ELIZABETH NASH FARLEY-RIPPLE

UNIVERSITY OF DELAWARE SCHOOL OF EDUCATION

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Education

2008   University of Pennsylvania Philadelphia, PA
        PhD, Education Policy
        Dissertation title: *Accountability, Evidence and School District Decision-Making*
        Dissertation committee: Margaret Goertz, Chair; Ruth Curran Neild, Richard Ingersoll

2001   Columbia University   New York, NY
        MA, Quantitative Methods in the Social Sciences

2000   Georgetown University Washington, DC
        B.S. Foreign Service, International Development, Latin American Studies
        Graduated *cum laude*, and with honors thesis

Professional Experience

2016-present   *Director*, Partnership for Public Education, University of Delaware, Newark, DE

2015-present   *Associate Professor* and *Associate Director*, University of Delaware, College of
                Education and Human Development, School of Education, Newark, Delaware

                Associate Professor of Public Policy (joint appointment) University of Delaware,
                College of Arts and Sciences, School of Public Policy and Administration,
                Newark, Delaware

2008-2015   *Assistant Professor*, University of Delaware, College of Education and Human
                Development, School of Education, Newark, Delaware

2005-2008   *Consultant.* Various organizations and locations.
                Organizations include Johns Hopkins University Center for Social Organization of
                Schools (Baltimore), Philadelphia Education Fund (Philadelphia), Research for
                Action (Philadelphia), National Institute for Direct Instruction (Oregon)

2003-2006   *Research assistant*. University of Pennsylvania, Graduate School of Education,
                Philadelphia, PA

2005   *Consultant.* University of Louisville, Nystrand Center for Excellence in Education,
                College of Education and Human Development, Louisville, KY.

2003-2005   *Research assistant*. Johns Hopkins University, Center for Social Organization of
                Schools, Baltimore, MD.

Scholarship

Refereed Journal Articles

*Coker, D. L., Jennings, A. S., Farley-Ripple, E., & MacArthur, C. A. (in press). The type of writing instruction and practice matters: The direct and indirect effects of writing instruction and student practice on reading achievement. *Journal of Educational Psychology*.

* Bear, G. G., Slaughter, J. C., Mantz, L. S., & Farley-Ripple, E. (2017). Rewards, praise, and punitive consequences: Relations with intrinsic and extrinsic motivation. *Teaching and Teacher Education*, *65*, 10-20.

*Coker Jr, D. L., Farley-Ripple, E., Jackson, A. F., Wen, H., MacArthur, C. A., & Jennings, A. S. (2016). Writing instruction in first grade: An observational study. *Reading and Writing, 29*(5), 793-832.

*Farley-Ripple, E.N. (2016). Beyond Outcomes: Exploring Curricular Participation in Early High School Mathematics. *Journal of School Leadership, 16*(3), pp.437-467.

*Buttram, J. & Farley-Ripple, E.N. (2016). The role of principals in professional learning communities. *Leadership and Policy in Schools, 15* (2), pp. 192-220.

*Herzog, L., Schiff, D., & Farley-Ripple, E. (2015). Assessing the landscape of teacher network participation in Philadelphia. *Perspectives on Urban Education, 12,* (1)*. Available at: http://www.urbanedjournal.org/archive/volume-12-issue-1-spring-2015/teacher-networks-philadelphia-landscape-engagement-and-value

*Farley-Ripple, E.N., & Jones, A. (2015). Educational contracting, and the translation of research into practice: The case of Data Coach vendors in Delaware. *International Journal of Educational Policy and Leadership, 10*(2)*. Available at http://journals.sfu.ca/ijepl/index.php/ijepl/issue/view/84

[*]Farley-Ripple, E.N., & Buttram, J. (2015). The development of capacity for data use: The role of teacher networks in an elementary school. *Teachers College Record*, *117* (4), p. 1-34.

*Eisenmann, L., Farley-Ripple, E.N., Culnane, M., & Friedman, B. (2013). Rethinking social network assessment for students with Intellectual Disabilities (ID) in postsecondary education. Special issue of *Journal of Post-secondary Education and Disabilities, 26*(4), 367-384.

