

# ELIZABETH NASH FARLEY-RIPPLE

UNIVERSITY OF DELAWARE SCHOOL OF EDUCATION

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## Education

- 2008 Ph.D., Education Policy University of Pennsylvania Philadelphia, PA
- 2001 M.A., Quantitative Methods in the Social Sciences Columbia University New York, NY
- 2000 B.S. Foreign Service, *cum laude* International Development, Latin American Studies  
Georgetown University Washington, DC.

## Appointments

- 2016-present *Director*, Partnership for Public Education, University of Delaware, Newark, DE
- 2023-present *Professor*, University of Delaware, College of Education and Human Development,  
School of Education, Newark, Delaware
- 2015-2023 *Associate Professor*, University of Delaware, College of Education and Human  
Development, School of Education, Newark, Delaware  
*Associate Professor of Public Policy (joint appointment)* University of Delaware, Biden  
School of Public Policy and Administration, Newark, Delaware
- 2015-2018 *Associate Director*, University of Delaware, College of Education and Human  
Development, School of Education, Newark, Delaware
- 2008-2015 *Assistant Professor*, University of Delaware, College of Education and Human  
Development, School of Education, Newark, Delaware

## Grants Awarded

Senior Personnel (with Gary Henry & Annastasia Purinton (University of Delaware), Kathy Kelly (Delaware Department of Education), William T. Grant Foundation Institutional Challenge Grant [finalist], *The Delaware Early Literacy Research Practice Partnership: Catalyzing Educational Equality*

Co-PI (with Jessica Rodrigues (University of Missouri) and Joel Malin (Miami University)), National Science Foundation, Awarded September 2023. *WTG: Diffusion of Research on Supporting Mathematics Achievement for Youth with Disabilities through Twitter Translational Visual Abstracts* (\$311,844)

Principal Investigator, The Wallace Foundation, Awarded January 2023. *A Critical, Ecological Perspective on the Wallace Foundation Research Production, Diffusion, and Use* (\$500,000)

Principal Investigator, Gates Foundation, Awarded November 2021. *Equity-centered knowledge mobilization program* (\$2,000,000)

Principal Investigator, Gates Foundation, Awarded November, 2020. *Pilot of the Resource Optimization Toolkit* (\$100,000)

Subcontract (led by Samantha Shewchuk), Gates Foundation via Rice University, Awarded December 2019, *National Network for Research Practice Partnership District Research Lead Network Project (subcontract \$55,000)*

Subcontract (with Henry May), US Department of Education via Abt Associates, Awarded Fall 2019, *Evaluation of the Regional Educational Laboratories (subcontract \$220,000)*

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

Co-Investigator (with Kelly Sherretz), Delaware Department of Education, awarded July 2015, DASL facilitation of stakeholder feedback on school report cards (\$27,000)

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

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

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

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

## Scholarship

### Refereed Journal Articles

**Farley-Ripple, E.N., & MacGregor, S.** (revise and resubmit) Advancing Research Impact in Education: A Mixed Methods Study of Knowledge Mobilization. *Educational Change*.

Marianno, L., Lentz, A., Desimone, L., & **Farley-Ripple, E.** (revise and resubmit). Research, data, expertise or opinion?: Examining the influences on school leaders' decisions about supporting teachers. Submitted to *Journal of Educational Administration*.

**Farley-Ripple, E. N.** (2024). The Use of Research in Schools: Principals' Capacity and Contributions. *Education Sciences*, 14(6), 561.

Shewchuk, S., & **Farley-Ripple, E.N.** (2022). An exploration of individual, job, and organizational characteristics associated with district research leaders' knowledge mobilization work. *Educational Policy and Analysis Archives*. <https://epaa.asu.edu/index.php/epaa/article/view/7242>

MacGregor, S., Malin, J., & **Farley-Ripple, E.N.** (2022). An Application of the Social-Ecological Systems Framework to Promoting Evidence-Informed Policy and Practice. *Peabody Journal of Education*. 97(1), 112-125. <https://doi.org/10.1080/0161956X.2022.2026725>

- Farley-Ripple, E.N.**, Tilley, K., Sheridan, S., & Gallimore, R. (2020). What improvement challenges do schools face? Searching for ways research might help. *Research Notes. Teachers College Record*, <https://www.tcrecord.org/Content.asp?ContentID=23540>
- Farley-Ripple, E. N.**, Boaz, A., Oliver, K. (2020). Mapping the community: Use of research evidence in policy and practice. *Humanities and Social Sciences Communications*. 7(1), 1-10. <https://doi.org/10.1057/s41599-020-00571-2>
- Farley-Ripple, E.N.**, Jennings, A., & Jennings, A. B. (2020). Tools of the trade: A look at educators' use of assessment systems. *School Effectiveness and School Improvement*. 32(1), 96-117. <https://doi.org/10.1080/09243453.2020.1777171>
- Farley-Ripple, E.N.** (2020). Wordplay or paradigm shift: The meaning of "research impact". *International Journal of Education Policy and Leadership*, 16(11). <https://doi.org/10.22230/ijepl.2020v16n11a1021>
- Farley-Ripple, E. N.**, Jennings, A. S., & Buttram, J. (2019). Toward a Framework for Classifying Teachers' Use of Assessment Data. *AERA Open*, 5(4), 1-18. <https://doi.org/10.1177/2332858419883571>
- Laitsch, D., **Farley-Ripple, E. N.**, View, J. (2019). Challenges and achievements in founding an open access journal on educational leadership and research use. *Scholarly Research and Communication*, 10(2). <https://doi.org/10.22230/src.2019v10n2a309>
- Chambers, R. G., Asarta, C. J., & **Farley-Ripple, E. N.** (2019). Gender, Parental Characteristics, and Financial Knowledge of High School Students: Evidence From Multicountry Data. *Journal of Financial Counseling and Planning*, 30(1), 97-109. <https://doi.org/10.1891/1052-3073.30.1.97>
- Farley-Ripple, E.N.**, May, H., Karpyn, A., Tilley, K., & McDonough, K. (2018). Rethinking connections between research and practice in education: A Conceptual Framework. *Educational Researcher*, 47(4), p 235-245. <https://doi.org/10.3102/0013189X18761042>
- Coker Jr, D. L., Jennings, A. S., **Farley-Ripple, E.**, & MacArthur, C. A. (2018). When the type of practice matters: The relationship between typical writing instruction, student practice, and writing achievement in first grade. *Contemporary Educational Psychology*, 54, 235-246. <https://doi.org/10.1016/j.cedpsych.2018.06.013>
- Coker, D. L., Jennings, A. S., **Farley-Ripple, E.**, & MacArthur, C. A. (2018). The type of writing instruction and practice matters: The direct and indirect effects of writing instruction and student practice on reading achievement. *Journal of Educational Psychology*, 110(4), 502-517. <https://doi.org/10.1037/edu0000232>
- Bear, G. G., Slaughter, J. C., Mantz, L. S., & **Farley-Ripple, E.** (2017). Rewards, praise, and punitive consequences: Relations with intrinsic and extrinsic motivation. *Teaching and Teacher Education*, 65, 10-20. <https://doi.org/10.1016/j.tate.2017.03.001>
- Coker Jr, D. L., **Farley-Ripple, E.**, Jackson, A. F., Wen, H., MacArthur, C. A., & Jennings, A. S. (2016). Writing instruction in first grade: An observational study. *Reading and Writing*, 29(5), 793-832. <https://doi.org/10.1007/s11145-015-9596-6>
- Herzog, L., Schiff, D., & **Farley-Ripple, E.** (2016). Assessing the landscape of teacher network participation in Philadelphia. *Perspectives on Urban Education*, 12, (1). <https://eric.ed.gov/?id=EJ1056676>

