

# Gabriela Miranda Moriconi

São Paulo, Brasil  
55 11 95218 5472  
gmoriconi@fcc.org.br

## PROFILE

---

PhD in Public Administration and Government. Educational researcher for 17 years, with experience in and with government, international organizations and research institutes. Developed and coordinated research and consulting projects focused on teacher policies. Current research and policy interests include teaching and learning conditions, teacher education, comparative analysis and educational indicators.

## EDUCATION

---

*Getulio Vargas Foundation's São Paulo School of Business Administration and Government (FGV-EAESP) São Paulo, SP*

*Ph.D., Public Administration and Government* *March 2012*

Dissertation: "Measuring teacher effectiveness: the use of value-added models in order to estimate teacher effects on student achievement"

Awarded best dissertation of the Ph.D. Program at FGV-EAESP in 2012

*M.A., Public Administration and Government* *January 2008*

Thesis: "Are teachers underpaid in Brazilian schools? An analysis of teaching career's attractiveness"

*B.A., Public Administration* *December 2003*

In the honor roll for two semesters (among the top 5% students)

## LANGUAGES

---

Portuguese (native), English (fluent), Spanish (fluent) and French (basic).

## EXPERIENCE

---

*Carlos Chagas Foundation (FCC), São Paulo, SP* *April 2012 – Present*

*Department of Educational Research*

*Position: Researcher*

Coordinator of research projects:

- "Teachers who work in multiple schools in Brazil: mapping and comprehending the phenomenon", in collaboration with David Plank, (Stanford Graduate School of Education), funded by National Council for Scientific and Technological Development (CNPq) and other partners, started in 2023.

- “Lower secondary teachers’ workload volume: a comparative analysis between Brazil, United States, France and Japan” in 2020/2021 and “Lower secondary teachers’ workload volume: case studies in state and municipal secretaries of education” from 2021 to 2023.
- “Teaching teachers to teach: Investigating pedagogies and practices to improve teacher education in Brazil”, in collaboration with Katherine K. Merseth (Harvard Graduate School of Education), funded by Harvard Lemann Brazil Research Fund from 2017 to 2019.

Coordinator of consulting projects:

- “Standards for Teacher Professional Development” and “Implementing formative processes oriented by professional standards”, assisting a work group of CONSED (National Council of State Secretaries of Education) and UNDIME (National Union of Municipal Educational Leaders) to prepare and implement a proposal of teacher professional standards, from 2019 to 2021.
- “Developing a teacher professional development policy for the state of Espírito Santo”, demanded and constructed with Espírito Santo’s secretary of education in 2017/2018.

Member of the consulting project “Supporting the Development of the Teacher Regional Strategy”, coordinated by Cristián Cox (Universidad Diego Portales), for the UNESCO Regional Office for Latin America and the Caribbean (UNESCO/OREALC) at Santiago, Chile, in 2023.

Member of the Editorial Board of the journal *Estudos em Avaliação Educacional*, focused on educational assessment, since 2016.

Reviewer of journals such as *Cadernos de Pesquisa, Educação e Pesquisa, Educação & Sociedade, Revista de Economia Aplicada, Jornal de Políticas Educacionais* and Education Policy Analysis Archives.

Member of the selection committee of the *Professor Rubens Murillo Marques Award*, for inspiring initiatives of educators from initial teacher education programs in Brazil.

*National Institute for Educational Studies and Research “Anísio Teixeira” (INEP/MEC), Brasília, DF* *August 2008 – July 2011*

*Department of Educational Studies*

*Position: General Coordinator of Educational Measures*

Coordinator of *Prova Nacional de Concurso para Ingresso na Carreira Docente*, an attempt to implement a national entrance exam for teachers.

Member of the team responsible for the indicators to assess higher education programs and institutions in Brazil.

Coordinator of studies based on large-scale data.

*Getulio Vargas Foundation, São Paulo, SP* *March 2004 – August 2008*

*Center for Public Sector Economics and Politics (CEPESP)*

*Position: Research assistant* *February 2006 – August 2008*

Member of research teams, analyzing data to support studies on public employment and education.

## FGV Projects

Position: Junior consultant

March 2004 – August 2008

Member of consulting teams, gathering and analyzing data to support salary surveys and career plans for state and municipal governments.

## FELLOWSHIP

---

Fellow of the Organization for Economic Co-operation and Development (OECD)'s Thomas J. Alexander Fellowship Programme, with the research project "Student behavior and use of class time: evidence from TALIS 2013 and from international experiences", from August 2013 to July 2014.

## PUBLICATIONS

---

MORICONI, G. M.; GIMENES, N. A. S.; COUTO, A. A.; ALVES, T. (2024) *Atuação docente em múltiplas escolas no Brasil* (in English, Teacher work in multiple schools in Brazil). Technical Note. São Paulo, SP: D3E.

MORICONI, G. M.; GIMENES, N. A. S.; BEGO, A. M.; MATOS, D. A. S.; PEREIRA, R.; RIGOLON, W. O. (2023) *Framework for professional development: contributions to the teacher education field in Brazil*. Revista @mbienteeducação, v. 16, p. e023038.

MORICONI, G. M.; GIMENES, N. A. S.; PIMENTA, C. O.; ROCHA, A. B.; SANTOS, J. B.; LEME, L. F.; ALVES, T. (2023) *Volume de trabalho dos professores dos anos finais do ensino fundamental: estudos de caso em redes estaduais e municipais brasileira* (in English, Lower secondary teachers' workload volume: case studies in Brazilian state and municipal systems of education). São Paulo, SP: D3E.

