
LAURA M. DESIMONE

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Current Position

Professor and Director of Research. College of Education and Human Development, University of Delaware.

Current Work/Area of Specialization

I study how state, district and school-level policies promote changes in school leaders and teachers and teaching that lead to improved student achievement and to closing the achievement gap between advantaged and disadvantaged students. My work contributes to theory, and informs policy and classroom practice. My research has three overlapping, related strands: (1) teacher learning and teacher change, (2) the influence of instruction on student learning, and (3) effects of state, district and school policy on district and school leaders, and on teachers and students, including a focus on policy implementation.

I currently am co-PI on a \$10 million IES-funded interdisciplinary research center studying the implementation and effects of college and career ready standards. The Center on Standards, Alignment, Instruction and Learning (<http://www.c-sail.org/>) examines outcomes for all students, but also focuses on analyzing outcomes for students with disabilities and English language learners. I am also PI of Shared Solutions (<https://partnership.gse.upenn.edu/>), a collaboration with the School District of Philadelphia, targeted to conducting research to contribute to school improvement efforts.

Education

- Ph.D. 1996, The University of North Carolina at Chapel Hill. Public Policy Analysis.
 - MPA 1991, The American University, Masters of Public Administration, Concentration in Education Policy
 - B.A. 1990, Wesleyan University, American Studies
Semester abroad at College International de Cannes, Cannes, France
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Professional Experience - Summary

- August 2018-Present** Professor and Director of Research, College of Education and Human Development, University of Delaware, Newark, DE.
- August 2007-
July 2018** Associate then Full Professor of Education Policy, University of Pennsylvania. Graduate School of Education, University of Pennsylvania, Philadelphia, PA 19104. Secondary appointment, School of Social Policy and Practice.
- September 2001-
July 2007** Assistant Professor of Public Policy and Education, Department of Leadership, Policy & Organizations, Peabody College, Vanderbilt University
- April 1998-2001** Research/Senior Research Scientist, American Institutes for Research, Washington, DC
- June 1996–April 1998** Post-Doctoral Associate and Project Director for CoZi Evaluation, Bush Center in Child Development and Social Policy, Yale University, New Haven, CT
- 1995-1996** Research Consultant, Rand Corporation, Washington, DC
- Summer 1994** Intern, Rand Corporation, Washington, DC
- 1994** Instructor for two Introduction to Public Policy Analysis Courses. Curriculum in Public Policy Analysis, University of North Carolina, Chapel Hill, NC
- 1993–1995** Graduate Assistant, Early Childhood Research Institute, Frank Porter Graham Child Development Center, The University of North Carolina at Chapel Hill, NC
- 1992–1993** Project Coordinator, Cities-in-Schools (CIS) Evaluation Project, University of North Carolina at Chapel Hill, NC
- 1992–1993** Consultant to the State Department of Public Instruction (SDPI), North Carolina, Interagency Collaboration Initiative, NC
- 1992** Consultant to the Governor’s Office, Chapel Hill, NC
- 1992** Research Associate, School of Education, the University of North Carolina at Chapel Hill, NC
- 1991** Research Assistant, School of Education, the University of North Carolina at Chapel Hill, NC
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Honors and Affiliations

2019. American Education Research Association Fellow.

2015. Named as one of the 200 most influential scholars in 2015 Edu-Scholar Public Influence Rankings, which recognizes university-based education scholars for their contributions to public understanding and debate (American Enterprise Institute)

2015. First author on article awarded the Association of Teacher Educators' "Distinguished Research in Teacher Education" award, established to recognize and encourage outstanding investigations influencing teacher education and/or student learning.

2014. Article in *Journal of Teacher Education* (Desimone et al., 2014) one of journal's monthly top five most read articles.

2013. Outstanding Reviewer Award, *Educational Evaluation and Policy Analysis*, American Education Research Journal.

2013. Named as one of the 200 most influential scholars in 2013 Edu-Scholar Public Influence Rankings, which recognize university-based education scholars for their contributions to public understanding and debate (American Enterprise Institute)

2010 Contributing author to book that won the 2010 Social Policy Edited Book Award from the Society for Research on Adolescence.

Reviewer of the Year, *Educational Administration Quarterly*, 2005-2006

National Academy of Education/Spencer Post-doctoral Fellow 2002-2003

American Education Research Association (1995-present)

American Sociological Association, Sociology of Education Section (1999-2001)

Association of Public Policy Analysis and Management (1993-1998)

Beta Psi Chapter of Pi Sigma Alpha, National Political Science Honor Society, 1990

Maryland State Scholarship Recipient 1987

Wesleyan Scholarship Recipient, 1986-1989

Publications

*denotes graduate student during manuscript development/writing

** denotes postdoctoral fellow during manuscript development/writing

***denotes assistant professor during manuscript development/writing

Journal articles (blind peer-reviewed)

Manuscripts in Review

The following manuscripts are in review in either *American Education Research Journal*, *Educational Researcher*, *Educational Evaluation and Policy Analysis*, *Teachers College Record*, *American Journal of Education* or the *Elementary School Journal*.

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- *Nichols, P., Desimone, L., *Edgerton, A., *Nichols, P. (in review). The “new” standards-based reform: How is it similar and different than previous waves of reform?
- *Hill, K., Desimone, L., Wolford, T., Reitano, A., & Porter, A. (in review). Urban school improvement: Policies that work.
- *Edgerton, A., & Desimone, L. (in review). Mind the gap: Differences in teacher, principal and district views of standards-based reform.
- *Pak, K., Song, M., Desimone, L., and *Edgerton, A., (in review). Implementation of College and Career Ready Standards: A 50-State Comparison.

