**David T. Marshall, Ph.D.**

4084 Haley Center, Auburn University, Auburn, Alabama 36849

[dtm0023@auburn.edu](mailto:dtm0023@auburn.edu) (334) 844-5038

**Education:**

*Virginia Commonwealth University:* Ph.D. in Educational Research and Evaluation, 2017

*La Salle University*: M.A. in Secondary Education Curriculum and Instruction, 2012

*Virginia Tech*: M.A. in Instructional Design and Technology, 2009; B.A. in Political

Science, minor in Psychology, 2002

**University Work Experience:**

2020-present *Auburn University* – Assistant Professor of Educational Research

2017-2020 *Auburn University* - Assistant Clinical Professor in Educational Research, Methodology, and Assessment

2013-2019 *Virginia Commonwealth University*, Richmond Teacher Residency – Leadership Team Member (2013-2017); Assistant Director for Recruitment and Student Affairs (2013-2016); Adjunct Instructor (2015-2016); Program Evaluator

(2015- 2019)

**External Grant-Funded Experience:**

2021 McGraw-Hill Reveal Math Curriculum Evaluation; Funded by McGraw-Hill; Role: Evaluator

2021 Evaluation and Policy Analysis of Andalusia City Schools; Funder: Andalusia City Schools; Role: Evaluator

2021 McGraw-Hill Corrective Reading Curriculum Evaluation; Funded by McGraw-Hill; Role: Lead evaluator

2021 McGraw-Hill Arthur Academy Charter Schools Connecting Math Concepts Curriculum Evaluation; Funded by McGraw-Hill. Role: Lead evaluator

2020-2021 McGraw-Hill California StudySync English-Language Arts Curriculum Evaluation; Funded by McGraw-Hill. Role: Lead evaluator

2020 McGraw-Hill New York City Inspire Science Curriculum Evaluation; Funded by McGraw-Hill. Role: Lead evaluator

2020 Council for Leaders in Alabama Schools (CLAS) Motivated Data Stride Program Evaluation; Funded by the Alabama State Department of Education; Evaluator

2019-present RTR Petersburg Program Evaluation; Funded by the Richmond Community Foundation; Role: Evaluator

2019-2020 Alabama-Auburn Research Collaborative; Funded by the Deans’ Offices of the University of Alabama and Auburn University; Role: Researcher

2019 McGraw-Hill Florida Reading Wonders Curriculum Evaluation; Funded by McGraw-Hill; Role: Lead evaluator

2018-2019 McGraw-Hill Michigan Everyday Mathematics Elementary School Curriculum Evaluation; Funded by McGraw-Hill; Role: Lead evaluator.

2018-2019 SEC Faculty Travel Grant; Funded by the Southeastern Conference; Role: PI

Visiting faculty to the University of Arkansas

2018 ACCEL Day and Evening Academy Charter School Evaluation; Funded by the Alabama State Department of Education; Role: Evaluator

2014-2019 Richmond Teacher Residency Program 2.0; Funded by the US Department of Education; Role: Evaluator

2015-2018 Richmond Teacher Residency Evaluation Extension; Funded by the US Department of Education; Role: Evaluator

2015-2016 2015 Clinical Faculty Program; Funded by the Virginia Department of Education; Role: Evaluator

2014-2015 2014 Clinical Faculty Program; Funded by the Virginia Department of Education; Role: Evaluator

2013-2014 2013 Clinical Faculty Program; Funded by the Virginia Department of Education; Role: Evaluator

**Research Interests:** Impact of COVID-19 pandemic on K-12 schools; charter schools and school choice; innovative approaches to teacher preparation; high school graduation prediction and interventions

**Peer-Review Publications:**

Yoo, H. J.\*, & Marshall, D. T. (in press). Understanding graduate student parents: The influence of parental status, gender, and major on graduate students’ motivation, stress, and satisfaction. *Journal of College Student Retention.* <https://doi.org/10.1177/15210251211072241>

Marshall, D. T. (in press). Actionable early warning indicators as predictors of high school graduation. *Preventing School Failure.* <https://doi.org/10.1080/1045988X.2022.2028715>

Marshall, D. T. (2022). School closures and their deleterious effects on students. *Teachers College Record.* <https://www.tcrecord.org/Content.asp?ContentID=23946>

