

ERICA G. LITKE

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ACADEMIC POSITIONS

University of Delaware, School of Education <i>Assistant Professor of Mathematics Education</i> <i>Joint Faculty, Department of Mathematical Sciences</i>	2016–Present
Harvard University Graduate School of Education <i>Lecturer on Education</i>	2015–2016

EDUCATION

Harvard Graduate School of Education Ed.D., Educational Policy, Leadership, and Instructional Practice Dissertation: <i>The state of the gate: A description of instructional practice in algebra in five urban districts</i> . Dissertation Committee: Heather C. Hill (Chair), Jon R. Star, and David K. Cohen	2015
Harvard Graduate School of Education Ed.M., Administration, Planning, and Social Policy	2001
Oberlin College B.A. Mathematics/English	1997

PUBLICATIONS

Peer-Reviewed Publications

- Hill, H. C., Litke, E., & Lynch, K. (2018). Learning lessons from instruction: Descriptive results from an observational study of urban elementary classrooms. *Teachers College Record*, 120(12).
- Charalambous, C., & Litke, E. (2018) Studying instructional quality by using a content-specific lens: The case of the Mathematical Quality of Instruction Framework *ZDM Mathematics Education*, 50(3).
- Dougherty, S., Goodman, J., Hill, D., Litke, E., & Page, L. (2017). Objective course placement and college readiness: Evidence from targeted middle school math acceleration. *Economics of Education Review*, 58, 141–161.
- Blazar, D., Litke, E., Barmore, J. (2016). What does it mean to be ranked a “high” or “low” value-added teacher? Observing differences in instructional quality across districts. *American Educational Research Journal*, 53(2), 324–359.
- Dougherty, S. M., Goodman, J., Hill, D. V., Litke, E., & Page, L. (2015). Middle school math acceleration and equitable access to 8th grade algebra: Evidence from the Wake County Public School System. *Educational Evaluation and Policy Analysis*, 37(1 suppl), 80S–101S.

Hill, H. C., Charalambous, C. Y., Blazar, D., McGinn, D., Kraft, M. A., Beisiegel, M., Humez, A., Litke, E., & Lynch, K. (2012). Validating arguments for observational instruments: Attending to multiple sources of variation. *Educational Assessment, 17*(2–3), 88–106.

Hill, H. C., Umland, K., Litke, E., & Kapitula, L. R. (2012). Teacher quality and quality teaching: Examining the relationship of a teacher assessment to practice. *American Journal of Education, 118*(4), 489–519.

Litke, E. (2009). After the bell rings: Student perceptions of afterschool. *Teachers College Record 111*(8), 1954–1970.

Book Reviews

Litke, E. (2012). Review of L. Cuban *Inside the Black Box of Classroom Practice: Change Without Reform in American Education*. *Harvard Educational Review, 83*(3), 534–537.

Working Papers

Dougherty, S., Goodman, J., Hill, D., Litke, E., & Page, L. C. (2015). *Early Math Coursework and College Readiness: Evidence from Targeted Middle School Math Acceleration* (No. w21395). National Bureau of Economic Research.

Manuscripts Under Review

Litke, E. The nature and quality of algebra instruction in five urban districts (Revise and Resubmit to *Cognition and Instruction*).

Litke, E., & Hill, H. C. Exploring the central tendencies of teaching data and statistics in the elementary mathematics classroom.

Manuscripts in Preparation

Litke, E. The format and features of contemporary algebra instruction.

Litke, E., & Jansen, A. Exploring #MTBoS: Preservice teachers' engagement with the MathTwitterBlogosphere through and beyond a mathematics methods course.

Litke, E., Hill, H. C., & Blazar, D. Examining high and low value-added mathematics instruction: Can expert observers tell the difference?

Litke, E., Dougherty, S. M., Goodman, J., Hill, D. V., & Page, L. If not now, then when?: A discrete-time survival analysis of when students first take Algebra I and courses beyond in an urban district.

