

Curriculum Vitae

Eric M. Camburn

University of Wisconsin-Madison
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Education

Ph.D. *University of Chicago, Education* 1997
M.A. *University of Chicago, Social Sciences (interdisciplinary)* 1989
B.A. *Illinois Benedictine College, Sociology* 1983

Positions Held

2015-Present **Professor**, Educational Leadership and Policy Analysis and Educational Psychology (by courtesy), University of Wisconsin-Madison

2014- Present **Department Chair**, Educational Leadership and Policy Analysis, University of Wisconsin-Madison

2010- 2015 **Associate Professor**, Educational Leadership and Policy Analysis and Educational Psychology (by courtesy), University of Wisconsin-Madison

2004- 2010 **Assistant Professor**, Educational Leadership and Policy Analysis, University of Wisconsin-Madison

2003 **Instructor**, Educational Administration, Michigan State University

1997 - 2004 **Assistant Research Scientist**, University of Michigan and **Associate Director of Survey Studies**, Study of Instructional Improvement

1991 - 1997 **Research Associate**, Consortium on Chicago School Research, University of Chicago

1993 - 1994 **Teaching Assistant**, University of Chicago.

1987 - 1991 **Assistant Survey Director**, National Opinion Research Center, University of Chicago

1986 - 1987 **Research Assistant**, University of Chicago

1984 - 1986 **Senior Research Analyst**, Market Facts Inc.

Honors and Awards

W.G. Walker Award for the most outstanding article in the Journal of Educational Administration in 2008.

Outstanding Edition Award, Journal of Educational Administration, 2008.

William J. Davis Memorial Award for the most outstanding article in in the journal *Educational Administration Quarterly* in 2000

Century Scholarship. University of Chicago, 1991-1994

Publications

*Peer reviewed

Journal Articles, in press, under review and in preparation

Camburn, E.M., Sebastian, J., and Spillane, J. (under review). What School Leaders do and with whom they do it: A Descriptive Analysis of Urban School Principals' Time Allocation

*Phelps, L.A., Camburn, E.M., Min, S. (under review). High School STEM Engineering Coursetaking and Postsecondary STEM Major Choice. *Journal of Engineering Education*

*Camburn, E.M., and Han, S.W. (in preparation). Associations Between Teachers' Professional Learning Experiences and their Engagement in Reflective Practice: A Replication Study. Submitted to *Journal of Professional Capital and Community*

Journal Articles, published

1. *Camburn, E.M., Goldring, E., Sebastian, J., May, H., Huff, J. (2015) An examination of the benefits, limitations, and challenges of conducting randomized experiments with principals. *Educational Administration Quarterly*
2. *Camburn, E.M., and Han, S.W. (2015). Infrastructure for teacher reflection and instructional change: An exploratory study. *Journal of Educational Change*. 16(4), 511-533
3. *Camburn, E.M., Han, S.W., Sebastian, J. (2015). Assessing the validity of an annual survey for measuring the enacted literacy curriculum. *Educational Policy*
4. *Camburn, E.M., and Han, S.W. (2011). Two decades of generalizable evidence on U.S. instruction from National surveys. *Teachers College Record*. 113(3). 561-610
5. *Barnes, C.A., Camburn, E.M., Sanders, B., Sebastian, J. (2010). Developing instructional leaders: Using mixed methods to explore the black box of planned change in principals' professional practice. *Educational Administration Quarterly*. 46(2), 241-279.
6. *Camburn, E.M. (2010). Embedded teacher learning opportunities as a site for reflective practice: An exploratory study. *American Journal of Education*. 116(4), 463-490.
7. *Camburn, E.M., Huff, J., Goldring, E. & May, H. (2010). Assessing the validity of annual surveys for measuring principal leadership practice. *Elementary School Journal*. 111(2). 314-335