Yoo, H. J.\*, & Marshall, D. T. (2022). Examining the relationship between motivation, stress, and satisfaction among graduate students. *Journal of Further and Higher Education, 46*(3), 409-426*.* <https://doi.org/10.1080/0309877X.2021.1962518>

Pendola, A. M., Mann, B. A., Marshall, D. T., & Bryant, J. C. (2021). Community insurgency: Constituency, school choice, and the common good. *Democracy & Education*, 29(2), Article 1*.* <https://democracyeducationjournal.org/vol29/iss2/1>

Marshall, D. T. (2021). Review of Rural education in America: What works for our students, families, and communities. *Journal of School Choice, 15*(3), 486-488*.* <https://doi.org/10.1080/15582159.2021.1955906>

Marshall, D. T., Scott, M. R., & Wan, G. (2021). Through failure and reflections: Conceptualizations of a successful residency experience. *Action in Teacher Education, 43*(2), 160-175*.* <https://doi.org/10.1080/01626620.2020.1765897>

Marshall, D. T., & Bradley-Dorsey, M. (2020). Reopening America’s schools: A descriptive look at how states and large school districts are navigating Fall 2020. *Journal of School Choice, 14*(4), 534-566*.* <https://doi.org/10.1080/15582159.2020.1822731>

Marshall, D. T., Shannon, D. M., & Love, S. M. (2020). Teaching during COVID-19: How teachers experienced the transition to remote instruction*. Phi Delta Kappan, 102*(3), 46-50. <https://doi.org/10.1177/0031721720970702>

Marshall, D. T., Varier, D., Hope, S., & Abrams, L. M. (2020). The role of mentor-resident match in a teacher residency program: A comparison of three cases. *Journal of Research in Education, 29*(2), 87-117.

Marshall, D. T., Love, S. M., & Scott, L. A. (2020). “It’s not like he was being a robot:” Student perceptions of video-based writing feedback in online graduate coursework. *International Journal for the Scholarship of Teaching and Learning, 14*(1), 1-10*.*

<https://doi.org/10.20429/ijsotl.2020.140110>

Mann, B., Marshall, D. T., Pendola, A. M., & Bryant, J. B. (2019). Charter schools as a tool to

alleviate racial exclusion in rural America: An innovative idea or a Trojan horse? *Journal of School Choice, 13*(4), 555-575*.* <https://doi.org/10.1080/15582159.2019.1684799>

Scott, M. R., & Marshall, D. T. (2019). Public transit and school choice: Describing commute time centered choice sets in Philadelphia. *Journal of School Choice, 13*(2), 177-197.

<https://doi.org/10.1080/15582159.2018.1547579>

Marshall, D. T. (2017). Equity and access in charter schools: Issues and solutions. *Education Policy Analysis Archives, 25*(83). <http://doi.org/10.14507/epaa.25.2745>

Marshall, D. T., & Scott, M. R. (2015). Urban teacher residencies: Indicators of successful recruitment. *New Waves: Educational Research & Development, 18*(2), 29-39.

Scott, L. A., Temple, P. E., & Marshall, D. T. (2015). UDL in online college coursework: Insights of infusion and educator preparedness *Online Learning Journal, 19*(5), 99-119.

Marshall, D. T. (2009). Game-facilitated knowledge-building communities. *Teacher Educator’s Journal.*

(11-14) Retrieved from [http://www.ateva.org/blog/wp-content/uploads/2009/05/The-Teacher-Educators-Journal-special-ONLINE.pdf](ttp://www.ateva.org/blog/wp-content/uploads/2009/05/The-T)

**Books:**

Marshall, D. T. (Ed.). (2022). *COVID-19 and the classroom: How schools navigated the great disruption.* Lexington Books.

**Book Chapters:**

Marshall, D. T., & Neugebauer, N. M.\* (forthcoming). Crisis leadership, charter school leaders, and COVID-19. In. D. J. Fowler & M. B. Raehll (Eds.). *On leadership: An interdisciplinary approach.* Information Age Publishing.

Sharpe, S. W.\*, Marshall, D. T., & Shetty, P.\* (2022). Clinical experiences and program outcomes in alternative licensure pathways. In D. Polly (Ed.), *Preparing quality teachers: Advances in clinical practice* (pp. 311-334)*.* Information Age Publishing.

