

Jason Michael Miller, Ph.D.

Education

May, 2019	Curry School of Education, University of Virginia Ph.D. in Curriculum and Instruction
May, 2015	Peabody College, Vanderbilt University Master in Public Policy (M.P.P.), Education Policy
August, 2007	Warner School of Education, University of Rochester M.S. in Education, Curriculum and Instruction Concentration: Secondary Social Studies Education (Grades 7-12)
May, 2006	State University of New York at Albany M.A. in History: Comparative History
May, 2004	State University of New York at Albany B.A. History B.A. Political Science

Research Interests

Teaching candidates' and early career teachers' fit, match, or alignment with the features of their preparation programs and schools; Literacy Instruction; Assessments; Teacher Retention

Published Articles and Under Review Manuscripts in Peer-Reviewed Journals

- Miller, J. M.**, Youngs, P., Perrone, F., & Grogan, E. (2020). Using measures of fit to predict beginning teacher retention. *The Elementary School Journal*, 120(3), 399-421.
- Miller, J. M.** (2018). U.S. history state assessments, discourse demands, and English Learners' achievement: Evidence for the importance of reading and writing instruction in U.S. history for English Learners. *The Journal of Social Studies Research*, 42(4), 319-416.
- Nguyen, T. D., Cannata, M., & **Miller, J.** (2018). Understanding student behavioral engagement: Importance of student interaction with peers and teachers. *Journal of Educational Research*, 111(2), 163-174.
- Redding, C., Cannata, M., & **Miller, J. M.** (2018). System learning in an urban school district: A case study of intra-district learning. *Journal of Educational Change*, 19(1), 77-101.
- Miller, J. M.**, & Youngs, P. (under review). Measures of person-organization fit and first-year teacher retention.
- Miller, J. M.** (under review). Exploring the racial achievement gap on U.S. history written-response state assessment items.

Media Citations

Marshall, K. (2020, March 23). Reducing attrition among new teachers. *Marshall Memo* 829.

Presentations

- Miller, J. M., & Youngs, P.** (2020). *Measures of person-organization fit and first-year teacher retention*. Paper to be presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Miller, J. M., Woodward, T., & Youngs, P.** (2020). *Cooperating Teachers, University Supervisors, and Elementary Teaching Candidates' Development of Knowledge and Self-Efficacy*. Paper to be presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Miller, J. M.** (2020). *Poverty, urbanicity, and U.S. history achievement on written-response assessment items*. Paper to be presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Miller, J. M.** (2019). *An investigation into the racial achievement gap on U.S. history written-response assessment items*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Miller, J. M.** (2019). *Measures of person-organization fit and first year teacher retention*. Paper presented at the annual meeting of the Association of Education, Finance, and Policy, Kansas City, MO.
- Miller, J. M.** (2018). *U.S. history state assessments, discourse demands, and English Learners' achievement: Evidence for the importance of reading and writing instruction in U.S. history for English Learners*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Miller, J. M., Katz, V., & Youngs, P.** (2018). *How cooperating teachers and university supervisors seem to affect teaching candidates' knowledge, beliefs, and self-efficacy related to teaching mathematics and English language arts*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Miller, J. M., Katz, V., & Youngs, P.** (2018). *The development of teaching knowledge in elementary mathematics and English language arts*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Baltimore, MD.
- Miller, J. M., Youngs, P., Perrone, F., & Grogan, E.** (2017). *Using measures of person-organization fit to predict beginning teacher retention*. Paper presented at the annual meeting of the Association of Education, Finance, and Policy, Washington D.C.
- Redding, C., Cannata, M., & Miller, J. M.** (2015). *System learning in an urban school district: A case study of inter-district learning*. Poster presented at annual meeting of the American Educational Research Association, Chicago, IL.
- Harrison, C., Redding, C., Brown, S., Wachen, J., Miller, J., & Socol, A.** (2014). *Building capacity for improvement through collaboration: Findings from the National Center on Scaling Up Effective Schools*. Poster presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Research Experience

2019-2020 Tennessee Turnaround Study, Vanderbilt University, Peabody College

Post-doctoral Research Associate: This longitudinal, mixed methods, study includes 4 school districts and 12 schools across the state of Tennessee and is focused on investigating the factors associated with underperforming schools.

2015-2019 The Development of Ambitious Instruction in Elementary Mathematics and English Language Arts Study, University of Virginia

Research Assistant: This longitudinal, mixed-methods, study includes teaching candidates and program graduates from five universities. The study is examining factors associated with novice teachers' enactment of ambitious instruction in both mathematics and English language arts.

