

Hayley Ryan Weddle, PhD
hweddle@pitt.edu | 818-983-6022

EDUCATION

Ph.D. Transforming Education in a Diverse Society, Education Studies, UC San Diego 2020
M.A. Postsecondary Educational Leadership: Student Affairs, San Diego State University 2013
B.A. Sociology and Business Economics, UC Santa Barbara 2011

RESEARCH INTERESTS

The equity implications of education policies across K-12 and higher education; research-practice partnerships, supporting the use of research evidence.

ACADEMIC AND RESEARCH APPOINTMENTS

Assistant Professor of Education Policy 2021—Present
University of Pittsburgh, Pittsburgh, PA
Department of Educational Foundations, Organizations and Policy

Affiliated Faculty 2021—Present
Michigan State University Education Policy Innovation Collaborative (EPIC)

Postdoctoral Scholar and Lecturer, Education Studies 2020—2021
University of California, San Diego (PI: Megan Hopkins)

Graduate Research Assistant 2016—2020
University of California, San Diego (PI: Amanda Datnow)

CURRENT LEADERSHIP POSITIONS

Education Policy PhD Program Coordinator, University of Pittsburgh 2022—Present
Lead program admissions process and serve as program liaison for school-wide policy decisions.

Council of Chief State School Officers (CCSSO), Advisor, CCSSO 2022—Present
Selected as one of two national experts to lead the English Learner (EL) Collaborative, which supports capacity building for 80+ state education agency leaders and EL policy advocates.

EXTERNALLY FUNDED GRANTS

Principal Investigator, “Using Research to Promote Systemic Change for Multilingual Learners”
William T. Grant Foundation, \$610,000. Funded: 2022-2025.

Co-Investigator, “Distance Learning Amidst the COVID-19 Pandemic.” Michigan Department of Education, \$150,000 (Pitt portion: \$53,000). Funded: 2021-2023. PI: Katharine Strunk

Co-Investigator, “Addressing Equity and Access for English Learners in COVID-19 Guidance”
Council of Chief State School Officers, \$60,000. Funded: 2020-2021. PI: Megan Hopkins

GRANT SUBMISSIONS UNDER REVIEW

Co-Investigator, “Evaluating the Flint Center for Educational Excellence,” Education Policy Innovation Collaborative (Pitt portion: \$44,000). PI: Tara Kilbride [pending final approval].

JOURNAL ARTICLES

*Indicates graduate student. +Indicates state education agency leader.

Weddle, H., Hopkins, M., and Goldstein, H.* (in press). How can research-practice partnerships advance equity for multilingual learners?: Examining collaboration with state education leaders. *Peabody Journal of Education*. [Special issue].

Hashim, A., **Weddle, H.**, and Irondi, O.* (accepted). Bright spots: A multiple case study of district strategies for supporting student learning in the pandemic and lessons for policy. *Education Administration Quarterly*.

Weddle, H., Hopkins, M., Lowenhaupt, B., and Kangas, S. (2024). Shared responsibility for multilingual learners across levels of the education system. *Educational Researcher*. <https://doi.org/10.3102/0013189X241227913>

Weddle, H., Hashim, A., and Irondi, O.* (2024). How state education leaders supported students’ access to education amidst the COVID-19 crisis: Lessons for policy. *Educational Policy*. <https://doi.org/10.1177/08959048231220374>

Weddle, H. (2023). Engaging in research-practice partnerships with policy intermediaries: A case study of collaboration with state education agency leaders. *Educational Evaluation and Policy Analysis*. <https://doi.org/10.3102/01623737231213082>

Weddle, H., Lockton, M., & Datnow, A. (2023). Fostering, tailoring, and negotiating: The complexities of collaborative coaching in schools under pressure to improve. *Educational Researcher*. <https://doi.org/10.3102/0013189X231187372>

Hopkins, M., **Weddle, H.**, Castillo, M.,+ (...) & Salas, V.+ (2023). Upholding multilingual learners’ civil rights under ESSA and beyond: State leadership and the contextual factors shaping federal policy implementation. *American Journal of Education* 128(4), 591-616. <https://doi.org/10.1086/720362>

Weddle, H. (2022). Approaches to studying teacher collaboration: A review of literature. *Educational Research Review*, 35. <https://doi.org/10.1016/j.edurev.2021.100415>

Weddle, H., Caduff, A.*, and Hopkins, M. (2022). Equity for multilingual learners in state COVID-19 guidance. *Thresholds in Education*, 44(2), pp. 100-117.