Blind Peer-reviewed Published or in Press

- Desimone, L., ***Stornaiuolo, A., ***Flores, N., *Edgerton, A., *Pak, K. (accepted January 2019). Lessons from Implementing College and Career Ready Standards. *Educational Researcher*.
- *Pak, K., & Desimone, L. (accepted fall 2018). How Do States Implement College and Career Readiness Standards? A State Distributed Leadership Analysis. *Educational Administration Quarterly*.
- *Anglum, C., Desimone, L.M., & *Hill, K. (in press). Integrating Computer-based Curricula in the Classroom: Lessons from a Blended Learning Intervention. *Teachers College Record*.
- *Edgerton, A., & Desimone, L. (in press). Teacher implementation of College- and Career-Readiness Standards: Links among policy, instruction, challenges, and resources. *AERA Open*.
- Smith, T.M., Neergaard Booker, L., Hochberg, E.D., & Desimone, L.M. (2018). Do organizational supports for math instruction improve the quality of beginning teachers' instruction? *Teachers College Record*, 120(7), 1-46.
- Desimone, L.M., & *Pak, K. (2017). Instructional coaching as high-quality professional development. *Theory Into Practice*, 56(1), pp. 3-12.
- Desimone, L., & *Hill, K. (2017). Inside the Black Box: Examining Mediators and Moderators of a Middle School Science Intervention. *Educational Evaluation and Policy Analysis*, 39(3), 511-536.
- Desimone, L., Wolford, T., & *Hill, K. (October-December 2016). Research-Practice: A Practical Conceptual Framework. *AERA Open*, 2(4), pp. 1-14.
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- **Covay Minor, E., Desimone, L.M., **Caines, J. & *Hochberg, E. (2016). Insights on how to shape teacher learning policy: The role of teacher content knowledge in explaining differential effects of professional development *Education Policy Analysis Archives*, 24 (38) Retrieved [date], from <http://epaa.asu.edu/ojs/article/view/2365>
- Desimone, L., *Hochberg, E., & *McMaken, J. (2016). Teacher knowledge and instruction policy: Growth and linkages. *Teachers College Record*. 118(5), pp. 1-54.
- Desimone, L.M., & Garet, M.S. (2015). Best practices in teacher's professional development in the United States. *Psychology, Society, & Education*. 7(3), 252-263. (International, peer-reviewed open access journal published by the Association for the Advancement of Psychology and Education (AAPE). One author from each of five countries (Australia, Finland, Hong Kong, Singapore, and the U.S.) was invited to contribute to a special issue on Teacher Learning and Professional Development; I was asked to represent the U.S.
- **Covay, E., Desimone, L., ***Phillips, K., & *Spencer, K. (2015). A new look at the opportunity to learn gap across race and income. *American Journal of Education*, 12(2).
- *Polikoff, M. S., Desimone, L. M., *Hochberg, E. D., & Porter, A. C. (2015). Mentor policy and the quality of mentoring. *Elementary School Journal*, 116(1) 76-102.
- **Bowden, J., & Desimone, L.M. (2014). More work, less play: The changing nature of kindergarten. *Teachers College Record*. <http://www.tcrecord.org> ID Number: 17742
- Desimone, L., *Hochberg, E., *Polikoff, M., Porter, A., *Schwartz, R., & *Johnson, L. (2014). Formal and informal mentoring: Compensatory, complementary, or consistent? *Journal of Teacher Education*, 65(2), 88-110. (This article won the Distinguished Research in Teacher Education Award from the Association of Teacher Educators)
- Desimone, L. (2013). Teacher and administrator responses to standards-based reform. *Teachers College Record*, 115(8), 1-53.
- Desimone, L., Smith, T., & ***Phillips, K. (2013). Linking student achievement growth to professional development participation and changes in instruction: A longitudinal study of elementary students and teachers in Title I schools. *Teachers College Record*, 115(5), 1-46.
- *Phillips, K. R., Desimone, L., & Smith, T. (2011). Teacher participation in content-focused professional development and the role of state policy. *Teachers College Record*, 113(11), 2586-2630.
- *Hochberg, E., & Desimone, L. (2010). Professional development in the accountability context: Building capacity to achieve standards, *Educational Psychologist*, 45: 2, 89–106.
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- Desimone, L. M., & *Long, D. (2010). Does conceptual instruction and time spent on mathematics decrease the student achievement gap in early elementary school? Findings from the Early Childhood Longitudinal Study (ECLS). *Teachers College Record*, 112(12), 3024-3073.
- Desimone, L. & Smith, T., & *Frisvold, D. (2010). Survey measures of classroom instruction: Comparing student and teacher reports. *Educational Policy*, 24(2), 267-329.
- Desimone, L. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181-199
- Smith, T. M., Desimone, L. M., *Zeidner, T., *Dunn, A. C., *Bhatt, M., & *Rumyantseva, N. L. (2007). Inquiry-oriented instruction in science: Who teaches that way? *Educational Evaluation and Policy Analysis*, 29(3), 169-199.
- Desimone, L. M., Smith, T.S., & *Rowley, K. (now Phillips) (2007). Does policy influence mathematics and science teachers' participation in professional development? *Teachers College Record*, 109(5), 1086-1122.
- Desimone, L. (2006). Consider the source: response differences among teachers, principals and districts on survey questions about their education policy environment. *Educational Policy*, 20(4), 640-676.
- Desimone, L., Smith, T., & *Ueno, K. (2006). Are teachers who need sustained, content-focused professional development getting it? An administrator's dilemma. *Educational Administration Quarterly*, 42(2), 179-215.
- Desimone, L. M., Smith, T. S., *Hayes, S., & *Frisvold, D. (2005). Beyond accountability and average math scores: Relating multiple state education policy attributes to changes in student achievement in procedural knowledge, conceptual understanding and problem solving in mathematics. *Educational Measurement: Issues and Practice*, 24(4), 5-18.
- Desimone, L., Smith, T., Baker, D., & *Ueno, K. (2005). Assessing barriers to the reform of United States mathematics instruction from an international perspective. *American Educational Research Journal*, 42(3), 501-535.
- Smith, T., Desimone, L., Ueno, K. (2005). "Highly qualified" to do what? The relationship between NCLB teacher quality mandates and the use of reform-oriented instruction in middle school math. *Educational Evaluation and Policy Analysis*, 27(1), 75-109.
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- Desimone, L., & LeFloch, K. (2004). Are we asking the right questions? Using cognitive interviews to improve surveys in education research. *Educational Evaluation and Policy Analysis*, 26(1), 1-22.
- Desimone, L., Payne, B., Federovicious, N., Henrich, C. & Finn-Stevenson, M. (2004). Comprehensive school reform: An implementation study of preschool programs in elementary schools. *The Elementary School Journal*, 104(5), 387-407.
- Desimone, L., Birman, B., Porter, A., Garet, M., & Suk Yoon, K. (2003). Improving teachers' in-service professional development in mathematics and science: The role of postsecondary institutions. *Educational Policy*, 17(5), 613-649.
- Porter, A.C., Garet, M., Desimone, L., Birman, B. & L., Suk Yoon, K. (2003). Providing effective professional development: Lessons from the Eisenhower Program. *Science Educator*, 12(1), 23-40.
- Desimone, L. (2002). How can comprehensive school reform models be successfully implemented? *Review of Educational Research*, 72(3), 433-479.
- Desimone, L., Porter, A. C., Garet, M., Yoon, K., & Birman, B. (2002). Effects of professional development on teachers' instruction: Results from a three-year study. *Educational Evaluation and Policy Analysis*, 24(2), 81-112.
- Desimone, L., Garet, M., Birman, B., Porter, A., & Yoon, K. (2001). How do district management and implementation strategies relate to the quality of the professional development that districts provide to teachers? *Teachers College Record*, 104(7), 1265-1312.
- Garet, M., Porter, A., Desimone, L., Birman, B., & Yoon, K. (2001). What makes professional development effective? Analysis of a national sample of teachers. *American Education Research Journal*, 38(3), 915-945.
- Desimone, L., Finn-Stevenson, M. & *Henrich, C. (2000). Whole-school reform in a low-income African-American community: The effects of the CoZi model on teachers, parents and students. *Urban Education*, 35(3), 269-323.
- Desimone, L. (1999). Parent involvement and achievement: Do race and income matter? *Journal of Educational Research*, 93(1), 11-30.
- Finn-Stevenson, M., Desimone, L., Chung, A. (1998). Linking child care with the school: Pilot evaluation of the School of the 21st Century. *Children and Youth Services Review*, 20(3), 177-205.
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Bowen, G.L., Desimone, L., & McKay, J.K. (1995). Poverty and the single mother family: A macroeconomic perspective. *Marriage and Family Review*, 20, 1-2, 115-142.

Gallagher, J. & Desimone, L. (1995). Lessons learned from implementation of the IEP: Application to the IFSP. *Topics in Early Childhood Special Education*, 15(3), 353-378.

Desimone, L. (1993). Racial discourse in a community: Language and the social construction of race. *The Journal of Negro Education*, 62(4), 414-18.

Policy/Practitioner and Other Journal articles

*Edgerton, A., Polikoff, M. & Desimone, L.M. (May 11, 2017). How is policy affecting classroom instruction? *Economic Studies at Brookings: Evidence Speaks Series*, 2(14). Washington, DC: Brookings Institution.

*Hochberg, E.D., Desimone, L.M., Porter, A.C., *Polikoff, M.S., *Schwartz, R., & *Johnson, J. (2015). A hybrid approach benefits beginning teachers. *Phi Delta Kappan*, 96(8), 70-72.

Desimone, L. (2013). Reform before NCLB. *Phi Delta Kappan*, 94(3), 59-61.

Desimone, L. *Bartlett, P., *Gitomer, M., *Mohis, Y., *Pottinger, D., & Wallace, J.D. (2013, April). What they wished they had learned (new teachers reflecting on gaps in their preparation). *Phi Delta Kappan*, 94(7), 6-7.

Desimone, L. (2011). Outcomes: contentfocused learning improves teacher practice and student results. *Journal of Staff Development*, 32(4), 63-68.

Desimone, L. (2011, March). A primer on effective professional development. *Phi Delta Kappan*, 92(6), pp. 68-72.

Desimone, L. (2007). Invited commentary on Thomas J. Kane, Jonah E. Rockoff, and Douglas O. Staiger's article, Photo finish: Certification doesn't guarantee a winner. *Education Next*, 7(2), p. 6.

Desimone, L. (2003). Editor's Introduction. *Peabody Journal of Education*.

