

# Ryan T. Balch

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## EDUCATION

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Doctor of Philosophy – Peabody College at Vanderbilt University, Nashville, TN (August 2012)

- GPA: 3.85/4.0
- Completed degree in Leadership and Policy Studies with a concentration in K-12 education
- Dissertation Title: The Validation of a Student Survey on Teacher Practice (6/27/2012)
- IES Fellowship recipient – Experimental Education Research Training (ExpERT) grant that specializes in quantitative methods and advanced research design
- Advisors: Matthew G. Springer & David Cordray

Masters of Science Education – Georgia State University, Atlanta, GA (May 2004)

- Graduate GPA: 4.0/4.0
- Obtained full professional certification in Biology, Physics, Chemistry, and Earth Science
- Received Educational Testing Services (ETS) National Recognition of Excellence Award for scores on the General Science Praxis II certification test.

Bachelor of Arts – Duke University, Durham, NC (May 2001)

- GPA 3.61/4.0
  - Graduation with Distinction in Psychology
  - Awarded the William J. Griffith University Service Award
  - All-American Mascot (Blue Devil) for Football, Men’s Basketball and Women’s Basketball (1998-2000)
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## WORK EXPERIENCE

Vanderbilt University

01/2018-Present

Senior Lecturer

- Taught courses related to secondary teacher preparation, leadership for school improvement, public policy, social psychology and teacher policy at both the undergraduate and graduate level
- Received an overall effectiveness rating of 4.85/5 for public policy (HOD 2700) 4.92/5 for undergraduate social psychology (PSY 3110), 4.67/5 for master’s level practicum (EDP 7990), 4.73/5 for overall effectiveness in master’s level teacher policy (EDP 6210), and 4.74 for doctorate level leadership for school improvement (ELP 8150).
- Serve as the Director of the Masters of Public Policy (M.P.P.) Program in Education Policy

Vanderbilt University

08/2014-12/2017

Adjunct Assistant Professor

- Taught courses related to public policy, social psychology and teacher policy at both the undergraduate and graduate level

Resonant Education, LLC

05/2010-08/2018

CEO/Founder

- Founder of a results-driven company with a mission to improve learning outcomes for students and engage stakeholders by administering research-based surveys that promote high-quality instructional practice.
- Led My Student Survey to become a nationally known and recognized provider of stakeholder surveys
- Created and developed web-based system of survey administration as well as interactive teacher feedback reports using PHP and CSS
- Hired and currently manage a team of 10 employees
- Obtained clients from some of the largest school districts in the country including New York City Schools, District of Columbia Public Schools, Syracuse City Schools, the Catholic Diocese of Cleveland, and Metro Nashville Public Schools
- Develop relationships and collaborate with partners for joint projects such the New York State United Teachers, the College Board, and the Southern Regional Education Board

- Independent Consulting 03/2017-Present
- Sullivan County Schools (TN) – Provided multi-day trainings for data-driven decision making and utilizing school climate data to drive action plans for 20+ principals in the district
  - Quaver Education – Provided a review of a study evaluating the effectiveness of their SEL program
  - Tennessee State Board of Education – Provided technical expertise, policy guidance, and quantitative support for projects such as the implementation of EdTPA and the state’s report card on teacher preparation programs
  - Plant the Seed – Developed custom teacher and parent surveys and led evaluation of the Plant the Seed’s pre-k gardening education program
- Johns Hopkins University 05/2017-12/2017  
Adjunct Assistant Professor
- Developed Organizations and Institutions course for Doctorate of Education program
  - Served as primary instructor for online class during the fall 2017 semester
- Baltimore City Schools, Baltimore MD 07/2012-05/2014  
Director of Teacher, Leader, and School Effectiveness
- Responsible for developing and implementing measures of effectiveness for teachers, principals, and schools for Baltimore City Schools (86,000 students)
  - Implemented new systems of teacher and principal evaluation for stakes during the 2013-2014 school year
  - Responsible for leading all analysis and reporting of data related to evaluation systems
  - Organize and lead cross-functional working group among City Schools’ chief officers to enhance collaboration and buy-in for systems of teacher and principal evaluation
  - Created teacher and principal advisory groups in collaboration with union officials to inform the design of evaluation systems
  - Conducted district-wide field test of teacher and principal evaluation systems during the 2012-2013 school year with all teachers and principals
  - Developed comprehensive plans for engagement, communication, and professional development for systems of evaluation
  - Developed and validated an original Baltimore City Schools’ student survey as a measure of teacher practice
  - Restructured eleven member team organization to include direct reports to managers and implemented comprehensive system of interviewing and hiring
  - Managed a \$2.1 million budget devoted to effectiveness initiatives in Baltimore City Schools
  - Serve on executive team for Office of Achievement and Accountability
- The American Overseas School in Rome, Rome, Italy 8/2007 – 8/2008  
Teacher – AP Physics, IB Physics, Regular Physics, Conceptual Physics, 7<sup>th</sup> Grade Math
- 100% pass rate on IB Physics exam, 80% pass rate on AP Physics exam
  - Head Wrestling Coach with 1<sup>st</sup> ever place winner for the school in the European Championships
  - Developed fluency in Italian
- Riverwood High School, Atlanta, GA 8/2005 – 8/2007  
Science Department Chair
- In charge of all operations and supervision of 11-member department including hiring and mentoring new teachers, managing an \$11,000 budget, conducting 3 weekly informal observations, overseeing syllabus and final exam development and the management of weekly department meetings
  - Developed original observation documentation process that enabled constructive conversations about questions, positive characteristics, and areas for improvement
  - Departmental pass rate for Georgia High School Graduation Test increased from 83% to 87%
  - In charge of implementation of Georgia Performance Standards curriculum that includes common performance assessments, benchmarks and revised standards
  - Served on the school leadership team in charge of making key administrative decisions
- Riverwood High School, Atlanta, GA 8/2001 – 8/2007  
Teacher - AP Psychology (2005-2007), IB Psychology (2005-2007) Physics (2003-2005), Biology (2002-2007)
- Performed all responsibilities of a classroom teacher including curriculum instruction, classroom management, communication with parents, and assessment of students

