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

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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:**

2023-present *Auburn University –* Associate Professor of Educational Research

2023-present *Auburn University* – Graduate Program Officer

2020-2023 *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:**

2023-2027 Developing C.L.E.A.R. Thinking Project; Funded by U.S. Department of Education; Amount: $2,058,671; Role: Evaluator

2023-2024 Learning from Outliers: Understanding Post-Pandemic Success in Resiliency Schools; Funded by the Center for Reinventing Public Education and the Walton Family Foundation; Amount: $50,000; Role: PI

2022-2025 The Writing SySTEM: A Systematic Approach to Graduate Writing Instruction and Intervention; Funded by National Science Foundation; Amount: $434,807.12; Role: Evaluator

2022-2023 SEC Faculty Travel Grant; Funded by the Southeastern Conference; Amount: $1136.53; Role: PI and Visiting faculty to the University of Arkansas

2022 Evaluation of McGraw-Hill Reveal Math Curriculum in Eight Contexts; Funder: McGraw-Hill; Amount: $300,000; Role: Evaluator

2021 McGraw-Hill Reveal Math Curriculum Evaluation in Pulaski County, Arkansas; Funded by McGraw-Hill; Amount: $18,733; Role: Evaluator

2021 Evaluation and Policy Analysis of Andalusia City Schools; Funder: Andalusia City Schools; Amount: $52,400; Role: Evaluator

2021 McGraw-Hill Corrective Reading Curriculum Evaluation in Duval County, Florida; Funder: McGraw-Hill; Amount: Amount: $18,500; Role: Lead evaluator

2021 McGraw-Hill Arthur Academy (Oregon) Charter Schools Connecting Math Concepts Curriculum Evaluation; Funded by McGraw-Hill; Amount: $18,733; Role: Lead evaluator

2020-2021 McGraw-Hill California StudySync English-Language Arts Curriculum Evaluation; Funded by McGraw-Hill; Amount: $18,500; Role: Lead evaluator

2020 McGraw-Hill New York City Inspire Science Curriculum Evaluation; Funded by McGraw-Hill; Amount: $18,500; Role: Lead evaluator

2020 Council for Leaders in Alabama Schools (CLAS) Motivated Data Stride Program Evaluation; Funded by the Alabama State Department of Education; Amount: $19,500; Role: Evaluator

2019-2020 RTR Petersburg Program Evaluation; Funded by the Richmond Community Foundation; Amount: $7,500; Role: Evaluator

2019 McGraw-Hill Florida Reading Wonders Curriculum Evaluation; Funded by McGraw-Hill; Amount: $18,500; Role: Lead evaluator

2018-2019 McGraw-Hill Michigan Everyday Mathematics Elementary School Curriculum Evaluation; Amount: $18,500; Funded by McGraw-Hill; Role: Lead evaluator.

2018-2019 SEC Faculty Travel Grant; Funded by the Southeastern Conference; Amount: $700; Role: PI and Visiting faculty to the University of Arkansas

2018 ACCEL Day and Evening Academy Charter School Evaluation; Funded by the Alabama State Department of Education; Amount: $11,000; Role: Evaluator

2014-2019 Richmond Teacher Residency Program 2.0; Funded by the US Department of Education; Amount: $7,500,000; Role: Evaluator

2015-2018 Richmond Teacher Residency Evaluation Extension; Funded by the US Department of Education; Amount: $615,549; Role: Evaluator

2015-2016 2015 Clinical Faculty Program; Funded by the Virginia Department of Education; Amount: $15,743; Role: Evaluator

2014-2015 2014 Clinical Faculty Program; Funded by the Virginia Department of Education; Amount: $15,985; Role: Evaluator

2013-2014 2013 Clinical Faculty Program; Funded by the Virginia Department of Education; Amount: $20,040; 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:** (\* student contributor)

Marshall, D. T., Smith, N. E., Love, S. M., Neugebauer, N. M., & Shannon, D. M. (in press). “At some point we’re going to reach our limit”: Understanding COVID-19’s impact on teacher burnout and subjective mental health. *Psychology in the Schools.* <https://doi.org/10.1002/pits/23084>