Smith, T., & Desimone, L. (2003). Do changes in patterns of participation in teachers' professional development reflect the goals of standards-based reform? *Educational Horizons*, 81(3), 119-129.

Desimone, L. (2001, Jan.). Strengthening parent involvement through Title I. *Title I Monitor*, pp. 13-15.

Desimone, L. & Ginsburg, A. (2001). Research-based lessons from Title I implementation: Examining different strategies for improving student outcomes, *The CEIC Review (The National Center on Education in the Inner Cities)*, 10(3), 15-16.

Birman, B., Desimone, Garet, M., & Porter, A. (2000). Designing professional development that works. *Educational Leadership*, 57(8), 28-33.

Desimone, L. (2000). The role of teachers in urban school reform. *Clearinghouse on Urban Education Digest*, No. 154, pp. 1-7.

Deemer, E., Desimone, L. & Finn-Stevenson, M. (1998). School-based child care: How and why it works. *Principal*, 77(3), 43-46.

Books, Monographs and Edited Volumes

Desimone, L. (2015). Guest Editor for special issue of *Professional Development in Education* (an international blind peer-reviewed journal).

Smith, T., Desimone, L., & Porter, A. (Eds.). (2012). Organization and effectiveness of induction programs for new teachers. *Yearbook of the National Society for the Study of Education*, 111(2). New York: Teachers College, Columbia University

Guest Editor, *Peabody Journal of Education*, 2001-2002.

Desimone, L. (2000). *Making comprehensive school reform work: Lessons from implementation research*. Clearinghouse on Urban Education, Institute for Urban and Minority Education, Teachers College, Columbia University, New York.

Book, Handbook and Encyclopedia Chapters

*Hill, K., Desimone, L.D., Wolford, T., & Reitano, A. (2017). Assessing school turnaround: Using an integrative framework to identify levers for success. In C. Meyers & Darwin, M. (Eds.), *Enduring Myths that Inhibit School Turnaround*. Charlotte, NC: Information Age Publishing.

*Hill, K., & Desimone, L. (forthcoming). Professional capacity building through job-embedded learning. *Handbook of Educational Supervision*. (Eds. Sally Zepeda). Wiley-Blackwell.

Desimone, L., & *Stuckey, D. (2014). Sustaining professional development. In L. Martin, S. Kragler, D. Quatroche, & K. Bauserman (Eds.), *Handbook of professional development in Education: Successful Models and Practices, PreK-12* (pp. 467-482). New York, NY: Guilford Publications.

Desimone, L. (2009). Complementary methods for policy research. In D. Plank, G. Sykes, & B. Schneider (Eds.), *AERA handbook on education policy research* (pp. 163-175). Washington, DC: American Education Research Association.

Desimone, L. (2008). Whole-school change. In M. Shinn & H. Yoshikawa (Eds.), *Toward positive youth development: Transforming schools and community programs* (pp. 150-169). New York: Oxford University Press. (This book won the 2010 Social Policy Edited Book Award from the Society for Research on Adolescence.)

Desimone, L., Smith, T., Frisvold, D. (2007). Is NCLB increasing teacher quality for students in poverty? In A. Gamoran (Ed.), *Will standards-based reform in education help close the poverty gap?* (pp. 89-119). Washington, DC: Brookings Institution.

Desimone, L. (2006). Toward a more refined theory of school effects: A study of the relationship between professional community and mathematics teaching in early elementary school. In C. Miskel & W. Hoy (Eds.), *Contemporary Issues in Educational Policy and School Outcomes: Research and Theory in Educational Administration* (pp. 87-101). Greenwich, CT: Information Age Publishing.

Desimone, L., Jerman-Garison, D., Patterson, J., Philipsen, M., Randall, S. Hendricks, W. (1995). Interagency collaboration: Alternative forms and their problems, pp. 79-101. In A. Adkins, C. Awsumb, G. Noblit & P. Richards (Eds.), *Working together? Grounded perspectives on interagency collaboration*. Cresskill, NJ: Hampton Press.

Invited Encyclopedia Chapters

Desimone, L. (2006). Standards-based reform. K. Borman (Ed.), *The Praeger Handbook of the American High School: An Encyclopedia* (pp. 378-381). Westport, CT: Praeger Publishing Company.

Desimone, L. (2004). School and program evaluation, In J. Guthrie (Ed.), *Encyclopedia of Education, 2nd Edition, 2030-2034*. New York: Macmillan.

Selected Reports

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- Desimone, L. M., *Edgerton, A. K., & Yang, R. (2017). *Standards Implementation in Ohio: Local Perspectives on Policy, Challenges, Resources, and Instruction*. Philadelphia: The Center on Standards, Alignment, Instruction, and Learning.
- *Edgerton, A. K., Desimone, L. M., & Yang, R. (2017). *Standards Implementation in Texas: Local Perspectives on Policy, Challenges, Resources, and Instruction*. Philadelphia: The Center on Standards, Alignment, Instruction, and Learning.
- Flores, N., with *Nichols, T. P., Pak, K., *Plummer, E., Stornaiuolo, A. & Desimone, L. M. (2017). *Year 1 State Report: Texas*. Philadelphia: The Center for Standards, Alignment, Instruction, and Learning.
- *Nichols, T. P., & *Plummer, E., with Flores, N., *Pak, K., Stornaiuolo, A., & Desimone, L. M. (2017). *Year 1 State Report: Massachusetts*. Philadelphia: The Center for Standards, Alignment, Instruction, and Learning. (*Lead authors in alphabetical order).
- Pak, K., with Flores, N., *Nichols, T. P., *Plummer, E., Stornaiuolo, A., & Desimone, L. M. (2017). *Year 1 State Report: Massachusetts*. Philadelphia: The Center for Standards, Alignment, Instruction, and Learning.
- Stornaiuolo, A., with Flores, N., *Nichols, T. P., Pak, K., *Plummer, E., & Desimone, L. M. (2017). *Year 1 State Report: Ohio*. Philadelphia: The Center for Standards, Alignment, Instruction, and Learning.
- Berger, A., Desimone, L., Herman, R., Garet, M. & Margolin, J. (2002). *Content of state standards and the alignment of state assessments with state standards*. Washington, DC: U.S. Department of Education.
- Miller, L., Herman, R., Garet, M., Desimone, L., & Zhang, Y. (2002). *State mathematics standards: Policies, instructional supports, aligned instruction, and student achievement*. Washington, DC: U.S. Department of Education.
- Desimone, L. (1996, December). *Comparing the relationship of parent involvement and locus of control to adolescent school achievement: An analysis of racial/ethnic and income differences*. Unpublished Ph.D. dissertation, Curriculum in Public Policy Analysis, University of North Carolina at Chapel Hill.

Invited Presentations

- Desimone, L. (September, 2018). Presentation to invited workshop, University of Colorado, Boulder. *What Have We Learned About Professional Development that Applies to Higher Education?*
- Desimone, L. (February, 2018). Presentation (via webinar) to network of Council of Chief State School Officers. *What do We Know About Professional Development?*
- Desimone, L. (Sept. 7-10, 2016). *Teacher Professional Development. Research and policymaking in education. Stockholm, Sweden.* Symposium sponsored by the Wenner-Gren Foundation and Royal Swedish Academy of Sciences Center. Organized by the Royal Academy of Sciences Education Committee.
- Desimone, L. (November 6, 2014). *What do we know about teacher's professional development?* National webinar on professional development for U.S. Department of Education's State Personnel Development Grants Program.
- Desimone, L. (2014, April). *Improving Professional Development for Teachers.* Presented at the School District of Philadelphia research conference.
- Desimone, L., **Richards, M., & *Hwang, J. (2013). *Implementation of a cognitive science intervention.* Schools of the 21st Century Conference. May 21-22, 2013. Washington, DC.
- Desimone, L. (2013). *What we know about professional development.* Schools of the 21st Century Conference. May 21-22, 2013. Washington, DC.
- Desimone, L. (2013, February). Joint national lecture series, sponsored by University of North Carolina - Chapel Hill Education Policy, and Public Policy Analysis Department. What have we learned from recent rigorous randomized control trials on teacher professional development? Chapel Hill, NC.
- Desimone, L. (2007). Invited from Division K (teacher education) to join panel of experts on panel entitled: *The Role of Quantitative Research in Teacher Education.* Presented at the Annual Meeting of the American Educational Research Association (AERA), New York City, NY.
- Desimone, L. (December 2006). *Teacher and teaching quality.* Inaugural invitational conference, *Research on Educational Effectiveness: Significant Findings and Critical Gaps.* Sponsored by The Society for Research on Educational Effectiveness (SREE) founded by University of Chicago professor Larry Hedges.
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Desimone, L. (May 2006). *Implementation of whole-school change efforts*. Invitational conference on improving social outcomes for adolescents, sponsored by the W.T. Grant Foundation and Ford Foundation. New York, NY.

