

CURRICULUM VITAE
David H. Eddy-Spicer, Ed.D., Ed.M.

University of Virginia
School of Education and Human Development
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Charlottesville, VA 22903 USA
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EDUCATION AND TRAINING

Doctorate of Education in Learning and Teaching

Harvard University, Cambridge, MA (June 2006)

Doctoral Committee Chairperson: David N. Perkins, Ph.D.

Doctoral Committee Members: Christopher Dede, Ed.D.; Helen Elizabeth Haste, Ph.D.

Dissertation Title: *Collective inquiry in the context of school-wide reform: Exploring science curriculum and instruction through team-based professional development*

Post-Graduate Certificate in Academic and Professional Practice (PGCAPP)

University of Bath, UK (August 2012)

Master of Education in International Educational Development

Boston University, Boston, MA (August 1984)

Thesis Title: *Expanding the practice of literacy among the urban poor: A draft proposal for a collaboration between the Association pour la Renaissance du Pulaar and World Education International.*

Bachelor of Arts in English Literature

Harvard College, Cambridge, MA (June 1980)

Cum laude

SELECTED PROFESSIONAL EXPERIENCE

Professor of Education (Teaching Faculty)

Department of Leadership, Foundations, and Policy, January 2021 to present

School of Education and Human Development, University of Virginia, Charlottesville, VA

Degree Director, Executive Studies in Educational Leadership (Ed.D.) Program

Administration and Supervision Program Area, Department of Leadership, Foundations, and Policy, October 2018 to August 2019; August 2021 to present

School of Education and Human Development, University of Virginia, Charlottesville, VA

Associate Professor

Department of Leadership, Foundations, and Policy, August 2014 to January 2021

School of Education and Human Development, University of Virginia, Charlottesville, VA

Senior Lecturer in Educational Leadership

London Centre for Leadership in Learning, January 2013 – July 2014

UCL Institute of Education, London, UK

Postgraduate Research Tutor

London Centre for Leadership in Learning, October 2013 – July 2014
University College London (UCL) Institute of Education, London, UK

Lecturer in Education

Department of Education, August 2008—December 2012
University of Bath, Bath, UK

Director of Studies, Ed.D. Programme

Department of Education, August 2008—December 2012
University of Bath, Bath, UK

Research Director

WIDEWorld Project, September 2006 – August 2008
Harvard Graduate School of Education, Cambridge, MA

Research Manager

WIDEWorld Project, September 2003 – August 2006
Harvard Graduate School of Education, Cambridge, MA

Assistant Director

Case Program, January 1995— August 2003
John F. Kennedy School of Government, Harvard University, Cambridge, MA

EDITORIAL ACTIVITIES

Books

Anderson, E., Cunningham, K. M. W., & **Eddy-Spicer, D. H.** (2024). *Leading continuous improvement in schools: Enacting leadership standards to advance educational quality and equity*. Routledge.
<http://www.routledge.com/9781032461854>

Edited Books & Book Sections

Eddy-Spicer, D.H. & Penuel, W.R. (section co-editors). (2022). Section one: Foundations of improvement research in education. In L. Cohen-Vogel, W.R. Penuel, D.J. Peurach, & J.L. Russell (Eds.). *The foundational handbook on improvement research in education*. Rowman & Littlefield.

Connolly, M., **Eddy-Spicer, D.H.**, Kruse, S., & James, C. (2019). *The SAGE Handbook of School Organization*. SAGE Press.

Special Issues Edited

Young, M.D., & **Eddy-Spicer, D.H.** (Ed.) (2019). The first five years of the UCEA Exemplary Educational Leadership Preparation Program award [Special issue]. *Journal of Research on Leadership Education*, 14(2).

SELECTED PUBLICATIONS (author in underlined text throughout vita denote student co-author)Journal Articles – Peer Reviewed