MORICONI, G. M.; GIMENES, N. A. S.; LEME, L. F. (2021) *Volume de trabalho dos professores dos anos finais do ensino fundamental: uma análise comparativa entre Brasil, Estados Unidos, França e Japão* (in English, Lower secondary teachers' workload volume: a comparative analysis between Brazil, United States, France and Japan). Ribeirão Preto, SP: D3E.

BORN, B. B.; MORICONI, G. M.; LOUZANO, P. (2021) *Pedagogies of pre-service teacher education: the Core Practice Consortium case*. Educação em Revista, 37, 1-19.

MORICONI, G. M. (Editor) (2020) *Ensinando futuros professores: experiências formativas inspiradoras* (in English, Teaching future teachers: inspiring formative initiatives). Curitiba, PR: Editora CRV.

TARTUCE, G. L. B. P.; MORICONI, G. M.; DAVIS, C. L. F.; NUNES, M. M. R. (2018) *Desafios do ensino médio no Brasil: iniciativas das secretarias de educação* (in English, Brazilian high school challenges: initiatives of secretaries of education). Cadernos de Pesquisa, v. 48, p. 478-504.

MORICONI, G. M.; DAVIS, C. L. F.; TARTUCE, G. L. B. P.; NUNES, M. M. R., ESPOSITO, Y. L.; SIMIELLI, L. E. R.; TELES, N. C. (2017) *Formação continuada de professores: contribuições da literatura baseada em evidências* (in English, Teacher professional development: contributions from the evidence based literature). Textos FCC: Relatórios técnicos, 52. São Paulo: FCC.

MORICONI, G. M.; BÉLANGER, J. (2015) "Supporting teachers and schools to promote positive student behaviour in England and Ontario (Canada): Lessons for Latin America". *OECD Education Working Papers*, No. 116, OECD Publishing, Paris.

MORICONI, G. M.; BÉLANGER, J. (2015) "Student behaviour and use of class time in Brazil, Chile and Mexico: evidence from TALIS 2013". *OECD Education Working Papers*, No. 112, OECD Publishing, Paris.

MORICONI, G. M.; GIMENES, N. A. S.; PRINCEPE, L. M. (2015) "Organização e volume de trabalho de docentes dos anos finais do ensino fundamental no Brasil: evidências a partir do censo da educação básica de 2013" (Teacher workload and work organisation in Brazil's secondary education: evidences from the educational census 2013). *Revista @mbienteeducação*, v. 7, p. 504-514.

LOUZANO, P.; MORICONI, G. M. (2015) "Views of teaching and characteristics of initial teacher education systems". In: "Critical issues for formulating new teacher policies in Latin America and the Caribbean: the current debate". Santiago: OREALC/UNESCO.

MORICONI, G. M. (2014) "Estimating value-added models: evidence on teacher effectiveness from São Paulo's municipal schools". *Pensamiento Educativo*, v. 51, p. 103-122.

MORICONI, G. M. (2013) "Avaliação para o ingresso e acompanhamento de iniciantes na carreira docente" (Teacher evaluation for selection and induction). In: Bernardete Gatti. (Org.). *O trabalho docente: avaliação, valorização, controvérsias*. 1ed. Campinas: Editores Associados.

SILVA, V. G.; MORICONI, G. M.; GIMENES, N. A. S. (2013) "Uso de resultados dos alunos em testes padronizados na avaliação docente: esclarecendo o debate" (Using student achievement measures as part of teacher evaluation: elucidating the debate). In: Bernardete Gatti. (Org.). *O trabalho docente: avaliação, valorização, controvérsias*. 1ed. Campinas: Editores Associados.

## INTERNATIONAL CONFERENCES AND MEETINGS

---

MORICONI, G. M.; GIMENES, N. A. S.; LEME, L. F. (2023) Lower secondary teachers' workload volume: a comparative analysis between Brazil, United States, France and Japan. Paper presented at the 36th Annual Conference of the International Congress for School Effectiveness and Improvement (ICSEI) in January 2023, in Santiago, Chile.

MORICONI, G. M.; LOUZANO, P.; BORN, B. (2019) "Pre-service and in-service teacher education and teacher self-efficacy in Brazil: Insights from TALIS 2013". Paper presented at the 63rd Annual Conference of the Comparative and International Education Society (CIES) in April 2019, in San Francisco, USA.

MORICONI, G. M. "Formación inicial docente" (Initial teacher education). Presentation at the "Aprendizaje y Docencia en la Agenda de Educación 2030 - Debate de Política", a meeting organized by OREALC/Unesco in August 2016, in Santiago, Chile.

MORICONI, G. M.; BÉLANGER, J. "Student behavior and use of class time in Brazil, Chile and Mexico: evidences from TALIS 2013". Paper presented at

the Annual Meeting of the American Educational Research Association (AERA) in April 2015, in Chicago, USA.

LOUZANO, P.; MORICONI, G. M. "Teacher Initial Education in Latin America and the Caribbean". Presentation in the Unesco Regional Workshop on Enhancing Teacher Policy and Practice in the Arab States, in December 2014, in Beirut, Lebanon.

MORICONI, G. M.; BÉLANGER, J. "What does TALIS 2013 say about the time teachers report spending keeping order in the classroom in Brazil, Chile and Mexico?". Paper presented at the Congreso Interdisciplinario de Investigación en Educación (CIIE) in August 2014, in Santiago, Chile.

LOUZANO, P.; MORICONI, G. M. "Teacher Initial Education in Latin America and the Caribbean". Paper presented at the 58th Annual Conference of the Comparative and International Education Society (CIES) in March 2014, in Toronto, Canada.

MORICONI, G. M. "Using Value-Added Models to Estimate and Improve Teacher Effectiveness in São Paulo's municipal schools". Paper presented at the 26th Annual Conference of the International Congress for School Effectiveness and Improvement (ICSEI) in January 2013, in Santiago, Chile.