effects of serving as a cooperating. (2020). *American Educational Research Journal*. (doi.org/10.3102/0002831219872952)

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.

Matsko Kapadia, K., Ronfeldt, M., Nolan, H.G., Reininger, M., & **Brockman, S. L.** (2018), Cooperating Teacher as Model and Coach: A District-Wide Portrait. *Journal of Teacher Education*. (doi:10.1177/0022487118791992)

**Brockman, S. L.**, (2017) Teaching the Civil Rights Movement using Structured Academic Controversies. In A. Gordon & Y. Wangdi (Eds.), *Historical and Pedagogical Issues: Insights from the Great Lakes History Conference. The Role of Agency and Memory in Historical Understanding: Revolution, Reform, and Rebellion*. New Castle upon Tyne, London: Cambridge Scholars Press.

### Manuscripts Under Review

**Brockman, S. L.**, *Teachers' and Students' Perceptions of Practices That Support SEL Among Academically At-Risk High School Students*. Manuscript under review.

**Brockman, S. L.**, *Comparing definitions of social and emotional learning: What is "SEL" and who decides?* Manuscript under review.

## RESEARCH GRANTS

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Supporting college access among Metro Detroit high school students. December 2019. Rackham Graduate School, University of Michigan. Principal Investigator - \$3,000

Socially and emotionally supportive teaching practices for at-risk high schoolers. March 2017. Rackham Graduate School, University of Michigan. Principal Investigator - \$1,500

Conference Travel Grant. Rackham Graduate School, University of Michigan. Received: March 2017, November 2017, March 2019, November 2019 - Total awarded: \$3,200

Travel Grant. School of Education, University of Michigan. Received: March 2017, November 2017, March 2019, November 2019 - Total awarded: \$1,200

## RESEARCH EXPERIENCE

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### Graduate Research Assistant, University of Michigan

Drs. Brian Jacob and Robin Jacob, UM Youth Policy Lab, 2019-present

Analysis of postsecondary trends among Detroit graduates in partnership with the Detroit Regional Chamber of Commerce and Detroit College Access Network (DCAN)

Dr. Matthew Ronfeldt, UM School of Education, 2015-2019

Research partnership with the Tennessee Department of Education, Effects of mentoring on beginning teacher development

Chicago Teacher Pathways Project: Analysis of surveys and administrative data on beginning teachers in Chicago: Chicago Teacher Pathways Project (*with Co-PI, Dr. Kavita Kapadia Matsko, University of Chicago*)

Elementary Clinical Assessment Design Team: Evaluation of mentoring of preservice teachers (*with Co-PIs, Drs. Tim Boerst and Meri Tenney Muirhead, UM School of Education*)

Dr. Chauncey Monte-Sano, UM School of Education, 2015-2016

History Writing Project: Qualitative study of middle school history instruction

### Graduate Research Assistant, Cornell University

Dr. John Bishop, Cornell University, School of Industrial and Labor Relations, 2006-2007

Study of high school students' academic success and incidence of peer harassment

## TEACHING EXPERIENCE

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### University of Michigan, School of Education and Ford School of Public Policy

Teaching Apprentice with Dr. Brian Jacob, PUBPOL 712: Causal Inference in Education Policy Research, Fall 2019 (Masters and Ph.D. students)

Instructor, EDUC 431: Teaching Social Studies in the Elementary School, Fall 2017 (Masters students)

Field Instructor, EDUC 302: Directed Teaching in the Secondary School: Secondary History and Social Science, Winter 2016 (Undergraduates)

Teaching Apprentice with Dr. Bob Bain, EDUC 304: Problems and Principles of Secondary Education: History and Social Science, Winter 2016 (Undergraduates)

Teaching Apprentice with Dr. Chauncey Monte-Sano, EDUC 431: Teaching Social Studies in the Elementary School, Fall 2015 (Masters students)

Stacey L. Brockman

## **Stanford Teacher Education Program**

Cooperating Teacher, 2010-11, 2011-12, and 2012-13

Cooperating Teacher, Sunnyvale School District and Stanford Teacher Education Program Summer School, 2011 and 2013