Desimone, L., Smith, T., Frisvold, D. (February 2006). Is NCLB increasing teacher quality for students in poverty? Invitational conference, *Will Standards-Based Reform in Education Help Close the Poverty Gap?*, sponsored by the Institute for Research on Poverty, the School of Education, and the Wisconsin Center for Education Research, University of Wisconsin-Madison.

Desimone, L. (2004). Presentation to Modern Red Schoolhouse on professional development research. Nashville, TN.

Desimone, L. (2002, April). Presentation to Modern Red Schoolhouse on challenges for comprehensive school reform, Nashville, Tennessee. Nashville, TN.

Desimone, L., & Ginsburg, A. (2000). *The use and effectiveness of parent-school compacts: Implications for comprehensive school reform*. Commissioned paper prepared for the National Invitational Conference, Lessons from Title I Implementation. Sponsored by the Laboratory for Student Success at Temple University. Washington DC, October 31-November 1.

Desimone, L. (2000, August). *How research can inform practice: Findings from implementation research on comprehensive school reform*. Invited workshop leader, AEL's (now Edvantia) Academy for External Facilitators for the Comprehensive School Reform Demonstration Program. Arlie House, Warrington, Virginia.

Desimone, L. (2000, June). Invited participant for the *Second Annual Research Symposium on Research and Evaluation Related to Comprehensive School Reform*. Co-sponsored by AEL, Inc., the National Clearinghouse for Comprehensive School Reform (NCCSR) and COSMOS Corporation and the McKenzie Group (COSMOS/TMG) in partnership with the Office of Educational Research and Improvement (OERI) and Planning and Evaluation Service (PES) of the U.S. Department of Education. Washington DC.

Desimone, L. (1998, July). *Conducting a needs assessment*. Workshop presented to teachers, principals, and district officials at the School of the 21st Century's annual conference at the Bush Center in Child Development and Social Policy, New Haven, CT.

Conferences Hosted

Shared Solutions Research Practice Partnership conference with the School District of Philadelphia: Celebrating Stakeholder Feedback. February 17, 2016.

Shared Solutions: Research Practice Partnership conference with the School District of Philadelphia, November 12, 2014. Over 100 researchers and practitioners attended.

Presentations

* denotes graduate student; ** denotes postdoctoral fellow

*Pak, K., Desimone, L., & *Parsons, A. (2019, April). *An integrative approach to professional development to support college- and career- readiness standards*. Paper to be presented at the annual meeting of the American Educational Research Association. Toronto, ON.

*Edgerton, A. K., *Saldívar García, E., & Flores, N. (2019, April). *English learner education in the era of ESSA: A three-state comparison of teacher preparedness*. Paper to be presented at the annual meeting of the American Educational Research Association. Toronto, ON.

*Pak, K., & Desimone, L. (2017). *How Do States Implement College and Career Readiness Standards? A Distributed Leadership Analysis*. Paper Presented at the Annual Meetings of the American Educational Research Association in San Antonio, Texas.

*Pak, K., Song, M., Desimone, L., and *Edgerton, A., (2017). *Implementation of College and Career Ready Standards: A 50-State Comparison*. Paper Presented at the Annual Meetings of the American Educational Research Association in San Antonio, Texas.

*Hill, K., Desimone, L.M., Wolford, T., Porter, A., Reitano, A., Kowalski, D., *Blackman, H., & Stratos, K. (2017). *Implementing School Turnaround: Identifying Levers for Success*. Paper Presented at the Annual Meetings of the American Educational Research Association in San Antonio, Texas.

Desimone, L., Wolford, T., *Hill, K., Reitano, A., & Kowalski, D. (2016). *Shared Solutions Research to Practice Partnership: A New Paradigm*. Presentation at the annual meetings of the American Education Research Association in Washington DC.

Desimone, L., & Wolford, T. (2016). *Shared Solutions: Re-Imagining Research to Practice Partnerships*. Presented at the annual meeting of the Society for Research on School Effectiveness in Washington, DC.

*Cameron, A., *Hill, K., Desimone, L. (2016). *Implementation of a Math-Based Software Program in the Context of a Randomized-Control Trial*. Presentation at the annual meetings of the American Educational Research Association in Washington, DC.

Desimone, L., with Tonya Wolford, Shared Solutions. Presentation to Penn GSE's Board of Overseers. April 30th, 2015.

*Hill, K., **Richards, M., & Desimone, L. Understanding the Black Box: Mediators to Implementation of a Science Intervention. Paper presentation at the annual meetings of the American Educational Research Association, Philadelphia, PA.

Desimone, L. (session chair, April 2014). *National Center for Education Statistics Longitudinal Surveys: A Bold Vision for the Future from the Research Community*. Annual meetings of the American Educational Research Association, Philadelphia, PA.

**Covay, E., Desimone, L., & **Caines, J. (2014). *Explaining differential effects of teachers' professional development: The role of teacher content knowledge*. In *Evaluation of Teacher Professional Development session*. Annual meetings of the American Educational Research Association, Philadelphia, PA.

Desimone, L.M., **Covay, E., Phillips, K., *Spencer, K., & *Stuckey, D. (2014). *The differential effects of math instruction by race and income*. In *Equity, Disparity, and Educational Policy session*. Annual meetings of the American Educational Research Association, Philadelphia, PA.

Desimone, L. (April, 2014). *So You Want to Be a Peer Reviewer: An Interactive Session on Learning to Review Annual Meeting Papers Cosponsored by the Annual Meeting Policies and Procedures and Research Advisory Committees*. Session co-facilitator, annual meetings of the American Educational Research Association, Philadelphia, PA.

**Caines, J., **Covay, E., & Desimone, L. (2013). How content knowledge affects the influence of teacher professional development. Poster presented at the annual meetings of the American Educational Research Association, Vancouver, BC.

Desimone, L. (October 2012). *Features of high-quality professional development*. Association of Public Policy Analysis and Management. Baltimore, MD.

*Spencer, K., *Stuckey, D., Desimone, L., **Covay, E., Phillips, K. (2013). *Can Schools Make a Difference?* Paper presented at the annual meetings of the American Educational Research Association, Vancouver, BC.

*Hochberg, E., Desimone, L., Porter, A., *Polikoff, M., *Schwartz, R. (2012). *Comparing Formal and Informal Mentoring*. Paper presented at the annual meetings of the American Educational Research Association, Vancouver, BC.

*Spencer, K., Desimone, L., **Covay, E., Phillips, K. (2012). *School Challenge and Its Relationship to School Poverty and Percent Minority*. Paper presented at the annual meetings of the American Educational Research Association, Vancouver, BC.