Marshall, D. T. (2022). Introduction. In D. T. Marshall (Ed.), *COVID-19 and the classroom: How schools navigated the great disruption.* Lexington Books.

Marshall, D. T., Shannon, D. M., & Love, S. M. (2022). Teaching during the transition to remote instruction. In D. T. Marshall (Ed.), *COVID-19 and the classroom: How schools navigated the great disruption.* Lexington Books.

Love, S. M., & Marshall, D. T. (2022). Teacher experiences during COVID-19. In D. T. Marshall (Ed.), *COVID-19 and the classroom: How schools navigated the great disruption.* Lexington Books.

Marshall, D. T., & Neugebauer, N. M.\* (2022). How charter school leaders navigated COVID-19. In D. T. Marshall (Ed.), *COVID-19 and the classroom: How schools navigated the great disruption.* Lexington Books.

Marshall, D. T., & Bradley-Dorsey, M. (2022). Reopening schools in the United States. In D. T. Marshall (Ed.), *COVID-19 and the classroom: How schools navigated the great disruption.* Lexington Books.

Marshall, D. T., Trammell, D.\*, Woods, S., & Shetty, P. (2022). How an alternative licensure program pivoted during the pandemic. In D. T. Marshall (Ed.), *COVID-19 and the classroom: How schools navigated the great disruption.* Lexington Books.

Shakeel, M. D., Marshall, D. T., Maranto, R. A., & Gastic, B. (2019). How training for

leaders in charter schools might differ. In V. A. Storey (Ed.), *Leading in Change: Implications of School Diversification for School Leadership Preparation in England and the United States.* Information Age Publishing.

**Manuscripts Under Review:**

Marshall, D. T., Shannon, D. M., Love, S. M., & Norris, L.\* (Revise & Resubmit). Teacher efficacy and COVID-19: Capturing the initial transition to remote instruction. *Journal of Education.*

Marshall, D. T., Hope, S., & Abrams, L. A. (Revise & Resubmit). Coaching as a strategy for professional learning and growth in residency programs. *International Journal of Mentoring and Coaching in Education.*

Marshall, D. T. (Revise & Resubmit). How the COVID-19 pandemic changed American schools. *International Journal of Education Policy and Leadership.*

Marshall, D. T. (under review). COVID-19 and school closures: A narrative review of pediatric mental health impacts. *Academic Pediatrics.*

Marshall, D. T., Neugebauer, N. M.\*, Huang, L.\*, & White, J. (under review). Describing rural charter schools in the United States. *Journal of School Choice.*

Marshall, D. T., Love, S. M., Neugebauer, N. M.\*, & Smith, N.\* (under review). How additional professional time benefitted teachers during COVID-19. In S. M. McCarther & D. M. Davis (Eds.), *Breakthrough: From pandemic panic to promising practice.* Information Age Publishing.

**Other Publications:**

Scott, M. R., & Marshall, D. T. (Summer 2018). Exploring spatial equity in Philadelphia through public transit and school choice. *American Sociological Association CUSS Newsletter, 30*(3), 1&12-16.

**Peer-Reviewed Presentations:**

Yoo, H. J., & Marshall, D. T. (2022, August 4-6). Understanding graduate student parents: The influence of parental status, gender, and major [Poster presentation]. American Psychological Association Annual Convention, Minneapolis, Minnesota, United States.

Marshall, D. T., Shannon, D., Love, S. M., & Neugebauer, N. M.\* (2022, April 22-25). *Factors related to teacher resilience.* [Paper presentation]. American Educational Research Association Annual Meeting, San Diego, California, United States.

Love, S. M., & Marshall, D. T. (2022, April 22-25). *Teacher experiences during COVID-19.* [Paper presentation]. American Educational Research Association Annual Meeting, San Diego, California, United States.

Love, S. M., & Marshall, D. T. (2022, February 9-11). *Student perceptions of video feedback in an asynchronous online course.* [Poster presentation]. Conference on Higher Education Pedagogy, Virginia Tech, Blacksburg, Virginia, United States.