- Farley-Ripple, E.N.** (2016). Beyond outcomes: Exploring curricular participation in early high school mathematics. *Journal of School Leadership*, 16(3), 437-467.  
<https://doi.org/10.1177/105268461602600303>
- Buttram, J. & **Farley-Ripple, E.N.** (2016). The role of principals in professional learning communities. *Leadership and Policy in Schools*, 15 (2), 192-220. <https://doi.org/10.1080/15700763.2015.1039136>
- Farley-Ripple, E.N.**, & Jones, A. (2015). Educational contracting, and the translation of research into practice: The case of Data Coach vendors in Delaware. *International Journal of Educational Policy and Leadership*, 10(2). <https://doi.org/10.22230/ijep.2015v10n2a617>
- Farley-Ripple, E.N.**, & Buttram, J. (2015). The development of capacity for data use: The role of teacher networks in an elementary school. *Teachers College Record*, 117 (4), p. 1-34.  
<https://doi.org/10.1177/016146811511700410>
- Eisenmann, L., **Farley-Ripple, E.N.**, Culnane, M., & Friedman, B. (2013). Rethinking social network assessment for students with Intellectual Disabilities (ID) in postsecondary education. Special issue of *Journal of Post-secondary Education and Disabilities*, 26(4), 367-384.
- Farley-Ripple, E.N.** & Buttram, J. (2013). Developing collaborative data use through professional learning communities: Implementation evidence from Delaware. *Studies in Educational Evaluation*. 42, 41-53.  
<https://doi.org/10.1016/j.stueduc.2013.09.006>
- Farley-Ripple, E.N.**, Solano, P., & McDuffie, M.J. (2012). Conceptual and methodological issues in research on school administrator career behavior. *Educational Researcher*, 41(6), 220-229.  
<https://doi.org/10.3102/0013189X12451774>
- Farley-Ripple, E.N.**, Raffel, J.A., & Welch, J.C. (2012). Administrator career paths and decision processes: Evidence from Delaware. *Journal of Educational Administration*, 50(6), 788-816.  
<https://doi.org/10.1108/09578231211264694>
- Farley-Ripple, E.N.** (2012). Research use in central office decision-making: A case study. *Education Management, Administration and Leadership*, 40(6), 784-804.  
<https://doi.org/10.1177/1741143212456912>
- Archbald, D., & **Farley-Ripple, E.N.** (2012). Predictors of placement in lower level versus higher level high school math. *The High School Journal*, 96(1), 33-51. <https://doi.org/10.1353/hsj.2012.0014>
- Neild, R.C., **Farley-Ripple, E.**, & Byrnes, V. (2009). The effect of teacher certification on middle grades achievement in an urban district. *Educational Policy*, 23(5), 732-760.  
<https://doi.org/10.1177/0895904808320675>
- Neild, R.C., & **Farley-Ripple, E.** (2008). Within-school variation in teacher quality: The case of ninth grade. *The American Journal of Education*, 114(3), 271-305. <https://doi.org/10.1086/529503>
- Mac Iver, M.A., & **Farley, E.** (2005). Preparing urban students for health careers: a longitudinal study of a university-high school partnership. *Urban Education*, 40(2), 190-222.  
<https://doi.org/10.1177/0042085904272750>

## Refereed Reports and Book Chapters

Purinton, A., **Farley-Ripple, E.N.**, et al. (accepted pending revisions). Building an RPP with Equity in Mind: Delaware Early Literacy Research-Practice Partnership. In *Navigating Issues Of Equity In PK12 Schools Through Research-Practice Partnerships: Stories From The Field*.

**Farley-Ripple, E.N.**, & Shewchuk, S. (accepted, pending revisions). Supporting effective policy and practice: Lessons from the US. *BERA-SAGE Handbook of Research-Informed Education Practice and Policy*. Sage.

**Farley-Ripple, E.**, & Marianno, L. (accepted, pending revisions). Evidence use in education policy and practice. *Handbook of Education Policy Research*. American Educational Research Association.

**Farley-Ripple, E. N.**, Mead, H., & Tilley, K. (2023). Organising for research use: Lessons from four deep-use schools. In Organization for Economic Cooperation and Development (OECD). *Who Really Cares about Using Education Research in Policy and Practice?: Developing a Culture of Research Engagement, Educational Research and Innovation* (pp. 174-188). OECD Publishing.  
<https://doi.org/10.1787/bc641427-en>.

