

Michael Hansen

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Education

Ph.D. Economics, University of Washington, June 2009
M.A. Economics, University of Washington, June 2007
B.S. Economics, cum laude, Brigham Young University, April 2003

Biography

Dr. Michael Hansen is Senior Fellow at the Brookings Institution and Director of the Brown Center on Education Policy. A labor economist by training, he has conducted original research on a wide array of education policy issues, with a specialization in teacher policy and school accountability. He has conducted original research on teacher diversity, teacher quality, student access to quality teaching, and STEM learning. Findings from Dr. Hansen's research have received media coverage from prominent outlets including the *New York Times*, *the Washington Post*, *the Atlantic*, *the Wall Street Journal*, *the Economist*, *Politico*, and *Education Week*. His work has also been published in peer-reviewed research journals including *American Economic Review*, *Education Finance and Policy*, *Economica*, *Educational Evaluation and Policy Analysis*, *American Educational Research Journal*, among others. He is also editor for the *Brown Center Chalkboard*, the Brookings Institution's blog on domestic education policy and research. Dr. Hansen is an Eisenhower Fellow (2020 Zhi-Xing China program) and holds a Ph.D. in Economics from the University of Washington.

Professional Research Experience

9/2015 – Present	Brookings Institution, Brown Center on Education Policy Senior Fellow and Director (7/2016 – present) / Senior Fellow and Deputy Director (9/2015 – 6/2016)
7/2011 – 9/2015	American Institutes for Research, ALDER Program Principal Researcher (4/2014 – 9/2015) / Senior Researcher (4/2012 – 3/2014) / Researcher (7/2011 – 3/2012)
9/2009 – 7/2011	The Urban Institute, Education Policy Center Research Associate
1/2006 – 8/2009	Center on Reinventing Public Education, University of Washington Research Assistant to Dr. Dan Goldhaber

Publications

Teacher Diversity and Student Success: Why Racial Representation Matters in the Classroom, with Seth Gershenson and Constance Lindsay. Harvard Education Press (2021).

“Policy risks and opportunities in attracting millennials of color into the teaching profession,” with Diana Quintero. Forthcoming in *Handbook of Research on Teachers of Color*, eds. Travis Bristol and Conra Gist.

Using Teacher Loan Forgiveness to Attract a Stronger, More Diverse Workforce, with Li Feng. Big Ideas Policy 2020, Brookings Institution (December 2019).

“Examining Spillover Effects From Teach For America Corps Members in Miami-Dade County Public Schools,” with Ben Backes, Victoria Brady, and Zeyu Xu, *Journal of Teacher Education* (2019), 70(5): 453-471.

The Growing Need for Diverse Teachers in the Mountain West, with Diana Quintero (December 2018). Brookings Mountain West Publication, University of Nevada—Las Vegas.

The 2018 Brown Center Report on American Education, with Elizabeth Mann Levesque, Jon Valant, and Diana Quintero. Brown Center Report, Brookings Institution (June 2018).

“Should They Stay or Should They Go? The Mythical Appeal of Staff Replacement as a Turnaround Strategy,” with Elizabeth Mann and Rebecca Herman, in *Enduring Myths that Inhibit School Turnaround*, eds. Coby Meyers and Marlene Darwin, Information Age Publishing (2018).

“The Impact of Teach For America on Non-Test Academic Outcomes,” with Ben Backes, *Education Finance and Policy* (2018), 13(2): 168-193.

“The Double-edged Sword of Education Policy Trends,” in *Millennial Teachers of Color*, ed. Mary Dilworth, Harvard Education Press (2018).

“Reaching Further and Learning More? Evaluating Public Impact’s Opportunity Culture Initiative,” with Ben Backes. CALDER Working Paper #181 (January 2018).

Scrutinizing Equal Work for Equal Pay among Teachers, with Diana Quintero. Brown Center Report, Brookings Institution (September 2017).

“Time to Tenure: Does Tenure Reform Affect Teacher Absence Behavior and Mobility?” with Dan Goldhaber and Joe Walch. CALDER Working Paper #172 (December 2016).

Do Low-Income Students Have Equal Access to Effective Teachers? Evidence from 26 Districts, with Eric Isenberg, Jeffrey Max, Philip Gleason, Matthew Johnson, and Jonah Deutsch. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education (October 2016).

High Hopes and Harsh Realities: The Real Challenges to Building a Diverse Workforce, with Hannah Putman, Kate Walsh, and Diana Quintero. Brown Center Report, Brookings Institution (August 2016).