Marshall, D. T., & Trammell, D.\* (2022, Feburary 3-4). *Failing forward: Preparing teachers in an alternative licensure program virtually during COVID-19.* [Paper presentation]. Eastern Educational Research Association Annual Conference, Clearwater Beach, Florida, United States.

Marshall, D. T., & Neugebauer, N. M.\* (2022, January 6-9). *Describing rural charter schools in the United States.* [Paper presentation]. International School Choice and Reform Conference, Dublin, Ireland.

Marshall, D. T. (2022, January 6-9). *How the COVID-19 pandemic is changing American schools.* [Paper presentation]. International School Choice and Reform Conference, Dublin, Ireland.

Marshall, D. T., & Neugebauer, N. M.\* (2021, November 9-12). *Charter schools and crisis leadership during COVID-19.* [Roundtable presentation]. Mid-South Educational Research Association Annual Meeting, New Orleans, Louisiana, United States.

Marshall, D. T., Trammell, D.\*, & Woods, S. (2021, November 9-12). *How an alternative licensure program pivoted to virtual teacher preparation during COVID-19.* [Paper presentation]. Mid-South Educational Research Association Annual Meeting, New Orleans, Louisiana, United States.

Marshall, D. T., Love, S. M., Shannon, D. M., Neugebauer, N. (2021, October 11-12). *How teachers experienced COVID-19: Survey findings from the conclusion of a pandemic year.* [Paper presentation]. Consortium for Research on Educational Assessment & Teacher Effectiveness Annual Meeting, Asheville, North Carolina, United States.

Marshall, D. T., Shannon, D. M., Love, S. M., & Norris, L.\* (2021, April 9-12). *Teaching during COVID-19: Challenges and barriers teachers experienced during the transition to remote instruction.* [Paper presentation]. American Educational Research Association. (Virtual conference)

Pendola, A. M., Mann, B. A., Marshall, D. T., & Bryant, J. C. (2021, April 9-12). *Enacting the people? School choice, constituency, and the common good.* [Roundtable presentation]. American Educational Research Association. (Virtual conference)

Hope, S., Abrams, L. M., & Marshall, D. T. (2021, April 9-12). *Coaching as a strategy for professional learning and growth in residency programs.* [Paper presentation]. American Educational Research Association. (Virtual conference)

Yoo, H. J.\*, & Marshall, D. T. (2021, February 18-19). *Examining the relationship between motivation, stress, and satisfaction among graduate students.* Eastern Educational Research Association Annual Conference. (Virtual conference)

Marshall, D. T., & Neugebauer, N.\* (2021, January 15-18). *Understanding charter school leaders’ response to COVID-19* [Paper presentation]. International School Choice and Reform Conference. (Virtual conference) <http://iscrweb.org/2021-iscrc/2021-agenda/>

Marshall, D. T., Bradley-Dorsey, M. (2021, January 15-18). *Reopening America’s schools: A descriptive look at states and large school districts in Fall 2020* [Paper presentation]. International School Choice and Reform Conference. (Virtual conference) <http://iscrweb.org/2021-iscrc/2021-agenda/>

Marshall, D. T. (2020, April 17-21). *Understanding the perspectives of former dropouts enrolled at an urban alternative charter school* [Paper presentation]. American Educational Research Association Annual Meeting, San Francisco, California, United States. <http://tinyurl.com/ueeollq> (Conference canceled)

Birchfield, K.\*, & Marshall, D. T. (2020, April 17-21). *Levelling the community college playing field: Increasing student odds over sequential English and Math courses*. [Paper presentation]. American Educational Research Association Annual Meeting, San Franscisco, California, United States. <http://tinyurl.com/tbnof3d> (Conference Canceled)

Marshall, D. T., Mann, B. A., Pendola, A. M., & Bryant, J. C. (2020, January 17-20). *Exploring contextual issues and parental perceptions in a diverse rural charter school* [Paper presentation]. International School Choice and Reform Conference, Fort Lauderdale, Florida, United States. <http://iscrweb.org/2020iscrc/2020-program/>

Marshall, D. T., & Bynum, B. (2020, January 17-20). *Exploring sense of belonging among students enrolled in a nontraditional urban charter school* [Paper presentation]. International School Choice and Reform Conference, Fort Lauderdale, Florida, United States. <http://iscrweb.org/2020iscrc/2020-program/>