1. **Eddy-Spicer, D. H.** (2023). Interweaving resilience: Leadership of continuous improvement partnerships and Mary Parker Follett's theory of relational process. *Journal of Educational Administration*, 61(3). <https://doi.org/10.1108/JEA-11-2022-0215>
2. Clement, D., Thornton, M. E., Doiron, T., Young, M. D., **Eddy-Spicer, D.**, Perrone, F., & Player, D. (2022). Program capacity for redesign in educational leadership preparation. *Journal of Research on Leadership Education*, 17(1), 109-133. <https://doi.org/10.1177/1942775120947460>. [Awarded 2023 Best Article by a panel selected by the editorial board of JRLE.]
3. Perrone, F., & **Eddy-Spicer, D.** (2021). Teacher hiring and fit within a diverse school district. *Leadership and Policy in Schools*, 20(2), 168-190. doi:10.1080/15700763.2019.1637903
4. **Eddy-Spicer, D.**, Arce-Trigatti, P., & Young, M.D. (2020). Field building through strategic bricolage: System leadership and the institutionalizing role of intermediary organizations. *Journal of Professional Capital and Community*, 6(1), 29-43. <https://doi.org/10.1108/JPCC-11-2019-0032>
5. **Eddy-Spicer, D. H.**, Ehren, M., & Bangpan, M. (2019). Monitoring and data use in developing countries: Findings from a systematic literature review. *Journal of Professional Capital and Community*, 4(3), 172-197. doi:10.1108/JPCC-11-2018-0028
6. **Eddy-Spicer, D.**, Bubb, S., Crawford, M., Earley, P., & James, C. (2019). Headteacher performance management in England: Balancing internal and external accountability through performance leadership. *Educational Management, Administration and Leadership*, 47(2), 170-188. doi:10.1177/1741143217739361
7. **Eddy-Spicer, D. H.** (2017). Mediated diffusion: Translating professional practice across schools in a high-stakes system. *Journal of Educational Change*, 18(2), 235-256. doi:10.1007/s10833-017-9296-x
8. Ehren, M.E., **Eddy-Spicer, D.H.**, Bangpan, M., & Reid, A.W. (2016). School inspections in low and middle income countries: Explaining impact and mechanisms of impact. *Compare: A Journal of Comparative and International Education*, 47(4), 468-482. doi:10.1080/03057925.2016.1239188
9. Earley, P., Bubb, S., **Eddy-Spicer, D.**, Crawford, M., & James, C. (2016). Governing bodies, headteacher performance and pay: The role of external advisers. *Educational Review*, 68(3), 257-273. doi:10.1080/00131911.2016.1144560 [Awarded 2016 Article of the Year by the editorial board of *Educational Review*.]
10. James, C., Brammer, S., Connolly, M., **Eddy Spicer, D.**, James, J., & Jones, J. (2013). The challenges facing school governing bodies in England: A ‘perfect storm’? *Management in Education*, 27(3), 84-90. doi:10.1177/0892020613492686
11. **Eddy Spicer, D. H.** (2013). “Soft power” and the negotiation of legitimacy: Collective meaning making in a teacher team. *Mind, Culture, and Activity*, 20(2), 150-169. doi: 10.1080/10749039.2012.718849
12. **Eddy Spicer, D. H.** (2012). Rhetoric, reality and research: the rhetoric of systemic reform, the reality of leadership development and current trends in school leadership research in the United States.

Italian Journal of the Sociology of Education, 10(1), 305-320. Retrieved from <http://www.ijse.eu/index.php/ijse/article/view/138>

13. **Eddy Spicer, D. H.** (2011). From artefact to tool: The development of teachers' collective agency in the enactment of reform. *Pedagogies: An International Journal*, 6(4), 359-380. doi: 10.1080/1554480X.2011.614798
14. **Eddy Spicer, D. H.** (2011). Power and knowledge-building in teacher inquiry: Negotiating interpersonal and ideational difference. *Language and Education*, 25(1), 1-17. doi: 10.1080/09500782.2010.504853
15. **Eddy Spicer, D. H., & Dede, C.** (2006). Collaborative design of online professional development: Building the Milwaukee professional support portal. *Journal of Technology and Teacher Education*, 14(4), 679-699.
16. **Eddy Spicer, D. H., & Huang, J.** (2002). Of gurus and godfathers: Learning design in the networked age. *Education, Communication & Information*, 1(3), 325-358.
17. **Eddy Spicer, D. H., & Husock, H.** (2000). New media for an old method: Producing and using hypermedia case studies at the Kennedy School of Government. *Journal of Policy Analysis and Management*, 19(3), 473-481.

Journal Articles – Editorial

Young, M.D., & **Eddy-Spicer, D.H.** (2019). Bridging, brokering, bricolage: Building exemplary leadership programs from the inside out [Special issue editorial]. *Journal of Research on Leadership Education*, 14(1), 3-10. <https://doi.org/10.1177/1942775118820129>

Book Chapters

1. **Eddy-Spicer, D. H., Beavers, M., & White, T.** (2023). Braiding improvement into the fabric of district leadership preparation and practice. In L. M. Gomez, M. Biag, D. G. Imig, R. Hitz, & S. Tozer (Eds.), *Improving America's schools together: How district-university partnerships and continuous improvement can transform education* (pp. 30-51). Rowman & Littlefield.
2. **Eddy-Spicer, D.H. & Penuel, W.R.** (2022). Section I introduction: Foundations of improvement research in education. In L. Cohen-Vogel, W.R. Penuel, D.J. Peurach, & J.L. Russell (Eds.). *The foundational handbook on improvement research in education* (pp. 23-27). Rowman & Littlefield.
3. **Eddy-Spicer, D.H. & Gomez, L.M.** (2022). Accomplishing meaningful equity. In L. Cohen-Vogel, W.R. Penuel, D.J. Peurach, & J.L. Russell (Eds.). *The foundational handbook on improvement research in education* (pp. 89-110). Rowman & Littlefield.
4. **Eddy Spicer, D.H.** (2019). Where the action is: Enactment as the first movement of sensemaking. In B.L. Johnson & S. Kruse (Eds.) *Educational leadership, organizational learning, and the ideas of Karl Weick: Perspectives on theory and practice* (pp. 94-118). New York, London: Routledge.
5. **Eddy-Spicer, D.H., & James, C.** (2019). Boundary perspectives on schools as organizations. In M. Connolly, D.H. Eddy-Spicer, C. James, & S. Kruse (Eds.), *SAGE handbook of school organization* (pp. 228-248). London; Thousand Oaks, CA: SAGE Publications.