Shewchuk, S. & **Farley-Ripple, E.N.** (2023). *Understanding Brokerage in Education: Forward Tracking from Research to Practice*. Center for Research Use in Education, University of Delaware.  
<https://crue.cehd.udel.edu/wp-content/uploads/2023/08/Understanding-Brokerage-in-Education-Forward-Tracking-2023.pdf>

**Farley-Ripple, E.N.**, Tilley, K., Mead, H., Van Horne, S., & Agboh, D. (2022). *How is evidence use enacted in schools? A mixed methods multiple case study of “deep use” schools?* Center for Research Use in Education, University of Delaware. <http://www.research4schools.org/how-is-evidence-use-enacted-in-schools-a-mixed-methods-multiple-case-study-of-deep-use-schools/>

May, H., Blackman, H., Van Horne, S., Tilley, K. **Farley-Ripple, E.N.**, Agboh, D., & Micklos, D.A. (2022). *Survey of Evidence in Education for Schools (SEE-S) Technical Report*. Center for Research Use in Education, University of Delaware.

**Farley-Ripple, E.N.**, Van Horne, S., Tilley, K., Shewchuk, S., May, H., Micklos, D.A., & Blackman, H. (2022). *Survey of Evidence in Education for Schools (SEE-S) Descriptive Report*. Center for Research Use in Education, University of Delaware. <https://www.research4schools.org/see-s-descriptive-report/>

Shewchuk, S. & **Farley-Ripple, E.N.** (2022). *Understanding Brokerage in Education: Backward Tracking from Practice to Research*. Center for Research Use in Education, University of Delaware.  
<http://www.research4schools.org/understanding-brokerage-in-education-backward-tracking-from-practice-to-research/>

**Farley-Ripple, E. N.**, & Yun, J. Y. (2021). An ego-network approach to understanding educator and school ties to research: from basic statistics to profiles of capacity. In *Networks, knowledge brokers, and the public policymaking process* (pp. 155-181). Palgrave Macmillan. [http://dx.doi.org/10.1007/978-3-030-78755-4\\_7](http://dx.doi.org/10.1007/978-3-030-78755-4_7)

Farley-Ripple, E., Tilley, K., Shewchuk, S., & Sheridan, S. (2020). Commentary—Reframing relevance: Strategies for closing the gap. In A. M. Urick, D. E. DeMatthews, & T. G. Ford (Eds.), *Maximizing the policy-relevance of research for school improvement* (pp. 387–402). Information Age Publishing.

Rodway, J., & **Farley-Ripple, E.N.** (2020). Shifting our gaze: Relational space in PLN research. In Leyton Schnellter (Ed.) *Professional learning networks: Facilitating transformation in diverse contexts with equity-seeking communities*. Emerald.

**Farley-Ripple, E.N.**, & Grajeda, S. (2019). Avenues of influence: An exploration of school-based practitioners' as knowledge brokers and mobilizers. In Joel Malin & Chris Brown (Eds.) *The role of knowledge brokers in education: Connecting the dots*. Routledge.

**Farley-Ripple, E.N.**, Buttram, J. (2018). Structuring for success. In Susan A. Yoon & Kira Baker-Doyle, (Eds.) *Social capital, social networks, teachers, and educational change: Interventions and outcomes*. London: Taylor and Francis.

**Farley-Ripple, E.N.**, Karpyn, A.E., McDonough, K., Tilley, K. (2017). Defining how we get from research to practice: A model framework for schools. In M. Eryaman & B. Schneider, (Eds.), *Evidence-based and evidence-informed educational policy, research, and practice for the public good*. London: Springer.

Buttram, J., Archbald, D.A., & **Farley-Ripple, E.N.** (2016). Addressing critical problems through leadership portfolios: A content analysis. In Storey, V. and Hesbol, K. (Eds.), *Contemporary approaches to dissertation development and research methods*, (pp.238-154). Hershey, PA: IGI Global.

<https://doi.org/10.4018/978-1-5225-0445-0.ch015>

Coker, D., **Farley-Ripple, E.N.**, Wen, H., & Jackson, A. (2015). The development of a classroom observation system for first-grade writing instruction. In Gabriel, R., & Allington, R. (Eds.), *Evaluating literacy instruction* (pp.793-832). New York: Routledge.

**Farley-Ripple, E.N.**, & Cho, V. (2014). Depth of use: How district decision-makers did and did not engage with evidence. In Shoho, A. R., Barnett, B., & Bowers, A. (Eds.), *Using data in schools to inform leadership and decision making. International research on school leadership series, Vol. 5*. Charlotte, NC: Information Age Publishing, Inc.

**Farley-Ripple, E.N.**, & Buttram, J. (2014). Schools' use of interim data: Practices in classrooms, teams, and schools. In Shoho, A. R., Barnett, B., & Bowers, A. *Using data in schools to inform leadership and decision making. International research on school leadership series, Vol. 5* (pp. 39-66). Charlotte, NC: Information Age Publishing, Inc.

Farley-Loftus, R., **Farley-Ripple, E.N.**, & Kundu, R. (2011). Assessing the evidence: Clinical research trends in dermatology over a ten year period. *Journal of the American Academy of Dermatology*, 64(2), e15-e16. <https://doi.org/10.1016/j.jaad.2010.10.004>

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

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

## Research Reports and Briefs

Shewchuk, S., & **Farley-Ripple, E. N.** (2023). *Understanding Brokerage in Education Forward Tracking from Research to Practice*. Newark, DE: Center for Research Use in Education, University of Delaware.

<https://crue.cehd.udel.edu/wp-content/uploads/2023/08/Understanding-Brokerage-in-Education-Forward-Tracking-2023.pdf>

**Farley-Ripple, E.N.,** MacGregor, S., & Mazal, M. (2023). *Knowledge Mobilization in the Production of Education Research: A Mixed Methods Study*. Newark, DE: Center for Research Use in Education, University of Delaware. <http://www.udel.edu/0010697>

Shewchuk, S., & **Farley-Ripple, E.N.** (2021). *Findings from the district research leader knowledge mobilization survey* (RB21-002.1). Newark, DE: Center for Research in Education and Social Policy. [https://www.cresp.udel.edu/wp-content/uploads/2021/11/Survey-Brief\\_10-18-2021.pdf](https://www.cresp.udel.edu/wp-content/uploads/2021/11/Survey-Brief_10-18-2021.pdf)

Shewchuk, S. & **Farley-Ripple, E.** (2021). *A conceptual framework for successful knowledge mobilization among district research leaders* (R21-001.1). Newark, DE: Center for Research in Education and Social Policy.