Varier, D., & Marshall, D. T. (2019, November 11-16). *Teaching about theory in educational evaluation: An exploratory study* [Poster presentation]. American Evaluation Association Annual Meeting, Minneapolis, Minnesota, United States. <https://www.evaluationconference.org/page/program-2019>

Marshall, D. T., Woods, S.\*, & Shetty, P.\* (2019, November 6-8). *Understanding professional knowledge development in a rural-serving alternative teacher preparation program* [Paper presentation]. Mid-South Educational Research Association Annual Meeting, New Orleans, Louisiana, United States. <http://www.msera.org/docs/2019-program-book.pdf>

Scott, M. R., & Marshall, D. T. (2019, April 5-9). *Public transit and school choice in Philadelphia: Exploring spatial equity and social exclusion* [Paper presentation]. American Educational Research Association Annual Meeting, Toronto, Ontario, Canada.

<http://www.aera19.net/2019-print-program-files.html>

Marshall, D. T., Varier, D., Hope, S., Abrams, L. M., Senechal, J. T., & Arnold, B. (2019, April 5-9). *Teacher development in an urban residency program: A comparison of two cases* [Paper presentation]. American Educational Research Association Annual Meeting, Toronto, Ontario, Canada. <http://www.aera19.net/2019-print-program-files.html>

Hope, S., & Marshall, D. T. (2018, October 11-12). *Professional knowledge development in first-year teachers: A case study from an urban teacher residency* [Paper presentation]. Consortium for Research on Education Assessment and Teaching Effectiveness Conference, College of William & Mary, Williamsburg, Virginia, United States. <https://createconference.wildapricot.org/resources/Documents/2018%20CREATE%20program20FINAL.pdf>

Hope, S., & Marshall, D. T. (2018, October 11-12). *Qualities of urban educators: Understanding the development of teacher qualities in an urban residency program* [Poster presentation]. Consortium for Research on Education Assessment and Teaching Effectiveness Conference, College of William & Mary, Williamsburg, Virginia, United States.

<https://createconference.wildapricot.org/resources/Documents/2018%20CREATE%20program20FINAL.pdf>

Scott, M. R., & Marshall, D. T.(2018, August 11-14). *Estimating student high school choice-making in Philadelphia* [Paper presentation]. American Sociological Association Annual Meeting, Philadelphia, Pennsylvania, United States. <https://convention2.allacademic.com/one/asa/asa18/>

Marshall, D. T. (2018, April 13-17). *Testing the ability of two series of models to predict high school graduation status* [Roundtable presentation]. American Educational Research Association Annual Meeting, New York, New York, United States.

<https://www.aera.net/Events-Meetings/Annual-Meeting/2018-Annual-Meeting-Program>

Marshall, D. T., Hope, S., Abrams, L. M., & Senechal, J. T. (2018, April 13-17). *Understanding teacher development in an urban residency program* [Roundtable presentation]. American Educational Research Association Annual Meeting, New York, New York, United States.

<https://www.aera.net/Events-Meetings/Annual-Meeting/2018-Annual-Meeting-Program>

Scott, M. R., & Marshall, D. T. (2018, January 12-15). *Public transit and school choice: Describing commute time centered choice sets in Philadelphia*. [Paper presentation]. International School Choice and School Reform Conference, Fort Lauderdale, Florida, United States.

<http://iscrweb.org/previous-conferences/attending-iscrc/2018-event-program/>

Maranto, R. A., Marshall, D. T., & Shakeel, M. D. (2017, November 8-10). *Changing the politics ofteacher quality: How history offers support for plurality* [Paper presentation]. Mid-South Educational Research Association Conference, Mississippi State University, Starkville, Mississippi, United States. <http://www.msera.org/docs/2017-program-final.pdf>

Marshall, D. T. (2017, October 5-7). *Eighth and ninth grade predictors of high school graduation status*.[Paper presentation]. Consortium for Research on Education Assessment and Teaching Effectiveness Conference, Virginia Beach, Virginia, United States.