8. *Camburn, E.M., Spillane, J. & Sebastian, J. (2010). Assessing the utility of a daily log for evaluations involving school principals. *Educational Administration Quarterly*. 46(5). 707-737.
9. *Spillane, J.P., Pareja, A.S., Dorner, L., Barnes, C., May, H., Huff, J., & Camburn, E.M. (2010). Mixing methods in randomized controlled trials (RCTs): Validation, contextualization, triangulation, and control. *Educational Assessment, Evaluation and Accountability*. 22(1). 5-28.
10. *Camburn, E.M. (2009). Allocating more experienced teachers to leadership positions in schools: A double edged sword? *Journal of School Leadership*. 19(6). 680-696
11. *Goldring, E., Huff, J., May, H., and Camburn, E.M. (2008). School context and individual characteristics: What influences principal practice? *Journal of Educational Administration*. 46(3), 332-352.
12. *Spillane, J.P., Camburn, E.M., Pustejovsky, J., Pareja, A.S. and Lewis, G. (2008). Taking a distributed perspective: Epistemological and methodological tradeoffs in operationalizing the leader-plus aspect. *Journal of Educational Administration*. 46(2), 189-213.
13. *Spillane, J. Camburn, E. & Pareja, A. (2007). Taking a distributed perspective to the school principal's work day. *Leadership and Policy in Schools*. 6(1), 103-125.
14. *Camburn, E., and Barnes, C. (2004). Assessing the validity of a language arts instruction log through triangulation. *Elementary School Journal*. 105, 49-74.
15. *Rowan, B., Camburn, E., and Correnti, R. (2004). Using teacher logs to measure the enacted curriculum: A study of literacy teaching in third-grade classrooms. *Elementary School Journal*. 105, 75-102.
16. *Camburn, E., Rowan, B., and Taylor, J. (2003). Distributed leadership in schools: The case of elementary schools adopting comprehensive school reform models. *Educational Evaluation and Policy Analysis*. 25(4), 347-373.
17. *Bryk, A., Camburn, E., and Seashore Louis, K. (1999). Professional community in Chicago elementary schools: Facilitating factors and organizational consequences. *Educational Administration Quarterly*. 35 (Supplement, December). 751-781
18. *Roderick, M., and Camburn, E. (1999). Risk and recovery from course failure in the early years of high school. *American Educational Research Journal*. 36(2). 303-343
19. *Camburn, E. (1990). College completion among students from high schools located in large metropolitan areas. *American Journal of Education*. 98(4). 551-569

Book Chapters

20. Camburn, E.M., and Han, S.W. (2009). *Investigating connections between distributed leadership and instructional change*. In Alma Harris (ed.) *Distributed*

Leadership: Different Perspectives. Dordrecht, Netherlands: Springer Press.

21. *Rowan, B., Correnti, R. Miller, R., and Camburn, E.M. (2009). *School improvement by design: Lessons from a study of comprehensive school reform programs*. In B. Schneider and G. Sykes (Eds.) *Handbook of Education Policy Research*. Washington D.C.: American Educational Research Association.
22. Spillane, J.P., Camburn, E.M., Pustejovsky, J., Pareja, A.S. and Lewis, G. (2009). *Taking a distributed perspective in studying school leadership and management: The challenge of study operations*. In Alma Harris (ed.) *Distributed Leadership: Different Perspectives*. Dordrecht, Netherlands: Springer Press.
23. Spillane, J.P., Camburn, E.M., and Pareja, A.S. (2008). *School principals at work: A distributed perspective*. In Ken Leithwood, Blair Mascall, Tiiu Strauss (Eds.) *Distributed Leadership According to the Evidence*. New York: Routledge.
24. *Rowan, B., Camburn, E.M., and Correnti, R. (2008). *Using time diaries to study instruction in schools*. In Robert Belli, Frank Stafford, Duane Alwin (eds), *Calendar and Time Diary Methods in Life Course Research*. Thousand Oaks, CA: Sage.
25. *Camburn, E.M., Kimball, S., and Lowenhaupt, R. (2007) *Going to scale with teacher leadership: Lessons learned from a districtwide literacy coach initiative*. In Melinda Mangin and Sara Stoelinga (eds.) *Instructional Teacher Leadership Roles: Using Research to Inform and Reform*. New York, NY: Teachers College Press.
26. Camburn, E.M., Correnti, R. and Miller, R. (2007). *How comprehensive school reform works: Insights from a study of instructional improvement*. In Jean-Louis Derouet (ed.), "Knowledge and equality: How consistent are education and training policies? French-American cross-cultural comparison" Lyon, France: Institut National de Recherche Pédagogique (National Institute of Educational Research).
27. Rowan, B., Camburn, E., & Barnes, C. (2004). *Benefiting from comprehensive school reform: A review of research on CSR implementation*. In C. Cross (Ed.), *Putting the pieces together: Lessons from comprehensive school reform research* (pp. 1-52). Washington, DC: National Clearinghouse for Comprehensive School Reform.