*Farley-Ripple, E.N. & Buttram, J. (2013). Developing collaborative data use through professional learning communities: Implementation evidence from Delaware. *Studies in Educational Evaluation*. http://dx.doi.org/10.1016/j.stueduc.2013.09.006

*Farley-Ripple, E.N., Solano, P., & McDuffie, M.J. (2012). Conceptual and methodological issues in research on school administrator career behavior. *Educational Researcher*, *41*(6), 220-229.

**Farley-Ripple, E.N., Raffel, J.A., & Welch, J.C. (2012). Administrator career paths and decision processes: Evidence from Delaware. *Journal of Educational Administration*, *50*(6), 788-816.

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*Farley-Ripple, E.N. (2012). Research use in central office decision-making: A case study. *Education Management, Administration and Leadership*, 40(6), 784-804.

*Archbald, D., & Farley-Ripple, E.N. (2012). Predictors of placement in lower level versus higher level high school math. *The High School Journal, 96*(1), 33-51.

*Neild, R.C., Farley-Ripple, E., & Byrnes, V. (2009). The effect of teacher certification on middle grades achievement in an urban district. *Educational Policy, 23* (5), 732-760.

Neild, R.C., & Farley-Ripple, E. (2008). Within-school variation in teacher quality: The case of ninth grade. *The American Journal of Education, 114*(3), 271-305.

Mac Iver, M.A., & Farley, E. (2005). Preparing urban students for health careers: a longitudinal study of a university-high school partnership. *Urban Education, 40*(2), 190-222.

Refereed Books and Book Chapters

*Farley-Ripple, E.N., Buttram, J. (2018). Structuring for success. In Susan A. Yoon & Kira Baker-Doyle, Eds. *Social Capital, Social Networks, Teachers, and Educational Change: Interventions and Outcomes*. London: Taylor and Francis.

*Farley-Ripple, E.N., Karpyn, A.E., McDonough, K., Tilley, K. (2017). Defining how we get from research to practice: A model framework for schools. In M. Eryaman & B. Schneider, Eds., *Evidence-based and Evidence-informed Educational Policy, Research, and Practice for the Public Good.* London: Springer.

*Buttram, J., Archbald, D.A., & Farley-Ripple, E.N. (2016). Addressing Critical Problems through Leadership Portfolios: A Content Analysis. In Storey, V. and Hesbol, K., Eds., *Contemporary Approaches to Dissertation Development and Research Methods*, pp.238-154. Hershey, PA: IGI Global.

*Coker, D., Farley-Ripple, E.N., Wen, H., & Jackson, A. (2015). The Development of a Classroom Observation System for First-Grade Writing Instruction. In Gabriel, R., & Allington, R., Eds, *Evaluating Literacy Instruction* (p.793-832) New York: Routledge.

*Farley-Ripple, E.N., & Cho, V. (2014). Depth of use: How district decision-makers did and did not engage with evidence. In Shoho, A. R., Barnett, B., & Bowers, A. (2014). *Using Data in Schools to Inform Leadership and Decision Making*. *International Research on School Leadership Series, Vol. 5*. Charlotte, NC: Information Age Publishing, Inc.

*Farley-Ripple, E.N., & Buttram, J. (2014). Schools' use of interim data: Practices in classrooms, teams, and schools. In Shoho, A. R., Barnett, B., & Bowers, A. (2014). *Using Data in Schools to Inform Leadership and Decision Making*. *International Research on School Leadership Series, Vol. 5* (pp. 39-66). Charlotte, NC: Information Age Publishing, Inc.

*Farley-Loftus, R., Farley-Ripple, E.N., & Kundu, R. (2011). Assessing the evidence: Clinical research trends in dermatology over a ten year period. *Journal of the American Academy of Dermatology, 64*(2), e15-e16.

MacIver, M.A., & Farley-Ripple, E.N. (2008). *Bringing the district back in: the role of the central office in instruction and achievement*. Alexandria, VA: Educational Research Service.

Neild, R., & Farley, E. (2004). Whatever happened to the class of 2000? The timing of dropout in Philadelphia's schools. In Gary Orfield, Ed., *Dropouts in America: Confronting the Graduation Rate Crisis* (pp. 207 to 220). Cambridge, MA: Harvard Education Publishing Group.

