

Hayley Ryan Weddle, PhD
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EDUCATION

Ph.D. Transforming Education, University of California (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

Equity implications of education policies; research-practice partnerships; state education systems.

ACADEMIC AND RESEARCH APPOINTMENTS

Assistant Professor of Education Policy University of Pittsburgh, Pittsburgh, PA	2021—Present
Affiliated Faculty, Center for Urban Education University of Pittsburgh, Pittsburgh, PA	2025—Present
Affiliated Faculty, School of Public and International Affairs University of Pittsburgh, Pittsburgh, PA	2025—Present
Affiliated Faculty, Education Policy Innovation Collaborative (EPIC) Michigan State University, East Lansing, MI	2021—Present

LEADERSHIP POSITIONS

Associate Department Chair , School of Education, University of Pittsburgh	2026—Present
Council of Chief State School Officers (CCSSO), Advisor , CCSSO Selected as one of two national experts to lead the English Learner (EL) Collaborative.	2022—Present
Education Policy PhD Program Coordinator , University of Pittsburgh	2022—2025
UC Regent , University of California Board of Regents	2018—2020

EXTERNALLY FUNDED GRANTS

Principal Investigator, “Using Research to Promote Systemic Change for Multilingual Learners,” William T. Grant Foundation, \$610,000. Funded: 2022-2026.

Co-Principal Investigator, “How Can State Policy Bolster the Bilingual Educator Pipeline?: Assessing the Nature and Impact of Bilingual Teacher Shortages in Massachusetts” Institute of Education Sciences (IES), Pitt Portion: \$450,172. Funded 2026-2029. PI: Megan Hopkins.

Co-Investigator, “Examining the Implementation of Grow Your Own Programs” West Michigan Teacher Collaborative, Pitt Portion: \$290,000. Funded: 2025-2028 PI: Tara Kilbride.

Co-Principal Investigator, “How State English Learner Funding Policy Shapes District Leaders’ Resource Allocation” EdFund, Pitt Portion: \$29,700. Funded 2026-2028. PI: Caroline Bartlett.

Co-Investigator, “Impact of the Talent Together Educator Workforce Initiative” Talent Together, Pitt Portion: \$188,000. Funded: 2025-2027 PI: Tara Kilbride.

Co-Investigator, “Defending Equity with Evidence.” William T. Grant Foundation \$49,700. Funded 2026-26. PI: Heather McCambly.

Co-Investigator, “Evaluating the Flint Center for Educational Excellence,” Mott Foundation, Pitt portion: \$44,000. Funded: 2024-2025. PI: Tara Kilbride.

Co-Investigator, “Learning and Impact During the COVID-19 Pandemic,” Michigan Department of Education, Pitt portion: \$94,500. 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

PEER-REVIEWED JOURNAL ARTICLES

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

Weddle, H. & Hopkins, M. (2026). Defending against challenges to equity: The role of state education agency leaders. *American Education Research Journal*.
<https://doi.org/10.3102/00028312261450533>

Couch, C., McCambly, H., & **Weddle, H.** (2026). Higher education governance as a mediator of movements toward justice. *New Directions for Higher Education*.
<https://doi.org/10.1002/he.70011>

Weddle, H., Hopkins, M., Shanahan, K*, & Stern, S*. (2025). People, politics, and pivots: Sustaining research-practice partnership collaboration. *Frontiers in Education*. <https://doi.org/10.3389/feduc.2025.1657547>

Datnow, A., **Weddle, H.**, & Lockton, M. (2025). Becoming different: Teachers’ perspectives on the sustainability of reform. *American Journal of Education*.
<https://doi.org/10.1086/737519>

Irondi, O.*, **Weddle, H.**, & Hashim, A. (2025). Leading during crisis: State and District leaders' equity-focused approaches during the COVID-19 pandemic. *AERA Open*.
<https://doi.org/10.1177/23328584251318993>

Goldstein, H.* & **Weddle, H.** (2025). Exploring the potential of research-practice partnerships to support state education leaders as agents of change. *AERA Open*.
<https://doi.org/10.1177/23328584251315089>

