

Kimberly Evert (Jansen)

Middle Tennessee State University, College of Education Building
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EDUCATION

- 2018** **Doctor of Philosophy, Michigan State University, East Lansing, MI**
Education Policy, Ph.D.
- Dissertation: Using Improvement Science to Improve Instruction District-Wide: A Comparative Case Study*
Dissertation Chair: Dr. Kristy Cooper Stein
Committee Members: Dr. Corey Drake, Dr. Kenneth Frank, and Dr. Madeline Mavrogordato
- 2012** **Master of Science, University of Wisconsin-Madison, Madison, WI**
Educational Psychology, M.S. for Professional Educators
- 2008** **Bachelor of Arts, Knox College, Galesburg, IL**
Secondary Education and Spanish, B.A.

ACADEMIC EXPERIENCE

- 2025 – Present** **Associate Professor, Middle Tennessee State University**
College of Education, Womack Educational Leadership Department
- 2019 – 2025** **Assistant Professor, Middle Tennessee State University**
College of Education, Womack Educational Leadership Department
Graduate Courses
FOED 6030: School and Community Relations
SPSE 6080: Organization and Administration of Public Schools
SPSE 6520: Studies in Education: Curriculum
SPSE 6090: Conducting Programs for School Improvement
SPSE 6080: Studies in Leadership
SPSE 7150: Curriculum Study and Instructional Design
ALSI 7040: Teacher Observation, Evaluation, and Improvement
ALSI 7210: Assessment Literacy
ALSI 7220: Improvement Science
ALSI 7410: Highly Effective Schools
ALSI 7600: Introduction to Statistics
ALSI 7620: Advanced Quantitative Research Methods
ALSI 7640: Dissertation Research
- Undergraduate Courses*
YOED 3300: Problem-Based Instructional Strategies
YOED 4030: Residency I
YOED 4050: Project-Based Learning

2018 - 2019 **Postdoctoral Research Associate, University of Virginia**
The Development of Ambitious Instruction in Elementary Mathematics and English Language Arts
Funded by the Spencer Foundation and the National Science Foundation
Peter Youngs, Corey Drake, Dorothea Anagnostopoulos, Julie Cohen, Tutita Casa, and Spyros Konstantopoulos, Principal Investigators

ACHIEVEMENTS & AWARDS

2026 **Womack Fund Innovation in Research Award**, *Middle Tennessee State University*
College of Education award for excellence in research

2023 **Womack Fund Innovation in Service Award**, *Middle Tennessee State University*
College of Education award for excellence in service

2016 **Summer Research Fellowship**, *Michigan State University*
\$6000 competitive summer fellowship to continue personal research projects

2015 – 2016 **Clifford E. Erickson Memorial Scholarship**, *Michigan State University*
\$5000 competitive scholarship awarded to one College of Education student for outstanding achievement and/or potential success in the field of education

2013 – 2018 **Dean's Scholar Award**, *Michigan State University*
Prestigious award for advanced graduate study available in the College of Education

2010 **Most Motivational Teacher**, *Western Illinois University*
Award nominated by a former student

GRANTS & FUNDED PROJECTS

Funded Projects

Co-Principal Investigator (with Everett Singleton). **Opportunities to Learn and Perceptions of Preparation Across Pathways to Licensure.** College of Education- Internal Grant Opportunities. Awarded by Middle Tennessee State University – College of Education. (2025) \$9,000.

Co-Principal Investigator (with Greg Rushton, Grant Clayton, Patrick McGuire, Karen McIntush, and Allyson Rogan). **Improving Teacher Retention and Effectiveness through Knowledge Sharing (iTREKS): Studying STEM Teachers in High Need Schools across a Community of Practice.** NOYCE Track 4. Awarded by the National Science Foundation. (2024) - \$1,232,951.

Co-Principal Investigator (with Angela Hooser). **Launching a Research-Practice Partnership: Research on ELA and Math Curricula Use.** Womack Faculty Enhancement Award. Awarded by Middle Tennessee State University College of Education. (2024). \$2510

Co-Principal Investigator (with Robyn Ridgely and Donald Snead). **Secondary English Apprenticeship Program.** Tennessee Grow Your Own Center. Awarded by Tennessee Department of Education. (2024) \$252,000.

Co-Principal Investigator (with Angela Hooser). **Making Sense of Student Needs: Exploring Intuitive and Rational Decision Making during the COVID-19 Pandemic.** Faculty Research and Creative Activity Program. Awarded by Middle Tennessee State University. (2020) \$9,000.