<https://createconference.wildapricot.org/resources/Documents/2017%20Conf%20Program.pdf>

Scott, M. R., & Marshall, D. T. (2017, May 19). *Spatially realistic public school choice sets for students in Philadelphia.* [Paper presentation]. Bloustein School Convening on School Reform, Communities, and Social Justice, Rutgers University, New Brunswick, New Jersey, United States.

Marshall, D. T., Nguyen, T., & Bailey, K. P. (2017, April 27-May 1). *An evaluation of a high school graduation coach initiative in an urban school district* [Poster presentation]. American Educational Research Association Annual Meeting, San Antonio, Texas, United States.

<https://www.aera.net/Events-Meetings/Annual-Meeting/2017-Annual-Meeting-Program>

Senechal, J. T., Abrams, L. M., & Marshall, D. T. (2017, February 22-25). *Understanding teacher development in an urban teacher residency program*. Paper presented at the Eastern Educational Research Association Conference, Richmond, Virginia, United States. <https://www.eeraorganization.org/conference>

Love, S. M., Marshall, D. T., & Scott, L. A. (2017, February 15-17). *Student perceptions of writing feedback and instructor social presence in online graduate coursework*. [Poster presentation]. Conference on Higher Education Pedagogy, Virginia Tech, Blacksburg, Virginia, United States.

Marshall, D. T., & Scott, M. R. (2016, September 15-16). *Defining and evaluating success for teacher residents*. [Paper presentation]. Virginia Educational Research Association, Charlottesville, Virginia, United States.

Marshall, D. T. (2016, September 15-16). *Factors and outcomes associated with the high school dropout phenomenon: A systematic review*. [Paper presentation]. Virginia Educational Research Association, Charlottesville, Virginia, United States.

Marshall, D. T., Scott, M. R., & Wan, G. (2016, April 8-12). *Toward a framework for teacher resident success*. [Paper presentation]. American Educational Research Association, Washington, D.C, United States.

<https://www.aera.net/Events-Meetings/Annual-Meeting/Program/2016-Annual-Meeting-Program>

Marshall, D. T. (2016, March 9-10). *Equity and access in charter schools: Issues and solutions* [Paper presentation]. City, Culture, and Community Graduate Symposium, Tulane University, New Orleans, Louisiana, United States. <https://ccc.tulane.edu/symposium/2017>

Marshall, D. T., Love, S. M., & Scott, L. A. (2016, February 10-12). *Student perceptions of feedback in the writing process for an online graduate research methods course* [Poster presentation]. Conference on Higher Education Pedagogy, Virginia Tech, Blacksburg, Virginia, United States.

<https://vtechworks.lib.vt.edu/bitstream/handle/10919/85328/CHEP_2016_Proceedings-1.pdf?sequence=1&isAllowed=y>

Scott, L. A., Temple, P., & Marshall, D. T. (2015, October 11-14). *Students’ perceptions of universal design for learning in online college courses*. [Paper presentation]. International Education Conference in Las Vegas, Nevada, United States.

Marshall, D. T., & Scott, M. R. (2015, April 16-20). *Urban teacher residencies: Indicators of successful recruitment.* [Roundtable presentation]. American Educational Research Association in Chicago, Illinois, United States. <https://www.aera.net/Events-Meetings/Annual-Meeting/PreviousAnnual-Meetings/2015-Annual-Meeting>

Scott, L. A., Temple, P., Marshall, D. T., & Bartholemew, C. (2015, January 4-8). *Preparing special education teachers online: A study on a higher education program’s transition*. [Poster presentation]. Hawaiian Conference on Education in Honolulu, Hawaii, United States.

<http://hiceducation.org/wp-content/uploads/proceedings-library/EDU2015.pdf>

Marshall, D. T. (2011, March 25-26). *Creating a framework for digital game-based learning, knowledge construction, and classroom inclusion*. [Paper presentation]. International Education Conference,

New York University, New York, New York, United States. <https://research.steinhardt.nyu.edu/scmsAdmin/media/users/rc1688/IEConferenceProgram2011.pdf>

Marshall, D. T. (2010, February 5-7). *Facilitating knowledge-building through the integration of games and simulations in the classroom*. [Paper presentation]. American Political Science Association Teaching and Learning Conference, Philadelphia, Pennsylvania, United States.