Published Reports and Other Publications

28. Camburn, E.M. (2013). *The benefits of embedded learning opportunities for teachers*. American Journal of Education Forum. Posted June, 27, 2013. <http://www.ajeforum.com/?p=553>
29. Camburn, E.M. (2012). *Review of "Asking Students About Teaching: Student Perception Surveys and Their Implementation"* Boulder, CO: National Education Policy Center. Retrieved 8/5/2013 from http://www.metproject.org/downloads/Asking_Students_Practitioner_Brief.pdf
30. Rowan, B., Correnti, R., Miller, R.J., and Camburn, E.M. (2009) *School improvement by design: Lessons from a Study of Comprehensive School Reform Programs*. Philadelphia: Consortium for Policy Research in Education.

31. Camburn, E.M., and Han, S.W. (2008). *What do we know about instruction from large-scale national surveys?* WCER Working Paper No. 2008-1
32. Camburn, E.M. (2005). *Review of high stakes education: Inequality, globalization, and urban school reform by Pauline Lipman.* Anthropology and Education Quarterly. New York, NY: Routledge, Taylor & Francis Group, 2004. 277 pp.
33. Ball, D.L., Camburn, E., Correnti, R., Phelps, G., Wallace, R. (1999). *New tools for research on instruction and instructional policy: A web-based teacher log.* Center for the Study of Teaching and Policy (CTP), University of Washington. CTP working paper W-99-2.
34. Bryk, A., Camburn, E., and Seashore Louis, K. (1997). *Professional community in Chicago elementary schools: Facilitating factors and organizational consequences.* Office of Educational Research and Improvement (ED), Washington, DC. Wisconsin Center for Education Research, Madison.
35. Roderick, M., and Camburn, E. (1996). *Academic difficulty during the high school transition.* In Charting reform: The students speak. Chicago: The Consortium on Chicago School Research.
36. Green, P.J., Dugoni, B.L., Ingels, S.J., and Camburn, E. (1995). *A profile of the American high school senior in 1992.* Washington D.C.: National Center for Education Statistics. NCES 95-384.
37. Sebring P.A., and Camburn, E. (1992). *A profile of eighth graders in Catholic schools: Based on the National Educational Longitudinal Study of 1988.* Washington D.C.: National Catholic Education Association.

Refereed Conference Presentations

- Camburn, E.M., Goldring, E., May, H., Huff, J. & Sebastian, J. (2013). *Implementing Randomized Experiments with Principals: A Case Study.* Paper presented at the 2013 meeting of the American Educational Research Association
- Han, S.W. & Camburn, E.M. & (2012). *Cross-Subject Variability in Factors Affecting the Validity of Teachers' Reports of Instruction on Annual Surveys: Comparison of Mathematics and Literacy Instruction.* Paper presented at the 2012 meeting of the American Educational Research Association
- Camburn, E.M. & Salisbury, J. (2012). *Examining the Validity and Reliability of the CALL Formative Leadership Assessment: Pilot Study Results.* Paper presented at the 2012 meeting of the American Educational Research Association
- Camburn, E.M. & Han, S.W. (2011). *Factors Affecting Measurement Error in Teachers' Reports of Instructional Practice on Surveys.* Paper presented at the 2011 meeting of the American Educational Research Association
- Camburn, E.M. & Han, S.W. (2010). *How Do Different Contexts of Teachers' Work Support Reflective Practice and Instructional Change?* Paper presented at the 2010 meeting of the American Educational Research Association