6. Connolly, M., **Eddy-Spicer, D. H.**, James, C., & Kruse, S. D. (2019). An introduction to school organization. In M. Connolly, D. H. Eddy-Spicer, C. James, & S. D. Kruse (Eds.), *The SAGE handbook of school organization* (pp. 1-5). London; Thousand Oaks, CA: SAGE Publications.
7. Connolly, M., **Eddy-Spicer, D. H.**, James, C., & Kruse, S. D. (2019). Reflections on the state of school organization studies: Continuities and challenges. In M. Connolly, D. H. Eddy-Spicer, C. James, & S. D. Kruse (Eds.), *The SAGE handbook of school organization* (pp. 690-699). London; Thousand Oaks, CA: SAGE Publications.
8. Dixon, C.J., & **Eddy-Spicer, D.H.** (2019). System leadership for continuous improvement: The role of district-level leaders in creating the conditions for system-wide improvement. In H. Shaker, C. Schechter, & A. Daly (Eds.), *Leading holistically: How states, districts, and schools improve systematically* (pp. 141-157). New York, London: Routledge.
9. Winn, K., Young, M. D., & **Eddy-Spicer, D. H.** (2019). The UCEA program design network: Roles and opportunities for professional learning using improvement science. In R. Crow, B. N. Hinnant-Crawford, & D. T. Spaulding (Eds.), *The education leader's guide to improvement science: Data, design & cases for reflection*. Gorham, Maine: Myers Education Press.
10. **Eddy-Spicer, D. H.** (2018). The paradox of improvement: Aspirational professionalism in an end-of-exceptionalism era. In C. V. Meyers & M. Darwin (Eds.), *International perspectives on leading low-performing schools* (pp. 319-332). Charlotte, NC: Information Age Publishing.
11. **Eddy-Spicer, D.** (2018). Improvement science through networked improvement communities: Leadership of continuous improvement *with, of, and through* information technology. In J. Voogt, G. Knezek, R. Christensen, & K.-W. Lai (Eds.), *Second handbook of information technology in primary and secondary education* (pp. 567-574). Berlin; New York: Springer.
12. **Eddy-Spicer, D.H.**, Anderson, E., & Perrone, F. (2017). Neither urban core nor rural fringe: “in-between” districts and the shifting landscape of school performance in the U.S. In C. Meyers and M. Darwin (Ed.), *Enduring myths of school turnaround* (pp. 49-69). Charlotte, NC: Information Age Publishing.
13. **Eddy Spicer, D. H.**, & Daniels, H. (2014). Living and working within the institution of schooling: Authority as pedagogy of the everyday. In Y. Omi, L. P. Rodriguez, M. C. Peralta & J. Valsiner (Eds.), *Lives and relationships: Culture in transitions between social roles* (pp. 3-30). Charlotte, NC: Information Age Publishing.
14. **Eddy Spicer, D. H.** (2012). Modalities of authority and the socialisation of the school in contemporary approaches to educational change. In H. Daniels (Ed.), *Vygotsky and sociology* (pp. 114-134). Abingdon, Oxon; New York, NY: Routledge.
15. Wiske, M. S., & **Eddy Spicer, D.H.** (2010). Teacher education as teaching for understanding with new technologies. In P. L. Peterson & E. L. Baker (Eds.), *International encyclopedia of education* (3rd ed., pp. 635-641). Oxford: Elsevier.
16. Wiske, M. S., Perkins, D. N., & **Eddy Spicer, D. H.** (2006). Piaget goes digital: Negotiating accommodation of practice to principles. In C. Dede (Ed.), *Online teacher professional development*. Cambridge, MA: Harvard Education Press.

17. **Eddy Spicer, D. H.,** & Fountain, J. E. (2001). A virtual agency for business. In J. E. Fountain (Ed.), *Building the virtual state* (pp. 147-166). Washington, DC: The Brookings Institute.

Technical Reports

1. **Eddy-Spicer, D. H.** & Volkert, A. (2023). *Early Learning Networked Improvement Community: Phase II Evaluation Report*. Council of the Chief State School Officers (CCSSO). Retrieved from <https://learning.ccsso.org/early-learning-networked-improvement-community>
2. Young, M. D., **Eddy-Spicer, D.**, Perrone, F., Clement, D., Player, D., Thornton, M., & Doiron, T. (2019). *Examining the principal preparation terrain: Issues of supply, demand, and capacity*. Retrieved from Charlottesville, VA: <http://www.ucea.org/2018/11/26/know-program-supply-demand-capacity/>
3. **Eddy Spicer, D.H.**, Ehren, M.E., Bangpan, M., Khatwa, M., & Perrone, F. (2016) Under what conditions do inspection, monitoring and assessment improve system efficiency, service delivery and learning outcomes for the poorest and most marginalised? A realist synthesis of school accountability in low- and middle-income countries. Technical Report. London: EPPI-Centre, Social Science Research Centre, Institute of Education, University of London. Retrieved from: http://bit.ly/sch_acc
4. **Eddy Spicer, D.H.**, Ehren, M.E., Bangpan, M., & Khatwa, M., (2014) Under what conditions do inspection, monitoring and assessment improve system efficiency, service delivery and learning outcomes for the poorest and most marginalised? A realist synthesis of school accountability in low- and middle-income countries. Protocol. London: EPPI-Centre, Social Science Research Centre, Institute of Education, University of London. Retrieved from: <http://eppi.ioe.ac.uk/cms/LinkClick.aspx?fileticket=x-3hzguBXhY=&tabid=3174>
5. **Eddy Spicer, D. H.**, Crawford, M., Earley, P., & James, C. (2014). *Effectively managing headteacher performance: Final report*. Nottingham, UK: National College for Teaching and Leadership, Department for Education. Retrieved from: <https://www.gov.uk/government/publications/headteacher-performance-effective-management>
6. James, C., Brammer, S., Connolly, M., **Eddy Spicer, D.**, James, J., & Jones, J. (2013). *The chair of the school governing body in England: Roles, relationships and responsibilities*. Reading, UK: CfBT Education Trust. Retrieved from: <http://www.cfbt.com/en-GB/Research/Research-library/2013/r-the-chair-of-the-school-governing-body-2013>.
7. James, C., Brammer, S., Connolly, M., **Eddy Spicer, D.**, James, J., & Jones, J. (2012). *The chair of the board: A review of the literature*. Bath, UK: University of Bath, Department of Education. Retrieved from <http://www.cfbt.com/evidenceforeducation/ourresearch/evidenceforschools/schoolimprovement/roleoftheboardchair.aspx>
8. **Eddy Spicer, D.H.**, James, C., & Sisum, C. (2009). *Wiltshire leadership succession survey: Final report*. Bath, UK: University of Bath, Department of Education.
9. **Eddy Spicer, D. H.**, Hetland, L., Stark, R., & Power, C. (2004). *Project COOL (collaborative onling/offline learning): Year one evaluation report (Massachusetts DOE Fund 170B)*. Cambridge, MA: Harvard Graduate School of Education.

