CONGLI ZHANG

Ph.D. Candidate, University of Oregon
Address: 102J Lokey Education Bldg, 5267 University of Oregon, Eugene, OR 97403-5267
Email: congliclairezhang@gmail.com | Cell: 415-596-7343

Education

Ph.D. Quantitative Research Methods in Education, University of Oregon, US — Expected: June 2023
M.S. Organizational Leadership, Northeastern University, US — 2018
B.S. Education Studies (Math), Hebei Normal University, China — 2001

Specializations and Credentials

Specialization in Educational Data Science | University of Oregon, US — 2019
Specialization in Human Resources | Northeastern University, US — 2018
Secondary-School Teacher Certificate | Shijiazhuang Department of Education, China — 2002

Research

Research Assistant | University of Oregon, US — 2020-2022

- Assisting faculty supervisor on research projects funded by American Institutes for Research award Continuous Improvement in Schools Evaluation of the Networks for School Improvement (Gates NSI)
- Participating in a series of program evaluation projects, including codebook development, artifact coding, and data analysis and report

Principal Investigator | *Learning-Oriented Families and Improved Parent Involvement: A School-Based Intervention*, China Youth & Children Research Center (CYCRC), China — 2011-2016

- Lead of a research team of 23. Implementing and evaluating a five-year, learning-oriented family intervention program, which was a sub-project of CYCRC's national key research project "Research on the Framework of Combined Education by School, Home and Society"
- Presenting findings on national conferences twice in 2012
- Awarded Distinguished Researcher in 2016

Teaching

Instructor | University of Oregon, US — 2019-2022

- Graduate level courses: R workshop and lab sessions of quantitative research method sequence courses, EDUC 641, 643, and 645, Applied Statistics in Education and Human Services I, II, and III
- Undergraduate level courses: EDLD 211, Exploring Leadership and EDLD 313, Program Evaluation for Future Leaders

Course Builder | University of Oregon, US — 2019-2022

- Graduate level courses (assistant): EDUC 641, 643, and 645, Applied Statistics in Education and Human Services I, II, and III
- Undergraduate level courses (independent): EDLD 410, Team Building.

Teaching Assistant | University of Oregon, US — 2019-2021

- Undergraduate courses: EDLD 311, Equity Leadership and Social Change; EDLD 312, Effective Leadership Decision-Making

Math Teacher | Shijiazhuang NO.22 Middle School, China 1995-2016

- Middle school general mathematics courses

Professional Experiences

Resident Fellow | University of Oregon, US 2020-2022

- Working with the Leadership and Administrative Skills minor program faculty liaison for graduate employee (GE) assignments and new GE training before academic year begins, overseeing the implementation of courses and the work of all GEs during the academic year, and conducting other works such as student recruiting, course development, and website enrichment

GE for Leadership and Community Engagement Initiatives | University of Oregon, US 2018-2019

- Providing student leadership consultations at Holden Center and facilitating student leadership and community engagement programs and activities

Department Head | Shijiazhuang NO.22 Middle School, China 2005-2016

- Head of the Education Department and Admission Office. Supervising and evaluating school advisory program and teacher advisors. Responsible for student discipline throughout school, organization of school events, comprehensive student assessment, parent engagement, and community engagement activities

Grants and Awards

AEFP 2023 Roe L. Johns Travel Grant 2023

Doctoral Student Conference Awards | College of Education, University of Oregon 2022

Travel Grant | Educational Methodology, Policy, and Leadership Department, University of Oregon 2022

Publications and Working papers

Zhang, Congli. (2023). Does Having Advisor-Advisee Relationship with Content Teacher Impact Student Learning? Causal Evidence from Chinese Junior High Schools. (EdWorkingPaper: 23-708). Retrieved from Annenberg Institute at Brown University: https://doi.org/10.26300/4chq-bj62

Conferences

Zhang, C. & Guha, A. (2023, Mar 23-25) Education, Experience, or More? Causal Impacts of Teacher Human Capital on Student Outcomes [Paper Session]. AEFP Annual Meeting Denver, CO

Zhang, C. & Guha, A. (2023, Mar 23-25) Investigating the Causal Impact of Teacher Gender Match on Student Learning [Paper Session]. AEFP Annual Meeting Denver, CO

Zhang, C. & Klaas, M. (2022, Sep 21-24) Investigating Affective Teacher-Student Relationship on Student Cognitive and Non-cognitive Outcomes [Paper Session]. SREE Annual Meeting Arlington, VA

Zhang, C. (2022, Apr 21-26) Does Advisor-Advisee Relationship with Content Teacher Impact Student Learning? Causal Evidence from Chinese Middle Schools [Paper Session]. AERA Annual Meeting San Diego, CA

Porter, L. & Zhang, C. (2020, Apr 17-21) Pathways Through Which Principal Leadership Influences English Learner Outcomes: A Narrative Review and Theoretical Framework [Roundtable Session]. AERA Annual Meeting San Francisco, CA (Conference Canceled)

Skills

R, SPSS, Windows Microsoft Office

Mandarin (native), English (professionally proficient)