Practitioner Publications

*Buttram, J., & Farley-Ripple, E.N. (2014). Four ways principals can nurture PLCs. *Communicator*, a publication of the National Association of Elementary School Principals.

*Farley-Ripple, E.N. & Buttram, J. (2013). Harnessing the power of teacher networks. *Kappan Magazine, 95*(3), 12-15.

*Farley-Ripple, E. N. (2013, May 21). Vendors' quality is crucial factor in discussion of privatization [Letter to the editor]. *Education Week*, p.

Research Reports and Briefs

*Farley-Ripple, E.N., Sheeks, J., Jennings, A.B., & Millin, A. (revise and resubmit). *Education Data Systems: A Systematic Look at State Practices Related to Researcher Access*. CRESP Research Report. Newark, DE: University of Delaware, Center for Research on Education and Social Policy. https://www.cresp.udel.edu/wp-content/uploads/2017/06/CRESP-Research-Report-Researcher-Access.pdf

*Farley-Ripple, E.N., Archbald, D. (August 2011). *Summary Report from the University-District Research Partnership 2010-2011.* Newark, DE: University of Delaware.

*Farley-Ripple, E.N., Mead, H., Raffel, J., Sherretz, K., & Welch, J. (May 2011). *Tracking Transitions: Recruiting, developing, supporting and retaining Delaware's school leaders. White Paper.* Newark, DE: University of Delaware.

*Solano, P., McDuffie, M.J., & Farley-Ripple, E. (December 2010). *Principal Retention in the State of Delaware.* Newark, DE: University of Delaware.

*Farley-Ripple, E.N., Mead, H., Raffel, J., Sherretz, K., & Welch, J. (December 2010). *Tracking Transitions: An Analysis of School Administrator Career Paths in Delaware.* Newark, DE: University of Delaware.

Herzog, L. & Farley-Ripple, E.N. (2008, Summer). *Focus on math: A key to student success. Community Learning Brief*. Philadelphia: Philadelphia Education Fund.

Plank, S., Durham, R.E., Farley-Ripple, E., & Norman, O. (2008, June). *First grade and forward: A seven year examination within the Baltimore City Public School System.* Baltimore: Baltimore Education Research Consortium. Retrieved 2/25/09 from http://baltimore-berc.org/pdfs/FIRST%20pathways%205-13-08.pdf.

MacIver, M. A., Durham, R.E., Plank, S.B., Farley-Ripple, E., & Balfanz, R. (2008, June). *The challenge of on-time arrival: The seven-year flight paths of Baltimore's sixth graders of 1999-2000.* Baltimore: Baltimore Education Research Consortium. Retrieved 2/25/09 from http://baltimore-berc.org/pdfs/SIXTH%20pathways5-13-08.pdf

Castellano, M., Stringfield, S., Stone III, J.R., Farley-Ripple, E.N., Overman, L.T., & Hussain, R. (2008). *Career-based comprehensive school reform: Serving disadvantaged youth in minority*

communities. Final Report. Minneapolis: University of Minnesota, National Research Center for Career and Technical Education.

Mac Iver, M. A., & Farley-Ripple, E. (2007, June). *The Baltimore KIPP Ujima Village Academy, 2002-2006: A longitudinal analysis of student outcomes.* Baltimore: The Abell Foundation.

Useem, E., Offenberg, R., & Farley-Ripple, E. (2007, May). *Closing the teacher quality gap: new hope and old hurdles.* Philadelphia: Research for Action.

Neild, R.C., Costelloe, S., Farley, E., & Useem, E. (2006, October). *Final evaluation report of the Accelerated Certification for Teachers (ACT) program in Pennsylvania.* Submitted to the Pennsylvania Department of Education.

Neild, R.C., Useem, E., & Farley, E. (2005). *The quest for quality: recruiting and retaining teachers in Philadelphia.* Philadelphia: Research for Action.