“Teacher Attrition and Mobility During the Teach for America Clustering Strategy in Miami-Dade County Public Schools,” with Ben Backes and Vicky Brady, *Educational Evaluation and Policy Analysis* (2016), 38 (3): 495-516.

“The Future of Student Growth Models in Managing the Teacher Workforce: Less Direct, More Indirect,” in *Student Growth Measures in Policy and Practice*, eds. Kimberly Kappler Hewitt and Audrey Amrein-Beardsley. Palgrave (2016).

“Performance Estimates of Teach For America Teachers in Atlanta Metropolitan Area School Districts,” with Tim R. Sass. CALDER Working Paper #140 (September 2015).

“Teacher Performance Trajectories in High- and Lower-Poverty Schools,” with Zeyu Xu and Umut Özek, *Educational Evaluation and Policy Analysis* (2015) 37 (4): 458-477.

“Characteristics of Schools Successful in STEM: Evidence from Two States’ Longitudinal Data,” *Journal of Educational Research* (2014) 107 (5): 374-391.

“Investigating the Relationship between STEM Learning Principles and Student Achievement in Math and Science,” with Thomas Gonzalez, *American Journal of Education* (2014) 120 (2): 139-171.

Oregon Personnel Evaluation System Review: Part B Findings, with Tiffany Chu. American Institutes for Research (April 2014).

Right-sizing the Classroom: Making the Most of Great Teachers. Washington, DC: Thomas B. Fordham Institute (November 2013). Technical version released as CALDER Working Paper #110 (January 2014).

Access to Effective Teaching for Disadvantaged Students, with Eric Isenberg, Jeffrey Max, Philip Gleason, Liz Potamites, Robert Santillano, and Heinrich Hock. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance (November 2013).

“Is It Just a Bad Class? Assessing the Long-term Stability of Estimated Teacher Performance,” with Dan Goldhaber, *Economica* (2013) 80 (319): 589-612.

Combining Multiple Performance Measures: Do Common Approaches Undermine Districts’ Personnel Evaluation Systems?, with Mariann Lemke and Nicholas Sorensen. Value-Added Measurement Services at American Institutes for Research Publication (August 2013).

“Anticipating Innovation in Teacher Evaluation Systems: Lessons for Researchers and Policymakers,” in *Teacher Quality 2.0* Research Paper Series, ed. Rick Hess (February 2013). Washington, DC: American Enterprise Institute.

“Investigating the Role of Human Resources in School Turnaround: A Decomposition of Improving Schools in Two States.” CALDER Working Paper #89 (February 2013).

“Chronically Low-Performing Schools and Turnaround: Findings in Three States,” with Kilchan Choi. CALDER Working Paper #60 (August 2012).

“Key Issues in Empirically Identifying Chronically Low-Performing and Turnaround Schools,” *Journal of Education for Students Placed at Risk* (2012) 17 (1): 55-69.

“A Leg Up or a Boot Out? Student Achievement and Mobility under School Restructuring,” with Umut Özak and Thomas Gonzalez. CALDER Working Paper #78 (June 2012).

“Using Performance on the Job to Inform Teacher Tenure Decisions,” with Dan Goldhaber, *American Economic Review* (2010) 100 (2): 250-255.

“Race, Gender, and Teacher Testing: How Informative a Tool is Teacher Licensure Testing and How does it Impact Student Achievement?” with Dan Goldhaber, *American Educational Research Journal* (2010) 47 (1): 218-251.

“How Career Concerns Influence Public Worker Effort: Evidence from the Teacher Labor Market.” CALDER Working Paper #40 (December 2009).

“National Board Certification and Teachers’ Career Paths: Does NBPTS Certification Influence How Long Teachers Remain in the Profession and Where They Teach?” with Dan Goldhaber, *Education Finance and Policy* (2009) 4 (3): 229-262.