10. Wiske, M., **Eddy Spicer, D. H.**, Joo, J., & Moore, J. (November 2000). *Stretching time and space: Using new technologies to improve professional education*. Harvard Graduate School of Education, Educational Technology Center Monograph Series. Retrieved from <http://e-collection.ethbib.ethz.ch/eserv/eth:24403/eth-24403-01.pdf>

Manuscripts in Press or in Preparation

Eddy-Spicer, D.H. (in preparation). *Applying realist methodology to the study of collaborative capacity in networked improvement initiatives*.

Eddy-Spicer, D.H. (in preparation). *The development of dynamic capabilities: Interorganizational learning and networked improvement in leadership preparation redesign*.

Eddy Spicer, D.H. & Callier, S. (in preparation). *Towards a protocol pedagogy: Integrating improvement science into graduate studies in education*.

Books in Process or Preparation

Eddy-Spicer, D.H. (proposal under review). *Entangled Improvement: Leadership Development Partnerships for Equity-Grounded Continuous Improvement*. Invited proposal, Harvard Education Press.

AWARDS AND HONORS

2024 Lasting Legacy Award, Education (Student) Council, School of Education and Human Development, University of Virginia.

2023 Best Article Award, Journal of Research on Leadership Education (JRLE). Awarded 2023 best article by a member panel chosen from the JRLE Editorial Board members who have not published in the volume being reviewed for the article,

Member, Improvement Scholars Network Collaborative Leadership Board. Invited to serve on the leadership board of the [Improvement Scholars Network](#).

Member, Carnegie National Faculty. Recognized by the Carnegie Foundation for the Advancement of Teaching for contributions to expanding the teaching and learning of improvement science and continuous improvement in schools and school systems.

2021 Lasting Legacy Award, Education (Student) Council, School of Education and Human Development, University of Virginia.

2019 Outstanding Research/Scholarship Award, Curry School of Education and Human Development, Faculty Council.

2019 Outstanding Service/Governance Award, Curry School of Education and Human Development, Faculty Council.

2016 Article of the Year, Educational Review. Awarded 2016 article of the year by the editorial board of the journal, *Educational Review*, for the article, "Governing bodies and headteacher performance: the role of external advisers," co-authored with Sarah Bubb, Peter Earley, Megan Crawford, and Chris James.

2015 Best Paper Award, AERA Organizational Theory Special Interest Group. Awarded best paper for the conference paper, “Designing a Theory-Building Systematic Review to Explain the Organizational Effects of Policy,” co-authored with Melanie Ehren, Mukdarut Bangpan, and Frank Perrone.

Fellowship, Higher Education Academy (FHEA), awarded status of Fellow of the Higher Education Academy in 2012, recognized internationally as an acknowledgement of expertise, impact, and leadership in teaching and learning in higher education.

Spencer Advanced Doctoral Apprenticeship Grant, Harvard Graduate School of Education Cambridge, MA, June 2000 through May 2001 with Prof. David N. Perkins.

Stephen Ballinger Hitchner Case Study Prize, Harvard University, John F. Kennedy School of Government, Cambridge, MA, January 1996, for the outstanding Kennedy School case study of 1995, “The New York City Transit Authority Station Manager Program: The Problem at 231st St.” (Case 1275.9), the school’s first multimedia case study.

GRANTS - Funded

Curry IDEAs (Innovative, Developmental, Exploratory Awards) Grants Program: *Continuous Learning for Continuous Improvement: Understanding and Facilitating Faculty Learning Through Cross-Institutional Collaborative Improvement Groups.* (December 2019* – ongoing) (\$5,257)

Role: Principal Investigator

Objective: Explore the relationship between faculty learning and leadership preparation program redesign in three different cross-institutional initiatives that emphasize continuous improvement and organizational learning. (*Originally awarded to Michelle Young. I assumed oversight of the grant on her departure from UVA.)

4-VA Collaborative Research Grants Program: *Improvement Science as Catalyst Developing Collective Capacity for Continuous Improvement Across and Within Diverse Schools.* (July 2017 – June 2020) (\$29,993)

Role: Principal Investigator

Objective: Examine how the tools and methods of improvement science promote professional collaboration and yield shifts in the practices of leading, teaching, and learning in three high schools that serve high-needs students that are taking part in a networked improvement community around mathematical agency.