Harmon, R. E., Marshall, D. T., & Vance, D. E. (2009, May 10-11). *Kids design online*. [Paper presentation]. Teachers College Educational Technology Conference, Columbia University, New York, New York, United States.

**Invited Panels**

Shannon, D. M., Brinkman, J., Bucholz, J., Cash, C., Goodman, J., Kimbrel, L., Love, S., Marshall, D. T., & Watson, C. (2021, February 18-19). *The pandemic and P-12 education: From student teachers to school leaders.* [Invited special program panel discussion]. Eastern Educational Research Association Annual Conference. (Virtual conference)

Marshall, D. T., Anderson, R. C., & Adams, B. (Chairs). (2017, April 27-May 1). *The power of working together: Highlighting highly effective district-university partnerships.* Division H Fireside Chat, American Educational Research Association, San Antonio, Texas, United States.

<https://www.aera.net/Events-Meetings/Annual-Meeting/2017-Annual-Meeting-Program>

**Publications for Nonacademic Audiences**

Marshall, D. T. (2022, February 14). Support charter schools in Virginia. *Richmond Times-Dispatch.*

Marshall, D. T. (2022, January 27). Learn from experience: Don’t close schools for Omicron. *The Tennessean.*

McKnight, K., & Marshall, D. T. (2021, September 13). A decade of teacher residency in RVA. *Richmond Times-Dispatch.*

Maranto, R., & Marshall, D. T. (2021, July 27). Facts, not fear: Why we must open schools this fall. *Atlanta Journal Constitution.*

Maranto, R., Marshall, D. T. & Bradley-Dorsey, M. (2020, September 21). Football aside, politics isn’t influencing school pandemic plans. *Atlanta Journal Constitution.*

Marshall, D. T., Shannon, D. M., & Love, S. M. (2020, July 20). Professors: Use remote instruction. *Opelika-Auburn News.*

Love, S. M., & Marshall, D. T. (2020, July 12). Teachers call for remote preparation. *Richmond Times-Dispatch.*

**Invited Media Appearances**

Marshall, D. T. (2020, October 16). Interview with Allison Keyes. Weekend Roundup. CBS News.

**Teaching Interests:** Social science research methodology; program evaluation; survey research

**Courses Taught:**

Instructor ERMA 7200 – Basic Methods in Educational Research *(Auburn University – Fall 2017; Spring 2018; Summer 2018; Spring 2019; Summer 2019; Fall 2019; Spring 2020; Summer 2020; Fall 2020; Summer 2021)*

Instructor ERMA 7206 – Basic Methods in Educational Research – distance *(Auburn University – Fall 2017; Summer 2018; Fall 2018; Spring 2019; Summer 2019; Spring 2020; Summer 2020; Fall 2021)*

Instructor ERMA 7300 – Design and Analysis I *(Auburn University – Spring 2019; Spring 2020; Spring 2021)*

Instructor ERMA 7306 – Design and Analysis I – distance (*Auburn University – Spring 2021)*

Instructor ERMA 8100 – Program Evaluation *(Auburn University – Fall 2018; Fall 2019; Summer 2021; Fall 2021)*

Instructor ERMA 8200 – Survey Research *(Auburn University – Spring 2018)*

Instructor ERMA 8206 – Survey Research – distance *(Auburn University – Spring 2018)*

Instructor EDUS 660 – Educational Research Methods *(Virginia Commonwealth University – Fall 2015; Fall 2016)*

Guest Lecturer EDRS 820 – Evaluation Methods for Educational Programs and Curricula *(George Mason University* – *Spring 2022)*

Guest Lecturer EDUC 220 – The Profession of Teaching *(Randolph-Macon College – Fall 2020)*

Guest Lecturer EDUS 890 – Dissertation Seminar *(Virginia Commonwealth University – Fall 2018)*

Guest Lecturer EDUC 602 – Education Reform *(Randolph-Macon College – Winter 2016; Winter 2017)*

**Doctoral Committees:**

2019 – Karen Stanton (Committee Member)

2019 – Sarah Flint (Outside Reader)

2019 – Baxlee Bynum (Outside Reader)

2019 – Meagan Renee (Outside Reader)

2019 – Melani Landerfelt-Ozbolt (Outside Reader)

2019 – Jennifer Hillis (Committee Member)

2020 – Sarah Woods (Committee Member)