Principal Investigator. **Using Improvement Science to Improve Instruction District-Wide: A Comparative Case Study.** Dissertation Completion Fellowship. Awarded by Michigan State University. (2018) \$7,000.

Principal Investigator. **Using Improvement Science to Improve Instruction District-Wide: A Comparative Case Study.** Educational Administration Small Research Grant. Awarded by Michigan State University. (2016-2017) \$5,600.

Principal Investigator. **Networked Learning and Instructional Change: Teacher Communities around Professional Development.** Education Administration Small Research Grant. Awarded by Michigan State University. (2015-2016) \$1,200.

Unfunded Projects

Co-Principal Investigator (with Peter Youngs, Jason Miller, and Scott Acton). **Collaborative Research: NSF STEM K12 Using a Teaching Analytics Dashboard to Promote Changes in Beginning Teachers Noticing Skills, Beliefs, and Self-Efficacy. K-12 STEM.** The National Science Foundation. (2025) unfunded. \$750,000.

Co-Principal Investigator (with Frank Perrone and Jason Miller). **Informing Teacher Recruitment and Hiring: Preparation Students' Job Searches, Hiring Processes, and Employment Outcomes.** Large Grant. The Spencer Foundation. (2025) unfunded \$500,000.

Co-Principal Investigator (with Peter Youngs, Jason Miller, and Jonathan Foster). **Improving Teacher Collaborative Research: Discovery Research PreK-12: Using a Teaching Analytics Dashboard to Promote Changes in Beginning Teachers' Noticing Skills, Beliefs, and Self-Efficacy.** Discovery Research PreK-12. The National Science Foundation. (2024) unfunded \$2,700,000.

Co-Principal Investigator (with Angela Hooser, Katie Schrodtt, and Kevin Krahenbuhl). **Learning Together to Narrow the Opportunity Gap Using Literacy Across the Content Areas: A Research-Practice Partnership Literacy Collaborative.** Spencer Foundation Research-Practice Partnership Grant Program. (2022) unfunded \$398,740.

Co-Principal Investigator (with Rick Vanosdall, Angela Hooser, Katie Schrodtt, and Kevin Krahenbuhl). **Learning Together to Narrow the ELA Achievement Gap: A Research-Practice Partnership Literacy Collaborative.** WTGrant Foundation Institutional Challenge Grant. (2022) unfunded \$649,738.

Pending Projects

Co-Principal Investigator (with Stacy Fields). **AI for Lesson Differentiation.** TN Score. (2026). \$50,000.

PUBLICATIONS

Peer-Reviewed Journal Articles

- Miller, J. M., **Evert, K.**, & Youngs, P. (2026). Person–Organization Fit with Teaching Colleagues, Person–Job Fit with Grade Level, and First-Year Elementary Teacher Retention. *Journal of Education Human Resources*, 44(2), 395-423.
- Miller, J. M., & **Evert, K.** (2025). School Organizational Conditions That Predict Person-Organization Fit with Teaching Colleagues. *The Elementary School Journal*, 126(2), 197-219.
- Evert, K.**, Guenther, A. & Wexler, L. (2025) Roles Principals Enact with First-Year Teachers. *Educational Management Administration and Leadership*. 17411432251363137
- Youngs, P., Miller, J., **Evert, K.**, Anagnostopoulos, D. & Drake, C. (2025). How Beginning Elementary Teachers' Mathematics Instructional Quality is Associated with Similarities between Student Teaching and First-Year Teaching Assignments. *Teaching and Teacher Education*, 165, 105129.
- Guenther, A., Wexler, L., & **Evert, K.** (2024). Opportunities Lost: First-Year Teachers' Perceptions of Evaluation and Feedback and How These Influence their Instruction. *Leadership and Policy in Schools*, 24(2), 453-474.
- Hooser, A., **Evert, K.** & Krahenbuhl, K. (2023). Reimagining Research Courses for Scholar Practitioners: Rejecting Methodological Binaries. *Impacting Education: Journal on Transforming Professional Practice*, 8(2), 4-9.
- Evert, K.** & Cooper Stein, K. (2022). Teachers' Networked Learning Communities: Does Collective Participation Matter? *Teaching and Teacher Education: Leadership and Professional Development*, 100009.
- Evert, K.**, Ellefson, N., & Hadlock, B. (2022). Administrative and Organizational Support for Substantive Teacher Talk: Lessons from Early-Career Teachers in Two Midwestern Districts. *Leadership and Policy in Schools*, 21(3), 423-439.
- Hu, S., Torphy, K., **Evert, K.**, & Lane, J. (2020). From Cloud to Classroom: Mathematics Teachers' Enactment of Resources Accessed within Virtual Spaces. *Teachers College Record*. 122(6), 1-33.
- Bieda, K. N., Lane, J., **Evert, K.**, Hu, S., Opperman, A., & Ellefson, N. (2020). A large-scale study of how districts' curriculum policies and practices shape teachers' mathematics lesson planning. *Journal of Curriculum Studies*, 1-30.
- Marciano, J., Guenther, A., Wexler, L., Farver, S., **Jansen, K.**, & Stanulis, R. (2019). Reflections from the Room Where it Happens: Examining Instances of Mentoring in the Moment. *International Journal of Mentoring and Coaching in Education*, 8(2), 134-148.
- Hu, S., Torphy, K. Opperman, A., **Jansen, K.** & Lo, Y. (2018). What do Teachers Share within Socialized Knowledge Communities: A Case of Pinterest. *Journal of Professional Capital and Community*, 3(2), 97-122.