UCL Institute of Education Seed Grant: Understanding the impact and consequences of multi-school federations on quality and equity in three school systems (March 2017-September 2017) (\$17,000/UVA award: \$2,500)

Role: Co-PI (PI: Prof. Toby Greany, UCL Institute of Education)

Objective: Prepare a proposal to the European Social Research Council on comparative impact of school federations on school quality and system equity in England, the U.S. and Netherlands.

The Jefferson Trust, UVA Alumni Association: *Integrated Learning for the Next Generation of School Leaders.* (March 2015-September 2017) (\$43,500)

Role: Principal Investigator

Objective: Develop and pilot a new model of integrated learning for the preparation of preK-12 school leaders across Virginia, combining scaffolded learning experiences online and in-person with structured support and mentoring from existing school leaders.

UK Department for International Development (SR3Q4): *Systematic Review of School Accountability Systems.* (February 2014-January 2017) (\$228,564)

Role: Principal Investigator

Objective: Systematic review of the literature through realist synthesis that explores how school accountability policies related to inspection, assessment and monitoring operate locally to improve school systems and children's learning outcomes in low- and middle-income countries (LMICs).

UK Department for Education, National College for Teaching and Leadership: *Effectively managing headteacher performance* (December 2012-November 2014) (\$117,088).

Role: Principal Investigator

Objective: Examine the effective management of headteacher performance in state-funded schools and academies. Research partners included the UCL Institute of Education, University of Bath, and University of Cambridge.

British Educational Leadership, Management and Administration Society—Structural Reform, Governance and Leadership Research Programme: *Organisational socialization through data use in the expansion of an academy chain* (September 2012-August 2014) (\$6,640).

Role: Principal Investigator

Objective: Examines the formal pairing of a primary school ranked as “outstanding” with a school in “special measures,” a persistently low-achieving school and traces the regulation of professional practice through patterns of diffusion of data-informed practices.

CfBT Educational Trust: *Chairs of School Governing Body Research in England* (February 2011-December 2012) (\$49,800).

Role: Principal investigator

Objective: Investigate through case studies and national surveys the characteristics of chairs of school governing bodies; the nature of the responsibilities of the chairs; the relationship between chairs and headteachers; and chairs' development needs.

British Educational Leadership, Management and Administration Society—Structural Reform, Governance and Leadership Research Programme: *Exploring the interplay of authority and professional learning in the formation of an academy chain* (June 2011-September 2012) (\$4,980).

Role: Principal Investigator

Objective: Examine ways in which one formal school-to-school pairing in the primary sector reshapes the regulation of professional practice of school leaders and teachers across both schools.

University of Bath, Department of Education: *Knowledge-building in school interrelationships* (July 2011-June 2012) (\$2,400)

Role: Principal Investigator

Objective: Explore the ways in which formal school-to-school pairings influence the ways in which teachers make meaning of everyday classroom practice.

University of Bath, Department of Education: *The role of the partnership broker in school-to-school support* (July 2011-June 2012) (\$2,000)

Role: Principal Investigator

Objective: Examine the emergent role of partnership brokers in school-to-school improvement.

Wiltshire County Council, UK: *Wiltshire Leadership Succession Survey* (August 2008- July 2009) (\$20,800).

Role: Principal Investigator

Objective: Survey current and aspiring school leaders to explore patterns in headteacher succession planning across the county.

Harvard Club of New York Foundation: *Teacher Professional Learning in Three New York City Public Schools* (August-July 2007) (\$15,000)

Role: Principal Investigator

Objective: Examine the ways in which teacher teams and the teachers comprising the teams integrate practices introduced in online professional development into ongoing classroom practice.

PEER-REVIEWED CONFERENCE PRESENTATIONS

1. Anderson, E., **Eddy-Spicer, D. H.**, Moraguez, D. & Volkert, A. (November 2023). *Beyond the equity pause: Supporting districts' efforts to leverage continuous improvement to center social justice*. Annual meeting of the University Council for Educational Administration (UCEA), Minneapolis, MN, USA.
2. Anderson, E., Biag, M., DeFilippis, K., **Eddy-Spicer, D. H.**, Gomez, L., Viano, S., White, T. (November 2023) *Improvement science as a boundary infrastructure in district–university partnerships*. Annual meeting of the University Council for Educational Administration (UCEA), Minneapolis, MN, USA.
3. **Eddy-Spicer, D. H.**, Sims, D., Beavers, M., & White, T. (March 2022). *Braiding improvement into the fabric of district leadership preparation and practice*. [Structured Poster Session]. Carnegie Summit on Improvement in Education, San Diego, CA, USA.
4. **Eddy-Spicer, D. H.** & White, T. (November 2021). *Accomplishing meaningful equity through continuous improvement*. [Critical conversation, presented online.] Annual meeting of the University Council for Educational Administration (UCEA), Columbus, OH, USA.
5. **Eddy-Spicer, D. H.** (April 2021) *Developing Adaptive Capacity for Addressing Systemic Inequities in Chesterfield County Public Schools* [Structured Poster Session]. AERA Annual Meeting. Division A, Section 1. <https://tinyurl.com/yyrbjm6e> (Conference Online)
6. **Eddy-Spicer, D. H.** (April 2020) *Vertical, Horizontal, and Networked Learning: Moving Knowledge Within and Beyond an Improvement Leadership Education and Development (iLEAD) Research-Practice-Preparation Partnership* [Structured Poster Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/yyqx2y4j> (Conference Canceled)
7. **Eddy-Spicer, D. H.**, Dexter, S. L., Gonzalez, J., Hayes, S. D., Ramming, T., Richardson, M. S., Stone-Johnson, C., Tucker, P. D. & Williams, S. M. (April 2020) *Network Supports for Program Coherence in Leadership Preparation Program Redesign* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/syem768> (Conference Canceled)
8. **Eddy-Spicer, D.H.** (April 2019). *Applying realist methodology to the study of collaborative capacity in networked improvement initiatives*. Paper presented at the annual meeting of American Educational Research Association, Toronto, ON, Canada, SIG-Systems Thinking.
9. **Eddy-Spicer, D.H.** (April 2019). *iLEAD research-practice-preparation partnership: The University of Virginia and Chesterfield County Public Schools*. Paper presented at the annual meeting of American Educational Research Association, Toronto, ON, Canada, Division A, Section 1.

