

Courtney Bell

Courtney Bell is an associate research scientist in ETS's Understanding Teaching Quality Center. She completed her doctorate at Michigan State University in curriculum, teaching, and educational policy after earning her B.A. in chemistry at Dartmouth College. Courtney's dissertation study, funded through a Spencer Foundation Dissertation Fellowship, won the AERA Division L Dissertation of the Year award. That longitudinal interview study investigated urban parents' selection of schools for their middle and high school children. A former high school science teacher, Bell's work looks across actors in the educational system to better understand the intersections of policy and practice. Her current studies use mixed methods to analyze the effects of racially desegregated schools on student learning, teacher learning, and the measurement of teaching. She is currently co-PI on two large validity studies of instruments designed to measure teaching. These studies are funded by the Gates, W. T. Grant, and Spencer Foundations. Bell has published in scholarly journals including *Equity and Excellence in Education*, *Peabody Journal of Education*, *American Journal of Education*, *Journal of Education Policy*, and *Teachers College Record*.