- Barnes, C., Camburn, E.M., Khorsheed, K., Han, S.W. (2009). *Scaling up high quality literacy instruction in high poverty schools: resources and routines for learning*. Paper presented at the 2009 meeting of the American Educational Research Association
- Camburn, E.M. & Han, S.W. (2009). *What do we know about classroom instruction from large-scale national surveys?* Paper presented at the 2009 meeting of the American Educational Research Association
- Goldring, E., Camburn, E.M., Huff, J. and Spillane, J. (2008). *Assessing mediated relationships in randomized experiments with school principals*. Paper presented at the 2008 meeting of the Society for Research on Educational Effectiveness.
- Barnes, C., Camburn, E.M., Sanders, B., Sebastian, J. (2008). *School leaders as learners: Acquiring expertise for improving instruction and achievement in high poverty schools*. Paper presented at the 2008 meeting of the American Educational Research Association
- Camburn, E. M., Goldring, E. B., May, H., Supovitz, J., Barnes, C., & Spillane, J. P. (2007). *Lessons learned from an experimental investigation of a principal professional development program*. Paper presented at the 2007 meeting of the American Educational Research Association in Chicago, IL.
- Goldring, E. B., Camburn, E. M., Huff, J., Sebastian, J. May, H., (2007). *Effects of the National Institute for School Leadership: Early results from a randomized field trial*. Paper presented at the 2007 meeting of the American Educational Research Association in Chicago, IL.
- Barnes, C.A., Camburn, E.M., and Sanders, B.R. (2006). *School leaders as learners: Acquiring expertise for improving teaching and learning*. Presented at the annual meeting of the University Council for Educational Administration
- Spillane, J.P., Camburn, E.M., Pareja, A.S. (2006). *Taking a distributed perspective to the school principal's work day*. Presented at the annual meeting of the University Council for Educational Administration.
- Goldring, E., Huff, J., May, H., Camburn, E.M. (2006). *School context and individual characteristics: What influences what principals really do?* Presented at the annual meeting of the University Council for Educational Administration.
- Han, S.W. and Camburn, E.M. (2006). *Can policymakers trust teacher survey data? Factors affecting the validity of teachers' reports of mathematics instruction on annual surveys*. Presented at the annual meeting of the Midwest Association of Public Opinion Researchers
- Camburn, E.M., and Han, S.W. (2006). *Connections between program design, teacher learning opportunities, and instructional practice: Testing preliminary propositions*. Paper presented at the 2006 annual meeting of the American Educational Research Association.
- Camburn, E.M., Spillane, J.P., and Sebastian, J. (2006). *Measuring principal practice: Results from two promising measurement strategies*. Paper presented at the 2006 annual meeting of the American Educational Research Association.

Spillane, J.P., Camburn, E.M., Lewis, G., and Stitzel-Pareja, A. (2006). *Taking a distributed perspective in studying school leadership and management: Epistemological and methodological trade-offs*. Paper presented at the 2006 annual meeting of the American Educational Research Association.

Camburn, E. and Han, S.W. (2005). *Validating measures of instruction based on annual surveys*. Paper presented at the 2005 annual meeting of the American Educational Research Association.

Camburn, E., Correnti, R., Miller, R. and Rowan, B. (2005). *Capacity for improvement, instruction, and student achievement: interim results from the Study of Instructional Improvement*. Paper presented at the 2005 annual meeting of the American Educational Research Association.

Barnes, C., Camburn, E., Kim, J., and Rowan, B. (2004). *School leadership and instructional improvement in CSR schools*. Paper presented at the 2004 annual meeting of the American Educational Research Association.