10. **Eddy-Spicer, D.H.** & Lochmiller, C. (April 2019) *Preparing leaders for continuous improvement: Addressing systemic educational inequities through preparation partnerships*. Co-organizer and Co-chair. Symposium held at the annual meeting of American Educational Research Association, Toronto, ON, Canada, Division A, Section 5.
11. **Eddy-Spicer, D.H.** (November 2018). *Designing realist research to trace networked approaches to continuous improvement within and across diverse schools*. Paper presented at the annual meeting of the University Council for Educational Administration (UCEA), Houston, TX, USA.
12. **Dixon, C.J., & Eddy-Spicer, D.H.** (November 2018). System leadership for continuous improvement: The role of district-level leaders in creating the conditions for system-wide improvement. Paper presented at the annual meeting of the University Council for Educational Administration (UCEA), Houston, TX, USA.
13. **Eddy Spicer, D.H., Perrone, F.,** Ehren, M., & Bangpan, M. (April 2018). *Standardized assessment and school improvement: A review of school-level mechanisms in low- and middle-income countries*. Paper presented at the annual meeting of American Educational Research Association, New York, NY, USA, Division A, Section 3.
14. Winn, K., Young, M., **Eddy-Spicer, D.H.,** Sanzo, K. (April 2018). *Supporting leadership preparation programs in redesign efforts using improvement science*. Paper presented at the annual meeting of American Educational Research Association, New York, NY, USA, Division A, Section 5.
15. **Eddy-Spicer, D.H.,** & James, C. (November 2017). *Boundary perspectives on schools as organizations*. Paper presented at the annual meeting of the University Council for Educational Administration (UCEA), Denver, CO, USA.
16. **Perrone, F., & Eddy-Spicer, D.H.**(November 2017). *Teacher hiring and fit within a diverse district*. Paper presented at the annual meeting of the University Council for Educational Administration (UCEA), Denver, CO, USA
17. Anderson, E., **Eddy-Spicer, D.H.,** **Perrone, F.,** (April 2017). *Effective equality beyond the urban core: struggling schools, educational opportunity, and the “in-between” school district*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX, USA, Division A.
18. **Eddy Spicer, D.H., Perrone, F.,** Ehren, M., & Bangpan, M. (January 2017). Vertical coherence and school-level outcomes: Lessons from a realist synthesis of standardized assessment in low- and middle-income countries. Paper presented at the annual meeting of International Convention on School Effectiveness and Improvement (ICSEI). Ottawa, Ontario, Canada.
19. **Eddy Spicer, D.H.** (January 2017). *Organizing as place-making: Organizational socialization and the potential of partnerships in educational change*. Paper presented at the annual meeting of International Convention on School Effectiveness and Improvement (ICSEI). Ottawa, Ontario, Canada.
20. **Eddy Spicer, D.H.** (January 2017). *The regulation of professionalism in school-to-school development: Collaboration as mediated diffusion*. Paper presented at the annual meeting of

International Convention on School Effectiveness and Improvement (ICSEI). Ottawa, Ontario, Canada.