**Farley-Ripple, E.N.** (2021). *Research brokerage: How research enters and moves through schools*. Newark, DE: Center for Research Use in Education, University of Delaware. <http://www.research4schools.org/wp-content/uploads/2021/09/Research-Brokerage-Brief-FINAL.pdf>

Shewchuk, S. & **Farley-Ripple, E.N.** (2020). *A job description and resume analysis of district research leaders* (R20-004.1). Newark, DE: Center for Research in Education and Social Policy, University of Delaware. [https://www.cresp.udel.edu/wp-content/uploads/2021/09/Shewchuk-Farley-Ripple\\_2020\\_A-Job-Description-and-Resume-Analysis-of-District-Research-Leaders\\_Upload.pdf](https://www.cresp.udel.edu/wp-content/uploads/2021/09/Shewchuk-Farley-Ripple_2020_A-Job-Description-and-Resume-Analysis-of-District-Research-Leaders_Upload.pdf)

Shewchuk, S. & **Farley-Ripple, E.** (2020). *A conceptual framework for understanding district research leaders as knowledge mobilizers and brokers*. Newark, DE: Center for Research in Education and Social Policy, University of Delaware.

**Farley-Ripple, E. N.,** Boaz, A., Oliver, K., & Borst, R. (2018). *Mapping the field: Use of research evidence in policy and practice*. Center for Research Use in Education. <http://www.cresp.udel.edu/publication/mapping-the-field-use-of-research-evidence-in-policy-and-practice/>

**Farley-Ripple, E.N.,** Sheeks, J., Jennings, A.B., & Millin, A. (2017). *Education data systems: A systematic look at state practices related to researcher access*. CRESP Research Report. Newark, DE: University of Delaware, Center for Research on Education and Social Policy. <http://www.cresp.udel.edu/publication/education-data-systems-systematic-look-state-practices-related-researcher-access/>

**Farley-Ripple, E.N.,** Sherretz, K., Kelly, C. (2015). *School success reports stakeholder feedback: Final report to the Delaware Department of Education*. Newark, DE: University of Delaware, Delaware Academy for School Leadership, Institute for Public Administration.

**Farley-Ripple, E.N.,** Archbald, D. (2011). *Summary report from the university-district research partnership 2010-2011*. Newark, DE: University of Delaware.

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

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

**Farley-Ripple, E.N.**, Mead, H., Raffel, J., Sherretz, K., & Welch, J. (2010). *Tracking transitions: An analysis of school administrator career paths in Delaware*. Newark, DE: University of Delaware.

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

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

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

Castellano, M., Stringfield, S., Stone III, J.R., **Farley-Ripple, E.N.**, Overman, L.T., & Hussain, R. (2008). *Career-based comprehensive school reform: Serving disadvantaged youth in minority communities. Final Report*. Minneapolis: University of Minnesota, National Research Center for Career and Technical Education. <https://files.eric.ed.gov/fulltext/ED508963.pdf>

Mac Iver, M. A., & **Farley-Ripple, E.** (2007). *The Baltimore KIPP Ujima Village Academy, 2002-2006: A longitudinal analysis of student outcomes*. Baltimore: The Abell Foundation. <https://files.eric.ed.gov/fulltext/ED505119.pdf>

Useem, E., Offenber, R., & **Farley-Ripple, E.** (2007). *Closing the teacher quality gap: new hope and old hurdles*. Philadelphia: Research for Action. [https://www.researchforaction.org/wp-content/uploads/2021/07/Useem\\_B\\_Closing\\_the\\_TQ\\_Gap.pdf](https://www.researchforaction.org/wp-content/uploads/2021/07/Useem_B_Closing_the_TQ_Gap.pdf)

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

Neild, R.C., Useem, E., & **Farley, E.** (2005). *The quest for quality: recruiting and retaining teachers in Philadelphia*. Philadelphia: Research for Action. [https://www.researchforaction.org/wp-content/uploads/2021/07/Neild\\_R\\_Quest\\_for\\_Quality.pdf](https://www.researchforaction.org/wp-content/uploads/2021/07/Neild_R_Quest_for_Quality.pdf)

Castellano, M., Stone, J.R., Stringfield, S., **Farley, E.**, & Wayman, J.C. (2004). *The effect of CTE-enhanced whole-school reform on student coursetaking and performance in English and science*. Columbus, OH: National Research Center for Career and Technical Education. <https://files.eric.ed.gov/fulltext/ED493611.pdf>

Useem, E., & **Farley, E.** (2004). *Philadelphia's teacher hiring and school assignment practices: comparisons with other districts*. Philadelphia: Research for Action. [https://www.researchforaction.org/wp-content/uploads/2021/07/Useem\\_E\\_Philadelphias\\_Teacher\\_Hiring\\_and\\_School\\_Assignment\\_Practices\\_ES.pdf](https://www.researchforaction.org/wp-content/uploads/2021/07/Useem_E_Philadelphias_Teacher_Hiring_and_School_Assignment_Practices_ES.pdf)



## Public Scholarship

**Farley-Ripple, E.N.** (2023, November). *Taking the First Step: Strategies for Effective Knowledge Mobilization* (Blog). <https://learntoscale.org/taking-the-first-step-strategies-for-effective-knowledge-mobilization/>

**Farley-Ripple, E.N.** (2023, November). *Mobilizing Knowledge Along the Path from Research to Practice* (Blog). <https://learntoscale.org/mobilizing-knowledge-along-the-path-from-research-to-practice/>

**Farley-Ripple, E. N.,** Ming, N., Goldhaber, D., Osei Sarfo, A., & Arce-Trigatti, P. (2022). *Building capacity for evidence-informed improvement: Supporting state and local education agencies*. <https://bit.ly/supportingeducationagencies>

**Farley-Ripple, E. N.** (2022). Building and leveraging: How to use networks to support evidence use. In C. Brown, J. Flood, & S. MacGregor, Eds., *The research-informed teaching revolution North America: A handbook for the 21st century teacher*. John Catt Publishing.