Weddle, H., & Oliveira, G. (2024). Exploring new educational possibilities through participatory qualitative methods. *International Journal of Qualitative Methods*.
<https://doi.org/10.1177/16094069241301983>

- Hopkins, M., and **Weddle, H.** (2024). Computer science for secondary multilingual learners: how school policies and practices enable and constrain equitable access. *Journal of Research on Technology in Education*, 1–15. <https://doi.org/10.1080/15391523.2024.2398527>
- Weddle, H.**, Hopkins, M., and Goldstein, H.* (2024). How can research-practice partnerships advance equity for multilingual learners?: Examining collaboration with state education leaders. *Peabody Journal of Education*. <https://doi.org/10.1080/0161956X.2024.2357036>
- 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>
- Hashim, A., **Weddle, H.**, and Irondi, O.* (2024). Responding to Crisis: A multiple case study of district strategies for supporting student learning in the pandemic and lessons for policy. *Education Administration Quarterly*. doi.org/10.1177/0013161X241271317
- 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). Developing a research-practice partnership 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.+ (2022). Upholding multilingual learners' civil rights under ESSA. *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>
- 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., & Hopkins, M. (2021). Professional learning for secondary teachers of English learners in an urban school district: Examining systems of support. *Journal of Professional Capital & Community* 7(2), 176-192. doi.org/10.1108/JPC-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 & refugee newcomers. *AERA Open*, 7. <https://doi.org/10.1177/23328584211032234>
- Weddle, H.**, Lockton, M. & 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., & **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., & 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.**, & 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., & 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

- Weddle, H.**, Graves, D., & Muwwakkil, J. (2025). The importance of student voice in higher education governance. In Schuster, M. (Ed) *Democracy in Higher Education: Advancing Civic-Minded Student Learning*. Routledge.
- Hopkins, M., **Weddle, H.**, ...& 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*.

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

Weddle, H., Stern, S.*, Goldstein, H.*, & Moriarty, J.* (2026). [*Examining implementation of Talent Together: A statewide grow your own initiative*](#). Education Policy Innovation Collaborative (EPIC) at Michigan State University.

Weddle, H., Moriarty, J.* & Shanahan, K.* (2026). [*Examining implementation of the West Michigan Teacher Collaborative: A grow your own initiative*](#). EPIC at Michigan State University.

Shanahan, K.,* & **Weddle, H.** (2026). [*Inventory of state English learner legislation*](#). Partnering for Equity in Education Policy.

Weddle, H., & Parker, C. (2024). [*Addressing multilingual learner educator shortages*](#). State Leadership for Multilingual Learner Equity.

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

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

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

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

Hopkins, M., & **Weddle, H.**, (2021) [*State leadership guide for engaging stakeholders in continuous improvement of EL programs and services*](#). Council of Chief State School Officers [CCSSO].

Hopkins, M., & **Weddle, H.** (2020). [*Access and equity for English learner students and families during COVID-19: Recommendations for state leaders*](#). CCSSO.

COMMENTARIES AND MEDIA COVERAGE

Najarro, I. (2026). [*Anti-DEI efforts reshape how states serve English learners*](#). EdWeek. [interviewed and featured research].

Office of the Senior Vice Chancellor for Research. (2026). [*Annual Report*](#). University of Pittsburgh [featured research “Empowering Multilingual Learners”].

Lawrence, J. (2025, May 30). Policy in practice: Advancing equity for multilingual learners. In *ASSETS* [podcast, interviewed]. <https://podcasts.apple.com/us/podcast/policy-in-practice-advancing-equity-for-multilingual/id1646683275?i=1000710620858>

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

Weddle, H., Hopkins, M., Stern, S.*, & Goldstein, H.* (revision under review). Supporting state education leaders’ use of research. *Educational Evaluation and Policy Analysis*.

RESEARCH CONFERENCE PRESENTATIONS

Weddle, H., Hopkins, M. (2026). *Making political sensemaking visible in research-practice partnerships*. Poster presented at the American Educational Research Association Annual Meeting, Los Angeles, CA.

