

Meghan Colleen Comstock

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SPECIALIZATION AND RESEARCH INTERESTS

Using organizational, public policy, and political science lenses to understand implementation of education policies related to teaching, leadership, cultural responsiveness, and equity-oriented education reform. Drawing on mixed methodologies, including qualitative interviews and observations, survey analysis, social network analysis, and analysis of administrative datasets.

EDUCATION

University of Pennsylvania

August 2018 – 2023

Ph.D. in Education Policy (*Expected May 2023*)

IES Predoctoral Fellow

Dissertation: *Reforming or Transforming?: The Politics and Implementation of Equity-Based Instructional Reform*

Committee: *Drs. Janine Remillard (chair), Laura M. Desimone (co-chair), Rand Quinn, and Leah Gillion*

University of Virginia

May 2010

B.S. in Biology, Minor in English

PUBLICATIONS

Peer-reviewed Articles

Comstock, M., & Margolis, J. (2020). “Tearing down the wall”: Making sense of teacher leaders as instructional coaches and evaluators. *Journal of School Leadership*, 31(4), 297-317.

Comstock, M., Supovitz, J., & Kaul, M. (2021). Exchange quality in teacher leadership ties: Examining relational quality using social network and leader-member exchange theories. *Journal of Professional Capital and Community*, 6(4), 395-409.

Kaul, M., Comstock, M., & Simon, N. (2022). Leading from the middle: How principals rely on district guidance and organizational conditions in times of crisis. *AERA Open*, 8(1), 1-16.

Kaul, M., Supovitz, J., & Comstock, M. (2021). Investigating instructional influence in teachers’ social networks. *Journal of Professional Capital and Community*, 6(4), 378-394.

Supovitz, J., & Comstock, M. (2021). How teacher leaders influence instruction. *Leadership and Policy in Schools*, 1-20.

Published Working Papers

Comstock, M., Shores, K.A., Polanco, C., Litke, E., Hill, K.L., and Desimone, L.M. (2022). *Typologizing teacher practice: How teachers integrate culturally responsive, ambitious, and traditional teaching approaches*. (EdWorkingPaper: 22-506). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/tnqf-qb36>

Manuscripts Under Review

- Comstock, M. (*under review*). An Alternative to “Racial Achievement Gap” Terminology.
- Comstock, M., Edgerton, A. K., & Desimone, L. M. (*under review*). Connecting Policy to Practice: How State and Local Policy Environments Relate to Teachers’ Instruction. *Revise and resubmit at Teachers College Record*.
- Comstock, M., Litke, E., Hill, K.L., & Desimone, L.M. (*under review*). A culturally responsive disposition: How professional learning and teachers’ beliefs about and self-efficacy for culturally responsive teaching relate to instruction. *Revise and resubmit at AERA Open*.
- Comstock, M., & Margolis, J. (*under review*). The case of the model classroom: Teacher and school responses to authentic teacher professional development.
- Comstock, M., Shores, K., Polanco, C., Litke, E., Desimone, L.M., & Hill, K.L. (*under review*). Typologizing teacher practice: How teachers integrate culturally responsive, ambitious, and traditional teaching methods.
- Gottfried, M., Fletcher, T., & Comstock, M. (*under review*). Who receives ambitious mathematics instruction in kindergarten? Differences by classroom performance level.

Working Papers

- Comstock, M. (2022). *Equity as a latent theory of action: A critical analysis of equity conceptions in district instructional policy*. Manuscript in preparation.
- *Comstock, M., Dym, A., Kaul, M. (2022). *License to teach: Coalition formation and policy learning in North Carolina teacher licensure reform, 2021-2022*. Manuscript in preparation.

*alphabetical authorship

Research Briefs and Technical Reports

- Checkoway, A., Comstock, M., Harless, E., Gallagher, H.A., & Gamse, B.C. (2015). *Springfield Public Schools’ Effective Educator Coach Program*. Research Brief. SRI International in partnership with Abt Associates.
- Comstock, M., Guha, R., & Humphrey, D. (2014). *Early implementation of the Massachusetts Educator Evaluation Framework*. Research Brief. SRI International.
- Comstock, M., Harless, E., Hsieh, T., & Mitchell, N. (2015). *Implementation of the Educator Evaluation Framework in Massachusetts*. Research Brief. SRI International.
- Comstock, M. & Hsieh, T. (2015). *Promising practices to build evaluator capacity*. Case study brief. SRI International.
- Supovitz, J., Margolis, J., Berg, J., & Comstock, M. (2019). *The Influence of Teacher Leadership Programs on Teacher Leaders, Teachers, Schools, and Districts* (A Report to the Nellie Mae Foundation). Consortium for Policy Research in Education.

Tiffany-Morales, J., Astudillo, S., Black, A., Comstock, M., & McCaffrey, T. (2013). *Preparing for the Common Core: Using performance assessment tasks for professional development* (A Report from the Center for the Future of Teaching and Learning at WestEd). WestEd.

