

Hayley Ryan Weddle, PhD
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ACADEMIC APPOINTMENTS

Assistant Professor of Education Policy 2021—Present
 University of Pittsburgh, Department of Educational Foundations, Organizations and Policy
Program affiliations: Policy and Social Change EdD, Education Policy PhD, Higher Education MA

Postdoctoral Scholar and Lecturer, Education Studies 2020—2021
 University of California, San Diego

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, capacity building for state and local education leaders.

SELECT LEADERSHIP AND POLICY EXPERIENCES

Co-Advisor, EL Collaborative, Council of Chief State School Officers 2022—Present
 Facilitate capacity building for state education agency leaders to support their efforts to advance equity for multilingual learners across policy and practice.

Affiliated Faculty, Education Policy Innovation Collaborative (EPIC) 2021—Present
 Lead qualitative research examining how state and district leaders supported students' access to learning opportunities amidst the COVID-19 pandemic and during recovery efforts.

California Governor's Higher Education Recovery with Equity Taskforce 2020—2021
 Selected as one of 15 education leaders in California to collaboratively develop an equity- focused plan to guide the state's higher education recovery from the COVID-19 pandemic.

UC Regent, University of California Board of Regents 2018—2020
 Selected to represent over 280,000 undergraduate, graduate, and professional students across ten UC campuses as the sole voting student on the governing body of the University of California.

GRANT-FUNDED RESEARCH

Principal Investigator, "Using Research to Promote Systemic Change for Multilingual Learners: A Case Study of Research-Practice Partnership Engagement with State Leaders," William T. Grant Foundation, \$610,000 (Funded: 2022-2025).

Co-Investigator, “Examining Distance Learning Amidst the COVID-19 Pandemic.” Michigan Department of Education, \$150,000. (Funded: 2021-23).

Co-Investigator, “Computer Science for English Learners (CSforEL): Increasing Participation and Achievement in Advanced Placement Computer Science Principles for ELs,” U.S. Department of Education, Office of Elementary and Secondary Education. (Funded: 2019-23).

Co-Investigator, “Addressing Equity and Access for ELs in State COVID-19 Guidance: A Research-Policy Partnership,” Council of Chief State School Officers, \$60,000. (Funded: 2020-21).

PUBLICATIONS

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

PEER-REVIEWED JOURNAL ARTICLES

Weddle, H., Hopkins, M., & Goldstein, H.* (accepted). How can research-practice partnerships advance equity for multilingual learners?: Examining collaboration with state education leaders. *Peabody Journal of Education*.

Hopkins, M., **Weddle, H.**, Castillo, M.,+ Costa, J.,+ Edwards, K.,+ Elliot, S.,+ Gautsch, L.*, Lowenhaupt, R., & Salas, V.+ (2022). Upholding multilingual learners’ civil rights under ESSA and beyond: State leadership and the contextual factors shaping federal policy implementation. *American Journal of Education*. <https://doi.org/10.1086/720362>

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

Weddle, H., Caduff, A.*, & 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*, 1-15. 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*. doi.org/10.1108/JPCCC-11-2020-0084

Weddle, H. (2021). Team emotion matters: Exploring teacher collaboration dynamics over time. *Journal of Educational Change*. 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*. 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*. doi.org/10.1016/j.stueduc.2021.101013
- Datnow, A., Lockton, M., & **Weddle, H.** (2021). Capacity building to bridge data use and instructional improvement through evidence on student thinking. *Studies in Educational Evaluation*. doi.org/10.1016/j.stueduc.2020.100869
- Datnow, A., Lockton, M., & **Weddle, H.** (2020). Redefining or reinforcing accountability? An examination of organizational routines in schools. *Journal of Educational Change*. doi.org/10.1007/s10833-019-09349-z
- Lockton, M., **Weddle, H.,** & Datnow, A. (2020). When data don't drive: Instructional change as a motivator for reform. *School Effectiveness and School Improvement*. doi.org/10.1080/09243453.2019.1647442
- 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*. 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*. doi.org/10.1080/15700763.2020.1827269
- Hopkins, M., **Weddle, H.,** Gluckman, M., & Gautsch, L. (2019). Boundary crossing in professional association: The dynamics of research use among state leaders and researchers in a research-practice partnership. *AERA Open*. <https://doi.org/10.1177/2332858419891964>
- 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*. doi.org/10.1108/JPC-03-2019-0005

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*.
- 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.
- Datnow, A., Lockton, M., & **Weddle, H.** (2021). When data use raises equity and ethical dilemmas in Schools. In E. Mandinach & E. Gummer (Eds.), *The Ethical Use of Data in Education: Promoting Responsible Policies and Practices*. Teachers College Press.
- Weddle, H.** Lockton, M., and Datnow, A. (2020). Teacher collaboration in school improvement. In

Anne Hynds (Ed.), *Oxford Bibliographies in Education*. Oxford University Press.