Pressley, T., Marshall, D. T., & Moore, T. F.\* (in press). Understanding teacher burnout following COVID-19. *Teacher Development.*

Pendola, A, Marshall, D. T., Pressley, T., & Trammell, D. L. (in press). A silver lining: There is no shortage of teacher dedication. *Phi Delta Kappan.*

Marshall, D. T., Pressley, T., Neugebauer, N. M.\*, Brown-Aliffi, K.\* (in press). Job satisfaction, burnout, teacher morale, and school choice: Understanding teacher experiences following the COVID-19 pandemic. *Journal of School Choice.* <https://doi.org/10.1080/15582159.2023.2201737>

Marshall, D. T., Shannon, D. M., Love, S. M., & Norris, L.\* (in press). Teacher sense of efficacy and COVID-19: Capturing the initial transition to remote instruction. *Journal of Education.* <https://doi.org/10.1177/00220574221138078>

Marshall, D. T. (in press). COVID-19 and school closures: A narrative review of pediatric mental health impacts. *Journal of School Choice.* <https://doi.org/10.1080/15582159.2023.2201734>

Marshall, D. T. (in press). What changes remain? How K-12 stakeholders suggest the COVID-19 pandemic changed American schools. *International Journal of Educational Reform.* <https://doi.org/10.1177/10567879221132536>

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., Shannon, D. M., Love, S. M., & Neugebauer, N. M.\* (2023). Factors related to teacher resilience during COVID-19. *International Journal of Education Policy and Leadership, 19*(1), 1-18*.* <https://doi.org/10.22230/ijepl.2022v19n1a1257>

Marshall, D. T. (2023). Creating community through co-constructing norms in graduate coursework. *Journal for Research and Practice in College Teaching, 8*(1)*.* <https://journals.uc.edu/index.php/jrpct/article/view/5977>

Kingsbury, I., & Marshall, D. T. (2023). Assessing access to online course choice among brick-and-mortar K-12 students. *Journal of Online Learning Research, 9*(1), 163-180*.* <https://www.learntechlib.org/primary/p/221255>

Love, S. M., & Marshall, D. T. (2022). Video feedback and instructor social presence in an asynchronous online course. *Journal of Effective Teaching in Higher Education, 5*(2), 43-55*.* <https://doi.org/10.36021/jethe.v5i2.324>

Marshall, D. T., Pressley, T., & Love, S. M. (2022). The times they are a-changin’: Teaching and learning beyond COVID-19. *Journal of Educational Change, 23*(4), 549-557*.* <https://doi.org/10.1007/s10833-022-09469-z>

Marshall, D. T., Neugebauer, N. M.\*, Huang, L.\*, & White, J. (2022). Describing rural charter schools in the United States. *Journal of School Choice, 16*(4), 562-587. <https://doi.org/10.1080/15582159.2022.2110460>

Hope, S., Abrams, L. A., Marshall, D. T. (2022). Coaching as a strategy for professional learning and growth in residency programs. *International Journal of Mentoring and Coaching in Education, 11*(4), 434-451*.* <https://doi.org/10.1108/IJMCE-11-2021-0102>

Marshall, D. T., Pressley, T., Neugebauer, N. M.\*, & Shannon, D. M. (2022). Understanding why teachers are leaving and what we can do about it. *Phi Delta Kappan, 104*(1), 6-11. <https://doi.org/10.1177/00317217221123642>*.*

Marshall, D. T. (2022). Actionable early warning indicators as predictors of high school graduation. *Preventing School Failure, 66*(3), 206-213*.* <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

**Books:**

Maranto, R., & Marshall, D. T. (forthcoming; under contract). *COVID-19 and schooling in the United States: Policy, Stakeholders, and School Choice.* Routledge.

Marshall, D. T., & Pressley, T. (forthcoming; under contract). *Teaching beyond the pandemic: Supporting K-12 teachers and students after COVID-19.* The Guilford Press.