Camburn, E. (2004). *The distribution of expertise in schools implementing comprehensive school reform programs*. Paper presented at the 2004 Convention of the University Council for Educational Administration.

Camburn, E. (2004). *Factors contributing to problem behaviors in elementary schools: A hierarchical analysis*. Paper presented at the Biennial Meeting of the Society for Research on Adolescence.

Camburn, E., Rowan, B., and Taylor, J. (2003). *The configuration of school-level leadership within the context of comprehensive school reform*. Paper presented at the 2003 annual meeting of the American Educational Research Association.

Camburn, E., Atkins-Burnett, S.A., Rowan, B., and Hayes, A. (2003). *The effect of students' kindergarten instructional experiences on early literacy achievement*. Paper presented at the 2003 annual meeting of the American Educational Research Association.

Correnti, R., Rowan, B., and Camburn, E. (2003). *School reform programs, literacy practices in 3rd grade classrooms, and instructional effects on student achievement: notes from the first year of a Study of Instructional Improvement*. Paper presented at the 2003 annual meeting of the American Educational Research Association.

Rowan, B., Camburn, E. and Correnti, R. (2002). *Using logs to measure the enacted curriculum in large-scale surveys: Insights from the Study of Instructional Improvement*. Paper presented at the 2002 annual meeting of the American Educational Research Association.

Camburn, E., Correnti, R. and Taylor, J. (2001). *Examining differences in teachers' and researchers' understanding of an instructional log*. Paper presented at the 2001 annual meeting of the American Educational Research Association.

Camburn, E., Correnti, R. and Taylor, J. (2000). *Using qualitative techniques to assess the validity of teachers' responses to survey items*. Paper presented at the 2000 annual meeting of the American Educational Research Association.

Camburn, E. (1997). *The impact of professional community on teacher learning and instructional practice*. Paper presented at the 1997 annual meeting of the American Educational Research Association.

Camburn, E. (1996). *Teachers' instructional practices and student learning opportunities*. Paper presented at the 1996 annual meeting of the American Educational Research Association.

Camburn, E. (1996). *Professional communities as supportive contexts for instructional innovation*. Paper presented at the 1996 annual meeting of the American Educational Research Association.

Sebring, P.A. and Camburn, E. (1992). *How teachers are engaging reform in Chicago: Differences among schools*. Paper presented at the 1992 annual meeting of the American Educational Research Association.

West, J.W., Rasinski, K.A., and Camburn, E. (1990). *Parental involvement in education: Findings from the NELS:88 base year parent survey*. Paper presented at the 1990 annual meeting of the American Educational Research Association.

Research Support

- An Evaluation of the Authentic Intellectual Work Initiative in Iowa. Institute of Education Sciences, \$3,660,000, 2014-2018. Co-investigator Peter Steiner.
- *School Leadership for Student Achievement: A Survey and Quasi-Experimental Analysis of Leadership in Florida*, Institute of Education Sciences, \$1,600,000, 2009-2013. Co-investigator Doug Harris.
- *Investigating Teacher Development from a Situative Perspective*, Wisconsin Alumni Research Foundation, \$24,823, 2008-2009
- *Assessing the Impact of Principals' Professional Development: An Evaluation of the National Institute for School Leadership*, Institute of Education Sciences, \$3,080,214, 2004-2008. Co-investigators Carol Barnes, Ellen Goldring, Jim Spillane, Jon Supovitz.
- *Instructional Improvement Through Comprehensive School Reform: Investigations From the study of Instructional Improvement*. Atlantic Philanthropies, \$214,866, 2004-2007.
- *Development of an instructional log*. American Institutes for Research in the Behavioral Sciences (Education Statistics Service Institute), \$50,000, 1999-2000. Co-investigator Brian Rowan.
- *Examining connections between professional community, teacher learning, and instruction*. University of Chicago School Mathematics Project, \$17,000, 1995