**Farley-Ripple, E.N.,** Shewchuk, S., & Micklos, D. (February- March 2022). *Research for Practice Workshop Series*. <https://sites.google.com/udel.edu/research4practiceseries/home>

**Farley-Ripple, E. N.** (2021). A new day for education research and practice. *Phi Delta Kappan*, 102(7), 8-13. <https://doi.org/10.1177/00317217211007331>

**Farley-Ripple, E.N.,** Shewchuk, S., & Micklos, D.A. (2021). *Research broker network meeting: Summary report*. Center for Research Use in Education. [https://drive.google.com/file/d/1XBN3BF\\_BCzZxDMbcnXY2lwOM9FUhy6hR/view](https://drive.google.com/file/d/1XBN3BF_BCzZxDMbcnXY2lwOM9FUhy6hR/view)

Shewchuk, S., Micklos, D.A., **Farley-Ripple, E.N.** (2021). *Research broker network meeting: Resource guide from the 2021 event*. Center for Research Use in Education. <https://drive.google.com/file/d/1QoALFLi94m3DbEFP-tOC72w4BMksESdV/view>

Shewchuk, S., & **Farley-Ripple, E.N.** (2021, March). *Mapping the “third space” between research and practice* [Virtual Workshop]. UK Knowledge Mobilization Forum.

**Farley-Ripple, E.,** Tarasawa, B., Hegedus, A. (2019, June). *Unpacking teachers use of MAP for decision-making: Findings from the University of Delaware research partnership*. Fusion19 Conference of NWEA, St. Louis, MO.

**Farley-Ripple, E.,** Tarasawa, B., Jennings A., Jennings, A., Hegedus, A., & Jones, A. (2019, March). *Understanding the Leverage Points*. Empower19 Conference of ASCD, Chicago, IL.

**Farley-Ripple, E.N.** (March, 2019). *Unpacking the “Use” in Using Research: Tips and Strategies for Being an Evidence-Based Educator*. ResearchEd: Blackpool.

**Farley-Ripple, E.N., McDonough, K., Minella A.** (2017) *Identifying Evidence-Based Interventions for School Improvement Planning Under ESSA*. 15<sup>th</sup> Annual Delaware Policy and Practice Institute.

Boaz, A., Coburn, C., Gough, D., Palinkas, L., Molas-Gallart, J., Mortimer, J., Morton, S., Oliver, K., **Farley-Ripple, E.,** Spaapen, J. and Tseng, V. (2016). The future of Evidence & Policy: moving forward from Valencia (Editorial). *Evidence & policy*, 12(1), 3-8. <https://doi.org/10.1332/174426416X14531221882404>

**Farley-Ripple, E.N.**, May, H., McDonough, K., Tilley, K., Karpyn, A., & Humphrey, L. (2016) *ESSA, Research Evidence, and You*. 15<sup>th</sup> Annual Delaware Policy and Practice Institute.

**Farley-Ripple, E.N.**, Sherretz, K., Kelly, C. (2015, September). *School success reports stakeholder feedback: Final report to the Delaware Department of Education*. Newark, DE: University of Delaware, Delaware Academy for School Leadership, Institute for Public Administration.

Buttram, J., & **Farley-Ripple, E.N.** (2014). Four steps to nurture PLCs. *Communicator*, 37(2).  
<https://www.naesp.org/resource/four-steps-to-nurture-plcs/>

**Farley-Ripple, E.N.** & Buttram, J. (2013). Harnessing the power of teacher networks. *Kappan Magazine*, 95(3), 12-15. <https://kappanonline.org/harnessing-power-teacher-networks-farley-ripple-buttram/>

**Farley-Ripple, E. N.** (2013, May 21). Vendors' quality is crucial factor in discussion of privatization [Letter to the editor]. *Education Week*. Retrieved from <https://www.edweek.org/education/opinion-vendors-quality-is-crucial-factor-in-discussion-of-privatization/2013/05>

## Selected Conference Papers and Presentations

Osei-Sarfo, A., Arce-Trigatti, P., Ming, N., **Farley-Ripple, E.N.**, & Goldhaber, D. (2024, March). *Building Capacity for Evidence-Informed Improvement: Supporting State and Local Education Agencies*. American Educational Finance and Policy, Baltimore.

**Farley-Ripple, E.N.** & Shewchuk, S. (2024, March). *Collaboration, Research, Equity, and Action Together in Education: An Approach to Co-Design of Evidence-Informed Equity-Centered Resources*. American Educational Finance and Policy, Baltimore.

Shewchuk, S, & **Farley-Ripple, E.N.** (2024, March). *The Evidence about Evidence Use: Findings from an IES-funded knowledge utilization center*. American Educational Finance and Policy, Baltimore.

**Farley-Ripple, E.N.** (2023, April). *Centering equity in collaborative design of evidence-informed resources*. UK Knowledge Mobilization Forum.

**Farley-Ripple, E.N.**, Morrison, K., Carey, R., & Soslau, E. (2021, September). *Promoting engaged scholarship through seed grants: University of Delaware's Partnership for Public Education fellowship program* [Virtual Presentation]. Engagement Scholars Consortium Annual Conference.

Shewchuk, S., & **Farley-Ripple, E.N.** (2021, April). *Mapping the "third space" between research and practice* [Virtual Presentation]. American Educational Research Association.

Shewchuk, S., & **Farley-Ripple, E.N.** (2021, April). *How research finds its way to practice: A multiple-case study of research brokerage* [Virtual Presentation]. American Educational Research Association.

**Farley-Ripple, E.N.** (2021, April). *Leading research use in schools: Leveraging principals' capacity and contributions* [Virtual Presentation]. American Educational Research Association.

**Farley-Ripple, E.N.** (2020, November). *Leading research use in schools: Leveraging principals' capacity and contributions* [Virtual Presentation]. University Council for Educational Administration.

