# JOSE FELIPE MARTINEZ

El Dr. José Felipe Martínez es Profesor Asociado de Metodología de Investigación en la Escuela de Educación de la Universidad de California en Los Ángeles, donde imparte cursos de medición, estadística, y diseño de investigación. De 2004 a 2006 fue Investigador en la unidad de Educación de la RAND Corporation en Santa Monica, California, donde participó en evaluaciones de programas educativos federales en Estados Unidos y México.

Su investigación aplica metodologías estadísticas y de medición a problemas de política educativa, en especial los relacionados a la evaluación de docentes, escuelas, y programas educativos. Sus proyectos recientes se enfocan al desarrollo y validación de instrumentos y procedimientos para evaluar y mejorar las prácticas de enseñanza en aula en Matemáticas y Ciencias. Actualmente conduce un estudio piloto de la herramienta e-QIS, un portafolio electrónico docente para dispositivos móviles, con financiamiento de la National Science Foundation. Otros proyectos investigan las consecuencias del uso de diversas metodologías de indicadores múltiples para el monitoreo y medición de la práctica docente.

**EDUCACION**

2005. Doctor of Philosophy in Education; Advanced Quantitative Methods. UCLA.

2001. Master of Arts in Education. Advanced Quantitative Methods. UCLA.

1996. Licenciatura en Informatica. Universidad Autonoma de Aguascalientes, Mexico.

#### EXPERIENCIA PROFESIONAL

2014- Associate Professor, Social Research Methodology, UCLA

2007-2013 Assistant Professor, Social Research Methodology, UCLA

2005-2006Associate Behavioral/Social Scientist. The RAND Corporation

**PUBLICACIONES**

Kloser M., Borko H., Martinez J. F., Stecher B., & Luskin R. (In Print) *Science Education*. Portraits of assessment practice: Intended and enacted assessments in middle school science classrooms.

Martinez, J. F., Schweig, J., & Goldschmidt, P. (2016) Approaches for Combining Multiple Measures of Teacher Performance: Reliability, Validity, and Implications for Evaluation Policy. *Educational Evaluation and Policy Analysis, DOI: 10.3102/0162373716666166*

Martinez, J. F., Taut, S., & Schaff, K. *(2016)*  Classroom observation for evaluating and improving teaching: An international perspective. *Studies in Educational Evaluation*. 49,15-29.

Stuhlman, M., Downer, J., Schweig, J., & Martinez, J. F. (2015)Measuring effective teacher-student interactions from a student perspective: A multi-level analysis. *Journal of Early Adolescence Research,* 35 (5-6),

Martinez, J. F. (2014). *Performance Evaluation Systems.* In Dominic Brewer and Lawrence Picus (Eds), *Encyclopedia of Education Economics and Finance*

Martinez, J. F., Santibanez, L., & Servan, E. (2013). Exploring the Links Between Educational Opportunity and Immigration in Mexico: Exploring the Individual and Systemic Relationships**.** *Teachers College Record, 115(10),* 10.

Martinez, J. F. (2013). Combining Multiple Measures of Teacher Practice and Performance: Technical and Conceptual Considerations for Teacher Evaluation. *Pensamiento Educativo Latinoamericano, 50(1),* 4-20.

Martinez J. F, Borko H., Stecher B., Luskin R., & Kloser M. (2012). Measuring Assessment Practices in Middle School Science through Classroom Artifacts: Reliability, Validity, and Feasibility. *Educational Assessment, 17:2-3*, 107-131.

Correnti, R., & Martinez J. F. (2012). Conceptual and Methodological Issues in the Study of Teaching: Mission Statement for Improving Instruction at Scale. *Educational Assessment, 17:2-3*, 51-61.

Martinez, J. F. (2012). Consequences of omitting the classroom in multilevel models of schooling: An illustration of the effects of opportunity to learn on reading achievement. *School Effectiveness and School Improvement, 23(3),* 305-326.

Martínez, J. F, Borko, H., & Stecher, B. (2011). Measuring instructional practices in middle school science using classroom artifacts. *Journal for Research in Science Teaching, 41(1)*

Martinez, J. F. (2011). Teacher Evaluation in Chile:Perspectives on Validity. In *Evaluación Docente en Chile* Jorge Manzi and Yulan Sun (Eds.) Universidad Catolica. Santiago, Chile.

Martinez, J. F., Bailey, A., Kerr, D., Huang, B., & Beauregard, S. (2010). Measuring Opportunity to Learn and Academic Language Exposure for English Language Learners in Elementary Science Classrooms. Technical Report # 767, CRESST, UCLA.

Lockwood, J. R., McCaffrey, D., Hamilton, L., Stecher, B., Le, V.N., & Martínez, J. F. (2007). The Sensitivity of Value-Added Teacher Effect Estimates to Different Mathematics Achievement Measures. *Journal of Educational Measurement*, 44(1).

**ACTIVIDAD PROFESIONAL**

Miembro

* National Council for Measurement in Education; 1999 -
* American Educational Research Association; 1999 -
* American Psychological Association; 2002 -
* International Congress for School Effectiveness and Improvement; 2008 -
* Consejo Mexicano de Investigacion Educativa (COMIE); 2008 -

Editorial and Review Services

* Educational Assessment (Editor Asociado)
* Educational Evaluation and Policy Analysis (Editorial Board; 2012-)
* Education Policy Analysis Archives (Editorial Board; 2006 - )
* National Science Foundation; Institute of Education Sciences; 15 Revistas (Revisor)

Consejos Asesores

* Instituto Nacional para la Evaluación de la Educación (México) Consejo Técnico Especializado en Evaluación Docente (2014-)
* New Mexico State Department of Public Education (New Mexico, USA); Teacher and Principal Effectiveness Evaluation System. Advisory Council (2012-)
* Los Angeles Unified School District (Los Angeles, USA); Teacher Evaluation System. Technical Advisory Group (2010-)
* University of Baja California, Ensenada (Mexico); Institute for Educational Research. Academic Advisory Board (2009-12)
* California Science Project Teacher Retention Initiative. Advisory Board (2009-11)

Invited Talks and Panels

* “El Portafolio Electrónico e-QIS para dispositivos móviles: Posibilidades para Evaluación y Desarrollo Docente”. Universidad Catolica de Chile (3/7/2016) Centro de Modelamiento Matematico, Universidad de Chile. Santiago, Chile (4/7/2016)
* “Models for Combining Multiple Measures: Reliability, Validity, and Implications for Teacher Evaluation”. IV International Seminary of Research on Education Quality, Bogota, Colombia (11/8/2013).
* “Teacher Evaluation with Multiple Measures: Conceptual, Methodological, and Practical Issues”. Seminar, Implementation of the New Mexico Teacher and Principal Effectiveness Evaluation System. Santa Fe, NM (12/1/2012).
* Keynote: “Teacher Evaluation and Validity: Conceptual, and Methodological Issues with Multiple Measures” 1st Latin American Congress on Measurement and Evaluation in Education, Santiago, Chile (10/5/2012).
* “Measuring Teacher Practices and Competences in Classroom Assessment” German Institute for Educational Research; Frankfurt, (10/10/2011).
* “Classroom Assessment: Competences, Practices, and Consequences” Annual Colloquium of the German Research Foundation program on *Competence Models for Assessing Learning Outcomes and Evaluating Processes*. Berlin, (10/7/2011).
* Panelist: “Effective Teachers; The Potential Impact of Value-Added and Other Evaluation Tools”. Public Seminar, California State University, Northridge Northridge, CA (10/19/2010)