## **K-12 Teaching Experience**

History Teacher, Grades 9-12, World History, U.S. History, U.S. Government, Economics, AP Microeconomics, Academic Foundations, Fremont High School, Sunnyvale, CA, 2008-2013

Summer School Teacher, Grades 6-8, U.S. History, Columbia Middle School, Sunnyvale, CA, 2011, 2013

Summer Instructor, Grades 9-12, Stanford Upward Bound, Palo Alto, CA, 2008

## **REFEREED CONFERENCE PRESENTATIONS**

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*\* Presenting author*

**Brockman, S. L.\***, (2020, November) Correlates and Implications of Uncertain and Misaligned Career and Educational Plans. Association for Public Policy Analysis & Management (APPAM) Fall Research Conference, Virtual.

**Brockman, S. L.\***, Jacob, R., and Camo-Biogradlija, J. (2019, November) College pathways and outcomes among Detroit high school graduates: A landscape study. Association for Public Policy Analysis & Management (APPAM) Fall Research Conference, Denver, CO.

Ronfeldt, M., Bardelli, E., **Brockman, S. L.\*** & Mullman, H. (2019, March) Will Mentoring a Student Teacher Harm My Evaluation Scores? Effects of Serving as a Cooperating. Association of Education Policy and Finance (AEFP) Annual Conference, Kansas City, MO.

**Brockman, S. L.\*** (2018, April) Teachers' and Students' Perceptions of Practices That Support SEL Among Academically At-Risk High School Students. American Educational Research Association (AERA) Annual Meeting, New York, NY.

Ronfeldt, M.\*, **Brockman, S. L.**, & Campbell, S. L. (2018, March) Does Cooperating Teachers' Instructional Effectiveness Improve Preservice Teachers' Future Performance? American Association of Colleges for Teacher Education (AACTE) Annual Meeting, Baltimore, MD.

Ronfeldt, M., **Brockman, S. L.\*** & Campbell, S. L. (2017, November) Does cooperating teachers' instructional effectiveness improve preservice teachers' future performance? Association for Public Policy Analysis & Management (APPAM) Fall Research Conference, Chicago, IL.

Matsko Kapadia, K., Ronfeldt, M., Nolan, H.G.\*, Reininger, M., & **Brockman, S. L.** (2017, April) Cooperating Teacher as Model and Coach: A District-Wide Portrait. American Educational

Stacey L. Brockman

Research Association (AERA) Annual Meeting, San Antonio, TX.

Matsko Kapadia, K., Ronfeldt, M., Nolan, H.G., Reiningier, M., & **Brockman, S. L.\*** (2017, March) Cooperating Teacher as Model and Coach: A District-Wide Portrait. American Association of Colleges for Teacher Education (AACTE) Annual Meeting, Tampa, FL.

**Brockman, S. L.\*** (2015, October). Teaching the Civil Rights Movement Using Structured Discussions. Great Lakes History Conference. Grand Rapids, MI.

## **INVITED PRESENTATIONS**

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**Brockman, S. L.** (2020, September). *Race, ethnicity, and quantitative methods: Seminar for researchers in education policy*. Ann Arbor, MI: Youth Policy Lab, University of Michigan.

**Brockman, S. L.** (2020, February). *Can career mentoring expand college access among marginalized students? Designing two randomized experiments of the Winning Futures Program*. Ann Arbor, MI: Causal Inference in Education Research Seminar (CIERS), Education Policy Initiative, University of Michigan.

**Brockman, S. L.** (2019, June). *Student mobility in Detroit: Exploring the extent of and factors associated with voluntary school moves*. Ann Arbor, MI: Causal Inference in Education Research Seminar (CIERS), Education Policy Initiative, University of Michigan.

**Brockman, S. L.** (2017, August). *Exclusionary discipline gaps: Evidence of differences in suspension and expulsion rates for Black and White Michigan ninth-graders*. Ann Arbor, MI: Causal Inference in Education Research Seminar (CIERS), Education Policy Initiative, University of Michigan.

**Brockman, S. L.** (2013, March). *Writing instruction for English Language Learners*. Guest lecture in Language Policies and Practices course (Instructor, Josh Maisel), Palo Alto, CA: Stanford University.