- Farley-Ripple, E.N.,** & Yun, J. (2020, March). *Educators' research networks: Applying ego networks and latent profile analysis to characterize opportunity for research use* [Presentation]. Society for Research on Educational Effectiveness, Washington, D.C.
- DuMont, K., Gitomer, D., Finnigan, K. Daly, A., May, H., **Farley-Ripple, E.N.,** & Davidson, K. (2020, March). *Introduction to methods for assessing the use of research evidence in policy and practice* [Workshop]. Society for Research on Educational Effectiveness, Washington, D.C.
- Farley-Ripple, E.N.** (2020, January). *Using social network analysis to study PLNs: A focus on ego networks* [Presentation]. International Congress for School Effectiveness and School Improvement, Marrakech, Morocco.
- Farley-Ripple, E.N.,** & Yun, J. (2020, January). *Leveraging links: Characterizing, classifying, and correlating educators' networks for research use in schools* [Presentation]. International Congress for School Effectiveness and School Improvement, Marrakech, Morocco.
- Farley-Ripple, E.N.,** & Yun, J. (2019, December). *Entry points: Networks for teacher and school use of research* [Presentation]. Australian Association for Research on Education, Brisbane, Australia.
- Farley-Ripple, E.N.** (2019, March). *Unpacking knowledge mobilization and brokerage* [Presentation]. United Kingdom Knowledge Mobilization Forum, Newcastle, England.
- Farley-Ripple, E.N.,** Jennings, A., & Jennings, A. (2018, March). *Tools of the trade: An examination of the frequency of use and content of assessment data system* [Presentation]. Association of Educational Finance and Policy, Portland, OR.
- Blackman, H., & **Farley-Ripple, E.N.** (2018, March). *Entry points: How evidence makes its way into schools* [Presentation]. Association of Educational Finance and Policy, Portland, OR.
- Farley-Ripple, E.N.,** Tilley, K., Sheridan, S., & Humphries, L. (2018, April). *What is school improvement actually about? An exploration of reported problems, decisions, and opportunities for research use* [Presentation Roundtable]. American Association for Educational Research, New York, NY.
- Farley-Ripple, E.N.,** Tise, J., & Seashore, K.L. (2018, April). *In the middle: Exploring challenges of research brokers in education* [Presentation]. American Educational Research Association, New York, NY.
- Farley-Ripple, E.N.,** & Blackman, H. (2018, February-March). *In pursuit of evidence: Lessons from the study of researcher dissemination and practitioner search* [Presentation]. Society for Research on Educational Effectiveness, Washington DC.
- Farley-Ripple, E.,** et al. (2017, April). *Brokerage and the research–practice gap: A theoretical and empirical examination* [Presentation]. American Educational Research Association (Organizational Theory SIG), San Antonio, TX.
- Penuel, W., **Farley-Ripple, E.,** May, H., Bell, P., Briggs, D., Coburn, C., ...Spillane, J. (2016, April). *Re-conceptualizing research use* [Presentation]. American Education Research Association, Washington, DC.
- Farley-Ripple, E.N.,** Coker, D., Macarthur, C., Jackson, A., & Wen, H. (2014, April). *The nature and variability of first grade writing instruction* [Paper]. American Educational Research Association Conference, Philadelphia, PA.

**Farley-Ripple, E.N.,** Coker, D., & MacArthur, C. (2014, February). *Development of a classroom observation protocol for primary grades writing instruction* [Presentation]. Writing Research Across Borders Conference in Paris, France.

**Farley-Ripple, E.N.,** & Buttram, J. (2013, April). *Schools' use of interim data: practices in classrooms, teams, and schools* [Paper]. American Educational Research Association, San Francisco, CA.

**Farley-Ripple, E.N.,** Raffel, J.A., & Welch, J.C. (2012, April). *Unpacking the career decisions of school administrators* [Paper]. American Educational Research Association, Vancouver, BC.

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

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

Archbald, D.A., Walpole, S., & **Farley-Ripple, E.N.** (2010, October). *The dissertation disconnect: How new thesis designs connect the professional with practice. The University of Delaware Ed.D. in Administration and Policy* [Paper]. University Council for Educational Administration, New Orleans, LA.

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

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

Herzog, L., & **Farley-Ripple, E.** (2008, March). *Trends in math course-taking and performance among urban high school students* [Paper]. American Educational Research Association, New York City, NY.

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

Neild, R.C., & **Farley, E.** (2006, August). *Within-school variation in teacher quality: The case of ninth grade* [Paper]. American Sociological Association, Montreal, QC.

**Farley, E.** (2005, April). *Ready or not: high school responses to "algebra for everyone" policies* [Paper]. American Educational Research Association, Montreal, QC.

Mac Iver, M., **Farley, E.,** & Wayman, J. (2003, April). *Let a thousand flowers bloom: High school reform in Baltimore* [Paper]. American Educational Research Association, Chicago, IL.

## Awards

2021 Campus Compact Mid-Atlantic Institutional Leadership Award

2021 Distinguished Faculty Award, School of Education, University of Delaware

2020 Excellence in Research to Practice, AERA Research Use SIG

2019 University of Delaware Mid-Career Faculty Excellence in Scholarship Award

2013 Dean's Faculty Research Award, College of Education and Human Development, University of Delaware

2012 Pennsylvania Educational Research Association Distinguished Paper Award

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

2009 Phi Delta Kappa, Tau Chapter, Dissertation Award, University of Pennsylvania

## Invited Presentations and Panels

2023 *Keynote Data Matters: Linking Systems to Practice for Effective and Equitable Data Use*, at the Education Leadership Data Analytics (ELDA) 2023 Conference, June 23 at Teachers College, Columbia University

2023 invited talk for the Southeast Regional Educational Laboratory Governing Board, April, Biloxi, MS

2022 presentation for *Increasing Teachers' Use of Pedagogical Research* workshop sponsored by the Wellcome Foundation, National Foundation for Education Research, and Sheffield University (UK)

2021 OECD Expert Panel on Strengthening the Impact of Education Research (international), moderator and contributor

May, H., & Farley-Ripple, E.N. (November, 2020). *Using Surveys to Understand and Measure Research Use in Schools*. Invited presentation for the William T. Grant Foundation.

Farley-Ripple, E.N. (2020, February). *Leading research use in schools: Early findings from the Center for Research Use in Education*. IES post-doctoral seminar series, Vanderbilt University, Nashville.