Woodworth, K., Greenwald, E., Tyler, N., & Comstock, M. (2013). *Evaluation of the first year of the Oakland Blended Learning Pilot* (A Report to the Rogers Family Foundation). SRI International.

PRESENTATIONS

Comstock, M. (2022, November). *Reforming or Transforming?: Conceptions of Equity in District Instructional Policy* [Paper presentation]. 2022 Annual Meeting of the University Council for Educational Administration, Seattle, WA, United States.

Comstock, M. (2022, November). *Framing the Problem: How Achievement Gap Discourse Affects Teachers' Beliefs and Instructional Responses* [Paper presentation]. 2022 Annual Meeting of the University Council for Educational Administration, Seattle, WA, United States.

Comstock, M. (2022, March). *Framing the problem: Achievement gap discourse and teachers' beliefs and instructional preferences* [Paper presentation]. 2022 Annual Meeting of the Association for Education Finance and Policy, Denver, CO, United States.

Kaul, M., & Comstock, M. (2021, October). *Leading from the middle: How principals rely on district guidance and organizational conditions in times of crisis* [Paper presentation]. 2021 Sociology of Education Mini Conference, Virtual.

Comstock, M., Litke, E., Hill, K. L., & Desimone, L. M. (2021, April). *How beliefs about and self-efficacy for culturally responsive teaching relate to instruction* [Paper presentation]. 2021 Annual Meeting of the American Educational Research Association, Virtual.

Comstock, M., Shores, K., Hill, K. L., Litke, E., & Desimone, L. M. (2021, April). *Typologizing teachers' instructional practices: Ambitious, procedural, and culturally responsive teaching* [Paper presentation]. 2021 Annual Meeting of the American Educational Research Association, Virtual.

Comstock, M., Supovitz, J., & Kaul, M. (2021, April). *Exchange quality in teacher leadership ties: Examining relational quality using social network and leader-member exchange theories* [Paper presentation]. 2021 Annual Meeting of the American Educational Research Association, Virtual.

Edgerton, A. K., & Comstock, M., & Desimone, L. (2021, April). *Influencing the instructional core: Examining changes in alignment of teachers' instruction to college-and-career-readiness standards* [Paper presentation]. 2021 Annual Meeting of the American Educational Research Association, Virtual.

Kaul, M., Comstock, M., & Simon, N. (2021, April). *How schools withstand crisis: Organizational conditions to support principal leadership for organizational learning* [Paper presentation]. 2021 Annual Meeting of the American Educational Research Association, Virtual.

Litke, E., Hill, Comstock, M., & Blackman, H. (2021, April). *How partnerships conceptualize equity in curriculum-aligned professional learning* [Paper presentation]. 2021 Annual Meeting of the American Educational Research Association, Virtual.

Comstock, M., & Margolis, J. (2020, November). “*Tearing down the wall*”: *Examining the role of teacher leaders as instructional coaches and evaluators* [Paper presentation]. 2020 Annual Meeting of the University Council for Educational Administration, Virtual.

Comstock, M., & Margolis, J. (2020, April). “*Tearing down the wall*”: *Examining the role of teacher leaders as instructional coaches and evaluators*. Paper accepted at the American Educational Research Association Annual Conference, San Francisco, CA, United States. (Conference canceled)

Comstock, M., & Desimone, L. (2020, April). *Influencing the instructional core: Examining changes in alignment of teachers’ instruction to college-and-career-readiness standards*. Paper accepted at the American Educational Research Association Annual Conference, San Francisco, CA, United States. (Conference canceled)

Comstock, M. (2017, November). *Integrate instruction and assessment in three dimensions using learning progressions* [Conference Session]. 2017 National Science Teachers Association Area Conference, Milwaukee, WI, United States.

Comstock, M. & Humphrey, D. (2014, October). *Evaluation file review*. Presentation at the Massachusetts Department of Elementary and Secondary Education’s Evaluator Capacity Professional Learning Network, Malden, MA, United States.

SELECTED RESEARCH ACTIVITIES AND PROJECTS

Bill & Melinda Gates Foundation

August 2019 – present

The Study of Professional Learning Partnerships with the University of Delaware

- Lead-author journal articles focused on analysis of teacher survey data (e.g., Comstock, Litke, et al., 2022; Comstock, Shores, et al., 2021)
- Train colleagues on R programming and statistical analyses (e.g., latent class analysis)
- Design data collection instructions (surveys, interview protocols)
- Conduct qualitative interviews with district and education organization leaders
- Manage qualitative data collection and coding processes

Mathematica

August 2021 – May 2022

Impact Study of the Federal Magnet School Assistance Program

- Conduct literature reviews of school segregation and methods of measuring it
- Lead descriptive analysis of grantee districts and schools using publicly available datasets (e.g., Common Core of Data)
- Examine the impact of attending magnet schools on students’ experiences with racial/ethnic and socioeconomic school segregation