Projects and Awards

2020-2024	“Retention, Persistence, and Effectiveness of STEM Teachers in High-need School Districts,” co-Principal Investigator (with Li Feng and David Kumar), \$1.3 million, National Science Foundation
2020	Selected as an Eisenhower Fellow, 2020 Zhi-Xing Program in China
2017-2019	“Teacher Diversity and Student Success,” co-Principal Investigator (with Seth Gershenson, \$100,000, Anonymous Foundation
2017-2018	“Access to Effective Teaching in Miami-Dade County Public Schools,” co-Principal Investigator (with Ben Backes), \$188,000, Knight Foundation
2017-2018	“Brown Center Annual Report,” Principal Investigator, \$100,000, Grant from the Brown Family Foundation
2016-2017	“Memos to the President,” Principal Investigator, \$25,000, Spencer Foundation
2015-2017	“Evaluating School-wide Efforts to Extend the Reach of Excellent Teachers,” Principal Investigator (with co-PI Bryan Hassell), \$308,566
2013-2014	“Evaluation of Oregon State Student Learning and Growth Pilot,” Summative Scoring Lead, \$125,000, Contract for the Oregon Department of Education
2013-2014	“TFA Atlanta Regional Corps Member Impact Study,” Principal Investigator, \$135,000, Contract for Teach For America
2013	“Optimal Class Size under Variable Teacher Effectiveness,” Principal Investigator, \$25,000, Grant from the Thomas B. Fordham Foundation
2012-2015	“TFA Clustering Evaluation in Miami-Dade County Public Schools,” Principal Investigator, \$530,000, Grant from the Knight Foundation

2012-2015	“National Math and Science Initiative Multi-Program Evaluation,” Principal Investigator, \$926,867, Grant from the O’Donnell Foundation
2011-2013	“Strategic Responses to School Accountability,” (co-PI with Umut Özek), \$350,000, Education Research Grant from Institute of Education Sciences
2011	National Academy of Education, Committee on Adaptive Educational Technologies, Invited Participant
2010-2015	“Teacher Quality Distribution and Measurement,” (co-PI with Jane Hannaway for American Institutes for Research), \$890,000, Sub-contract for Institute of Education Sciences
2010-2011	“Identifying Successful STEM Schools,” (co-PI with Jane Hannaway), \$200,000, Grant from National Science Foundation
2010-2011	Emerging Education Policy Scholar program, sponsored by the Fordham Institute and American Enterprise Institute, Invited Participant
2009-2012	“Identifying Potentially Successful Approaches to Turning Around Chronically Low-Performing Schools,” (Lead researcher for Study I), \$365,000, Sub-contract for Institute of Education Sciences
2009	National Council on Teacher Quality Research Competition, Selected Finalist, \$5,000

Presentations

AEA Annual Conference, 2009, 2010 (by co-author)
 AEFP Annual Conference, 2010, 2011, 2012, 2013, 2014, 2015
 AERA Annual Conference, 2010, 2013, 2016
 APPAM Fall Research Conference, 2007, 2009, 2010, 2013, 2014, 2015
 Brigham Young University, 2018
 Brookings Institution, 2016, 2017, 2018, 2019, 2020
 Beijing Institute of Education, 2018
 C-SPAN Washington Journal, 2018
 CALDER Annual Research Conference, 2008 (by co-author), 2009, 2013, 2014
 Cato Institute, 2016
 Center for American Progress, 2011, 2017
 CCSSO Diverse Teachers and Learner Ready Initiative, 2018
 CCSSO State Consortium on Educator Effectiveness, 2013
 Cosmos Club, 2016
 Committee for Education Funding, 2016
 Council of State Governments Midwestern Legislative Conference, 2017
 District of Columbia Office of the State Superintendent of Education, 2011
 District of Columbia State Board of Education, 2016
 Department of Education School Leadership Program, 2010
 EdVoice Institute Symposium, 2011
 Fordham Institute, 2014
 Institute of Education Sciences Research Conference, 2010
 INVALSI Conference on Improving Education, 2012
 Jiangsu Second Normal University, 2018
 Joint Statistical Meetings, 2010 (by co-author)
 Knight Foundation, 2015, 2018, 2020
 Nanjing Normal University, 2018

National Council on Teacher Quality Research Competition and Conference, 2009
National Education Association, 2010
National Research Council Workshop on Successful STEM Schools, 2011
National School Board Association, 2017
Nevada Legislative Committee on Education, 2016
New Mexico Advance Programs Initiative Symposium, 2011
StudentsFirst, 2013
Society for Research in Educational Effectiveness Conference, 2012, 2015
Southern Economics Association Annual Conference, 2013
University of Maryland Baltimore County, 2017
University of Nevada Las Vegas, 2016, 2018
University of Notre Dame, 2011
University of Texas at Dallas, 2009
University of Virginia, 2008 (by co-author), 2012
University of Washington, 2007, 2008, 2009