Farley-Ripple, E.N., Yun, J. (2019, September). *The use of research in school-decision-making: An ego-network perspective*. William T. Grant Networks Workshop, University of Minnesota.

2019 Keynote Address: *Opportunities and oversights*. South Carolina Educators for the Practical Use of Research. Columbia, SC.

2018 Keynote address: *Making evidence matter*. Maryland Connections Summit. Towson, MD.

2018 *Education Leadership Data Analytics Summit*. Teachers College, Columbia University, New York.

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

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

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

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

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

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

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

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

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

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

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

## Teaching and Advising

### Undergraduate coursework at the University of Delaware

- EDUC 451 Educational Assessment for Classroom Teachers

### GRADUATE COURSEWORK AT THE UNIVERSITY OF DELAWARE

- EDUC 881 Educational Leadership Portfolio II
- EDUC 826 Mixed Methods in Social Research
- EDUC 839 Educational Policy and Governance (online)
- EDUC 735 Data-Based Decision-Making for School Leaders (face to face)/Data-Based Decision-Making and Assessment (online; designer and instructor)
- EDUC 828 Concepts and Methods in Decision-Oriented Research
- EDUC 846 Data Analysis for Educational Decision-Making
- EDUC 891 Organizational Problem Analysis/Planning
- EDUC 736 Practicum: Data Analysis Project
- EDUC 720 Education Policy and Teacher Leadership (designer)
- EDUC 879 Internship in Education Leadership

### Graduate coursework at the University of Pennsylvania

- Inquiry Into Policy and Practice (Master's level)
- Program Evaluation and Policy Analysis, *Teaching Assistant*
- Introduction to Statistics for Educational Research, *Teaching Assistant*

### Additional teaching

- Independent study in social network analysis, 2011 and 2021
- Data-based decision-making, Delaware Academy for School Leadership Principal Preparation Pathway (3 part seminar series) 2016, 2017

### Supervision of EdD in Educational Leadership candidates

- Jody Dallas (Spring 2012)
- Ryan Arthurton (Winter 2013)
- Michael Young (Spring 2014)
- Dave Sechler (Spring 2015)
- Harold Shaw (Spring 2014)
- Bradley Layfield (Fall 2015)
- Malik Muhammed (Spring 2015)
- Shanta Reynolds (Summer 2018)
- Hilary Mead (Spring 2018)
- Susan Huffman (Spring 2019)
- Sterling Seemans (Spring 2020)
- Katie Lakofsky (Spring 2020)
- Elizabeth Terlecki (Spring 2021)
- Nidal Abuasi (Spring 2021)
- Scott Bacon (in candidacy)
- Aaron Bass (Fall 2023)
- Shernette Hayward
- Sarah Oberle
- Trish Hermance
- Jodie Klein
- Samantha Varano

### Supervision of PhD candidates

- Kristin Chisholm (ESRM)
- Daniel Osgood (ESRM)
- Arielle Lentz (ESRM)
- Latrice Marianno (ESRM) (in candidacy)
- Dilek Ersulu, Economic Education (Spring 2023)
- Kati Tilley, Evaluation, Measurement and Statistics (Spring 2022)
- Xiaoxue Zhang, Evaluation, Measurement and Statistics (Winter 2021)
- Jiyoung Yun, Evaluation, Measurement and Statistics (Fall 2020)
- Austin Jennings, Economic Education (Spring 2019)
- Amanda Jennings, Economic Education (Spring 2017)
- Akisha Jones, Evaluation, Measurement and Statistics (May 2015)
- Erin Yetter, Economic Education (Graduated May 2014 - SOE supporting advisor)

### Committee membership for candidates for the EdD in Educational Leadership

- |                          |                              |   |
|--------------------------|------------------------------|---|
| ▪ Andrew Hegedus (2009)  | ▪ Jacquelyn Winslow(2012)    | ▪ Basia Moltchanov (2018)                 |
| ▪ Ted Amman (2009)       | ▪ Karen Girton-Snyder (2012) | ▪ Lisa Peel (2018)                        |
| ▪ Gerri Marshall (2009)  | ▪ Timothy Snyder (2012)      | ▪ Allison Meyers (2018)                   |
| ▪ Richard Gusick (2009)  | ▪ Susan Groff (2012)         | ▪ Abigail Mahone (Lehigh, 2018)           |
| ▪ Stephen Brady (2013)   | ▪ Catherine Green (2014)     | ▪ Jamie Lee Korns<br>(Northeastern, 2019) |
| ▪ Andrew Walpole (2013)  | ▪ Jeff Klein (2017)          | ▪ Heather Tansley (2019)                  |
| ▪ John Tanner (2012)     | ▪ Christine Alois (2015)     | ▪ Christina King (2021)                   |
| ▪ Renee Jearns (2012)    | ▪ Keisha Brinkley (2016)     | ▪ Michelle Keenan                         |
| ▪ LouAnn Hudson (2012)   | ▪ David LaFazia (2016)       | ▪ Delvin Fulton Archer                    |
| ▪ Sherry Kijowski (2012) | ▪ Joe Pritchett (2017)       | ▪ Aytaged Zeleke                          |
| ▪ Lisa Lawson (2013)     | ▪ Jay Owens (2017)           | ▪ Amanda Cahill (Spring 2023)             |
| ▪ Carolyn Quinci (2012)  | ▪ Stephen Tippett (2017)     |   |

### Committee membership for PhD candidates

- |                                    |   |
|------------------------------------|---|
| ▪ Tania Cruz Cordero (ESRM)        | ▪ Melissa Stoffers (HDFS)                 |
| ▪ Matthew Myers (ESRM)             | ▪ Cara Cuccini-Harmon (Public Policy)     |
| ▪ Casey Griffith (Education, 2023) | ▪ Andrew Potter (Education, Summer 2022)  |
| ▪ Deborah Drain (HDFS)             | ▪ Scott Compeau (Queens University, 2021) |