Castellano, M., Stone, J.R., Stringfield, S., Farley, E.N., & Wayman, J.C. (2004, July). *The effect of CTE-enhanced whole-school reform on student coursetaking and performance in English and science.* Columbus, OH: National Research Center for Career and Technical Education.

Useem, E., & Farley, E. (2004, April). *Philadelphia's teacher hiring and school assignment practices: comparisons with other districts*. Philadelphia: Research for Action.

Manuscripts Under Review

*Coker, D. L., Jennings, A. S., Farley-Ripple, E., & MacArthur, C. A. (in review). When practice matters more than instruction: An analysis of typical writing instruction and student practice. *Contemporary Educational Psychology.*

*Farley-Ripple, E.N., May, H., Karpyn, A., Tilley, K., & McDonough, K. (under review). Understanding Educational Research Use in Schools: A Conceptual Framework. *Educational Researcher.*

*Farley-Ripple, E.N., Jennings, A., & Buttram, J. (under review). Instructional responses to interim student assessment data: Mixed methods development of a comprehensive classification framework. *Theory into Practice.*

Conference Papers and Presentations

* Farley-Ripple, E.N., Jennings, A., & Jennings, A. (2018). *Tools of the Trade: An Examination of the Frequency of Use and Content of Assessment Data System.* Accepted for presentation at the Annual Conference of the Association of Educational Finance and Policy, Portland, OR.

* Blackman, H., & Farley-Ripple, E.N. (2018). *Entry points: How evidence makes its way into schools.* Accepted for presentation at the Annual Conference of the Association of Educational Finance and Policy, Portland, OR.

*Farley-Ripple, E.N., & Tilley, K. (2018). *What is school improvement actually about? An exploration of reported problems, decisions, and opportunities for research use*. Accepted for roundtable at the Annual Meeting of the American Association for Educational Research, New York, NY.

*Farley-Ripple, E.N., Tise, J., & Seashore, K.L. (2018). *In the middle: Exploring challenges of research brokers in education.* Accepted for presentation at the Annual Meeting of the American Association for Educational Research, New York, NY.

*Farley-Ripple, E.N., & Blackman, H. (2018). *In pursuit of evidence: Lessons from the study of researcher dissemination and practitioner search.* Presentation accepted for the Society for Research on Educational Effectiveness, Washington DC.

*Farley-Ripple, E., et al. (2017). *Brokerage and the Research–Practice Gap: A Theoretical and Empirical Examination*. Presentation to the Annual Meeting of the American Educational Research Association (Organizational Theory SIG).

*Penuel, W., Farley-Ripple, E., May, H., Bell, P., Briggs, D., Coburn, C., ...Spillane, J. (2016, April). *Re-conceptualizing research use*. Presentation at the American Education Research Association, Washington, DC.

*Farley-Ripple, E., McDonough, K., Karpyn, A. (2016, October). *Research 4 schools: A model for research to practice translation.* Presentation submitted to the American Public Health Association, Denver, CO.

*Farley-Ripple, Coker, D., Macarthur, C., Jackson, A., & Wen, H. (April 2014). *The Nature and Variability of First Grade Writing Instruction.* Paper presented at Annual Meeting of the American Educational Research Association Conference, Philadelphia.

*Coker, D., MacArthur, C., & Farley-Ripple, E.N. (February 2014). *Writing Assessment from Multiple Perspectives and for Multiple Purposes.* Presentation made at the Writing Research Across Boarders Conference in Paris, France.

*Farley-Ripple, E.N., Coker, D., & MacArthur, C. (February 2014). *Development of a Classroom Observation Protocol for Primary Grades Writing Instruction.* Presentation made at the Writing Research Across Boarders Conference in Paris, France.

*Farley-Ripple, E.N., & Buttram, J. (2013). *The development of capacity for data use: The role of teacher networks in an elementary school.* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco.

*Farley-Ripple, E.N., & Buttram, J. (2013). *Schools' Use of Interim Data: Practices in Classrooms, Teams, and Schools*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco.

*Buttram, J., & Farley-Ripple, E.N. *The Role of Principals in Professional Learning Communities.* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco.

*Farley-Ripple, E.N. , & Jones, A.R. (2013). *Accountability, educational contracting, and the translation of research into practice: The case of Data Coach vendors in Delaware.* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco.

