

Dr. Brian R. Fitzpatrick, PhD

Email: bfitzp00@gmail.com – Phone: (504) 215-9100

PROFESSIONAL APPOINTMENTS

Gibson Consulting Group

Quantitative Research Scientist

2022-present

University of Memphis

Post-Doctoral Researcher - Center for Research in Educational Policy

2021-2022

EDUCATION

University of Notre Dame

2021 - PhD in Sociology

Dissertation: “Math People” Need Not Apply: Mathematics Skill, Math Attitudes, and Gender among Students and Teachers

Committee: Mark Berends (Chair), Sarah Mustillo, Ken Frank, and Elizabeth McClintock

2017 - MA in Sociology

Loyola University New Orleans

2014 - BA in Sociology

Areas of Specialization: Sociology of Education, Stratification, and Quantitative Methods

PUBLICATIONS

Peer-Reviewed Journal Articles

*Ferrare, Joseph J., R. Waddington, R. J. **Fitzpatrick, B. R.**, and Berends, M. (2023)
“Insufficient Accountability? Heterogeneous Effects of Charter Schools Across Authorizing Agencies.” *American Educational Research Journal* OnlineFirst:1- 39.
Impact Factor: 4.50. <https://journals.sagepub.com/doi/abs/10.3102/00028312231167802>

Hwang, N. & **Fitzpatrick, B. R.** (2021) Male Teacher Assignment and Teacher Turnover in Elementary Schools. *AERA Open*. Impact Factor: 1.89.
<https://journals.sagepub.com/doi/pdf/10.1177/23328584211054106>

Hwang, N. & **Fitzpatrick, B. R.** (2021) Gender Matching and Achievement: Do Students Learn More from Same-Gender Teachers? *AERA Open*. Impact Factor: 1.89.
<https://journals.sagepub.com/doi/full/10.1177/23328584211040058>

Fitzpatrick, B. R., & Mustillo, S. (2020). The Right Fit? Classroom Mismatch in Middle School and Its Inconsistent Effect on Student Learning. *Sociology of Education*, 93(3), 277-294.
Impact Factor: 6.09 <https://doi.org/10.1177/0038040720918857>

- Covered by [Sociological Perspectives \(podcast\)](#) and [Society Pages](#)

***Fitzpatrick, B. R.**, Berends, M., Ferrare, J. J., & Waddington, R. J. (2020). Virtual Illusion: Comparing Student Achievement and Teacher and Classroom Characteristics in Online and Brick-and-Mortar Charter Schools. *Educational Researcher*, 49(3), 161–175. Impact Factor: 4.85 <https://doi.org/10.3102/0013189X20909814>

- Covered by [USA Today](#), [The CDC](#), [Chalkbeat](#), [WSBT-22 South Bend](#), [School Matters](#), and [Best Evidence in Brief](#)

MacGregor, C. A., & **Fitzpatrick, B. R.** (2014). Catholic Schools in New Orleans in the Aftermath of Hurricane Katrina. *Policy Futures in Education*, 12(8), 1035–1047. Impact Factor: 0.38 <https://doi.org/10.2304/pfie.2014.12.8.1035>

- Reprinted in Miron, Luis, Brian R. Beabout and Joseph L. Boselovic (2015) *Only in New Orleans: School Choice and Equity in Post-Hurricane Katrina*. Rotterdam: Sense Publishers. <https://brill.com/view/title/37323>

Additional Publications

Fitzpatrick, B. R. & Carbonaro, W. (2020) Classical Test Theory. In P. Atkinson, S. Delamont, A. Cernat, J.W. Sakshaug, & R.A. Williams (Eds.), *SAGE Research Methods Foundations*. <https://methods.sagepub.com/Foundations/classical-test-theory>

***Fitzpatrick, B. R.**, Berends, M., Ferrare, J. J., Waddington, R. J. (2020). Virtual charter schools and online learning during COVID-19: An imperfect comparison. Brown Center Chalkboard, Brookings Institution, Washington, DC. <https://www.brookings.edu/blog/brown-center-chalkboard/2020/06/02/virtual-charter-schools-and-online-learning-during-covid-19/>

WORKS IN PROGRESS

Fitzpatrick, B. R. & Salloum, S. Avoiding the Topic: Early Career Teacher Mathematics Anxiety and Opportunities to Learn Mathematics in General Education, Elementary Classrooms. *Research in Mathematics Education*.