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- *Neerguard, L., *Dunn, A., Smith, T., & Desimone, L. (2012). Teacher Turnover and Teacher Knowledge. Paper presented at the annual meetings of the American Educational Research Association, Vancouver, BC.
- *Spencer, K., Desimone, L., & *McMaken, J. (2011). *Intervention Implementation and Classroom Instruction as a Mediating Variable in Middle School Science Achievement*. Paper Presented at the Annual Meetings of the American Education Research Association, New Orleans, LA.
- *McMaken, J., *Hochberg, E., & Desimone, L. (2011). *Is Teacher Knowledge Related to Instructional Quality? Analysis of New Middle School Math Teachers*. Paper Presented at the Annual Meetings of the American Education Research Association, New Orleans, LA.
- **Covay, E., Desimone, L., Phillips, K., & *Spencer, K. (2011).: An Examination of the Teacher and Teaching Quality Experienced by Elementary School Children: A Descriptive and Relational Analysis of the Racial/Ethnic and Socioeconomic Achievement Gap Using the Early Childhood Longitudinal Study. Paper Presented at the Annual Meetings of the American Education Research Association, New Orleans, LA.
- *Hochberg, E., Desimone, L., Polikoff, M., & Porter, A. (2011). *Examining Beginning Mathematics Teachers' Formal and Informal Mentoring*. Paper Presented at the Annual Meetings of the American Education Research Association, New Orleans, LA.
- Desimone, L. (2011). Invited Discussant on Symposium entitled, *The Role of Professional Development in Promoting Teacher Expertise and Student Learning*. Division K – Teaching and Teacher Education. Paper Presented at the Annual Meetings of the American Education Research Association, New Orleans, LA.
- Desimone, L., *McMaken, J., & *Cherng, S. (2010). *Conceptualizing and Measuring Implementation of Education Interventions*. Paper presented at the Annual Meeting of the American Educational Research Association, 2010. Denver, CO.
- Desimone, L. (2009). Expert panel member at Forum on National Board Certification as School Reform. Washington, DC: National Press Club.
http://www.nbpts.org/about_us/national_board_certifica/2009_forum_on_national_b
- *Polikoff, M., *McGraner, K., & Desimone, L. (2009) *Induction Policy versus Implementation: How Do Teachers' Actual Experiences Align with Their State, District and School's Induction Policy?* Paper presented the Annual Meeting of the American Educational Research Association, April 15th, 2009. San Diego, CA.
- *Hochberg, E., *Hawkinson, L., **Cannata, M., Desimone, L., and Porter, A. (2009) *Characteristics of and Variation in Formal and Informal Mentoring and Induction of New Teachers*. Paper presented the Annual Meeting of the American Educational Research Association, April 15th, 2009. San Diego, CA
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Desimone, L., Smith, T., & Porter, A. (2009). Organized and chaired symposium entitled: *Examining Induction and Mentoring Policy: Implications for Practitioners and Policy Makers. and Understanding the Context of Mentoring in the Induction of Beginning Teachers.* Presented at the Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.

Desimone, L., Smith, T., & Porter, A. (2009). Organized and chaired symposium entitled: *Understanding the Context of Mentoring in the Induction of Beginning Teachers.* Presented at the Annual Meeting of the American Educational Research Association (AERA), San Diego, CA.

Desimone, L., and Smith, T. (2007). *Improving middle-school math instruction and student achievement.* Presented for symposium entitled: *Methodological Advances in Studying New Teacher Induction.* Presented at the Annual Meeting of the American Educational Research Association (AERA), New York City, NY.

Desimone, L., and Smith, T. (2007). Organized and chaired symposium entitled: *New Perspectives on Beginning Teacher Induction and Mentoring.* Presented at the Annual Meeting of the American Educational Research Association (AERA), New York City, NY.

Desimone, L., and Smith, T. (2007). Organized and chaired symposium entitled: *Organization and Effectiveness of High-intensity Induction Programs for New Teachers.* Presented at the Annual Meeting of the American Educational Research Association (AERA), New York City, NY.

Desimone, L. (2007). Discussant for symposium entitled: *Scaling-up Peer-assisted Learning Strategies (PALS) and Reading Achievement: A multi-site longitudinal randomized control.* Presented at the Annual Meeting of the American Educational Research Association (AERA), New York City, NY.

**Lesnick, J., and Desimone, L. (2007). *Influential forces: The relationship between state and local policy and classroom implementation of math standards.* Paper presented at session entitled: *Teacher Learning in an Age of Accountability.* Presented at the Annual Meeting of the American Educational Research Association (AERA), New York City, NY.

Desimone, L. (2006). Discussant for Symposium entitled: *Capacity by design: Improving instruction and achievement in the context of comprehensive school reform.* A set of papers presented by researchers in the Study of Instructional Improvement, University Michigan: Brian Rowan, Carol Barnes, Diane Massell, Joshua Glazer and Eric Camburn. Presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

- Desimone, L. (2006). Discussant for symposium entitled: *Examining stakeholders' perceptions of accountability: A systemic perspective*. Presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Desimone, L. (2005). *Toward a more refined theory of school effects: The relationship between professional community and teaching*. Presented at the annual meeting of the American Education Research Association, Montreal, Canada.
- Desimone, L. (2005). *Consider the source: Response differences in teacher, principal and district survey data*. Presented at the annual meeting of the American Education Research Association, Montreal, Canada.
- Desimone, L. (2005). Discussant for Symposium entitled: *The Lifecycle of a Reform: Comprehensive School Reform Adoption, Implementation, Outcomes, and Sustainability*. Symposium at the annual meeting of the American Education Research Association, Montreal, Canada.
- Desimone, L., Lefloch, K., *Hayes, S., & Taylor, J. (2005). *Evolving survey measures of teacher's professional development*. Paper presented as part of a symposium, *Evaluating the Quality of Professional Development: Implications for Districts and States*. To be presented at the annual meeting of the American Education Research Association, Montreal, Canada.
- Desimone, L., Smith, T., & *Ansell, S. (2005). *State policy and trends in teaching and learning: What is the relationship between changes in standards-based reform policy, instruction, and student achievement in mathematics and reading?* Paper presented as part of symposium, *Challenges, Contributions, and Consequences of State Accountability Systems*. To be presented at the annual meeting of the American Education Research Association, Montreal, Canada.
- Desimone, L., *Payne, B., *Federovicious, N., Henrich, C. & Finn-Stevenson, M. (2004). *Comprehensive School Reform: An Implementation Study Of Preschool Programs In Elementary Schools*. Paper presented at the annual meeting of American Education Research Association, San Diego, CA.
- Smith, T., & Desimone, L. (April, 2004). *What do teacher credentials measure?* Paper presented at the annual meeting of the American Education Research Association, San Diego, CA.
- Desimone, L. (October 2003). *Toward a More Refined Theory of School and Classroom Effects: A Study of the Effects of Professional Community on Instruction and Student Achievement*. Presented at the National Academy of Education's Fellows and Members Meeting, October 16th, 17th, and 18th, Cambridge, MA.
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Desimone, L., & Smith, T. (April 2003). *Who gets quality professional development?* Chicago: IL. Annual Meeting of the American Education Research Association.

Desimone, L. (January 2003). *What Makes Comprehensive School Reform Successful?* Paper presented at the annual International Conference for School Effectiveness and Improvement, Sydney, Australia.

Smith, T., & Desimone, L. (January 2003). *Teaching quality and student learning: An international perspective.* Paper presented at the annual International Conference for School Effectiveness and Improvement, Sydney, Australia.

Desimone, L. (Chair and Organizer). (April, 2003). Two symposiums on Re-inventing Federal Education Policy Analysis and Program Evaluation (Peabody Journal of Education Special Issue). Annual Meeting of the American Educational Research Association, Chicago, Illinois.

Carlson Lefloch, K., & Desimone, K. (2002). *Probing the "Trickle Down" Effect of Standards and Assessments: Are We Asking the Right Questions?* Paper presented at the annual meeting of the American Educational Research Association. New Orleans, LA.

Desimone, L., Porter, A.C., Garet, M., Yoon, K., & Birman, G. (2002). *Does Professional Development Change Teaching Practice? Results from a 3-Year Study?* Paper presented at the annual meeting of the American Educational Research Association. New Orleans, LA.

Garet, M., Herman, B. & Desimone, L. (2002). *Moving Standards to the Classroom: The Impact of Systemic Reform on Mathematics Instruction.* Paper presented at the annual meeting of the American Educational Research Association. New Orleans, LA.

*Olson, K., Desimone, L., Carlson LeFloch, K., & Birman, B. (2002). *Asking about teachers' professional development: how do we know what teachers know?* Paper presented at the annual meeting of the American Educational Research Association. New Orleans, LA.

Desimone, L. (2000, June). *Designing an evaluation of a comprehensive school reform program: The national evaluation of the School of the 21st Century.* Paper presented at the National Association for the Education of Young Children (NAEYC), San Francisco, CA.