Hopkins, M., **Weddle, H.**, Lavadenz, M., Murillo, M. A., & Vahdani, T.* (2022). Examining the English learner policy ecology: how educators navigated the provision of designated English Language Development (ELD) support at the secondary level. *Peabody Journal of Education*, 97(1), 47-61. <https://doi.org/10.1080/0161956X.2022.2026719>

- Weddle, H.,** Yoshisato, M., and Hopkins, M. (2021). Professional learning for secondary teachers of English learners: Examining systems of support. *Journal of Professional Capital & Community* 7(2), 176-192. <https://doi.org/10.1108/JPCC-11-2020-0084>
- Weddle, H.** (2021). Team emotion matters: Exploring teacher collaboration dynamics over time. *Journal of Educational Change*, 24(1), 77-105. <https://doi.org/10.1007/s10833-021-09436-0>
- Hopkins, M., **Weddle, H.,** Bjorklund Jr, P., Umansky, I. M., & Blanca Dabach, D. (2021). “It’s created by a community”: Local context mediating districts’ approaches to serving immigrant and refugee newcomers. *AERA Open*, 7. <https://doi.org/10.1177/23328584211032234>
- Weddle, H.,** Lockton, M. and Datnow, A. (2021). Research-practice partnerships “on the ground”: Exploring partnership work in urban schools under pressure to improve. *Studies in Educational Evaluation*, 70. <https://doi.org/10.1016/j.stueduc.2021.101013>
- Datnow, A., Lockton, M., and **Weddle, H.** (2020). Capacity building to bridge data use and instructional improvement through evidence on student thinking. *Studies in Educational Evaluation*, 60. <https://doi.org/10.1016/j.stueduc.2020.100869>
- Weddle, H.** (2020). Teachers’ opportunities to learn through collaboration over time: A case study of math teacher teams in schools under pressure to improve. *Teachers College Record*, 122(12), 1-40. <https://doi.org/10.1177/016146812012201204>
- Weddle, H.** (2020). Challenges and opportunities for sustaining purposeful professional collaboration: Leadership frames in urban schools under pressure to improve. *Leadership and Policy in Schools*, 21(4), 733-755. <https://doi.org/10.1080/15700763.2020.1827269>
- Datnow, A., Lockton, M., & **Weddle, H.** (2019). Redefining or reinforcing accountability? An examination of organizational routines in schools. *Journal of Educational Change*, 21, 109-134. <https://doi.org/10.1007/s10833-019-09349-z>
- Hopkins, M., **Weddle, H.,** Gluckman, M., and Gautsch, L. (2019). Boundary crossing in a professional association: The dynamics of research use among state leaders and researchers in a research-practice partnership. *AERA Open* 5(4). <https://doi.org/10.1177/2332858419891964>
- Lockton, M., **Weddle, H.,** and Datnow, A. (2019). When data don’t drive: Instructional change as a motivator for reform. *School Effectiveness and School Improvement*, 31(2), 243-265. <https://doi.org/10.1080/09243453.2019.1647442>
- Weddle, H.,** Lockton, M., and Datnow, A. (2019). Teacher collaboration, division of labor, and emotions in school reform: “It’s always take, take, take.” *Journal of Professional Capital and Community*, 4(4), 325-343. <https://doi.org/10.1108/JPCC-03-2019-0005>

PEER-REVIEWED BOOK CHAPTERS

Hopkins, M., **Weddle, H.**, Riedy, R.,* Caduff, A.*, Matsukata, L.*, & Sweet, T. M. (2022). Critical social network analysis as a method for examining how power mediates improvement efforts in education. In D. Peurach, J. Russell, L., ... & A. Daly (Eds.), *The Handbook on Improvement Research in Education*. Rowman & Littlefield.