- Increased the school pass rate on the Advanced Placement Psychology exam from 26% to 87% (national average of 66%) while increasing enrollment from 35 students to 105 students
- Started a new class at Riverwood called IB Higher Level Psychology that allowed juniors excelling in AP Psychology to continue their study in psychology through internships, original research projects, and hosting a conference for over 200 Atlanta area students at Riverwood
- Supervised three research projects chosen to present at the Georgia Undergraduate Research in Psychology Conference at Kennesaw State University, with one project earning 1<sup>st</sup> prize among 65 college projects.
- 100% Student pass rate on Biology End of Course Test over three years (130 students) with 92% obtaining an “Exceeds Expectations” score of 90% or higher
- Developed personal system of printed notes and summaries that maximizes student participation, revised all activities and labs to allow for inquiry-based learning, and created original activities and demonstrations to enhance learner satisfaction and increase understanding of science and psychology concepts
- Named finalist for Teacher of the Year (2002-2003, 2004-2005, and 2006-2007), recognized multiple times for “Best Teaching Practices”

Teach For America, New York, NY  
Curriculum Specialist

04/ 2006-08/2006

- Responsible for presenting over 100 hours of sessions to recent college graduates in areas of motivating students, classroom management, developing lesson plans, and executing effectively.
- Received extensive training in assessment of teachers according to the Teach For America rubric for quality teaching to increase reliability among observers
- Observed and coached new teachers in their development
- Designated a High Performing Curriculum Specialist according to end of year data

## RESEARCH EXPERIENCE

Race to the Top – Georgia  
Principal Investigator

01/2011-06/2012

- Developed 65 question student survey on teacher practice based on teacher effectiveness literature and observational rubrics
- Project coordinator for survey validation pilot in seven districts involving over 15,000 students, 230 schools, and more than 900 teachers
- Established content validity, conducted cognitive interviews, performed factor analysis and calculations on internal survey metrics, and established validity using external measures of value-added student achievement, student engagement, and academic self-efficacy

National Center on Performance Incentives  
Research Assistant for Matthew Springer and Dale Ballou

08/2008-06/2012

- Directed program evaluation of REACH pay for performance plan in Austin, Texas including an assessment of the relationship between Student Learning Objectives (SLOs) and value-added student achievement using hierarchical linear modeling (HLM)
- Assisted on several research projects involved with performance incentives including Nashville POINT experiment measuring the impact of teacher performance bonuses up to \$15,000 based on student achievement results.
- Conducted full randomized control trial on the use of incentives and SES tutoring attendance

## PUBLICATIONS

Balch, R. The Implementation of Student Surveys as Measure of Teacher Effectiveness (In Press). *Student Feedback and its Use in the Development of Teaching and Teachers*.

Balch, R. Using Student Surveys at the Elementary and Secondary Levels. *Making the Most of Multiple Measures: The Impacts and Challenges of Implementing Rigorous Teacher Evaluation Systems*. Jason A. Grissom, and Peter Youngs. New York, NY: Teachers College Press, (2015).

Balch, R & Springer M.G. (2015). Performance Pay, Test Scores, and Student Learning Objectives. *Economics of Education Review*, 44.