Books

Burroughs, N., Gardner, J., Lee, Y., Guo, S., Touitou, I., **Jansen, K.**, & Schmidt, W. (2019). *Teaching for Excellence and Equity: Analyzing Teacher Characteristics, Behaviors, and Student Outcomes with TIMSS*. IEA Research for Education.

Book Chapters

Molloy, L., **Evert, K.** & Youngs, P. (2020). Principal Leadership and Beginning Teachers' Self-Efficacy and Valuing of Ambitious Instructional Practices. In Kim, J. & Youngs, P. (Eds.) *Exploring principal development and teacher outcomes: How school leaders can strengthen teacher efficacy and commitment*. Routledge.

Under Review

Miller, J., **Evert, K.**, & Youngs, P. (under review). Elementary Teacher Candidates' Opportunities to Learn Ambitious English Language Arts and Mathematics Instruction in their Teacher Preparation Program and First Year Retention. *American Educational Research Journal*.

Evert, K., Hooser, A., & Carter, L. (under review). Transitioning into the Middle: How Novice Instructional Coaches Navigate Their New Roles in K-12 Schools. *AERA Open*.

Media Citation

Marshall, K. (2026, January 5). Three school practices that help new teachers stick around. *Marshall Memo 1119*.

CONFERENCE PRESENTATIONS

National Academic Conference Presentations

Carter, L., **Evert, K.**, & Hooser, A. (2025, November). *Coordinating Instructional Leadership: The Relationships Between Instructional Coaches and Principals*. Paper presented to the annual meeting of the University Council for Education Administration. San Juan, PR.

Evert, K., Miller, J. & Youngs, P. (2025, April). *Teacher Evaluation Emphases and Ambitious Instructional Practices*. Roundtable presented to the annual meeting of the American Educational Research Association. Denver, CO.

Evert, K. & Hooser, A. & Carter, L. (2025, April). *The Power of Instructional Coaches: Novice Coaches' Strategies for Influencing Without Authority*. Paper presented to the annual meeting of the American Educational Research Association. Denver, CO.

Miller, J. **Evert, K.**, & Youngs, P. (2025, April). *Elementary Teaching Candidates' Opportunities to Learn ELA and Math Instruction and First Year Retention*. Paper presented to the annual meeting of the American Educational Research Association. Denver, CO.