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

**Book Chapters:**

Marshall, D. T., Pressley, T., Neugebauer, N. M.\*, Smith, N. E.\*, & Trammell, D. L.\* (in press). Elementary teacher morale and mental health following the COVID-19 pandemic. In J. Salisbury-Glennon, C. Wang, & D. M. Shannon (Eds.), *Examining the cognitive and psychological effects of COVID-19 from elementary through postsecondary education.* Information Age Publishing.

Quadlander-Goff, E.\*, LaPolla, M.\*, & Marshall, D. T. (in press). The impact of COVID-19 on college students with ADHD: Implications and interventions. In J. Salisbury-Glennon, C. Wang, & D. M. Shannon (Eds.), *Examining the cognitive and psychological effects of COVID-19 from elementary through postsecondary education.* Information Age Publishing.

Yoo, H. J., & Marshall, D. T. (in press). Graduate students’ mental health during COVID-19: Parenthood and gender. In J. Salisbury-Glennon, C. Wang, & D. M. Shannon (Eds.), *Examining the cognitive and psychological effects of COVID-19 from elementary through postsecondary education.* Information Age Publishing.

Dong, J.\*, Manning, K. Q.\*, Dai, Y.\*, Wang, C., Salisbury-Glennon, J. D., Marshall, D. T., & Trammell, D. L. (in press). Gender differences in graduate students’ adjustment, mental health, motivation, and learning strategies during COVID-19. In J. Salisbury-Glennon, C. Wang, & D. M. Shannon (Eds.), *Examining the cognitive and psychological effects of COVID-19 from elementary through postsecondary education.* Information Age Publishing.

Wang, C., Dai, Y.\*, Tseng, C., Dong, J.\*, Manning, K. Q.\*, Salisbury-Glennon, J. D., & Marshall, D. T. (in press). The mental health, motivation, and learning strategies on high school students’ grades during COVID-19. In J. Salisbury-Glennon, C. Wang, & D. M. Shannon (Eds.), *Examining the cognitive and psychological effects of COVID-19 from elementary through postsecondary education.* Information Age Publishing.

Marshall, D. T., Love, S. M., Neugebauer, N. M.\*, & Smith, N.\* (2023). How additional professional time benefitted teachers during COVID-19. In S. M. McCarther \* D. M. Davis (Eds.), *Breakthrough: From pandemic panic to promising practice* (pp. 61-72)*.* Information Age Publishing.

Marshall, D. T., & Neugebauer, N. M.\* (2023). Crisis leadership, charter school leaders, and COVID-19. In. D. J. Fowler & M. B. Raehll (Eds.). *On leadership: An interdisciplinary approach* (pp. 313-330)*.* 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* (pp. 1-5)*.* 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* (pp. 9-20)*.* 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* (pp. 21-65)*.* 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* (pp. 107-122)*.* 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* (pp. 147-164)*.* 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* (pp. 231-244)*.* 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* (pp. 197-210)*.* 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.

Pressley, T., & Marshall, D. T. (2023). A pandemic check-up: Two researchers ask teachers how they’re doing and what they need. *Virginia Journal of Education, 116*(5), 16-18. <https://veanea.org/a-pandemic-check-up>

**Peer-Reviewed Presentations:**

Neugebauer, N. M.\*, Marshall, D. T., Huang, L.\*, & White, J. (2024, January 4-7). *Special education academic achievement and enrollment patterns in charter schools* [Paper presentation]. International School Choice and Reform Conference, Madrid, Spain.

Kingsbury, I., & Marshall, D. T. (2024, January 4-7). *Parent perceptions of A-F school report card grade accountability regimes* [Paper presentation]. International School Choice and Reform Conference, Madrid, Spain.

Marshall, D. T., & Neugebauer, N. M.\* (2024, January 4-7). *Charter school autonomy: A promise fulfilled?* [Paper presentation]. International School Choice and Reform Conference, Madrid, Spain.