Datnow, A., **Weddle, H.**, & Lockton, M. (2022). Teachers' use of evidence to inform practice: Examining cohesion, regulation, and accountability in California. In *The Emerald Handbook of Evidence-Informed Practice in Education*. Emerald Publishing Limited.

Weddle, H. Lockton, M., & Datnow, A. (2020). Teacher collaboration in school improvement. In Anne Hynds (Ed.), *Oxford Bibliographies in Education*. Oxford University Press.
doi.org/10.1093/OBO/9780199756810-0248

POLICY REPORTS

Hashim, A., **Weddle, H.**, and Irondi, O.* (2023). [*District and school leaders' continued approaches to COVID-19 pandemic recovery*](#). Education Policy Innovation Collaborative (EPIC) at Michigan State University.

Weddle, H., Hashim, A., and Irondi, O.* (2022). [*Leading and learning during the COVID-19 pandemic: District and school leaders' perspectives*](#). Education Policy Innovation Collaborative (EPIC) at Michigan State University.

Hashim, A., **Weddle, H.**, (2022). [*State education leaders' perspectives on leading and learning during the COVID-19 pandemic*](#). Education Policy Innovation Collaborative (EPIC) at Michigan State University.

CA Council for Postsecondary Education (2021). *Recovery with equity: A roadmap for higher education after the pandemic*. [taskforce member].

Hopkins, M., **Weddle, H.**, (2021) Restart and recovery—State leadership guide for engaging stakeholders in continuous improvement of EL programs and services during COVID-19 and beyond. *Council of Chief State School Officers*.

Hopkins, M., and **Weddle, H.** (2020). Restart and recovery—Access and equity for English learner students and families during COVID-19: Recommendations for state leaders. *Council of Chief State School Officers*.

COMMENTARIES AND MEDIA COVERAGE

Russell, D. (2023). [*Research news: A collaborative approach to coaching in schools*](#). Teacher Magazine. [interviewed]

Perera, R., Hashim., A., and **Weddle, H.** (2022). [*Family engagement is critical for schools' COVID-19 recovery efforts*](#). Brookings Institute.

Graves, D., **Weddle, H.**, & Muwwakkil, J.* (2021). [*Passing the gavel: Empowering students to lead in higher education governance spaces*](#). Inside Higher Ed.

PUBLICATIONS IN PROGRESS

Irondi, O.*, **Weddle, H.**, and Hashim, A. (under review). Leading during crisis: State and district leaders' equity-focused approaches during the COVID-19 pandemic. *AERA Open*.

Goldstein, H.*, and **Weddle, H.** (under review). Exploring the potential of research-practice partnerships to support state education agency leaders as agents of change. *AERA Open*.

Weddle, H. and Hopkins, M. (under review). Navigating anti-equity politics in multilingual learner education: The complex work of state education agency leaders. *American Education Research Journal*.

Weddle, H., and Oliveira, G. (in preparation). Exploring new educational possibilities through participatory qualitative methods.

Weddle, H., Graves, D., and Muwwakkil, J. (in preparation) The importance of student voice in higher education governance. In Schuster, M (Ed) *Students, Campus, and Democracy: Advancing Democracy-Sustaining Learning in Higher Education*. (invited chapter).

RESEARCH CONFERENCE PRESENTATIONS

Weddle, H., and Oliveira, G. (2024). *Exploring new educational possibilities through participatory qualitative methods*. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.

Goldstein, H.*, and **Weddle, H.** (2024). *How can research-practice partnerships support state education agency leaders as agents of change?* Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.

Weddle, H. (2024). *Navigating anti-equity politics and policies in multilingual learner (ML) education: The complex work of state education agency leaders*. Paper presented at the Association of Education Finance and Policy Conference, Baltimore, MD.

Irondi, O.*, **Weddle, H.**, and Hashim, A., (2023). *Leading during crisis: State and district leaders' equity-focused practices during COVID-19*. Paper presented at the University Council for Educational Administration (UCEA) Annual Meeting.

Weddle, H., Hopkins, M., and Goldstein, H.* (2023). *How can research-practice partnerships advance equity for multilingual learners?: Examining collaboration with state education leaders*. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.