21. Anderson, E., Crow, G., **Eddy-Spicer, D.H.**, Hochbein, C., Meyers, C., Perrone, F., Van Gronigen, B., & Young, M. (November 2016)(Organizer and Facilitator). *"In-between" district capacity to meet the needs of struggling schools*. Symposium organized at the annual meeting of the University Council for Educational Administration (UCEA). Detroit, MI, USA.
22. **Eddy Spicer, D.H.** (November 2016) *Integrating improvement research into the professional doctorate for leaders in education*. Paper presented at the annual meeting of the University Council for Educational Administration (UCEA). Detroit, MI, USA.
23. **Eddy Spicer, D.H.**, Ehren, M., Bangpan, M., & Perrone, F. (July 2016) Standardized assessment and the problem of implementation: Lessons from a realist synthesis of accountability in low- and middle-income countries. Paper presented at the annual meeting of the British Educational Leadership, Management and Administration Society (BELMAS). Chester, UK.
24. **Eddy Spicer, D.H.** (April 2016) *Ambiguity into action and out again: Enactment as alpha and omega in Weick's model of organizing*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC, USA, Division A.
25. **Eddy Spicer, D.H.**, & Perrone, F. (April 2016) *The school-level impact of performance monitoring systems in low- and middle-income countries: A realist synthesis*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC, USA, Division L.
26. **Eddy Spicer, D.H.** (November 2015) *In pursuit of excellence, efficiency... and equity?: School-to-school development in England*. Paper presented at the annual convention of the University Council for Educational Administration, San Diego, CA, USA.
27. **Eddy Spicer, D.H.**, Crawford, M., Earley, P., James, C., Bubb, S., Jones, J., Nelson, R., & Wood, E. (November 2015) *Performing governance: Managing the performance of principals in England*. Paper presented at the annual convention of the University Council for Educational Administration, San Diego, CA, USA.
28. **Eddy Spicer, D.**, Ehren, M., Bangpan, M., & Perrone, F. (July 2015) Accountability and social cohesion—reconsidering the role of performance information: What can Europe and North America learn from low- and middle-income countries? Paper presented at the annual meeting of the British Educational Leadership, Management and Administration Society (BELMAS). Reading, UK.
29. **Eddy Spicer, D.**, Ehren, M., Bangpan, M., & Khatwa, M. (April 2015) *Designing a theory-building systematic review to explain the organizational effects of policy*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL, USA. [awarded Organizational Theory SIG Best 2015 AERA Annual Meeting Paper Award]
30. **Eddy Spicer, D.H.**, Crawford, M., Earley, P., & James, C. (November 2014). *Performing governance: Managing the performance of principals in England*. Paper presented at the annual convention of the University Council for Educational Administration, Washington, DC, USA.
31. **Eddy Spicer, D.H.** (November 2014). *In pursuit of excellence, efficiency... and equity?: School-to-school development in England*. Paper presented at the annual convention of the University Council for Educational Administration, Washington, DC, USA.

32. Ehren, M., **Eddy Spicer, D.H.**, & Bangpan, M. (October 2014). Wrangling with realist synthesis: A case study of evolving practice in the development of a systematic review of school accountability. Paper presented at the first annual Centre for Advancement in Realist Evaluation and Synthesis (CARES) Conference 2014. University of Liverpool, Institute of Psychology, Health and Society, Liverpool, UK.
33. **Eddy Spicer, D.H.**, Crawford, M., Earley, P., & James, C. (July 2014). *Effectively managing the performance of headteachers in England*. Paper presented at the annual meeting of the British Educational Leadership, Management and Administration Society (BELMAS). Stratford-upon-Avon, UK.
34. **Eddy Spicer, D.H.** (April 2014) *Modalities of organizational control and teachers' use of pupil data in school-to-school development in England*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, Pennsylvania, USA.
35. **Eddy Spicer, D.H.** (October 2013) *Organisational socialisation and data-use*. Paper presented at the final workshop of the Structural Reform, Governance and Leadership Research Programme, British Educational Leadership, Management and Administration Society (BELMAS). Birmingham, UK.
36. **Eddy Spicer, D.H.**, Crawford, M., Earley, P., & James, C. (July 2013) *Managing the leader: School governing bodies and the performance management of headteachers in England*. Paper presented at the annual meeting of the British Educational Leadership, Management and Administration Society (BELMAS). Birmingham, UK.
37. **Eddy Spicer, D.H.** (April 2013) *Re-positioning the professional in the formation of an academy chain*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California, USA.
38. James, C., & **Eddy Spicer, D.H.** (April 2013) *Theorizing the role of the chair of the school governing body in England from a boundary perspective*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California, USA.
39. **Eddy Spicer, D.H.** (October 2012) . *First links: Exploring the interplay of authority and professional learning in the formation of an academy chain*. Paper presented at the 2nd annual workshop of the Structural Reform, Governance and Leadership Research Programme, British Educational Leadership, Management and Administration Society (BELMAS). Birmingham, UK.
40. **Eddy Spicer, D.H.** (July 2012) *Exploring control in the emergence of a chain of primary schools in England*. Paper presented at the annual meeting of the British Educational Leadership, Management and Administration Society (BELMAS). Birmingham, UK.
41. **Eddy Spicer, D.H.** (July 2012). *School-to-school support as inter-organisational pedagogy: An explanatory framework*. Paper presented at the European Group for Organisational Studies annual meeting, Helsinki Finland.
42. **Eddy Spicer, D.H.** (April 2012) *The emergent logics of organisational socialisation: A review of recent literature on interorganisational networks in education in England*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.