* Farley-Ripple, E.N. (2013). *Curricular mobility in early high school mathematics: Evidence from the post NCLB era.* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco.

*Archbald, D., & Farley-Ripple, E.N. (2012). *Predictors of placement in lower level versus higher level high school math*. Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver.

*Farley-Ripple, E.N., Raffel, J.A., & Welch, J.C. (2012). *Unpacking the career decisions of school administrators*. Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver.

*Buttram, J., & Farley-Ripple, E.N. (2012). *Professional learning communities: Implementation evidence from Delaware.* Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver.

*Farley-Ripple, E.N., Archbald, D., & Weinles, D. (2011). *University-district partnership for data-informed decision-making*. Presentation made at the Institute of Education Sciences Management Information Sciences Conference, Austin TX.

*Farley-Ripple, E.N., & Raffel, J. (2010, October). *Influences on the career paths of school leaders.* Paper presented at the Annual Meeting of the University Council for Educational Administration, New Orleans.

*Archbald, D.A., Walpole, S., & Farley-Ripple, E.N. (2010, October). *The Dissertation Disconnect: How New Thesis Designs Connect The Professional With Practice. The University of Delaware Ed.D. in Administration and Policy.* Paper presented at the Annual Meeting of the University Council for Educational Administration, New Orleans.

*Farley-Ripple, E.N. (2010, October). *Unpacking the complexity of administrator career paths.* Paper presented at the Annual Conference of the Pennsylvania Educational Research Association, Philadelphia.

Farley-Ripple, E.N. (2009, April). *Getting the word out or reinventing the wheel: Factors shaping the use of educational research in school district decision-making.* Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Neild, R.C., Farley-Ripple, E. N., & Byrnes, V. (2008, April). *Do the most effective math and science teachers leave?: Evidence on turnover among middle school teachers in a large urban district.* Paper presented at the Annual Meeting of the Population Association of America, New Orleans.

Farley-Ripple, E. (2008, March). *Reconsidering use: Exploring the depth of evidence use practices in district-level decision-making.* Paper presented at the Annual Meeting of the American Educational Research Association, New York City.

MacIver, M., & Farley-Ripple, E. (2008, March). *The Knowledge Is Power Program (KIPP): A longitudinal analysis of student outcomes in Baltimore.* Paper presented at the Annual Meeting of the American Educational Research Association, New York City.

Herzog, L., & Farley-Ripple, E. (2008, March). *Trends in math course-taking and performance among urban high school students.* Paper presented at the Annual Meeting of the American Educational Research Association, New York City.

Useem, E., Offenberg, R., & Farley-Ripple, E. (2008, March). *Trends in teacher recruitment, retention, and distribution in Philadelphia: 2002-2006.* Paper to be presented at the Annual Meeting of the American Educational Research Association, New York City.

Farley-Ripple, E. (2007, April). *Evidence-based decision-making: Concepts and lessons from past literature.* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago.

Costelloe, S., & Farley, E. (2007, April). *Identifying supports for alternatively certified special educators: Lessons from a comparison of three programs.* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago.

Neild, R.C., & Farley, E. (2007, April). *Middle school math and science achievement: the effect of certification type and teaching assignment.* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago.

Neild, R.C., & Farley, E. (2006, August). *Within-school variation in teacher quality: The case of ninth grade.* Paper presented at the 101st Annual Meeting of the American Sociological Association, Montreal.

Farley, E. (2005, April). *Ready or not: high school responses to "algebra for everyone" policies*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal.

Neild, R.C., & Farley, E. (2005, April). *Ninth Grade Teacher Qualifications and Turnover in an Urban District*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal.

Mac Iver, M., Farley, E., & Wayman, J. (2003, April*). Let a thousand flowers bloom: High school reform in Baltimore*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago.