Marshall, D. T., Pressley, T., & Shannon, D. M. (2023, November 8-10). The impact of mental health interventions and administrative support on teacher well-being following the COVID-19 pandemic [Poster presentation]. 2023 Mid-South Educational Research Association, Pensacola, Florida, United States.

Neugebauer, N. M., & Marshall, D. T. (2023, August 3-5). *Charter schools, special needs, and parental school choice* [Poster presentation]. 2023 Annual Convention of the American Psychological Association, Washington, D.C., United States.

Salisbury-Glennon, J. D., Dai, Y.\*, Wang, C., Jang, H. S.\*, Dong, J.\*, Manning, K. Q.\*, Marshall, D. T., & Wyckoff, C. (2023, August 3-5). *Qualitatively examining college students’ anxiety, learning and motivation during COVID-19* [Poster presentation]. 2023 Annual Convention of the American Psychological Association, Washington, D.C., United States.

Wang, C., Dai, Y.\*, Tseng, C., Dong, J.\*, Manning, K. Q.\*, Salisbury-Glennon, J. D., & Marshall, D. T. (2023, August 3-5). *The mental health, motivation, and learning strategies on high school students’ grades during COVID-19* [Poster presentation]. 2023 Annual Convention of the American Psychological Association, Washington, D.C., United States.

Dong, J.\*, Dai, Y.\*, Manning, K. Q.\*, Wang, C., Salisbury-Glennon, J. D., & Marshall, D. T. (2023, August 3-5). *Graduate students’ adjustment, mental health, and motivation on learning strategies during COVID-19* [Poster presentation]. 2023 Annual Convention of the American Psychological Association, Washington, D.C., United States.

Yoo, H. J., & Marshall, D. T. (2023, April 13-16). *Parenthood and gender impact on graduate students’ mental health during COVID-19* [Paper presentation]. American Educational Research Association Annual Meeting, Chicago, Illinois, United States.

Marshall, D. T., Pressley, T., Neugebauer, N. M.\*, & Trammell, D. L.\* (2023, April 13-16). *Elementary teacher morale and mental health following the COVID-19 pandemic* [Paper presentation]. American Educational Research Association Annual Meeting, Chicago, Illinois, United States.

Yoo, H. J., & Marshall, D. T. (2023, April 13-16). *The role of emotional support on helplessness – Satisfaction relationship among graduate students during COVID-19* [Roundtable presentation]. American Educational Research Association Annual Meeting, Chicago, Illinois, United States.

Marshall, D. T., Mann, B. A., Pendola, A., & Bryant, J. C. (2023, April 13-16). *Parental school choice architecture in segregated communities: The case of two racially integrated charter schools* [Roundtable presentation]. American Educational Research Association Annual Meeting, Chicago, Illinois, United States.

Dong, J.\*, Manning, K.\*, Dai, Y.\*, Wang, C., Salisbury-Glennon, J., Marshall, D. T., & Trammell, D. L.\* (2023, February 9-10). *Gender differences in graduate students’ adjustment, mental health, motivation, and learning strategies during COVID-19* [Poster presentation]*.* Eastern Educational Research Association Annual Meeting, Myrtle Beach, South Carolina, United States.

Marshall, D. T., & Neugebauer, N. M.\* (2023, January 13-16). *Teacher morale, job satisfaction, and burnout in schools of choice following the COVID-19 pandemic.* [Paper presentation]. International School Choice and Reform Conference, Fort Lauderdale, Florida, United States.

Marshall, D. T., Neugebauer, N. M.\*, & Buchanan, N. B. (2023, January 13-16). *Mission matters: Describing charter schools in Hawai’i.* [Paper presentation]. International School Choice and Reform Conference, Fort Lauderdale, Florida, United States.

Marshall, D. T., & Varier, D. (2022, October 10-11). *Teaching theory in university evaluation coursework*. [Roundtable presentation]. Consortium for Research on Educational Assessment and Teaching Effectiveness Annual Meeting, Asheville, North Carolina, United States.