- Evert, K.,** Hooser, A., & Carter, L. (2024, November). *Relational Authority: The Ways in Which Relationships Facilitate Novice Instructional Coaches' Ability to Influence Teacher Practice*. Paper presented to the annual meeting of the University Council for Education Administration. Los Angeles, CA.
- Carter, L., **Evert, K.,** & Hooser, A. (2024, April). *Transitioning into Middle Management: How Novice Instructional Coaches Navigate the Uncertainties of their New Roles in K-12 Schools*. Paper presented to the annual meeting of the American Educational Research Association. Philadelphia, PA.
- Miller, J., **Evert, K.,** & Youngs, P. (2024, April). *Student Teaching Placement and First-Year School Grade-Level Preference and First-Year Teacher Retention*. Paper presented to the annual meeting of the American Educational Research Association. Philadelphia, PA.
- Miller, J. & **Evert, K.** (2024, April). *In-Service Features that Predict Person-Organization Fit with Teaching Colleagues*. Paper presented to the annual meeting of the American Educational Research Association. Philadelphia, PA.
- Miller, J., **Evert, K.,** & Youngs, P., (2024, March). *School Organization Conditions and Person-Organization Fit with Teaching Colleagues*. Paper presented to the annual meeting of the Association for Education Finance and Policy Association. Baltimore, MD.
- Evert, K.,** Hooser, A., & Carter, L. (2023, November). *Transitioning into Leadership: Understanding the Roles, Responsibilities, and Experiences of Novice Instructional Coaches*. Paper presented to the annual meeting of the University Council for Education Administration. Minneapolis, MN.
- Creed, B., **Evert., K.,** Reid, D., Gallagher, M., Gibson, L., Homes, S., Pluim, C., Surber, J., Surber, R., & Vosberg, M. (2023, April). *Mentorship and Coaching's Impact on Candidates' Leadership Development During Self-Assessment During a Principal Preparation Program*. Paper presented to the annual meeting of the American Educational Research Association. Chicago, IL.
- Guenther, A., Wexler, L., & **Evert, K.** (2023, April). *Opportunities Lost: First-Year Teachers' Perceptions of Evaluation and Feedback and How These Influence their Instruction*. Paper presented to the annual meeting of the American Educational Research Association. Chicago, IL.
- Hooser, A., **Evert, K.,** Carter, J., Krahenbuhl, K., and Dillard, H. (2023, April). *Examining Scholar Practitioners as Agents for Change: Using and Generating Research to Explicate Contextualized Truth*. Paper presented to the annual meeting of the American Educational Research Association. Chicago, IL.
- Miller, J., **Evert, K.,** & Youngs, P. (2023, March). *Student Teaching Placement and First Year School Grade-Level Preference and First Year Teacher Retention*. Paper presented to the annual meeting of the Association for Education Finance and Policy. Denver, CO.
- Hooser, A., Dillard, H., Krahenbuhl, K., Carter, J. & **Evert, K.** (2022, July). *Learning by Doing in Higher Education: Developing the PLC Process in a Doctorate of Education Program*. Paper presented to the annual summer meeting of the Association of Teacher Educators. Nashville, TN.
- Evert, K.,** Hooser, A., Krahenbuhl, K., & Klokowski, L. (2022, April). *"I Have More Students with More Needs.": Teacher Sense-Making of Students' Needs during COVID*. Poster presented to the annual meeting of the American Educational Research Association. San Diego, CA.

- Barksdale, B., Schrodtt, K., Fields, S., McClain, J., & **Evert, K.** (2021, December). “*Culturally Responsive Book Clubs for Preservice Teachers.*” Paper presented to the annual meeting of the Literacy Research Association. Atlanta, GA.
- Evert, K.** & Drake, C., (2021, April). *Adaptive Practice and the Development of Resilient Novice Teachers.* Paper presented to the annual meeting of the American Educational Research Association. Virtual Conference.
- Evert, K.** (April, 2021). *Teacher Evaluation Pressures and Novice Teachers’ quality of Instruction: How Evaluation Pressures Are Associated with Classroom Instruction.* Paper presented to the annual meeting of the American Educational Research Association. Virtual Conference.
- Evert, K.,** Guenther, A. & Lane, J. (2019, November). “*Administration is Not Hands-On in the Classroom*”: *A Study of First-Year Teachers’ Interactions with Their Principals.* Paper presented at the annual meeting of the University Council for Educational Administration. New Orleans, LA.
- Jansen, K.** (2019, April). *Leadership in District Turnaround: Improvement Science and Experimental Science Approaches to Change.* Paper presented to the annual meeting of the American Educational Research Association. Toronto, ON.
- Burroughs, N., Touitou, I., Lee, Y., Guo, S., Gardner, J., & **Jansen, K.** (2019, April). *Does “Teacher Effectiveness” Matter? Evidence from the TIMSS 2003-2015.* Paper presented to the annual meeting of the American Educational Research Association. Toronto, ON.
- Jansen, K.** (2018, November). *The Willow and the Oak: Leadership Approaches Using Improvement Science and Experimental Science.* Paper presented at the annual meeting of the University Council for Educational Administration. Houston, TX.
- Jansen, K.,** Hadlock, B., & Ellefson, N. (2018, April). *Distributed Planning – The New Assembly Line: A Survey of Mathematical Planning Practices in Early Career Teachers.* Paper presented at the annual meeting of the American Educational Research Association. New York, NY.
- Jansen, K.** & Cooper Stein, K. (2018, April) *Networked Learning and Instructional Change: Teacher Communities around Change.* Paper presented at the annual meeting of the American Educational Research Association. New York, NY.
- Bieda, K., Lane, J., Opperman, A., **Jansen, K.,** Hu, S. & Ellefson, N. (2018, April). *Early Career Elementary Teachers’ Mathematics Lesson Planning Practices: Unpacking the Teacher Intended Curriculum.* Paper presented at the annual meeting of the American Educational Research Association. New York, NY.
- Marciano, J., Farver, S., Guenther, A., Wexler, L. & **Jansen, K.** (2018, April). “*My Role is to Help You See the Good Things*”: *Considering Mentoring in the Moment.* Paper presented at the annual meeting of the American Educational Research Association. New York, NY.
- Jansen, K.** (2017, November). *Instructional and Transformational Leadership in District Turnaround.* Paper presented at the annual meeting of the University Council for Educational Administration. Denver, CO.