Grants, Fellowships, and Awards
Grants Awarded

*Co-PI, Department of Education/IES Research Center Competition Awarded August 2015: *Center on Research Use in Education ($5m)*

*Co-PI, Spencer Foundation Evidence for the Classroom Initiative Awarded January 2014: *Understanding Leverage Points: How Do Teachers Use Data to Inform Instruction? ($300,000)*, in partnership with Northwest Evaluation Association

*Co-PI, Department of Education/IES Goal 1 Grant Awarded June 2011: *Investigating the Impact of Classroom Instruction and Literacy Skills on Writing Achievement in Elementary Schools ($1.4m)*

*Principal Investigator, Spencer Foundation Grant Awarded June 2010: *The Role of Benchmark Data in School Improvement: Understanding Practices and Capacity Development Across Schools ($40,000)*

*Principal Investigator, General University Research Grant Awarded June 2010: *University-District Research Partnership ($6,000)*

Awards

*2013 Dean's Faculty Research Award

*2012 Pennsylvania Educational Research Association Distinguished Paper Award

*2009 American Educational Research Association Districts in Reform Special Interest Group Outstanding Dissertation Award

2009 Phil Delta Kappa, Tau Chapter, Dissertation Award, University of Pennsylvania Graduate School of Education

Invited Presentations and Panels

*Blackman, H., Farley-Ripple, E.N., Farrell, C., May, H., & Penuel, B. (2018). *Using research at the classroom, school, district, and state levels: Results from the Knowledge Utilization R&D Centers*. Invited presentation at the Institute for Education Sciences Principal Investigator's Meeting, Washington DC.

*Farley-Ripple, E. (2017, February). *Assessing the quality and nature of brokering activities.* Invited presentation at the William T. Grant Foundation on Advancing the Use of Research Evidence, Washington, DC.

*Farley-Ripple, E. (2017, February). *Considerations and advances in measuring research use.* Invited presentation at the William T. Grant Foundation on Advancing the Use of Research Evidence, Washington, DC.

*2017 Fordham Institute *How to Bridge the Research-to-Policy Divide*, Washington, DC.

*2016 Summit to Expand Research Use in Education, Digital Promise, Redwood City, CA

*2016 Super-panel presenter, American Society for Public Administration Annual Meeting, Seattle, WA

*2016 *Measuring the Use of Research Evidence: Four Challenges for the Field,* invited blog for the William T. Grant Foundation

*2011 Vision 2015 Annual Conference: *How Can Delaware Effectively and Fairly Evaluate Teachers?* Newark, DE

*2014 Panelist on Data Literacy, Teaching and Learning Conference, National Board for Professional Teaching Standards, Washington DC

*2014 Panelist, Mid-Atlantic Comprehensive Center Webinar: Enhancing Teacher Data Literacy, online

*2011 *Career Transitions of School Leaders* Delaware State School Board, Delaware Chief School Officers Association, and Delaware School Boards Association.

Teaching and Advising
Coursework

Undergraduate coursework at the University of Delaware
- EDUC 451 Educational Assessment for Classroom Teachers

GRADUATE COURSEWORK AT THE UNIVERSITY OF DELAWARE
- EDUC 826 Mixed Methods in Social Research
- EDUC 839 Educational Policy and Governance (online)
- EDUC 828 Concepts and Methods in Decision-Oriented Research
- EDUC 846 Data Analysis for Educational Decision-Making
- EDUC 891 Organizational Problem Analysis/Planning
- EDUC 736 Practicum: Data Analysis Project
- EDUC 735 Data-Based Decision-Making for School Leaders (face to face)/Data-Based Decision-Making and Assessment (online; designer and instructor)
- EDUC 720 Education Policy and Teacher Leadership (designer)
- EDUC 879 Internship in Education Leadership

Graduate coursework at the University of Pennsylvania
- Inquiry Into Policy and Practice (Master's level)
- Program Evaluation and Policy Analysis, *Teaching Assistant*
- Introduction to Statistics for Educational Research, *Teaching Assistant*

Non-credit teaching
- Data-based decision-making, Delaware Academy for School Leadership Principal Preparation Pathway (3 part seminar series) 2016, 2017 Introduction to Statistics for Educational Research, *Teaching Assistant*