Weddle, H., Hashim, A., and Irondi, O.* (2023). *Navigating crisis: The consequential role of state education leaders during the COVID-19 pandemic*. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.

- Weddle, H.,** and Hopkins, M. (2023). *Defending against challenges to equity for multilingual learner students*. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.
- Weddle, H.** (2023). *Examining policy-focused partnerships with state education agency leaders*. Paper presented at the American Education, Finance, and Policy Conference, Denver, CO.
- Zumpe, E., Cohen, S., **Weddle, H.,** and Yurfosky, M. (2022). *Unlearning and learning: Developing as advisors and mentors for leaders of equity-focused improvement*. Paper presented at the University Council for Educational Administration (UCEA) Annual Meeting.
- Weddle, H.,** and Hopkins, M. (2022). *Sustaining equity-focused partnerships with state education agency leaders*. Paper presented at the UCEA Annual Meeting.
- Yurfosky, Y., Crawford, B., **Weddle, H.,** and Spicer, E. (2022). *Leveraging improvement science in the Carnegie Project on the Education Doctorate (CPED) programs*. Session presented at the CPED Convening, Pittsburgh, PA.
- Weddle, H.,** and Hopkins, M. (2022). *Fostering equitable systems with state leaders: Developing and sustaining research-practice partnerships*. Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.
- Hopkins, M., **Weddle, H.,** and Salas, V.+ (2022). *Methodologies for policy transformation: Partnering with state education agency leaders*. Poster presented at presidential session of the American Educational Research Association Annual Meeting, San Diego, CA.
- Weddle, H.,** Caduff, A.* and Hopkins, M. (2022). *Examining equity for multilingual learners: A policy analysis of states' COVID-19 guidance*. Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.
- Hopkins, M., **Weddle, H.,** and Salas, V.+ (2022). *Upholding multilingual learners' (MLs) civil rights: State leadership & factors shaping federal policy implementation*. Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.
- Weddle, H.,** and Hopkins, M. (2021). *A critical examination of leadership practices and policies shaping ELs' access to computer science courses*. Paper presented at the University Council for Educational Administration Annual Meeting, Columbus, OH.
- Weddle, H.** (2021). *Team emotion matters: Exploring teacher collaboration dynamics over time*. Paper presented at the virtual American Educational Research Association Annual Meeting.
- Weddle, H.** (2020). *Exploring teachers' opportunities to learn through collaborative conversations in urban schools*. Paper accepted for the American Educational Research Association Annual Meeting, San Francisco, CA. *conference cancelled

- Lockton, M., **Weddle, H.**, & Datnow, A. (2020). *The role of qualitative research methods in research-practice partnerships*. Paper accepted for American Educational Research Association Annual Meeting, San Francisco, CA. *conference cancelled
- Lockton, M., Datnow, A., & **Weddle, H.** (2020). *Capacity building to bridge data use and instructional improvement*. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA. *conference cancelled
- Weddle, H.** (2019). *What's the point?: Leaders frames for collaboration in urban schools*. Paper presented at the University Council for Educational Administration Annual Meeting, New Orleans, Louisiana.
- Weddle, H.** & Lockton, M. (2019). *"It's always take, take, take:" Teacher collaboration, division of labor, and emotions in school reform*. Paper presented at the American Educational Research Association Annual Meeting, Toronto, Canada.
- Weddle, H.** & Lockton, M. (2019). *Coaching, collaboration, and math instructional improvement in urban schools*. Paper presented at the American Educational Research Association Annual Meeting, Toronto, Canada.
- Lockton, M., **Weddle, H.**, & Datnow, A. (2019). *When data don't drive: Structure, culture, and teacher agency for data use in urban schools*. Paper presented at the American Educational Research Association Annual Meeting, Toronto, Canada.
- Datnow, A., **Weddle, H.**, & Lockton, M. (2019). *Continuous improvement "on the ground": Lessons from an urban school district*. Poster presented at the American Educational Research Association Annual Meeting, Toronto, Canada.
- Datnow, A., Lockton, M., & **Weddle, H.** (2019). *Redefining or reinforcing accountability? An examination of organizational routines in schools*. Paper presented at the American Educational Research Association Annual Meeting, Toronto, Canada.
- Hopkins, M., **Weddle, H.**, and Bjorkland, P. (2019) *Constructing opportunity: How the context of reception for newcomers shapes district policy*. Paper presented at the annual meeting of the American Education Research Association. Toronto, Canada.