Marshall, D. T., Pressley, T., & Neugebauer, N. M.\* (2022, October 10-11). *Teacher morale and mental health following COVID-19* [Paper presentation]. Consortium for Research on Educational Assessment and Teaching Effectiveness Annual Meeting, Asheville, North Carolina, United States.

Trammell, D. L.\*, Neugebauer, N. M.\*, Smith, N. E.\*, & Marshall, D. T. (2022, October 10-11). *Evaluating a STEM-based preschool* [Poster presentation]. Consortium for Research on Educational Assessment and Teaching Effectiveness Annual Meeting, Asheville, North Carolina, United States.

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.

Carriere, C.\*, Elmer, J.\*, Barringer, K.\*, Fuchs, K.\*, & Marshall, D. T. (2021, November 17-19). *Counseling research trends: A content analysis 2016-2020.* [Poster presentation]. Alabama Counseling Association Annual Conference, Birmingham, Alabama, United States.

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**

Dallenbach, D., Sexton, K., & Marshall, D. T. (2023, September 23). *Educational innovation in rural America.* Heartland Hybrid and Microschool Summit, Overland Park, Kansas, United States.

Marshall, D. T., Jivani, S., Stevens, M., McCorkle, R., & Shafer, P. (2023, September 20). *Servant leadership within our schools.* 5th Annual Jubilee International Symposium, Georgia Southwestern State University, Americus, Georgia, United States.

Maranto, R., Spencer, J. P., Hardy, D., El-Mekki, S., Royal, C., Marshall, D. T., & Peterson, P. E. (2023, January 13-16). *In the crossfire: Lessons from Oakland school superintendent Marcus Foster 50 years after his assassination.* International School Choice and Reform Conference, Fort Lauderdale, Florida, United States.

Buchanan, N. K., Marshall, D. T., Greenberg, J., Camuz, K., & Queiroz e Melo, R. (2023, January 13-16). *School mission & vision leaders’ perspectives.* International School Choice and Reform Conference, Fort Lauderdale, Florida, United States.

Marshall, D. T., & Young, R. (2022, October 10-11). *CREATE moving forward.* Consortium for Research on Educational Assessment and Teaching Effectiveness Annual Conference, Asheville, North Carolina, United States.

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>

**Invited Lectures**

Marshall, D. T. (2022, November 4). *The politics of charter school authorizing: The view from the ground in Alabama.* University of Arkansas, Fayetteville, Arkansas, United States.

Marshall, D. T. (2021, April 8). *Covid and the classroom: Lessons learned from the past and implications for current and future research.* Directors of Research and Evaluation. (Virtual conference)

**Publications for Nonacademic Audiences**

Pendola, A., & Marshall, D. T. (2023, September 15). Why teachers leave and it isn’t what you think. *al.com.*

Pressley, T., & Marshall, D. T. (2023, September 3). Though Virginia does well, teachers still need support. *The Daily Press.*

Pressley, T., & Marshall, D. T. (2023, September 3). Though Virginia does well, teachers still need support. *The Virginian-Pilot.*

Marshall, D. T., & Witte, J. (2023, May 26). Aerospace, aviation-themed charter school concludes successful first year. *al.com.*

Marshall, D. T., & Pressley, T. (2023, May 13). Mississippi teachers fare better by some metrics. *The Daily Journal.*

Maranto, R., & Marshall, D. T. (2023, March 28). How Georgia-born education leader made mark before 1973 assassination. *Atlanta Journal-Constitution.*

Marshall, D. T., Pressley, T., & Love, S. M. (2022, August 20). Classroom challenges and opportunities lie ahead. *Richmond Times-Dispatch.*

Pressley, T., & Marshall, D. T. (2022, May 26). Low morale, lack of support contributing to teacher exodus. *The Virginian Pilot.*

Pressley, T., & Marshall, D. T. (2022, May 26). Low morale, lack of support contributing to teacher exodus. *The Daily Press.*