Advising

EdD candidates in Educational Leadership
- Jody Dallas (Spring 2012)
- Ryan Arthurton (Winter 2013)
- Mike Young (Spring 2014)
- Dave Sechler (Spring 2015)
- Harold Shaw (Spring 2014)
- Bradley Layfield (Fall 2015)
- Malik Muhammed (Spring 2015)
- Shanta Reynolds (in candidacy)
- Elizabeth Terlecki (in candidacy)
- Susan Huffman (in candidacy)
- Hilary Mead (in candidacy)
- Sterling Seemans (current)
- Nidal Abuasi (current)
- Katie Lakofsky (in candidacy)
- Scott Bacon (current)

PhD candidates
- Erin Baugher, Public Policy and Administration (admitted Fall 2017)
- Xiaoxue Zhang, Evaluation, Measurement and Statistics (admitted Fall 2015)
- Jiyoung Yun, Evaluation, Measurement and Statistics (admitted Fall 2014)

- Kati Tilley, Evaluation, Measurement and Statistics (admitted Fall 2015)
- Austin Jennings, Economic Education (in candidacy)
- Amanda Jennings, Economic Education (graduated 2017)
- Akisha Jones, Evaluation, Measurement and Statistics (May 2015)
- Erin Yetter, Economic Education (Graduated May 2014 - SOE supporting advisor)

EdD committee member for candidates in Educational Leadership

- Andrew Hegedus (2009)
- Ted Amman (2009)
- Gerri Marshall (2009)
- Richard Gusick (2009)
- Stephen Brady (2013)
- Andrew Walpole (2013)
- John Tanner (2012)
- Renee Jearns (2012)
- LouAnn Hudson (2012)
- Sherry Kijowski (2012)
- Lisa Lawson (2013)
- Carolyn Quinci (2012)
- Jacquelyn Winslow(2012)
- Karen Girton-Snyder (2012)
- Timothy Snyder (2012)
- Susan Groff (2012)
- Catherine Green (2014)
- Jeff Klein (2017)
- Christine Alois (2015)
- Keisha Brinkley (2016)
- David LaFazia (2016)
- Joe Pritchett (2017)
- Jay Owens (2017)
- Stephen Tippett (2017)
- Basia Moltchanov (candidacy)
- Lisa Peel (candidacy)
- Allison Meyers (candidacy)

Dissertation committee member

- Laura Whittaker (Ahlstrom) (Economic Education, candidacy)
- Sohee Park (Education, in candidacy)
- Rebecca Chambers (Economic Education, 2016)
- Allison Hooper (Human Development Family Studies, 2017)
- Nigel Caplan (Education, 2017)
- Huijing Wen (Education, 2016)
- Chunyan Yang (Education, 2016)
- Jessica Blank (Education, 2012)
- Paul Larson (Economics, 2012)
- Michael Donaldson (Education, 2014)

Professional and Service Activities
School of Education

- Associate Director 2015-present
- Search committee, *Director and Dean Family Endowed Chair* (2017-18)
- Welfare Committee (2016-2018)
- EdD in Education Leadership, CAEP accreditation report 2015, 2016, 2017
- Search committee chair, *Educational Policy and Leadership* (2014, 2015)
- Search committee, *Southern Delaware Coordinator* (2015)
- NCATE coordinator for Ed.D in Education Leadership 2014-15
- Admissions committee for Ph.D. in Education 2014
- SOE Coordinator of the Ph.D. in Economic Education
- Faculty member in: Ed.D. in Education Leadership, Ph.D. in Evaluation Measurement and Statistics, M.Ed. in Teacher Leadership, Elementary Teacher Education, and Ph.D. in Economic Education
- College Council 2010, 2013-15

- Coordinator of the M.Ed. in School Leadership, 2008-2012
- Graduate Studies Committee, 2010-2012
- Ad Hoc committee for redesign of the Ed.D. in Educational Leadership, 2012
- Course evaluation and teaching observation ad hoc committee, School of Education (2011)