Teaching and Advising

Chronology of Teaching

University of Wisconsin-Madison

ELPA 725

Research Methods and Procedures in Educational
Administration

(Fall 04, Fall 05, Spring 06, Fall 06, Spring 07, Fall 09)
 ELPA 825 Advanced Research Methods in Educational Administration
 (Fall 08)
 ELPA 822 Introduction to Quantitative Inquiry in Education
 (Fall 10, Fall 11, Fall 12)
 ELPA 827 Surveys and Other Quantitative Data Collection Strategies
 (Spring 09, Spring 10, Spring 11, Spring 13)
 ELPA 848 Professional Development and Organizational Learning
 (Spring 12)
 ELPA 940 Educational Research Doctoral Research Program
 Proseminar
 (Fall 07, Spring 08)
 ELPA 940 Applied Statistics for School Leaders
 (Summer 08)
 Michigan State University
 EAD 854 Introduction to Inquiry for Educational Leaders
 (Fall 03)

Advising

Current doctoral advisees: 4

PhD Advisees Completed: 10

Current PhD Advisees with Approved Thesis Topics: 2

Service

Service to the Profession

American Educational Research Association:

Program Chair, Special Interest Group in Survey Research in Education,
2014

Program Chair, Division A, School Improvement Section, 2002.

Proposal Reviewer, 1999, 2000, 2001, 2005, 2010

Symposium Session Chair, 2000, 2011

Discussant, 2011, 2013

Politics of Education Association

William L. Boyd National Educational Politics Workshop Faculty Mentor,
2009-2011, 2013

Society for Research on Educational Effectiveness

Discussant, 2009

University Council for Educational Administration:

Davis Award Committee Member, 2006

Proposal Reviewer, 2005, 2007

University of Wisconsin-Madison Plenum Member, 2009

David L. Clark Graduate Student Research Seminar Faculty Scholar, 2011

Editorial Boards:

Educational Administration Quarterly, 2004-2008

American Educational Research Journal, 2009-2011

Education Policy Analysis Archives, 2009-2011

Proposal Reviewer:

Institute of Education Sciences, 2011-present

Israel Science Foundation, 2012

Qatar National Research Fund, 2015

National Science Foundation, 2005, 2012

Social Sciences and Humanities Research Council of Canada, 2007

Book and Technical Report Reviewer:

Christopher Gordon Publishers, 2005

Teachers College Press, 2005

U.S. Department of Education, Institute of Education Sciences, 2007

Journal Reviewer:

American Educational Research Journal, 2000, 2003, 2004, 2009-2012

American Journal of Education, 1999

Asia Pacific Education Review, 2010

Educational Administration Quarterly, 2004-present

Educational Evaluation and Policy Analysis, 2000-2004

Elementary School Journal, 2005

International Studies in Educational Administration, 2006

Journal of Education of Students Placed at Risk, 2002, 2004

Journal of Educational Administration, 2014

Journal of School Leadership, 2005, 2006, 2008-2013

Journal of Teacher Education, 2008

Sociology of Education, 2002, 2003, 2004

Teachers College Record, 2003, 2004

Evaluation, Research Design and Statistical Consulting:

Expert Review Panel Member, U.S. Department of Education's Impact Evaluation of Support for Principals, 2014

Expert Panel Reviewer, U.S. Department of Education's National Evaluation of the Comprehensive Centers, 2007-2009.