Goldstein, H.*, **Weddle, H.**, Hopkins, M. (2026). *Promoting equity amid shifting political contexts: A multi-state case study of leadership*. Paper presented at the American Educational Research Association Annual Meeting, Los Angeles, CA.

Weddle, H. & Moriarty, J.* & Shanahan, K.* (2026). *Examining implementation of the West Michigan Teacher Collaborative: A grow your own initiative*. Paper presented at the Association of Education Finance and Policy Conference, Chicago, IL.

Weddle, H., Hopkins, M., Stern, S., & Goldstein, H.* (2025). *State education leaders’ use of research: Leveraging partnerships and evidence to protect equity*. Paper presented at the American Educational Research Association Annual Meeting, Denver, CO.

Weddle, H. & Hopkins, M. (2025). *Supporting the use of research evidence at the state level of the education system*. Paper presented at the Association of Education Finance and Policy Conference, Washington, DC.

Weddle, H., & 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.,* & **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.**, & 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., & 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., & 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., & 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.**, & 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., & 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.**, & 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., & 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.**, & 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.* & 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.,** & 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.,** & 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.**, & 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., & Hopkins, M. (2026). *Examining English Learner Legislation Across States*. Council Of Chief State School Officers Spring 2026 EL Collaborative Meeting. Austin, TX.

Schuster, M., Cavey, M., Kanthak, K., & **Weddle, H.** (2026). *Democracy in Higher Education: Advancing Civic-Minded Student Learning*. Center for Urban Education, University of Pittsburgh.

Gonzalez, S., & **Weddle, H.** (2025). *Unpacking Academic CVs*. School of Education, University of Pittsburgh.

Weddle, H., & Hopkins, M. (2024). *Current Trends in EL Policy and Resource Sharing*. Council of Chief State School Officers Spring EL Collaborative Meeting.

Weddle, H. (2025). *Brokering in Research-Practice Partnerships*. National Network of Education Research-Practice Partnerships (NNERPP). [virtual invited talk].

Hopkins, M., & **Weddle, H.** (2024). *Examining Leaders' Implementation of Federal Policy*. Council of Chief State School Officers Fall EL Collaborative Meeting. San Antonio, TX.

Weddle, H. & 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.,+ & Flick, M+ (2024). *Refining the State Hub for EL Policy*. Council of Chief State School Officers Winter EL Collaborative Meeting.

Weddle, H., Brauer, D.,+ & 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. & 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., & **Weddle, H.** (2020). Computer science for English learners (CSforEL). Computer Science Teachers Association National Conference. Virtual.

GUEST LECTURES

Engaging in Ethical Research. (2025). 1st Year Seminar. University of Pittsburgh. [PhD course].

Partnering Across States. (2024). Michigan State University. [[invited school-wide talk](#)].

Studying a State Partnership. (2024). Case Study Methods. University of Maryland. [PhD course].

Alumni Panel. (2023). Research Seminar. UC San Diego. [PhD course].

Using Qualitative Software. (2019). Qualitative Methods. UC San Diego. [PhD course].

Best Practices for Literature Reviews. (2019). Case Study Methods. UC San Diego. [PhD course].

TEACHING EXPERIENCE

Instructor , Ed. Systems, Macro Policy, and Politics (PhD and MA Course) University of Pittsburgh	2021, 22, 23, 24, 25
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Instructor , Advanced Applied Qualitative Analysis (PhD Course) University of Pittsburgh	2021, 23, 24, 25, 26
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Instructor , Critical Issues in Higher Education Governance (MA Course) University of Pittsburgh	2022
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Instructor , Transforming Education Policy (PhD Course) University of California, San Diego	2021
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Co-Instructor , Introduction to Qualitative Research Methods (PhD Course) University of California, San Diego	2019
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Reader , Early Childhood Development and Education (Undergraduate Course) University of California, San Diego	2019
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Mathematics Teaching Assistant , Sixth-Grade Classroom Los Penasquitos Elementary	2017
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Teaching Assistant , Introduction to Educational Leadership (MA Course)	2014
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San Diego State University

PARTICIPATION IN PROFESSIONAL LEARNING PROGRAMS

Review Process Pilot, National Network of Education Research-Practice Partnerships 2026
Selected to participate in a program to strengthen review processes for partnership outputs.