Fitzpatrick, B. R. Grade Sensitivity Revisited: Gender Differences in the Association between Course Grades and Math Attitudes among High School Students.

Fitzpatrick, B.R. Pay to A? Differential Grading Practices in Private and Public Schools.

Fitzpatrick, B.R. When Black Kids Move to White Schools: A Descriptive Analysis of Administrative Data on Black Students who Transfer from Majority Black to Majority White Schools

Fitzpatrick, B. R. Do “Math People” Avoid Teaching?: Math Attitudes and Selection into Teaching among College Students

*Berends, M., Waddington, R. J., Roberts, A. C., & **Fitzpatrick, B. R.** Understanding the Variation in School Achievement across Public, Charter, and Voucher-participating Private Schools using School Effectiveness Indicators.

GRANTS

2020 American Educational Research Association, AERA-NSF Dissertation Grant. (\$25,000)

HONORS & AWARDS

2021 Emerging Education Scholars Program (EEPS), Fordham Institute & American Enterprise Institute, Washington D.C.
2020 The John J. Kane Memorial Award for Outstanding Scholarship, University of Notre Dame
2020 Outstanding Reviewer, *Educational Researcher*
2020 Selected Participant, AERA-NSF Institute on Statistical Analyses
2015-present Fellow, Program for Interdisciplinary Research, University of Notre Dame
2014 Dux Sociologicus, Loyola University New Orleans (Scholarship & Research)

TEACHING EXPERIENCE

University of Notre Dame

Instructor of Record

Statistics for Sociological Research, Fall 2018

Social Statistics Boot Camp, Fall 2017

Teaching Assistant

Linear Regression, Fall 2017

-Taught by William Carbonaro

Gretna Middle School

8th Grade Math Teacher, 2014-2015

SELECT PRESENTATIONS

2021 **Fitzpatrick, B.**, Berends, M., Waddington, J., Ferrare, J. Virtual Illusion: Comparing Student Achievement and Teacher Characteristics in Online and Brick-and-Mortar Charter Schools in Indiana. Paper presented at the Harvard Conference on School Choice in the Post-Pandemic Era. Virtual, Harvard Kennedy School, Taubman Center for State and Local Government, November 2021.

2021 **Fitzpatrick, B. R.** Grade Sensitivity Revisited: Gender Differences in the Association between Course Grades and Math Attitudes among High School Students. Paper presented at the annual meeting of the American Educational Research Association, Remote. March 2021.

2020 Hwang, N. & **Fitzpatrick, B. R.** Male Elementary Teacher Assignment and Troubled Boy. Paper presented at the annual meeting of the American Educational Research Association, Remote. May, 2020.

- 2020 Berends, M., Waddington, R. J., & **Fitzpatrick, B. R.** Understanding the Variation in School Achievement across Public, Charter, and Voucher-participating Private Schools using School Effectiveness Indicators. Paper presented at the annual meeting of the Association for Education Finance and Policy, Fort Worth, TX. March, 2020.
- 2019 **Fitzpatrick, B. R.** Another Year Couldn't Hurt: "Effects of Kindergarten Retention" Revisited. Presented at the annual meeting of the American Sociological Association. New York City, NY. August, 2019.
- 2019 Hwang, N. & **Fitzpatrick, B. R.** Timing Matters: Varying Effects of Gender Matching across School Levels. Paper presented at the annual meeting of the Association for Education Finance and Policy Conference, Kansas City, MO. March, 2019.
- 2018 **Fitzpatrick, B. R.**, Berends, M., Ferrare, J. J., & Waddington, R. J. Virtual Charter School Teachers & Student Achievement: Helping or Hurting? Presented at the annual meeting of the Association for Education Finance and Policy, Portland, OR. April, 2018.
- 2018 **Fitzpatrick, B. R.**, & Mustillo, S. Overmatched and Overperforming: Unequal Access to High Ability Classrooms and the Reproduction of Educational Inequality. Presented at the annual meeting of the Society for Research on Educational Effectiveness. Washington D.C. March, 2018.

PROFESSIONAL MEMBERSHIPS

American Sociological Association
American Educational Research Association
American Education Finance and Policy
Society for Research in Educational Effectiveness

PROFESSIONAL SERVICE

University of Notre Dame – Department of Sociology
2020 - 2021 Student Representative to the Faculty Committee.
2019 - 2020 Graduate Student Admissions Committee.
2017 - 2018 Graduate Studies Committee.