Op-Eds

Dougherty, S. M., Goodman, J. S., Hill, D. V., Litke, E., & Page, L. (2017, April 27). Does More Rigorous Middle School Coursework Change Students' College Readiness? *Brookings, Brown Center Chalkboard*.

Other Publications

Litke, E. (2009). Are you in or are you out? In Meyers, E. et al. *The Power of Teacher Networks*, California: Corwin.

GRANTS

Principal Investigator, *Empowering Teachers to Improve Algebra Instruction*, funded by General University Research grant, University of Delaware. (June 1, 2017–May 31, 2019; \$7,500)

Co-Principal Investigator, *Improving Professional Development in Mathematics by Understanding the Mechanisms that Translate Teacher Learning into Student Learning*, Pending from National Science Foundation, DRK12, with Jamila Riser (PI), James Hiebert (Co-PI), and Valerie Maxwell (Co-PI) (Submitted 2018, under review)

GRANT ADVISORY BOARDS

Algebra Instruction at Community Colleges

PI: Laura Watkins (Glendale Community College); Co-PIs: Vilma Mesa (University of Michigan), Irene Duranczyk (University of Minnesota), April Strom (Scottsdale Community College), Nidhi Kohli (University of Minnesota), Funded by National Science Foundation

SELECTED AWARDS & HONORS

STaR Fellow, Association of Mathematics Teacher Educators	2017-2018
Nominated for University of Delaware Excellence in Teaching Award	2017, 2018
Outstanding Reviewer, <i>Journal for Research in Mathematics Education</i>	2015
Finalist, Director's Award for Research in Educational Equity, CUNY Institute for Education Policy	2014
Gregory R. Anrig Fellowship Award, Harvard Graduate School of Education	2013, 2014
Doctoral Student Travel Award, Harvard Graduate School of Education	2013, 2014
Qualifying Paper, Passed with Distinction, Harvard Graduate School of Education	2013
AERA Institute on Statistical Analysis for Education Policy on Mathematics Education and Equity, AERA Grants Program/National Science Foundation	2012
Dean's Summer Fellowship, Harvard Graduate School of Education	2009
Master Teacher Fellowship, Cohort II, Math for America	2006–2008

TEACHING EXPERIENCE

Graduate and Undergraduate Teaching Experience

University of Delaware. Newark, DE	
Teaching Mathematics in the Middle School	Fall 2018, Fall 2017, Fall 2016, Spring 2016
Mathematics for K-8 Teachers: Rational Numbers	Fall 2016–Fall 2018
Harvard Graduate School of Education. Cambridge, MA	
Teacher and Teaching Quality	Fall 2015
Teaching Mathematics	Fall 2011, 2015
Introduction to Teaching (Mathematics)	Summer 2012, 2015

Pace University School of Education. New York, NY

Secondary Methods: Interdisciplinary Curriculum	Spring 2005
Secondary Methods: Making Math Meaningful	Fall 2006, Spring 2007
Secondary Methods: Learning to Teach	Summer 2006

Harvard Graduate School of Education. Cambridge, MA

<i>Teaching Fellow</i>	
Academic Writing Services	Fall 2014, Spring 2015
School Systems	Spring 2014, 2015
Intermediate Statistics: Applied Regression and Data Analysis	Spring 2014
Teacher and Teaching Quality	Spring 2013
Integrating Perspectives in Education (Doctoral Proseminar)	Fall 2012
Applied Data Analysis (Research Methods)	Spring 2012
Strategies and Policies for Narrowing Racial Achievement Gaps	Spring 2012
Introduction to Education Policy	Fall 2010
School Reform: Curricular and Instructional Leadership	Spring 2010
Urban Education	Spring 2010