Desimone, L. (2000, April). *A longitudinal analysis of teachers' experiences in professional development*. Presented at the American Educational Research Association, New Orleans, LA.

Desimone, L., Garet, M., Birman, B., Porter, A., & Suk Yoon, K. (2000, April). *Strategies for improving teachers' professional development: effects of policies and practices of institutions of higher education on the quality of teachers' professional development*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Desimone, L. (2000). *Parental Involvement in standards-based reform: Implications for the Comprehensive School Reform Demonstration program*. Commissioned paper for the national conference, *Research-based Lessons from Title I Implementation* sponsored by the mid-Atlantic Regional Education Laboratory at Temple University Center for Research in Human Development and Education.

Berends, M., Desimone, L., Garet, M., Ginsburg, A., Miller, M., Plisko, V., & Yamashiro, K. (1999). *Strategies for evaluating Federal education programs*. Presentation at the annual meeting of the American Evaluation Association annual meeting, Miami, FL.

Desimone, L. (1999, April). *Effective teacher practices to increase parent involvement and develop meaningful parent-school partnerships in a low-income African-American school*. Paper presented at the annual meeting of the American Education Research Association (AERA), Montreal, Canada.

Desimone, L. & Engstrom, D. (1999, April). *Whole school reform: a two-year study of the impact of a school management and services model (CoZi) on teachers, parents and students*. Paper presented at the annual meeting of the American Education Research Association (AERA), Montreal, Canada.

Garet, M., Birman, B., Porter, A., Desimone, L., & Suk Yoon (1999, May). *Designing Effective Professional Development: Lessons from the Eisenhower Program*. Congressional Briefing.

Desimone, L. & Engstrom, D. (1998, August). *Effecting community-based school reform through shared decisionmaking*. Paper presented at the annual meeting of the American Sociological Association in San Francisco, CA.

Desimone, L. (1998, April). *The effects of the CoZi program on teachers, parents, and students*. Paper presented at a Division H Symposium, organized by the author, at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.

Desimone, L. (1998, April). *Linking child care and support services with the school: Pilot evaluation of the School of the 21st Century*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.

Desimone, L. (1997, August). *How does the relationship between parent involvement and eighth grade student achievement vary for children of different racial-ethnic and income groups?* Paper presented at the annual meeting of the American Sociological Association, Toronto, Canada.

Desimone, L. (1997, July). *Methods for self-assessment of program implementation*. Workshop presented to teachers, principals, and district officials at the School of the 21st Century's annual conference at the Bush Center in Child Development and Social Policy, New Haven, CT.

Desimone, L. (1996, December). *Comparing the relationship of parent involvement and locus of control to adolescent school achievement: An analysis of racial/ethnic and income differences*. Unpublished Ph.D. dissertation, Curriculum in Public Policy Analysis, University of North Carolina at Chapel Hill.

Desimone, L. (1996, July). *Evaluating the Implementation of the School of the 21st Century*. Workshop presented to teachers, principals, and district officials at the School of the 21st Century's annual conference at the Bush Center in Child Development and Social Policy, New Haven, CT.

Desimone, L. (1992, October). *Deep understandings: Conversation about an African-American community and education*. Paper presented at the Southern Atlantic Philosophy of Education Society (SAPES) conference, Chapel Hill, NC.

Desimone, L. (1992, November). *Racial discourse in community: Constructing prejudice via language*. Paper presented at the annual meeting of the American Educational Studies Association (AES), Pittsburgh, PA.

Grants

Pending

Senior Investigator, Project to Study a Writing Intervention. Institute for Education Sciences, \$500,00 over three years. Focus on teacher learning.

Senior Investigator, Development of a PD for Elementary Writing. Institute for Education Sciences, \$800 over three years.

Awarded

Co-PI, Center on Standards, Alignment, Instruction and Learning (C-SAIL) (awarded July 2015; \$10 million over 5 years). Institute for Education Sciences. In collaboration with the American Institutes for Research (AIR). Five-year project to conduct a national study of the implementation and effects of standards-based reform.

PI, The School District of Philadelphia-Penn Graduate School of Education Researcher-Practitioner Partnership in Education Research (awarded June 2014). Collaboration with the School District of Philadelphia (\$399,818 over 2 years). July 1, 2014-June 30, 2016. The purpose of the project is to build a formal research alliance between the two organizations, which (a) builds the capacity of both organizations; (b) improves research-to-practice links; (c) studies the district's Promise Academies, its flagship turnaround school initiative; and (d) establishes a foundation for future, larger scale collaborative impact studies.

Co-PI, Perceptual Learning Technology in Mathematics Education: Efficacy and Replication. Institute for Education Sciences. (July 2012-July 2016.) Collaboration with University of California, Los Angeles. Approximately \$1,991,880 over 4 years. Randomized control trial, including a survey and interview study of the effects of a teacher learning intervention on classroom instruction and middle school math achievement.

Senior Researcher. Regional Educational Laboratory – Mid-Atlantic Region (Spring 2012-2017). Overall contract was approximately 3 million dollars; sub-contract to Penn GSE for \$485,000. Various research and leadership activities, including periodic webinars on teacher policy issues.

PI, Post-doctoral Training Grant. Institute for Education Sciences. (\$594,048 over 5 years.) March 2010-2015. Provided full financial support for a total of 5 post-doctoral fellows over 5 years. The IES post-doctoral training program is designed to support and enhanced post Ph.D. training of students committed to careers in applied, field-based education research.

Co-Director/Co-PI of Pre-Doctoral Training Grant. Institute for Education Sciences. (\$4,782,163 over 4 years). 2009-2014. Provided partial financial support for approximately 20 PhD students. The IES Pre-Doctoral Training Program is designed to support and enhance the Ph.D. training of students committed to careers in applied, field-based education research. In addition to the graduate training offered through their home departments within the University, fellows received training and field based experience in multi-disciplinary research methods, including randomized controlled trials of educational interventions and innovations.

Co-PI, *Twenty-first Century Research and Development Center on Cognition and Science Education*. (\$1.7 million over 5 years). August 2008-2013. Institute for Education Sciences Research and Development Center, with GSE as a subcontractor to LaSalle University (total grant is \$10 million). This project tested the efficacy of two middle school science curriculum and professional development interventions, through a school-level randomized control trial in 3 cities. I led the study of variation and effects of the professional development and implementation on student learning.

PI, *How Does Induction and Continuing Professional Development Affect Middle School Mathematics Teachers' Instruction and Student Achievement? Teacher Professional Continuum (TPC)*, National Science Foundation, \$2,494,179 from 2006-2012. Awarded May 2006. Peabody College, Vanderbilt University. Followed cohorts of new middle school mathematics teachers for two-three years in three southern school districts to study links between their induction/professional development experiences, content knowledge, instruction and their student achievement through the collection and analysis of multiple measures (e.g., surveys, interviews, focus groups, assessments, classroom observations, classroom artifacts).

PI, *State Policy and Trends in Student Achievement: What Is the Relationship Between Changes in State Standards-Based Reform Policy and Student Achievement in Mathematics and Reading?* National Assessment of Education Progress (NAEP), National Center for Education Statistics, \$99,452 from 2004-2005 (18 months). Awarded September 2004. Peabody College, Vanderbilt University. Examined the links between changes in state policy and student achievement trends. Included development of a state policy database that measures each state's efforts in standards-based reform, teacher certification, induction, professional development, and resource distribution; linked this database with data from the 2000 National Assessment of Education Progress.

Co-PI, *Teacher professional development in mathematics and science: Do the policies add up? Research on Learning and Education (ROLE) Grant program*, National Science Foundation (NSF), \$583,000 from 2003-2005 (3 years). Awarded January 2003. Peabody College, Vanderbilt University. Study of how state and district policy, school organization, and teachers' pre-service training relate to teachers' participation in professional development, and how the quality/focus of professional development is associated with changes in teachers' instruction (i.e., reform-oriented teaching strategies, such as conceptual vs. procedural teaching) and improved student achievement. This project built on the NAEP study described below by utilizing several additional data sets, adding comparisons of mathematics and science, and including high school data. The project used the 1996 and 2000 National

Assessment of Education Progress (NAEP), the 2002 Schools and Staffing Survey (SASS), and 1996-1999 data from the Eisenhower Professional Development Program.