2013-2015 National Center on Scaling up Effective Schools, Vanderbilt University, Peabody College

Research Assistant: This longitudinal, mixed-methods, study implemented, and tested new processes to scale up effective practices in high schools that districts would be able to use within the context of their own goals and circumstances.

2014 State-wide Teacher Professional Development, Tennessee Department of Education

Data Analyst: The TDOE provided state-wide professional development for teachers to align their instruction with the Common Core State Standards.

University Teaching Experience

Vanderbilt University, Peabody College, Department of Teaching and Learning

Adjunct Assistant Professor

EDUC 3872: Assessments in Secondary Schools

ENED 3380/6380: Teaching Writing in Secondary Schools

University of Virginia, Curry School of Education, Curriculum and Instruction Department

Graduate Teaching Assistant

EDIS 8810: Policy Perspectives on Teaching and Teacher Education

EDIS 5876: Secondary Teaching Internship

EDIS 5601: Teaching Social Studies in Secondary Schools

University Supervisor

James Madison University, Early, Elementary, and Reading Department

Adjunct Assistant Professor

ELED 434: Children and Elementary Social Studies

ELED 411: Elementary Teaching Internship

K-12 Teaching Experience

- 2011-2013** **Mount Juliet High School, Mount Juliet, TN**
U.S. History Teacher: 11th grade
AP Economics Teacher: 12th grade
- 2008-2011** **Rush Henrietta High School, Henrietta, NY (Tenured)**
Global History and Geography Teacher: 9th and 10th grade
U.S. History Teacher: 11th grade
Economics Teacher: 12th grade
- 2007-2008** **Greece Apollo Middle School, Greece, NY**
U.S. History Teacher: 7th and 8th grade

Service to Education

- 2019-Present** **Independent Journal of Teaching and Learning**
Manuscript Reviewer: I review manuscripts on a recurring basis for this peer-reviewed journal.
- 2019-Present** **Vanderbilt University, Peabody College: Learning, Diversity, and Urban Studies**
Mentor: I mentored undergraduate and graduate students in the Learning, Diversity, and Urban Studies program at Vanderbilt University, as they engaged in their courses and capstone projects, which focused on improving outcomes for culturally diverse populations in urban settings.
- 2015-2019** **University of Virginia, Curry School of Education, Teacher Education Department**
Project Manager, Data Analyst, Grant Writer, and University Supervisor: I assisted in collecting and organizing data on teaching candidates to meet accreditation standards. I assisted in managing, collecting, organizing, and analyzing data for the Teaching Candidate Fellowship Program. I assisted in writing the Teaching Candidate Fellowship Program grant and managed a group of undergraduate students who were working for the Curriculum and Instruction Department. Additionally, I served as a university supervisor for roughly secondary teaching candidates during their practicum and student teaching experiences.
- 2019** **National Council for the Social Studies (NCSS) College and University Faculty Assembly (CUFA) National Conference**
Proposal Reviewer: I reviewed six paper proposals for the 2019 NCSS CUFA Conference
- 2018** **NCSS CUFA Grad Forum National Conference**
Proposal Reviewer: I reviewed three paper proposals for the 2018 NCSS CUFA Graduate Forum

Awards and Distinctions

- AERA Social Studies Research SIG Graduate Travel Award - \$500 – (2019)
- Dean’s Travel Fellowship Award – University of Virginia - \$1,000 – (2019a)
- Dean’s Travel Fellowship Award – University of Virginia - \$1,000 – (2019b)
- Dean’s Travel Fellowship Award – University of Virginia - \$1,000 – (2018)
- NCSS CUFA Graduate Forum Travel Award – National Council for the Social Studies - \$250 – (2018)
- New York State Tenured Teacher in Secondary Social Studies at Rush Henrietta High School – (2011)
- Member of the New Teacher Induction Committee at Rush Henrietta School District – (2009 – 2011)
- Member of the Culture Responsive Education Committee at Rush Henrietta School District – (2009 – 2011)

Professional Memberships and Teaching Licenses

- American Association of Colleges for Teacher Education (AACTE) Member
- American Educational Research Association (AERA) Member
- National Council for the Social Studies (NCSS) Member
- New York State Secondary Social Studies Teaching License (7 – 12)
- Tennessee Secondary Teaching License (7 – 12)
 - Endorsements: Economics and U.S. History