Statistical Consultant, Sarah Lubienski, multiple studies analyzing data

from the National Assessment of Educational Progress and the Early Childhood Longitudinal Study

Evaluator, McGregor Fund evaluation of Detroit Accountability System, 2001-2002

Evaluator, North Central Regional Educational Laboratory Data Use Initiative, 2001

Statistical Consultant, National Catholic Education Association, 1991

Survey Research Consulting

RAND Corporation, Cohesive Leadership System Study, 2008

University of Pittsburgh, Process Engineering for Educational Results Study, 2008

Education Development Center. Leadership Content Knowledge and Mathematics Instructional Quality in the MSPs: A Study of Elementary and Middle School Principals, 2004-2005

Abt Associates, Reading First Implementation Study, 2004

Consortium on Policy Research in Education, 1998

Other Service to the Profession:

Expert Panelist, Single Sex Schools Study, 2004

Participating Researcher, National Clearinghouse for Comprehensive School Reform, 2001-2004

Invited Presentations

Representing Educational Practice Through Measurement: Implications for Inference. Seminar Presentation at University of Pennsylvania IES Predoctoral Training Program. 2012

How Can Survey Measurement Help Advance Our Knowledge Of Professional Practice And Organizational Change In Education? Keynote Address, Problems of Social Policy Research Symposium, Texas A&M University, 2011

Measuring the Effects of Leadership Interventions on Knowledge, Practice, and School Outcomes: Randomized Experiments and Challenges from the Field. Presentation delivered at the annual meeting of the University Council for Educational Administration, 2007.

Interim Results from the Study of Instructional Improvement. Presentation at the National Clearinghouse for Comprehensive School Reform Network of Researchers Meeting, June, 2004

Instruction and Achievement in CSR Schools: Early Findings. Presentation at the National Clearinghouse for Comprehensive School Reform Network of Researchers Meeting, June, 2003

Service to the University, School of Education and Department

Doctoral proposal and dissertation committees

In Educational Leadership and Policy Analysis – 46

Other departments-11

University Service

Value Rubric Project – University-Wide Faculty Evaluation of Student Work. 2013

School of Education Committee Service

Education Institutional Review Board, Chair, 2010-2013

Education Institutional Review Board, Associate Chair, 2008-2010

Education Institutional Review Board, Member, 2006-2013

Doctoral Research Program Advisory Committee, 2007-2009

Behavioral Sciences Institutional Review Board, University of Michigan, 2003-2004

Departmental Committee Service

Human Resources Committee, 2004-2006

Portfolio Review Committee, 2006, 2010

Admissions Committee, 2007-2009

Program Committee, 2010-2011

Invited presentations

Improving Literacy Instruction in America's High Poverty Schools: Resources and Routines For Learning. Presentation to the University of Wisconsin-Madison Interdisciplinary Training Program Seminar. 2014.

How Can Measuring Teaching Advance Our Understanding Of Teacher Capacity Building? Presentation to the China Education Association for International Exchange. 2011

Four Stages of Inquiry: Examples from the Study of Instructional Improvement. Presentation to the ELPA Wisconsin Idea cohort in June 2006

Organizational Routines as a Vehicle for Changing Instruction: The Case of America's Choice. Presentation to the University of Wisconsin-Madison Interdisciplinary Training Program seminar, 2007

Service to the Field:

Milwaukee Public Schools. Oversee the design of survey indicators the district uses to monitor the degree to which teachers and schools are meeting district instruction standards. 2006-present

Wisconsin Education Association Council. Participated in a working group intended to educate Wisconsin education leaders about successes of the Finnish education system and to develop ideas about how lessons learned might be applied in Wisconsin. 2008

Wisconsin Achievement Gap Working Group, convened by State Senator Luther

Olsen. The purpose of the group was to work on ways to close the achievement gap in the state of Wisconsin. 2008.

Verona Public Schools. Advise the Verona Public School district about using data to assess how organizational processes at the district and school levels support teaching and learning.

Invited Presentations

Leadership Practices that Support High-Quality Instruction and Improvements in Student Achievement. Keynote Address at the Connecting Research to Practice: Effective Leadership to Transform Struggling Schools Conference. Regional Educational Laboratory Midwest. 2010

Using the MPS Instructional Practices Survey as a Districtwide Indicator System. Research Briefing for Milwaukee Public School District Leaders. 2008

Teacher Leadership from the Perspective of Distributed Leadership, Half day research and professional development seminar presented to the Kansas State Department of Education's Distributed Leadership Academy, 2005.