RELATED RESEARCH EXPERIENCE

National Center for Teacher Effectiveness, Harvard Graduate School of Education <i>Doctoral Research Assistant</i> <i>Professional Development Facilitator</i>	2009–2015
Center for Education Policy Research, Harvard Graduate School of Education <i>Graduate Student Researcher</i> <i>Instructor, Strategic Data Project Institute for Leadership in Analytics</i>	2012–2015
Teacher Effectiveness Research Team: Mathematics, Harvard Graduate School of Education <i>Research Assistant</i>	2009–2011
Teacher’s Network Leadership Institute, New York, NY <i>Teacher Researcher</i> <i>MetLife Fellow</i>	2005–2007

RELATED PROFESSIONAL EXPERIENCE

Urban Assembly Network, New York, NY <i>Achievement Coach</i>	2008–2009
East Side Community High School, NYC Department of Education, New York, NY <i>High School Mathematics Teacher</i>	2002–2008

INVITED TALKS

Improving Students’ Learning Opportunities in Algebra Through Deepening Content-Focused Instructional Features. Invited Keynote Address, TRU-Math Academy, Delaware Mathematics Coalition, June 26, 2018

The Format and Features of Contemporary Algebra Instruction. University of Delaware Mathematics Education Colloquium, January 13, 2015

The State of the Gate: The Format and Features of Contemporary Algebra Instruction. Boston University Research Presentation, December 15, 2014

Litke, E. *Beyond Measuring Effectiveness: A Descriptive Look at Algebra Instruction in Six Urban Districts*. Educational Policy, Leadership and Instructional Practice Series, Harvard Graduate School of Education, March 2013

Mathematical Tasks in the Secondary Classroom: The Development of an Analytic Tool. (With Katherine Merseth), Boston College Mathematics Education Lecture Series, November 2010

ACADEMIC PRESENTATIONS

Litke, E., Boston, M., Walkowiak, T. *Affordances and Constraints of Mathematics-Specific Observation Frameworks and General Elements of Teaching Quality*, European Association for Research on Learning and Instruction SIG 18 & 23, Groningen, the Netherlands, August 2018.

Litke, E., & Hill, H. C. *Exploring the Central Tendencies of Teaching Data and Statistics in the Elementary Mathematics Classroom*, American Educational Research Association, New York, NY, April 2018

Wilhelm, A. G., Litke, E., Jansen, A., Parrish, C. *Online Mathematics Teacher Collaboration: Twitter and Blogs as Learning Spaces for Mathematics Teachers*, Association of Mathematics Teacher Educators, Houston, TX, February 2018

Litke, E., & Jansen, A. *Explore #MTBoS: Preservice Teachers Engagement with the MathTwitterBlogosphere Through and Beyond a Mathematics Methods Course*, Association of Mathematics Teacher Educators, Orlando, FL, February 2017

Litke, E. *The Format and Features of Contemporary Algebra Instruction*, American Educational Research Association, Washington, D.C., April 2016

Litke, E. *The Nature and Quality of Algebra Instruction in Five Urban Districts*, American Educational Research Association, Washington, D.C., April 2016

Litke, E. *If Not Now, Then When?: A Discrete-Time Survival Analysis of When Students First Take Algebra I and Courses Beyond in an Urban District*, CUNY Institute for Education Policy Equity Initiative Director's Award Presentation, New York, NY, October 2014

Hill, H. C., Litke, E., Lynch, K., Pollard, C., & Gilbert, B. *Learning Lessons from Instruction: Descriptive Results from an Observational Study of Urban Elementary Classrooms*, Association for Public Policy and Management International, Segovia, Spain, September, 2014

Litke, E. *Beyond Measuring Effectiveness: A Descriptive Look at Algebra Instruction in Six Urban Districts*, American Educational Research Association, Philadelphia, PA, April 2014

Litke, E. *If Not Now, Then When?: A Discrete-Time Survival Analysis of When Students First Take Algebra I in an Urban District*, American Educational Research Association, Philadelphia, PA, April 2014