PI, Preparation, Professional Development and Policy in Mathematics:

Does it All Add Up? National Assessment of Education Progress (NAEP), National Center for Education Statistics, \$99,879.47 from 2002-2003 (18 months). Awarded June 2002. Peabody College, Vanderbilt University. Examination of the links between state policy, teachers' participation in professional development, reform-oriented classroom instruction, and student achievement in the context of 4th and 8th grade mathematics. Used the 2000 National Assessment of Education Progress.

Co-PI, International Comparative Study of Teaching. Pennsylvania State University, \$7,000 from 2002-2003. With Tom Smith, Vanderbilt University and David Baker, Pennsylvania State University. International comparative study of existence and variation in reform-oriented classroom instruction (as defined in the U.S.), and its prevalence and variation according to national and local policy variables. Used data from the Third International Mathematics and Science Study (TIMSS).

PI, Toward a More Refined Theory of School and Classroom Effects: A Study of the Effects of Professional Community on Instruction and Student Achievement. National Academy of Education Spencer Post-doctoral fellow, \$50,000 from 2002-2003. Awarded spring 2002. Peabody College, Vanderbilt University. Study of the relationship between school policies/organizational factors and reform-oriented teaching strategies and subsequent effects on student achievement in 1st, 2nd and 3rd grade in mathematics and reading. Used the Early Childhood Longitudinal Study (ECLS).

PI, The Effect of Standards-based Reform on Teachers' Instruction. Discovery Grant from Vanderbilt University, \$50,000 from 2002-2003. Awarded spring 2002.

Study of standards-based reform in mathematics, six-state study, using linked state-representative surveys of 50 district officials, 1200 principals and 4800 teachers. Analyzed the relationship between state, district and school policy attributes, instruction aligned to state standards, and reform-oriented teaching.

PI, The Effect of Standards-based Reform on Teachers' Instruction. Peabody Grant from Vanderbilt University, \$10,000. Awarded fall 2001. Study of standards-based reform in mathematics, six-state study, using teacher observations, focus groups and principal and teacher interviews. Explored the processes through which standards-based reform policies and practices relate to instructional alignment, reform-oriented teaching, and improved student achievement

Co-PI, *National Evaluation of the School of the 21st Century*. Office of Education Research and Improvement (OERI) (now the Institute for Education Sciences), Field-Initiated-Studies (FIS) grant, \$980,000, from 1999-2003. Awarded 1999. with Matia Finn-Stevenson, Yale University. National three-year study of a comprehensive school reform model. Collected data from 5 states, 15 schools, 800 students, to examine implementation and effects of the School of the 21st Century on teaching and learning in mathematics and reading in preschool, Kindergarten and 1st grade.

Senior Researcher, Evaluation of Title I. Part of team who won a competitive Planning and Evaluation Service, U.S. Department of Education contract, \$11 million, from 2000-2007. With American Institutes for Research (awarded 2000; in 2001 the new administration suspended the grant, and then re-competed it; I was part of the RAND-AIR-NORC team that won in the second competition.)

PI, *Study of parent involvement and parent compacts*. Contract with the Planning and Evaluation Service, U.S. Department of Education. \$100,000, from 1999-2000. Awarded 1999. Worked with Director of the U.S. Department of Education's Planning and Evaluation Service (PES) to survey the national empirical data on the effects of parent involvement on student achievement; designing a federal research agenda for parent involvement studies; and wrote a conceptual and analytical paper on the theory and effects of parent compacts for reading.

PI, *Synthesis of Implementation research on comprehensive school reform models*. Grant from the Clearinghouse on Urban Education and Institute for Urban and Minority Education, Teachers College, Columbia University, \$5,000, 1999.

Teaching

Spring 2019: Independent Study with Aly Blakeney (Economic Education, University of Delaware)

Graduate

Education Policy Research Practicum (applied research design and analysis class)

Teachers and Teaching Policy

U.S. Education Reform

Education Policy and Program Evaluation (research methods and design)

Undergraduate

Public Policy Analysis

Advising and Mentoring

Dissertation Chair

Katie Pak (planned May 2019, EdD, Educational Leadership)

Adam Edgerton (planned May 2019, PhD, Educational Policy)

Leslee Hutchenson (May 2017, EdD, mid-career)

Kirsten Hill (May 2016, PhD., education policy). Researcher, New Orleans School District.

Horatio Blackman (December 2016, PhD, education policy). Researcher at the University of Delaware.

Eric Hochberg, (May 2014) Ph.D., education policy. Senior researcher, TERC in Massachusetts.

Laura Hawkinson (May 2012) Ph.D., education policy. Current position: research associate at the American Institutes for Research.

Sonya Harrison (May 2012). Mid-career Educational Leadership program. Was the principal at Lea Elementary School in West Philadelphia, and now is assistant superintendent in the school district of Philadelphia central office.

Dissertation Committee Member

Josephine Diamond (May 2017), EdD, mid-career Educational Leadership program

Rebecca Synder (2015-2017). EdD, mid-career Educational Leadership program

Enakshi Bose, (July 2016), Ph.D., Teaching, Learning, and Leadership

Jacki Van Schooneveld, (May 2014), EdD, Teaching, Learning, and Leadership

Postdoctoral Advisor

Elizabeth Covay. Current Position: Associate Professor, National Louis University

Jade Caines. Current Position: Assistant Professor, University of New Hampshire

Meredith Richards. Current Position: Assistant professor, education policy, Southern Methodist University

Jill Bowdon Current Position: Research Scientist, American Institutes for Research

Nicole Sorhagen Current Position: Assistant Professor, Millersville University.

Doctoral student mentoring/graduate assistants. Department and years as a graduate assistant in parenthesis, followed by current position.

Daniel Long (sociology, 2002-2004), Assistant Professor of Sociology at Wesleyan University, then Senior Researcher at Research for Action

Koji Ueno (sociology, 2003-2004), Associate Professor of Sociology, Florida State University

Martha Bailey (economics, 2004-2005), Professor of Economics, University of Michigan and associate researcher at the National Bureau of Economic Research

David Frisvold, (economics, 2005-2007). Associate Professor of Economics at the University

of Iowa

Kristin McGraner (educational leadership, 2006-2009), principal and founder of middle school math and science charter school;

Judi Vanderhaar (2006-2008), Evaluation Specialist, Jefferson County Public Schools

Kristie Phillips (education policy, 2003-2005), Assistant Professor, Brigham Young University

Morgan Polikoff (education policy, 2006-2010), Associate Professor, USC

Sebastian Cherng (sociology and education, 2008-2009, Assistant Professor, New York University, Steinhardt School of Culture, Education, and Human Development)

Daniel Stuckey (educational policy, 2010-2012). Director of Research and Data at Relay Graduate School of Education and Harvard Strategic Data Fellow

Kailey Spenser (education policy, 2010-2013). Senior Data Analyst, EdBuild.

Julie McWilliams (education, culture and society and anthropology, 2013-2014)

David Schor (teaching, learning, and teacher education, 2014-2015)

Cameron Anglum (education policy). Expected graduation 2018.

Phil Nichols (reading, writing, literacy, 2014-2018). Assistant Professor, Baylor University

Emily Plummer (reading, writing and literacy, 2014-2017), expected graduation 2018.

Service

National/International

Advisory

Consultant, Israel Research Initiative on Improving Schools. 2017.

Member, National Advisory Group to assist the National Science Foundation implement a system of indicators of the nation's progress with respect to improving K-12 STEM education. Fall 2014-present.

Member, AERA peer review subcommittee to prepare materials to train peer reviews for the annual AERA conference. April 2015.

Member, Committee to plan and conduct a *Workshop to Examine Current and Potential Uses of NCES Longitudinal Surveys by the Education Research Community*. Sponsored jointly by the U.S. Department of Education and the National Academy of Education. Winter 2013-2014.