- Corey Gilden (HDFS, 2021)
- Kalyn McDonough (Public policy, 2021)
- Ann Kellogg (Public policy, UMBC, 2020)
- Laura Whittaker (Economic Education, 2018)
- Sohee Park (Education, 2018)
- Rebecca Chambers (Economic Education, 2016)
- Allison Hooper, (HDFS, 2017)
- Nigel Caplan (Education, 2017)
- Huijing Wen (Education, 2016)
- Chunyan Yang (Education, 2016)
- Jessica Blank (Education, 2012)
- Paul Larson (Economics, 2012)
- Michael Donaldson (Education, 2014)

## Professional Service and Leadership

### School of Education and College of Education and Human Development

- Faculty Affairs Committee (2023-24)
- Individual Promotion and Tenure Committee Chair (2023, 2024)
- Chair, Committee for Graduate Studies in Education (2021-2023)
- Promotion and Tenure committee (2020-21)
- New faculty mentor (2020-2023)
- Strategic planning committee for educational leadership (2020-21)
- Founding faculty member/co-designer, Ph.D. in Education and Social Policy (2020-present)
- SOE Coordinator of the Ph.D. in Economic Education (2012-present)
- Search committee, *Higher education policy* (2020)
- Associate Director (2015-2018)
- Search committee, *Director and Dean Family Endowed Chair* (2017-18)
- Graduate Studies Committee (2010-2012, 2018, 2020)
- Welfare Committee (2016-2018)
- EdD in Education Leadership, CAEP accreditation report (2015, 2016, 2017)
- Search committee chair, *Educational Policy and Leadership* (2014, 2015)
- Search committee, *Southern Delaware Coordinator* (2015)
- Faculty member in: Ed.D. in Education Leadership, Ph.D. in Evaluation Measurement and Statistics, M.Ed. in Teacher Leadership, Elementary Teacher Education, and Ph.D. in Economic Education
- Admissions committee for Ph.D. in Education (2014)
- College Council (2010, 2013-15)
- Coordinator of the M.Ed. in School Leadership (2008-2012)
- Ad Hoc committee for redesign of the Ed.D. in Educational Leadership (2012)
- Course evaluation and teaching observation ad hoc committee, School of Education (2011)

### University of Delaware

- Director, Partnership for Public Education (2016-present)
- Advisory board member, *Delaware Teacher Institute* (2017-present)
- Steering committee member, Partnership for Healthy Communities (2018-present)
- Member, Community Engagement Initiative Leadership Council (2017-2020)
- Member, Campus Compact Council (2017-2020)
- Advisory board member, *WeC4Communités* (NSF-INCLUDES, 2017-2020)
- Led development of cluster hire proposal for *engaged scholarship* (2017)
- Presenter, Research Office panel for Broader Impacts for NSF CAREER grants (2017, 2020)
- Co-developed proposal for UD Partnership for Public Education (2015)
- Initiated research-practice partnership capacity building sessions (2016)



- University of Delaware Strategic Planning Subcommittee member (2014-15)
- Search committee, *Associate Director for CRESA* (2013)
- Strategic Planning Committee, College of Education and Human Development (2011-12)
- Search committee, *Quantitative Methodologist*, College of Education and Human Development (2011)
- Search committee, *Project Director, Associates*, Delaware Academy for School Leadership (2011)
- Committee member/curriculum writer, *Advanced Principal Training* program, Delaware Academy for School Leadership (2009-2010)
- Member, Teacher Leadership Policy Committee, Delaware Academy for School Leadership (2009-2010)

## State of Delaware

- Member, Vision Coalition Leadership Team (2017-present)
- Facilitator of statewide assessment inventory committee established by Senate Joint Resolution #2 (2015-2016)
- Steering committee, Data Analysis Working Group, Delaware Department of Education
- Facilitator/trainer for Data Days for Positive Outcomes Charter School (Partnership Zone)
- Reference/reviewer for Delaware in Data Quality Campaign. (2011). *State and District Collaboration to Foster Data Use for Continuous Improvement in Education: A Framework for States*. Washington, DC: Author.
- Panelist at the Vision 2015 Annual Conference: *How Can Delaware Effectively and Fairly Evaluate Teachers?*
- Breakout session presenter, 8<sup>th</sup> Annual Policy and Practice Institute (2010): *Career Transitions of School Leaders*.
- Session facilitator, *Delaware Aspiring Leaders Program* (2010)
- Session facilitator, *Teacher Leadership Institute* (2010)

## National/International

### Professional Associations and Leadership

- Member, International Congress for School Effectiveness and Improvement (2018 to present)
- Division H Outreach and Engagement Committee
- Program Chair, AERA SIG Research Use 2016-2019
- Section Program Chair, AERA Division L, 2018
- Mentor for David L. Clark Seminar sponsored by UCEA and AERA, 2017, 2019
- Mentor for AERA Division A Early Career Scholar Mentoring Seminar, 2018
- Board member, Mid Atlantic Educational Research Association, 2013-2015
- Co-developer and editor of standing research use section of a journal with support of William T. Grant Foundation, 2016-present
- Board member, AERA SIG Districts in Reform 2012-2016
- Co- chair, AERA SIG Districts in Reform 2014-2016
- Treasurer Elect, AERA SIG Research Use 2012-13
- Member, American Educational Research Association, Division L (Educational Policy and Politics), Division H (Research Methodology), Educational Politics Special Interest Group, Districts in Reform Special Interest Group, Research Use Special Interest Group

- 2009 William L. Boyd National Educational Politics Workshop, American Educational Research Association Annual Meeting
- 2008 Annual David L. Clark National Graduate Student Research Seminar in Educational Administration and Policy

### Reviewing

- Co-editor, International Journal of Educational Policy and Leadership
- Invited panel reviewer, 2010-2023 American Educational Research Association reviewer
- Invited panel reviewer, 2019-2023 Society for Research in Educational Effectiveness
- William T. Grant Foundation grants reviewer, 2017-2023
- IES NCER competition, 2013, 2015
- Ad hoc reviewer for Educational Finance and Policy, Evidence and Policy, Educational Administration Quarterly, Teachers College Record, AERA Open, Educational Policy Analysis Archives, Review of Educational Research, Journal of Education of Students Placed At-Risk, Journal of Educational Administration, American Journal of Education
- Reviewer, 2011, SIG Districts in Reform Dissertation competition
- Reviewer, 2005-2013, American Educational Research Association Annual Meeting proposal