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

**Courses Taught: (\* denotes distance course)**

Instructor ERMA 7200 – Basic Methods in Educational Research *(Auburn University – Fall 2017; Fall 2017\*;Spring 2018; Summer 2018; Summer 2018\*; Fall 2018\*;Spring 2019; Spring 2019\*; Summer 2019; Summer 2019\*;Fall 2019; Spring 2020; Spring 2020\*; Summer 2020; Fall 2020; Summer 2021; Fall 2021\*; Fall 2022; Spring 2023; Summer 2023\*; Fall 2023)*

Instructor ERMA 7300 – Design and Analysis I *(Auburn University – Spring 2019; Spring 2020; Spring 2021; Spring 2021\*; Spring 2022; Spring 2022\*; Fall 2022)*

Instructor ERMA 7910 – Practicum in Educational Research, Measurement, and Evaluation *(Auburn University – Summer 2022; Spring 2023)*

Instructor ERMA 8100 – Program Evaluation *(Auburn University – Fall 2018; Fall 2019; Summer 2021; Fall 2021; Fall 2022; Fall 2023)*

Instructor ERMA 8200 – Survey Research *(Auburn University – Spring 2018; Spring 2018\* Spring 2023; Spring 2023\*; Summer 2023; Summer 2023\*)*

Instructor RSED 7440 – Seminar in Specialization: Special Education and Charter Schools *(Auburn University – Fall 2022)*

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

Guest Lecturer EDLD 8200 – Assessment and Evaluation in Learning Organizations *(Auburn University – Spring 2023)*

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

 2021 – Kurt Reesman (Committee Member)

 2022 – Chad Cunningham (Committee Member)

 2023 – Natalie Smith (Committee Member)

 2023 – Hyunsung Jang (Committee Member)

 2023 – Charlie Herron (Outside Reader)

 2023 – Michael Cater (Committee Member)

 In progress – Kelly Birchfield (Committee Member)

 In progress – Jared Duncan (Committee Member)

 In progress – Rita Fiagbor (Committee Member)

 In progress – Karley Huddleston (Committee Member)

 In progress – Matt Gonzalez (Committee Member)

 In progress – Mary Kelly (Committee Member)

 In progress – Andrew Looser (Committee Member)

 In progress – Brian Massey (Committee Member)

 In progress – Natalie Neugebauer (Chair)

 In progress – Christian Pierce (Committee Member)

 In progress – Deja Trammell (Chair)

 In progress – Daniel Tyner (Committee Member)

 In progress – Meredith Walkup (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)

 2022 – Deja Trammell (Chair)

2022 – Natalie Neugebauer (Chair)

2023 – Garrett Reed (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)

*International Journal of Educational Leadership and Policy –* Editorial Board (2019-present)

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

*AERA Open*

*American Journal of Education*

*Educational Evaluation and Policy Analysis*

*Educational Policy*

*Educational Research & Evaluation*

*Educational Researcher*

*Frontiers in Education*

*International Journal of Environmental Research and Public Health*

*Journal of Educational Change*

*Journal of Further and Higher Education*

*Journal of Teacher Education*

*Learning Environments Research*

*Remedial and Special Education*

*Studies in Educational Evaluation*

*Teachers and Teaching: Theory and Practice*

*Teachers College Record*

**Public Service:**

*Alabama Public Charter School Commission:* Chair (2020-2022); Co-Chair (2019-2020); Commissioner (2018-2022); 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 (2020-2023); EFLT Graduate Student Kickoff Meeting

Organization Committee (2022-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 (2014-2016);

University Honor Council Panelist (2013-2014); School of Education Doctoral Policy Board

Student Representative (2014-2015)

*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 Chair (2022-2024); Charters and School Choice SIG Program Co-Chair (2021-2022); Charters and School Choice SIG Committee on Awards (2018-present).

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

 Board of Directors (2021-2023)

*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 (2017-2023)

Eastern Educational Research Association (2020-present)

Mid-South Educational Research Association (2017-present)

Southeast Evaluation Association (2020-2021)