Invited participant, Expert Convening by “Building A Teaching Effectiveness Network”, sponsored by Carnegie Foundation for the Advancement of Teaching, the American Federation of Teachers, and the Aspen Institute. June 29, 2011, New York City, New York.

Advisor, NSF-sponsored national effort to study effects of Common Core Standards on Professional Development, Curriculum and Instruction. May 2010.

Member, International Standards Revision Advisory Team, Learning Forward (formerly National Staff Development Council), 2010 –Present. Helped to revise national standards for staff development.

AIM: K–8 Science Advisory Board, August 2010-Present

National Advisory Board, the *Learning Bridges System* evaluation that Mid-continent Research for Education and Learning (McREL)

Technical Working Group (TWG) member, Appalachian Regional Educational Laboratory, August 2006-Present

Advisory Panel Member, National Board for Professional Teaching Standards, National Board Research Program, 2006-2010

Advisor, Improving the Evaluation of Math/Science Professional Development, Council of Chief State School Officers, 2005 to 2008

Technical Review Panel of Experts, National Household Education Survey, 2004-2006

National Advisory Panel, Comprehensive School Reform Clearinghouse, 2003 to present

National Advisor, National Household Education Survey (NHES, 2007), summer 2004

Senior Technical Advisor, National Study of No Child Left Behind, 2003 to present

Peer/Expert Review

Reviewer for IES, Partnership Grants Panel, Washington, DC: February 2019.

Committee Member, American Education Research Association, Annual Book Award. 2017.

Expert Reviewer for the *Learning Policy Institute* in Palo Alto, Ca. (2017).

Editorial Board Member, *American Education Research Journal*, January 2016-present.

Invited reviewer for conference paper for 10th Swedish Mathematics Education Research Seminar, Karlstad, January 26–27, 2016

Associate Editor, *Professional Development in Education*, a European peer-reviewed journal. First U.S. board member. September 2013-Present

Reviewer for National Research Council (NRC) Board on Science Education report on strengthening science education through a teacher learning continuum. April 2015.

Expert reviewer for Spencer Foundation Major Grants Program. September 2014.

Subject-matter expert, teachers and teacher quality, U.S. Department of Education ERIC redesign. May-July 2014.

Reviewer for IES, panel for pre-doctoral fellowship programs. February 2014.

Dissertation reviewer for European students (e.g., University of Birmingham) and University of KwaZulu-Natal (South Africa).

Book proposal reviewer, Oxford University Press, 2013.

Dissertation committee member for doctoral student in South Africa studying teacher professional development at University of KwaZulu-Natal, 2013

Member, research proposal review panel, National Science Foundation. Spring, 2013.

Expert reviewer for Institute for Education Sciences effectiveness research report, February 2013.

Editorial Board Member, *Education Evaluation and Policy Analysis*. A journal of the American Education Research Association. 2012-present.

Reviewer for 2011 Dissertation of the Year Award, American Education Research Association (AERA) Division L Policy and Politics.

Proposal reviewer for William T. Grant Foundation. 2010.

Reviewer, Dutch Programme for Educational Research (grant program), 2010.

Editorial Board Member, *Educational Researcher*, 2006-2010

Reviewer, Standing Panel Member, IES School Finance and Broad Reform Panel, 2009

-2012.

Proposal Reviewer, Institute for Education Sciences, spring 2009.

Proposal Review Panel, National Science Foundation (Research on Education in Science and Engineering), June 2006

Editorial Board Member, *Educational Administration Quarterly*, December 2004-December 2006

Reviewer, Programming Council for Education Research, Social Sciences Research Council, Netherlands Organisation for Scientific Research (NOW), 2005

Expert Friend Reviewer for National Science Foundation's Math-Science Partnership Supplemental Proposal, July 2005

Expert Site Visitor Team member for evaluation of National Science Foundation Math- Science Partnership, June 2005

Reviewer, Spencer Dissertation Grants Program, December 2004

Proposal Review Panel, National Science Foundation, February 2003

Proposal Review Panel, National Science Foundation, July 2003

Proposal Review Panel, Office of Education Research and Improvement (OERI) Field-Initiated Studies (FIS) grant program, Institute for Students-at-Risk, October 2000

Manuscript reviewer for **U.S. Journals**: *American Education Research Journal*, *Educational Assessment*, *Educational Administration Quarterly*, *Educational Researcher*, *Sociology of Education*, *Education Evaluation and Policy Analysis*, *Educational Assessment*, *Journal for Research on Mathematics Education*, *Journal of Research in Rural Education*, *Early Childhood Research Quarterly*, *Journal of Politics*, *American Journal of Evaluation*, *Journal of Research on Educational Effectiveness*, *Teaching and Teacher Education*, *Teachers College Record*, *Journal of Educational Psychology*

Manuscript reviewer for **international journals**: *Professional Development in Education*, *The British Journal of Educational Research*; *British Journal of Education*, *Society & Behavioural Science*; *Frontiers of Education in China*, *European Journal of Psychology of Education*, *International Journal of Research and Method in Education*; *International Journal of Academic Research in Education and Review*

National/International Leadership Roles

Mentor, Division K Pre-Conference Session Faculty Mentor, Toronto, CN, AERA, 2019.

Member, Outstanding Book Award Committee, American Educational Research Association. 2017.

Research Advisory Committee, American Educational Research Association. August 2013 to May 2016.

Participant and synthesizer for Invitational Research Summit on On-line Professional Development, organized by Christopher Dede (Harvard University), November 2014.

Led national webinar on professional development for U.S. Department of Education's State Personnel Development Grants Program. November 6, 2014.

AERA Division L Representative for David Clark Seminar, Annual meeting, 2014.

AERA Division L, Fireside chat with graduate students. Annual meeting, 2012.

Invitational working conference on professional development, Stanford University, January 2012. Sponsored by the American Education Research Association.

Committee Member, AERA Ad hoc sub-committee to reconceptualize AERJ, American Education Research Association, 2008-2012.

Program Chair, Section 3 (Curriculum, Instruction and Testing) of Division L (Education Policy and Politics), American Education Research Association, June 2009-2010.

Team member for development of National Research Council/National Academy of Education workshop on value-added methodology and accountability (with National Academy members Lauren Resnick and Michael Smith). March 2006-2008

American Education Research Association (AERA) Publications Committee Member, 2001-2003

Section Chair for AERA Annual Meeting; for Section 6 (Educational Policy and Instruction) of Division L (Educational Policy and Politics), 2001

University, College, Department, and Local Community

University of Delaware

Chair, Search Committee for Opportunity Hire, 2019
Member, Search Committee for ELC Director
Member, Dean's Search Committee
Chair, Task Force on Tenure and Promotion Standards, 2019

Penn GSE

Intramural reviewer for Professor Gonzales Canché
Member, Faculty Advisory Committee, Entrepreneurship in Education Program
Chair, Junior Faculty Mentoring Committee, 2014-2016
Member, Teacher Education Task Force, 2015-present
Member, Committee on PhD Student Summer Funding, 2012-2014
Mentor to Matthew Steinberg, assistant professor at Penn GSE, 2012-Dec. 2015
Chair, three-year review committee for Matthew Steinberg, assistant professor at Penn GSE, 2014
Member, ad-hoc Penn GSE Admissions Committee, 2013-2014
Wrote internal letters for several tenure-line faculty candidates, 2013-2014
Chair, Committee on Degrees (COD), GSE 2010-2013
Member, Committee on Degrees (COD), GSE 2008-2010

University Committees

Member, Senate sub-committee on Students and Education Policy, 2014-present
Member (Penn GSE representative) on University Faculty Council, University of Pennsylvania, 2009-2014

Vanderbilt University

Director of Admissions and member of Executive Committee for department, Vanderbilt University, Fall 2006 to spring 2007
Peabody Curriculum Committee, Peabody College, January 2006-2007
Student Affairs Committee, Department of Leadership, Policy, and Organizations, Fall 2004-2007
Advisor, Evaluation of Nashville, Public Library and Frisk Center, 2003 to 2005.
Peabody Research Methods Committee, 2003 to 2005
Review Committee, Peabody College Small Grants, 2003