REPORTS AND BRIEFS

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](#). *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., and **Weddle, H.**, (2021) State leadership guide for engaging stakeholders in continuous improvement of EL programs. *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

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

MANUSCRIPTS IN PROGRESS

Weddle, H. (revise and resubmit). Engaging in research-practice partnerships with policy intermediaries: A case study of collaboration with state education agency leaders. *Educational Evaluation and Policy Analysis*.

Weddle, H., Hashim, A., and Irondi, O.* (under review). How state education leaders supported students' access to education amidst the COVID-19 crisis: Lessons for policy. *Educational Policy*.

Weddle, H., Lockton, M., & Datnow, A. (revise and resubmit). Fostering, tailoring, and negotiating: Collaborative approaches to coaching in urban schools under pressure to improve. *Educational Researcher*.

TEACHING EXPERIENCE

Instructor, Educational Systems, Macro Policy, and Politics (PhD and MA Course) 2021, 2022
University of Pittsburgh

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

Instructor , Advanced Applied Qualitative Analysis (PhD Course) University of Pittsburgh	2021
Instructor , Transforming Education Policy (PhD Course) University of California, San Diego	2021
Co-Instructor , Introduction to Qualitative Research Methods University of California, San Diego	2019
Reader , Early Childhood Development and Education University of California, San Diego	2019
Mathematics Teaching Assistant , Sixth-Grade Classroom Los Penasquitos Elementary	2016—2017
Teaching Assistant , Introduction to Educational Leadership San Diego State University	2013—2014

CONFERENCE PRESENTATIONS

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 to be 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 to be 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: A conversation with authors of the foundational handbook on improvement research in education*. 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., 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.

PROFESSIONAL ASSOCIATION PRESENTATIONS

- Weddle, H.,** Alvarez, K+, & Thomas, C+, & Caduff, K. + (2022). *Leveraging research evidence in program implementation..* Council of Chief State School Officers Fall 2022 EL Collaborative Meeting.

Weddle, H., Rodriguez, R.,+ & Sala, V.,+ & Turriago, N.* (2022). *Leading for EL equity: Research findings and practices in action*. Council of Chief State School Officers Spring 2022 EL Collaborative Meeting.

Hopkins, M., **Weddle, H.**, US Department of Education Office of English Language Acquisition, National Association of EL Program Administrators (2021-22). *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). Invited presentation at the Computer Science Teachers Association National Conference.

GUEST LECTURES

Partnering with State Education Agency Leaders to Advance Equity for Multilingual Learners. (2022). Introduction to Education Policy. University of Pittsburgh. (EdD class).

Using Qualitative Research Data Software. (2019). Introduction to Qualitative Research Methods. University of California San Diego. (PhD class).

Best Practices for Writing a Literature Review. (2019). Case Study Methods. University of California, San Diego. (PhD class).

HONORS AND AWARDS

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

BEARLs Finalist, University of California, San Diego April 2019
Selected as a finalist for the “Resolving Conflict” award

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

Summa Cum Laude, Sociology Department, UC Santa Barbara June 2011

Summa Cum Laude, Economics Department, UC Santa Barbara June 2011

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

AD-HOC REVIEWER

Manuscript reviewer, Educational Evaluation and Policy Analysis 2022—Present
Manuscript reviewer, American Education Research Journal 2022—Present

Manuscript reviewer, Educational Researcher	2022—Present
Manuscript reviewer, Educational Policy	2021—Present
Manuscript reviewer, American Journal of Education	2021—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

ADDITIONAL PROFESSIONAL EXPERIENCE

Assistant Director , Associated Students University of California, San Diego	2013—2016
Project Assistant , Community College Equity Assessment Lab San Diego State University	2012—2018

UNIVERSITY SERVICE

PhD Program Coordination Lead, Education Policy, University of Pittsburgh	2022—Present
Academic Program Committee, School of Education, University of Pittsburgh	2022—Present
Research Division Committee, , School of Education, University of Pittsburgh	2022—Present
Education Policy Program Committee, University of Pittsburgh	2021—Present
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
Special Committee on Selection of President of the University	2019—2020
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

STATE AND NATIONAL SERVICE

State Leadership for ML Equity RPP, Council of Chief State School Officers	2021—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