Balch, R., & Koedel, C. (2014). Anticipating and incorporating stakeholder feedback when developing value-added models. *Education Policy Analysis Archives*, 22(109)

Balch, R (Under Revise and Resubmit to EEPA). The Validation of a Student Survey on Teacher Practice.

Balch, R (2012). An Review of e4TN: Tennessee's Online Learning Platform. Report produced for the Tennessee Department of Education.

Springer, M.G. and Balch, R. (2009). Design Components of Incentive Pay Programs in the Education Sector. In S. Sclafani (Ed.), *Evaluating and Rewarding the Quality of Teachers: International Practice* (pp. 58-94). Paris, France: Organisation for Economic Co-Operation and Development.

## PEER-REVIEWED CONFERENCE PRESENTATIONS

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|---|-------------|
| Southern Regional Education Board – Making Schools Work Conference  | Summer 2019 |
| • Invited speaker for session entitled “Using Surveys in Education”   |             |
| Association for Public Policy and Management  | Fall 2016   |
| • Invited speaker for panel entitled “Beyond Value Added: The Future of Measuring and Using Data on Educator Impact”  |             |
| Association for Supervision and Curriculum Development  | Fall 2016   |
| • Invited speaker for sessions entitled “Ideas for Schools Thinking About Implementing Student Surveys” and “Best Practices for Schools in Using Student Surveys” |             |
| Learning Forward Annual Conference  |             |
| • Presentation Title “Identifying Areas of Focus Using Student Survey Data”   | Fall 2016   |
| Association for Public Policy and Management  | Fall 2014   |
| • Presentation Title “Toward Improving Measures of Teacher Effectiveness: Identifying Invalid Responses in Student Surveys of Teacher Practice”                   |             |
| Association for Public Policy and Management  | Fall 2014   |
| • Presentation Title “Toward Improving Measures of Teacher Effectiveness: Identifying Invalid Responses in Student Surveys of Teacher Practice”                   |             |
| Council for Great City Schools  | Fall 2013   |
| • Presentation Title “Making the Grade: Measuring Teacher Effectiveness in Baltimore City Schools”  |             |
| IES Conference at Michigan State University: Using Student Test Scores to Measure Teacher Performance – the State of the Art in Research and Practice.            | Fall 2013   |
| • Invited Panel Speaker: Implementation Challenges in Measuring Teacher Performance   |             |
| Association for Public Policy Analysis and Management   | Fall 2012   |
| • Presentation Title “Results from the Validation of a Student Survey on Teacher Practice”  |             |
| American Educational Research Association   | Spring 2012 |
| • Presentation Title “Results from the Validation of a Student Survey on Teacher Practice”  |             |
| • Presentation Title “The Influence of a High Stakes Setting on Student Ratings of Teachers”  |             |
| The Association for Education Finance and Policy  | Spring 2012 |
| • Presentation Title “Results from the Validation of a Student Survey on Teacher Practice”  |             |
| • Presentation Title “The Realities of Student Surveys: What is the Minimum Number of Students Required?”   |             |
| • Discussant for “The Limitations of Compensatory Funding: Buying More, Not Better Teachers”  |             |
| • Discussant for “Do Low-Income Students Have Equal Access to the Highest-Performing Teachers”  |             |
| Society for Research on Educational Effectiveness   | Spring 2012 |
| • Presentation Title “The Validation of a Student Survey on Teacher Practice”   |             |
| American Educational Research Association   | Spring 2011 |
| • Presentation Title “An Evaluation of a Pay for Performance Program and Student Learning Objectives”   |             |

- The Association for Education Finance and Policy Spring 2011
- Presentation Title “The Validation of a Student Survey on Teacher Practice”
  - Discussant for “Understanding Rural Teacher Recruitment and the Role of Community Amenities”
- Association for Public Policy Analysis and Management Fall 2010
- Presentation Title “An Evaluation of a Pay for Performance Program in Texas and its Measure of Individual Teacher Quality”
- Institute for Educational Science – Department of Education Summer 2010
- Presentation Title “The Relationship Between Teacher Value-Added and Student Learning Objectives”
- American Educational Research Association Spring 2010
- Presentation Title “The Effect of No Child Left Behind in Georgia”
- American Education Finance Association Spring 2010
- Presentation Title “Alternative Measures of Teacher Effectiveness in a Pay for Performance Program: The Use of Student Learning Objectives”
- Young Elected Officials Conference Summer 2009
- Presentation requested by Alisha Morgan, Georgia state representative
  - Presentation Title “Pay for Performance in K-12 Education”
- Comparative and International Education Society Spring 2009
- Presentation of paper titled “Lessons from International Systems of Performance Based Pay in Education”