University of Delaware

- Director, Partnership for Public Education (2016-present)
- Member, Community Engagement Initiative Leadership Council (2017-present)
- Member, Campus Compact Council (2017-present)
- Steering committee member, Partnership for Healthy Communities (2018-present)
- Advisory board member, *WeC4Communites* (NSF-INCLUDES, 2017-present)
- Advisory board member, *Delaware Teacher Institute* (2017-present)
- Led development of cluster hire proposal for *engaged scholarship* (2017)
- Presenter, Research Office panel for Broader Impacts for NSF CAREER grants (2017)
- Co-developed proposal for UD Partnership for Public Education (2015)
- Initiated research-practice partnership capacity building sessions (2016)
- University of Delaware Strategic Planning Subcommittee member (2014-15)
- Search committee, *Associate Director for CRESP* (2013)
- Strategic Planning Committee, College of Education and Human Development (2011-12)
- Search committee, *Quantitative Methodologist,* College of Education and Human Development (2011)
- Search committee, *Project Director, Associates,* Delaware Academy for School Leadership (2011)
- Committee member/curriculum writer*, Advanced Principal Training* program, Delaware Academy for School Leadership (2009-2010)
- Member, Teacher Leadership Policy Committee, Delaware Academy for School Leadership (2009-2010)

State of Delaware

- Member, Vision Coalition Leadership Team (2017-present)
- Breakout session presenter (with McDonough, K., & Minella, A.) *Identifying Evidence-Based Interventions for School Improvement Planning Under ESSA.* Breakout session presenter, 15th Annual Policy and Practice Institute (2017).
- Breakout session presenter (with May, H., McDonough, K., Tilley, K., Karpyn, A., & Humphrey, L.) *ESSA, Research Evidence, and You.* Breakout session presenter, 14th Annual Policy and Practice Institute (2016).
- Research Director to Wilmington Education Improvement Commission through IPA (2015-2016)
- Facilitator of statewide assessment inventory committee established by Senate Joint Resolution #2 (2015-2016)
- Steering committee, Data Analysis Working Group, Delaware Department of Education
- Facilitator/trainer for Data Days for Positive Outcomes Charter School (Partnership Zone)
- Reference/reviewer for Delaware in Data Quality Campaign. (2011). *State and District Collaboration to Foster Data Use for Continuous Improvement in Education: A Framework for States.* Washington, DC: Author.
- Panelist at the Vision 2015 Annual Conference: *How Can Delaware Effectively and Fairly Evaluate Teachers?*

- Breakout session presenter, 8th Annual Policy and Practice Institute (2010): *Career Transitions of School Leaders.*
- Session facilitator, *Delaware Aspiring Leaders Program* (2010)
- Session facilitator, *Teacher Leadership Institute* (2010)

National

Professional Associations and Leadership

- Program Chair, AERA SIG Research Use 2016-present
- Section Program Chair, AERA Division L, 2017-present
- *Mentor for David L. Clark Seminar sponsored by UCEA and AERA, 2017
- *Co-developer and editor of special research use section of a journal with support of William T. Grant Foundation, 2016-present
- *Board member, Mid Atlantic Educational Research Association, 2013-2015
- *Board member, AERA SIG Districts in Reform 2012-present
- *Co- chair, AERA SIG Districts in Reform 2014-2016
- *Treasurer Elect, AERA SIG Research Use 2012-13
- Member, American Educational Research Association, Division L (Educational Policy and Politics), Division H (Research Methodology), Educational Politics Special Interest Group, Districts in Reform Special Interest Group, Research Use Special Interest Group
- 2009 William L. Boyd National Educational Politics Workshop, American Educational Research Association Annual Meeting
- 2008 Annual David L. Clark National Graduate Student Research Seminar in Educational Administration and Policy

Reviewing

- *William T. Grant Foundation grants reviewer
- * IES NCER competition, 2013, 2015
- * International Journal of Educational Leadership and Policy
- *Teachers College Record
- *AERA Open
- *Educational Policy Analysis Archives
- * Review of Educational Research
- * Journal of Education of Students Placed At-Risk
- * Journal of Educational Administration
- *American Journal of Education
- * Invited panel reviewer, 2010-2015 American Educational Research Association reviewer
- *Reviewer, 2011, SIG Districts in Reform Dissertation competition
- *Reviewer, 2009, William T. Grant Foundation
- *Reviewer, 2005-2013, American Educational Research Association Annual Meeting proposals