2020 – James Slear (Committee Member)

2020 – Jacoba Durrell (Committee Member)

2020 – Sherrie Gilbert (Committee Member)

2020 – Lee Barnett (Committee Member)

2021 – Robert Glasscock (Committee Member)

2021 – Ashleigh Kaitlyn Higgins (Committee Member)

2021 – Marty Leonard (Committee Member)

2021 – Hyeon Jean Yoo (Committee Memer)

2021 – Khawlah Mohamed I Alhejji (Committee Member)

In progress – Kelly Birchfield (Committee Member)

In progress – Michael Cater (Committee Member)

In progress – Chad Cunningham (Committee Member)

In progress – Jared Duncan (Committee Member)

In progress – Mary Kelly (Committee Member)

In progress – Brian Massey (Committee Member)

In progress – Kurt Reesman (Committee Member)

In progress – Natalie Smith (Committee Member)

In progress – Meredith Walkup (Committee Member)

In progress – Brett Whiteside (Committee Member)

**Masters Committees:**

2019 – Erin Norris (Committee Member)

2020 – Li Cheng (Committee Member)

2020 – Matt Ansley (Committee Member)

2021 – Hyeon Jean Yoo (Committee Member)

**K-12 Administrative Experience:**

2015-16 *Norfolk City Public Schools*, Department of Assessment, Research, and Accountability – Program and Research Analyst Intern

**K-12 Teaching Experience:**

2010-11; *Mathematics, Civics, and Sciences Charter School*, Philadelphia,

2012-13 PA – 8th and 12th grade teacher, U.S. History, U.S. Government, & Law.

2011-12 *Southwest Leadership Academy Charter School*, Philadelphia, PA – 7th grade teacher, World History & Mathematics; Outdoor Track Coach

2010 *Martin Luther King High School*, Philadelphia, PA – Social Science, Law, Sociology

**K-12 Teaching Certification:**

State of Alabama Educator Class B Certificate; Valid through 2023

**Editorial Service:**

*Journal of School Choice* – Editorial Board (2020– present); Reviewer (2017-present); *International Journal of Educational Leadership and Policy –* Editorial Board (2019-present)

*Educational Research Quarterly –* Editorial Board (2020-present)

*Journal of Teacher Education* – Reviewer (2018-present)

*Educational Research & Evaluation* – Reviewer (2018-present)

*Studies in Educational Evaluation* – Reviewer (2020-present)

*Remedial and Special Education* – Reviewer (2021-present)

*American Journal of Education* – Reviewer (2018)

**Public Service:**

*Alabama Public Charter School Commission:* Chair (2020-present); Co-Chair (2019-2020); Commissioner (2018-present); Application Rubric Sub-Committee Chair (2020); External Evaluator Rubric Sub-Committee Chair (2020)

*City of Auburn:* Auburn 2040 Education Community Team (2021-present)

**University Service:**

*Auburn University:* Auburn University Faculty Research Committee (2021-present); College of Education Assessment Committee (2020-present); Recruitment and Retention of Diverse Faculty Committee (2018-present); Clinical Faculty Promotion Review Committee (2018-2019)

*Virginia Commonwealth University:* University Honor Council Executive Board Member (2014 16); University Honor Council Panelist (2013-14); School of Education Doctoral Policy Board Student Representative (2014-15)

*Virginia Tech:* Graduate Honor System Panelist (2008-2009)

**Professional Service:**

*American Educational Research Association:* Conference Proposal Reviewer (2011-present);

Discussant (2016, 2019); Charters and School Choice SIG Program Co-Chair (2021-present); Charters and School Choice SIG Committee on Awards (2018-present).

*Consortium for Research on Educational Assessment and Teacher Effectiveness (CREATE)*

Board of Directors (2021-present)

*Mid-South Educational Research Association*: Conference Proposal Reviewer (2021-present)

**Professional Organizations:**

American Association of University Professors (2020-present)

American Educational Research Association (2011-present)

American Evaluation Association (2018-2020)

Consortium for Research on Educational Assessment and Teacher Effectiveness (2017-present)

Eastern Educational Research Association (2020-present)

Mid-South Educational Research Association (2017-present)

Southeast Evaluation Association (2020-2021)