Big Proposal Bootcamp, University of Pittsburgh 2025
Selected by the Dean of the School of Education to participate in campus-wide learning series.

Peer-to-Peer Program, National Network of Education Research-Practice Partnerships 2024
Selected to participate in pilot program to support cross-partnership learning.

HONORS AND AWARDS

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

Top Reviewer, American Journal 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.

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

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

Outstanding Graduate, Postsecondary Education, San Diego State University 2013

Summa Cum Laude, Sociology Department, UC Santa Barbara 2011

Summa Cum Laude, Economics Department, UC Santa Barbara 2011

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

ADDITIONAL PROFESSIONAL EXPERIENCE

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)

Assistant Director, Associated Students, UC San Diego 2013—2016

REVIEWER & PANELIST

Reviewer, Spencer Research-Practice Partnership Grant	2026—Present
Panelist, NSF Translation and Diffusion	2025—Present
Manuscript reviewer, International Journal of Education Policy & Leadership	2025—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

RESEARCH ADVISORY BOARDS

<i>Services and Outcomes for English Learners</i> , IES, PI: Lorna Porter	2025—Present
<i>State Education Tech. Leaders' Use of Research</i> , WT. Grant, PI: Beth Holland	2025—Present

STATE AND NATIONAL SERVICE

Member, National Network of Education RPPs	2022—Present
Co-Advisor, EL Collaborative, Council of Chief State School Officers	2020—Present
Co-Chair, Qualitative Scholars Group, Association for Education Finance & Policy	2023—2025
Member, Improvement Science Learning Community	2021—2024
Member, CA Student Aid Commission CalFresh Work Group	2020—2021
Member, CA Higher Ed/K-12 Alignment Work Group	2020—2021

UNIVERSITY SERVICE

Promotion & Tenure Committee, School of Education, University of Pittsburgh	2026—Present
Undergraduate Major Committee, School of Education, University of Pittsburgh	2025—Present
Graduate Fellowship Review Committee, University of Pittsburgh	2024—Present
Faculty Workload Committee, School of Education, University of Pittsburgh	2024—Present
Ed. Policy Program Committee, School of Education, University of Pittsburgh	2021—Present
Research, Teaching, and Mentoring Committee, University of Pittsburgh	2024—2026
Research Division, School of Education, University of Pittsburgh	2022—2025
Search Committee for Prof. of Practice in Higher Ed., University of Pittsburgh	2023—2024
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 Regents Academic and Student Affairs Committee	2018—2020
UC Regents Audit and Compliance Committee	2018—2020

ADVISING

PhD Advisees

Hannah Goldstein, Education Policy (2026)
Sierra Stern, Education Policy (active)
Katie Shanahan, Education Policy (active)
Chelsie Spinner, Public & International Affairs (co-advisor, active)

Edd Advisees

Christine Miller, Administrative and Policy Studies (2024)
Dana Romano, Higher Education (2025)

Masters Advisees

Miles McFall, Education Policy (2024)
Zachary Young, Education Policy (2025)
Rachael Stowe, Education Policy (2025)
Jazmin Kent Lorea, Education Policy (active)

DISSERTATION AND MILESTONE COMMITTEES**PhD Milestone Committees**

Katie Shanahan, Education Policy (Chair, active)
Yuan Gao, Social and Comparative Analysis in Education (active)
Jennifer Ponce Cori, Education Policy, (active)
Anali Silva-Puentes, Urban Education (active)
Keanna Cash, Education Policy (active)
Maggie Miller, Applied Developmental Psychology (active)
Gerard Dorve-Lewis, Higher Education (active)
Charlie Diaz, Higher Education (active)
Baili Park, Higher Education (active)
Ashanti Walters, Urban Education (active)
Hillary Henry, Learning Sciences and Policy (2025)

PhD Dissertation Committees

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Shali Liu, Social and Comparative Analysis in Education (2023)
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Sam Allen, Katz School of Business (active)
Max Vincente, Social Work (active)
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Master's Thesis Committees

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Edd Dissertation in Practice Committees

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