**Brockman, S. L.** (2012, November). *Teaching writing and historical thinking in U.S. government and economics classes*. Guest lecture in Curriculum & Instruction in History/SS course (Instructor, Luke Terra), Palo Alto, CA: Stanford University.

**Brockman, S. L.** (2011, November). *Historical Thinking skills in U.S. government and economics classes*. Guest lecture in Curriculum & Instruction in History/SS course (Instructor, Joel Breakstone), Palo Alto, CA: Stanford University.

**Brockman, S. L.** (2010, February). *Document-based lessons in U.S. government and economics classes*. Guest lecture in Curriculum & Instruction in History/SS course (Instructor, Eric Shed), Palo Alto, CA: Stanford University.

## PAID CONSULTANCIES

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Curriculum Developer, Stanford Teacher Education Program and Sunnyvale School District,  
Author of 4-week middle school summer curriculum: *The Civil Rights Movement*, Summer 2013

Teacher Fellow, Stanford History Education Group, Palo Alto, CA, 2012-2013

## PROFESSIONAL SERVICE

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### National Service

Panel Organizer      *Building the Evidence Base on Career and Technical Education: Educational and Occupational Outcomes*, Association for Public Policy Analysis & Management (APPAM) Fall Research Conference, November 2020, Virtual

Panel Organizer      *Supporting College Enrollment and Early Success of Underrepresented Students: Investigating Individual and Institutional Approaches across State Contexts*, Association for Public Policy Analysis & Management (APPAM) Fall Research Conference, November 2019, Denver, CO

Panel Chair            *School's Not Out for Summer: Evaluating Summer Course Taking As a Means to Timely Graduation*, Association for Public Policy Analysis & Management (APPAM) Fall Research Conference, November 2019, Denver, CO

Conference Referee    American Educational Research Association (AERA), 2019, 2020, 2021

Ad Hoc Reviewer      *Teaching and Teacher Education*, 2019  
*Journal of Applied School Psychology*, 2020

### University Service

Committee Member    Graduate Affairs Committee, School of Education, University of Michigan, 2017-2018

Committee Member    Graduate Student Research Conference, Planning and Recruitment Committee, School of Education, University of Michigan, 2016-2017

Rehearsal Coach      EDUC 431: Teaching Social Studies in the Elementary School, School of Education, University of Michigan, Winter 2016, Winter 2017, Fall 2018, Winter 2019 (Undergraduates, Masters students)

Panel Chair            Graduate Student Research Conference, School of Education, University of Michigan, March 2016, March 2017

Assessments Grader    Elementary Teacher Education Program, School of Education, University of Michigan, Winter 2016

## **OTHER PROFESSIONAL EXPERIENCE**

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Intervention Specialist, Fremont High School, Sunnyvale, CA, 2013-2015

Developed, administered, and evaluated interventions for at-risk high school students

## **OTHER PROFESSIONAL DEVELOPMENT**

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Selected Participant ICPSR Summer Program in Quantitative Methods of Social Research – selected to receive \$2,800 Rackham Summer Training Award, University of Michigan, 2020

Selected Participant Education Policy Academy, *American Enterprise Institute*, 2017

Selected Participant Institute for Social Research (ISR) – Summer Institute in Survey Research Techniques - selected to receive \$2,800 Rackham Summer Training Award, University of Michigan, 2016

## **PROFESSIONAL MEMBERSHIPS**

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Member, Association for Education Finance and Policy (AEFP)

Member, American Educational Research Association (AERA)

Member, Association for Public Policy Analysis & Management (APPAM)

## **DISSERTATION COMMITTEE & REFERENCES**

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Brian Jacob (co-chair)  
Ford School of Public Policy  
University of Michigan  
[bajacob@umich.edu](mailto:bajacob@umich.edu)

Matthew Ronfeldt (co-chair)  
School of Education  
University of Michigan  
[ronfeldt@umich.edu](mailto:ronfeldt@umich.edu)

Robin Jacob  
Institute for Social Research  
University of Michigan  
[rjacob@umich.edu](mailto:rjacob@umich.edu)

Awilda Rodriguez  
School of Education  
University of Michigan  
[awilda@umich.edu](mailto:awilda@umich.edu)