Blazar, D., Litke, E., & Barmore, J., & Gogolen, C. *What Does it Mean to be Ranked a “High” or “Low” Value-Added Teacher? Observing Differences in Instructional Quality Across Districts*. American Educational Research Association, Philadelphia, PA, April 2014

Dougherty, S. M., Goodman, J., Hill, D. V., Litke, E., & Page, L. *Algebra Access and Advancement: Investigating the Impact of a Middle Grades Mathematics Acceleration and Early Algebra Assignment Policy*. American Educational Research Association, Philadelphia, PA, April 2014

Litke, E. *If Not Now, Then When?: A Discrete-Time Survival Analysis of When Students First Take Algebra I in an Urban District*. Association for Public Policy Analysis and Management. Washington, DC, November 2013

Hill, H. C., Blazar, D., Humez, A., Litke, E., Beisiegel, M., Barmore, J.,..., & Rabinowicz, S. *Examining High and Low Value-Added Mathematics Instruction: Can Expert Observers Tell the Difference?* Association for Public Policy Analysis and Management. Washington, DC, November 2013

Dougherty, S. M., Goodman, J., Hill, D. V., Litke, E., & Page, L. *Getting to Algebra For All: Preliminary Evidence of a Middle School Math Acceleration Policy*. Association for Public Policy Analysis and Management. Washington, DC, November 2013

Dougherty, S. M., Goodman, J., Hill, D. V., Litke, E., & Page, L. *Getting to Algebra For All: Preliminary Evidence of a Middle School Math Acceleration Policy*. Association of Education Finance and Policy. New Orleans, LA, March 2013

Hill, H. C., Umland, K., Litke, E., Kapitula, L. *Teacher Quality and Quality Teaching: Examining the Relationship of a Teacher Assessment to Practice*. American Educational Research Association. Denver, CO, April 2010

Litke, E., & Aminyar, M. *Powers to the People: Social Justice Math Projects for Algebra 2 and Precalculus*. National Council of Teachers of Mathematics. Salt Lake City, UT, April, 2008

PROFESSIONAL SERVICE

Departmental and University Service

University of Delaware School of Education

Director, Middle School Mathematics Program	2016 – present
Coordinator, Mathematics Education PhD Specialization	2017 – 2018
Search Committee Member: Associate/Full Professor of Mathematics Education	2017 – 2018
Search Committee Member: Dean Family Professor Teacher Education/Director	2017 – 2018
Welfare Committee	2016 – 2018
Committee on Undergraduate Studies in Education	2018 – 2020

Harvard Graduate School of Education

Demystifying the Academic Job Search Doctoral Panel	2015
Student Research Conference Training on Panels and Roundtables	2014
Doctoral Admissions Committee	2012 – 2013

Teacher Education Program Admissions Committee 2012 – 2013

Professional Association Service

AERA Conference Proposal Reviewer (Division K; Division C; SIG–RME) 2016 – 2019
Creating Balance in an Unjust World: Math Education and Social Justice
Conference Organizing Committee; Proposal Reviewer 2007, 2008

Editorial Board Service

Editorial Board Member, *Elementary School Journal* 2017–present
Co-Chair, Editorial Board, *Harvard Educational Review* 2013–2014
Content Editor, *Harvard Educational Review* 2012–2013

Referee Service

Journal for Research in Mathematics Education 2015 – 2018
Elementary School Journal 2015 – 2018
Journal for Research on Educational Effectiveness 2018
Educational Studies in Mathematics 2017
ZDM Mathematics Education 2017
Teaching and Teacher Education 2017
Education Researcher 2016
Educational Policy 2016

CERTIFICATIONS & PROFESSIONAL AFFILIATIONS

New York State Permanent Teaching Certification, Mathematics 7–12
American Educational Research Association
National Council of Teachers of Mathematics
Association of Public Policy Analysis and Management
Association of Mathematics Teacher Educators