- Bieda, K., Opperman, A., Lane, J., **Jansen, K.**, Hu, S., & Ellefson, N. (2017, October). *Mathematics Lesson Planning Practices of Novice Elementary Teachers*. Paper presented at the annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Indianapolis, IN.
- Jansen, K.**, Jess, N. & Sullivan, B. (2017, March). *Teacher Evaluation and Common Core Mathematical Practices Standards: Which relates to student achievement?* Paper presented at the annual meeting of the Association for Education Finance and Policy. Washington D.C.
- Jansen, K.**, Burroughs, N. & Martin, K. (2016, April). *Exploring International Within-School Inequality: The role of national policy and teacher human and social capital*. Paper presented at the annual meeting of the American Educational Research Association. Washington D.C.
- Jansen, K.** & Jess, N. (2016, April). *Teaching at a New Level: The Relationship between the CCSS Standards for Mathematical Practice and the Danielson Framework for Teaching*. Paper presented at the annual meeting of the American Educational Research Association. Washington D.C.
- Stanulis, R., Wexler, L., Bell, J., Meier, J., Peltier, M., Plyman, S. & **Jansen, K.** (2016, February). *Reframing University and School Mentoring to Target Teacher Learning Together*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education. Las Vegas, NV.
- Jansen, K.** & Jess, N. (2015, November). *Teacher Ties between Subgroups and Professional Community*. Paper presented at the annual meeting of the University Council for Educational Administration. San Diego, CA.
- Jansen, K.**, Martin, K., & Jess, N. (2015, February). *Implementing the Common Core Standards for Mathematical Practice: The Relationship between Ambitious Instruction Preparation in Teacher Education and Teacher Behaviors in Michigan*. Poster presented at the annual meeting of the Association for Education Finance and Policy-Poster Session. Washington D.C.

Invited Presentations

- Evert, K.** (2022, April). *The Willow and the Oak: Leadership Approaches to Influencing Classroom Instruction*. Presented at the MTSU Math and Science Education Research Seminar.
- Drake, C. & **Jansen, K.** (2018, December). *Novice Elementary Teachers' Enactment of Ambitious Instruction: Challenges and Responses*. Presented at CREATE for STEM Co-Create Seminar.

RESEARCH EXPERIENCE

Aug. 2017 – Aug. 2018

**Graduate Research Assistant, Michigan State University
The Development of Ambitious Instruction in Elementary
Mathematics and English Language Arts**

Funded by the Spencer Foundation and the National Science Foundation
Dorothea Anagostopoulos, Julie Cohen, Corey Drake, Spyros
Konstantopoulos, and Peter Youngs, Principal Investigators

Aug. 2015 – Aug. 2018	Graduate Research Assistant, Michigan State University Study of Ambitious Math Instruction <i>Funded by the National Science Foundation and W.T. Grant Foundation</i> Kristen Bieda, Ken Frank, Serena Salloum, and Peter Youngs, Principal Investigators
Aug. 2013 – May 2016	Graduate Research Assistant, Michigan State University Center for the Study of Curriculum <i>Funded by the Gates Foundation</i> William Schmidt, Principal Investigator
June – Aug 2015	K-12 Policy and Research Summer Intern, Education Trust-Midwest Sunil Joy, K-12 Data and Policy Analyst
Aug – Dec 2014	Graduate Research Assistant, Michigan State University Empathy and Environmental Education Matt Ferkany, Principal Investigator

EDITORIAL REVIEWS

Ad-Hoc Reviewer

Journal of School Leadership
Journal of Educational Change
Journal of Teacher Education
International Journal of Mentoring and Coaching in Education
American Educational Research Journal
Teacher's College Record
Teaching and Teacher Education
Cogent Education
Improving Schools

Site Reviewer

Council for the Accreditation of Educator Preparation

PROFESSIONAL CERTIFICATION

2008-2027	Professional Educator License #1919712 Illinois State Board of Education
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