POLICY AND PRACTICE PRESENTATIONS

- Weddle, H.** and Hopkins, M. (2024). *Findings from a National Study on Improving State Leaders' Research Use*. National English Learner Advisory Task Force. Dallas, TX.
- Weddle, H.**, Alvarez, K.,+ Brauer, D.,+ and Flick, M+ (2024). *Refining the State Hub for EL Policy*. Council of Chief State School Officers Virtual EL Collaborative Meeting.
- Weddle, H.**, Brauer, D.,+ and Flick, M+ (2023). *Building out a State Hub for EL Policy*. Council of Chief State School Officers Fall EL Collaborative Meeting. Jacksonville, FL.
- Weddle, H.** and Hopkins, M. (2023). *Improving the Use of Research Evidence in Statewide ML*

Policy and Practice. National English Learner Advisory Task Force. Minneapolis, MN.

Weddle, H. (2023). *Using Research to Promote Systemic Change for Multilingual Learners: A Case Study of Research-Practice Partnership Engagement with State Leaders*. National English Learner Advisory Task Force. Phoenix, AZ.

Weddle, H., Alvarez, K.,+ Brauer, D.,+ (2022). *Developing an English Learner Policy Repository*. Council of Chief State School Officers Winter EL Collaborative Meeting. Virtual.

Hopkins, M., **Weddle, H.,** US Department of Education Office of English Language Acquisition, National Association of EL Program Administrators (2022). *Continuous improvement of EL Programs*. Virtual webinar series.

Weddle, H., Alvarez, L.,+ Flick, M.,+ & Elliot, S.,+ (2022). *Leadership moves to promote ML equity*. Council of Chief State School Officers Winter EL Collaborative Meeting. Virtual.

Hopkins, M., and **Weddle, H.** (2020). Computer science for English learners (CSforEL). Computer Science Teachers Association National Conference. Virtual.

GUEST LECTURES

Studying a State Partnership (2024). Case Study Methods. University of Maryland.

Alumni Panel. (2023). Communicating about Research. UC San Diego.

Using Qualitative Data Software. (2019). Introduction to Qualitative Methods. UC San Diego.

Best Practices for Writing a Literature Review. (2019). Case Study Methods. UC San Diego.

TEACHING EXPERIENCE

Instructor, Educational Systems, Macro Policy, and Politics (PhD and MA Course) 2021, 22, 23
University of Pittsburgh

Instructor, Advanced Applied Qualitative Analysis (PhD Course) 2021, 23, 24
University of Pittsburgh

Instructor, Critical Issues in Higher Education Governance (MA Course) 2022
University of Pittsburgh

Instructor, Transforming Education Policy (PhD Course) 2021
University of California, San Diego

Co-Instructor, Introduction to Qualitative Research Methods 2019
University of California, San Diego

Reader, Early Childhood Development and Education 2019
University of California, San Diego

Mathematics Teaching Assistant, Sixth-Grade Classroom
Los Penasquitos Elementary 2016—2017

Teaching Assistant, Introduction to Educational Leadership
San Diego State University 2013—2014

HONORS AND AWARDS

Dean's Distinguished Teaching Award, Pitt School of Education 2024

Outstanding Reviewer, American Education Research Journal 2024

California Recovery with Equity Taskforce, State of California 2020—2021
Selected as one of 15 education leaders in California to guide recovery from the pandemic.

UC Regent, University of California Board of Regents 2018—2020
Selected to serve the ten UC campuses as the sole voting student on the governing body.

Summer Graduate Research Fellowship Summers 2017, 2018, 2019
Department of Education Studies, UC San Diego

David L. Clark Scholar, UCEA National Graduate Student Research Seminar April 2019

Outstanding Graduate, Postsecondary Education Department May 2013
San Diego State University

Summa Cum Laude, Sociology Department June 2011
University of California, Santa Barbara

Summa Cum Laude, Economics Department June 2011
University of California, Santa Barbara

City Club Prize, UC Santa Barbara June 2011
Scholarship awarded to the six highest academically achieving women majoring in social sciences.