Nellie Mae Education Foundation

August 2018 – May 2021

The Study of Teacher Leadership with the Consortium for Policy Research in Education

- Analyzed survey and secondary data using Stata and R
- Led social network analyses using survey data

- Authored peer-reviewed journal articles (e.g., Comstock & Margolis, 2020; Comstock, Supovitz, & Kaul, 2021)
- Conducted impact analysis of teacher leadership initiatives on student performance
- Programmed and co-led survey administration in Qualtrics

The Institute of Education Sciences

June 2020 – May 2021

The Center for Standards, Alignment, Instruction and Learning (C-SAIL)

- Lead-authored a mixed-methods paper (Comstock, Edgerton, & Desimone, 2021) using survey and qualitative interview data

Student Achievement Partners

June 2019 – August 2019

Professional Development Remote Learning Project

- Developed conceptual framework for professional learning project
- Designed survey instrument and programmed in Qualtrics
- Analyzed survey results

National Science Foundation

April 2018 – July 2018

Coding Science Internships

- Co-authored \$1 million grant proposal
- Co-led design-based research efforts to construct middle school curriculum

San Francisco Unified School District

May 2015 – October 2015

Study of San Francisco Unified School District’s SPARK Program

- Led conceptualization of project as co-principal investigator
- Conducted observations of professional learning activities

US Department of Education: Investing in Innovation Fund

May 2013 – September 2015

Evaluation of the New Teacher Center i3 Validation Grant

- Conducted observations of classroom instruction to assess intervention effectiveness

Massachusetts Department of Elementary and Secondary Education

October 2012 – 2015

Study of Massachusetts’ Educator Evaluation Framework and Teacher Incentive Fund Grant

- Developed analysis tool of teacher evaluation files to examine effects of reform
- Managed team of researchers as project director
- Authored reports, briefs, and communications to support the Department

TEACHING EXPERIENCE

Penn GSE, EDUC 545: Lenses for Understanding and Examining K-12 Policy Implementation (Master’s level, instructor of record)

Penn GSE, EDUC 664: Research on Teaching (Master’s and Doctoral level, teaching assistant)

Penn GSE, EDUC 711: Education Policy Research Practicum (Master’s level, teaching assistant)

Stata Workshop Series, University of Pennsylvania, Fall 2019

Teacher Professional Learning: Amplify Science™ Curriculum (science teachers grades K-8, lead facilitator)

Elementary Math and Science, certified in Mississippi (students grades 4-6, teacher)

PROFESSIONAL EXPERIENCE

Graduate Research Assistant University of Pennsylvania	August 2018 – present
Research Apprentice Mathematica	September 2021 – May 2022
Policy Research Apprentice North Carolina Department of Public Instruction	January 2021 – August 2021
Professional Learning Facilitator Amplify Science	June 2019 – August 2019
Research Analyst and Learning Specialist University of California, Berkeley	October 2015 – July 2018
Researcher SRI International, Center for Education Policy	September 2012 – September 2015
Policy Fellow, Urban Leaders Fellowship Office of Colorado State Senator Mike Johnston	June – July 2012
Policy and Advocacy Fellow Leadership for Educational Equity	June – August 2012
Teacher, Teach For America Jonestown Elementary School, Coahoma County School District	June 2010 – May 2012

PROFESSIONAL SERVICE AND ACTIVITIES

- Reviewer, AERA Organizational Theory SIG, 2022 Best Annual Meeting Paper Award
Submissions: Winter 2022
- Graduate Student Senior Representative, American Educational Research Association (AERA),
Division L: Educational Policy and Politics: May 2021 – May 2022
- Graduate Student Junior Representative, AERA, Division L: Educational Policy and Politics:
May 2020 – May 2021
- Annual William L. Boyd National Educational Politics Workshop: AERA 2019 Annual Meeting

HONORS AND AWARDS

- Selected Attendee, Just Education Policy Institute: Summer 2021
- Summer 2021 GAPSA-Provost Fellowship Award (\$6,000), for Dissertation Research: “Framing the Problem: How Achievement Gap Discourse in Education Affects Teachers’ Beliefs and Policy Preferences”
- 2021 Best Annual Meeting Paper Award, AERA Organizational Theory SIG, for manuscript: “Exchange Quality in Teacher Leadership Ties: Examining Relational Quality Using Social Network and Leader-Member Exchange Theories”

IES Predoctoral Training Fellowship: University of Pennsylvania, 2020 – 2022

Tyree-Taylor Doctoral Fellowship: University of Pennsylvania, 2018 – 2022

Selected Attendee, AEI Education Policy Academy: Summer 2019

Outstanding Employee Awards: SRI International, 2013 and 2014