ADDITIONAL PROFESSIONAL EXPERIENCE

Assistant Director, Associated Students 2013—2016
University of California, San Diego

Project Assistant, Community College Equity Assessment Lab 2012—2016
San Diego State University

AD-HOC REVIEWER

Manuscript reviewer, Learning, Culture, and Social Interaction 2023—Present
Manuscript reviewer, American Education Research Journal 2022—Present
Manuscript reviewer, Educational Evaluation and Policy Analysis 2022—Present

Manuscript reviewer, Educational Policy	2022—Present
Manuscript reviewer, American Journal of Education	2022—Present
Conference proposal reviewer, <i>AERA</i>	2021—Present
Manuscript reviewer, TESOL Journal	2021—Present
Manuscript reviewer, Journal of Professional Capital and Community	2020—Present
Manuscript reviewer, Educational Administration Quarterly	2019—Present

STATE AND NATIONAL SERVICE

Co-Chair, Qualitative Scholars Group, Association for Education Finance & Policy	2023—Present
National Network of Education RPPs	2022—Present
Improvement Science Learning Community	2021—Present
EL Collaborative, Council of Chief State School Officers	2020—Present
CA Student Aid Commission CalFresh Work Group	2020—2021
CA Higher Ed/K-12 Alignment Work Group	2020—2021

UNIVERSITY SERVICE

Research, Teaching, and Mentoring Committee, University of Pittsburgh	2024—Present
Research Methodology Certificate Planning Group, University of Pittsburgh	2024—Present
Search Committee for Prof. of Practice in Higher Ed., University of Pittsburgh	2023—Present
School of Education Research Division, University of Pittsburgh	2022—Present
Education Policy Program Committee, University of Pittsburgh	2021—Present
Academic Program Committee, SOE, University of Pittsburgh	2022—2024
UC Federal Title IX Regulations Taskforce	2020—2021
UC Faculty Sexual Misconduct Disciplinary Standards Taskforce	2019—2021
UC Sexual Misconduct in Clinical Settings Workgroup	2019—2020
UC Special Committee on Selection of President of the University	2019—2020
UC Regents Special Committee on Basic Needs (Chair)	2019—2020
UC Merced Chancellor Search Advisory Committee	2019—2020
UC Tuition Policy Workgroup	2019—2020
UC Regents Academic and Student Affairs Committee	2018—2020
UC Regents Audit and Compliance Committee	2018—2020
UC San Diego Department of Education Studies Faculty Search Committee	2017—2018

ADVISING

PhD

Hannah Goldstein, Education Policy (active)
Sierra Stern, Education Policy (active)

EdD

Christine Miller, Administrative and Policy Studies (2024)
Dana Romano, Higher Education (active)
Kelly Delaney, Higher Education (active)
Keats Kennelly, Education Policy & Social Change (active)

Masters

Miles McFall, Education Policy (active)

Zachary Young, Education Policy (active)
Rachael Stowe, Education Policy (active)
Jazmin Kent Lorea, Education Policy (active)

DISSERTATION AND MILESTONE COMMITTEES

PhD Milestone Committees

Hanan Perlman, Learning Sciences and Policy (active)
Hillary Henry, Learning Sciences and Policy (active)
Ogechi Ironi, Education Policy (active)
Sierra Stern, Education Policy (active)
Yuan Gao, Social and Comparative Analysis in Education (active)
Hannah Goldstein, Education Policy (active)

Master's Thesis Committees

Rebecca Daughtery, Education Policy (2023)
Audrey Buzzard, Education Policy (active)
Rachael Stowe, Education Policy (active)

Edd Dissertation in Practice Committees

Christine Miller, Educational Leadership (2024)
Laurie Beth Speranzo, Higher Education (active)

PhD Dissertation Committees

Erin Gatz, Learning Sciences and Policy (2022)
Shali Liu, Social and Comparative Analysis in Education (2023)
Shawn Tomaszewski, Education Leadership (active)