43. **Eddy Spicer, D.H.** (July 2011) Global/national/local in school-to-school support: A systematic review of the dynamics of interorganisational learning in education. Paper presented at the 2011 annual meeting of the British Educational Leadership, Management and Administration Society (BELMAS), Milton Keynes, UK.
44. **Eddy Spicer, D.H. & Daniels, H.** (September 2011). *Pedagogic relations in institutional dyads: An explanatory framework*. Paper presented at the International Society of Cultural and Action Research 2011 Conference, Rome, Italy.
45. **Eddy Spicer, D.H.** (May 2010) *The Teacher-leader's dilemma: Authority and knowledge building in collaborative practice*. Paper presented at the annual meeting of the American Educational Research Association, Denver, Colorado.
46. **Eddy Spicer, D.H. & James, C.** (May 2010) *The development of an organisational boundary analytical framework for the study of educational organisations*. Paper presented at the annual meeting of the American Educational Research Association, Denver, Colorado.
47. **Eddy Spicer, D.H.** (July 2010) *Developing professional knowledge through school interrelationships*. Paper presented at the 2010 annual meeting of the British Educational Leadership, Management and Administration Society (BELMAS).
48. **Eddy Spicer, D.H. & Daniels, H.** (July 2009) *Exploring modalities of control: Epistemic authority in collaborative practice*. Paper presented at the International Society for Cultural and Activity Research/UK-Ireland Conference, University of Worcester, UK.
49. **Eddy Spicer, D.H.** (May 2009). *The state of educational leadership research in the United States*. Paper presented to the Standing Conference for Research on Educational Leadership and Management (SCRELM), University of Birmingham, UK.
50. **Eddy Spicer, D.H.** (July 2009). *Rhetoric, reality and research: School leadership research in the United States*. Paper presented at the annual meeting of the British Educational Leadership, Management and Administration Society, Sheffield, England.
51. **Eddy Spicer, D.H.** (September 2008). Ideational authority in collective inquiry: *A conceptual framework with application to a university-district action research initiative*. Paper presented at the International Society of Cultural and Action Research 2008 Conference, San Diego, CA
52. **Eddy Spicer, D.H.** (March 2008). *In pursuit of "knowledge equity" through action research and networked technologies*. Paper presented at the Comparative & International Education Society Conference, New York, NY
53. **Eddy Spicer, D.H.** (March 2008). *Collective inquiry and the language of teacher teams: A systemic functional approach*. Paper presented at the 2008 American Educational Research Association Annual Meeting, New York, NY.
54. **Eddy Spicer, D.H.** (March 2008). Locating epistemic agency in professional learning: The role of third generation activity theory in a university – school collaborative action research initiative. Paper presented at the 2008 American Educational Research Association Annual Meeting, New York, NY.

55. **Eddy Spicer, D.H.** (April 2007). *Inquiry beyond the classroom: Artifacts and discourse as mediational means in a science teacher team*. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.
56. **Eddy Spicer, D.H.** (April 2007). *The dynamics of authority in team-based professional development: Teacher leader as arbiter of reform*. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.

INVITED AND OTHER PRESENTATIONS

1. **Eddy-Spicer, D.H.** (2024, July 11) *Leadership in Four Dimensions: Building Organizational Capabilities for Collaborative, Continuous Improvement*. [Invited keynote presentation]. The Mary Ann Remick Leadership Program, Alliance for Catholic Education, University of Notre Dame.
2. **Eddy-Spicer, D.H.** (2023, January 23) *Building Interorganizational Resilience through Relational Leadership: The Case of District-University Improvement Partnerships*. [Invited presentation]. College of Education and Social Services, University of Vermont.
3. **Eddy-Spicer, D.H.** (2022, October 17) *Interweaving resilience: Continuous improvement partnerships, school improvement planning, and Follett's theories of relational process*. [Invited online presentation]. UK Complexity Group (sponsored by the University of Bath).
4. **Eddy-Spicer, D.H.**, Hinnant-Crawford, B., Weddle, H., & Yurkofsky, M. (2022, October 13). *Leveraging improvement science in CPED programs: A conversation with authors of the Foundational Handbook on Improvement Research in Education*. [Invited presentation]. Carnegie Project on the Education Doctorate (CPED) annual convening.
5. **Eddy-Spicer, D.H.** (2022, June 6) *building collaborative capacity through advanced leadership preparation partnerships*. [Invited online presentation]. College of Education and Social Services, University of Vermont.
6. **Eddy-Spicer, D.H.**, Gordon, J.B. III, & White, T. (2022, January 7). *Accomplishing meaningful equity through continuous improvement* [Invited keynote]. K-12 Advisory Council, School of Education and Human Development, University of Virginia.
7. **Eddy-Spicer, D.H.** (2021, November 25). *Improvement research school improvement, partnerships, and the shifting landscape of educational research*. [Invited keynote, online presentation.] Centre for Studies of the Teaching Profession, Teacher Education and Education Policy (TEPEE), Oslo Metropolitan University (OsloMet), Oslo, Norway.
8. **Eddy-Spicer, D.H.** & White, T. (2021, November 9). *Accomplishing meaningful equity through continuous improvement* [Invited presentation]. Center for Educational Innovation and Improvement School Improvement, University of Maryland
9. **Eddy-Spicer, D.H.** & White, T. (2021, August 4). *Decentering the central office: How a university partnership is helping to reset the relationship between central office and schools through continuous improvement* [Invited workshop]. Center for Educational Innovation and Improvement School Improvement Summer Institute, University of Maryland
10. **Eddy-Spicer, D.H.** (2020, August 6). *Partnerships for Sustainability* [Invited keynote]. Center on Great Teachers and Leaders at the American Institutes for Research/Wallace University Principal

Preparation Initiative (UPPI), Online Learning Series: Taking Education Preparation to the Next Level. <https://gtlcenter.org/products-resources/partnerships-sustainability>

11. **Eddy-Spicer, D.H.** (2020, August 5). *Staying Focused on Equity Amid COVID-19: How Chesterfield County Public Schools Is Using Improvement Science to Keep Fighting for Equity While Addressing the Pandemic* [Symposium]. Improvement Webinar Series. Carnegie Foundation for the Advancement of Teaching. <https://www.carnegiefoundation.org/our-work/lead/improvement-science-in-the-time-of-covid-19/>
12. **Eddy Spicer, D.H.** (2019, November 17) *Improvement Science and ELPPs: Leadership and School Reform and Continuous Improvement*. Facilitator. Paper session at the University Council for Educational Administration Annual Conference, New Orleans, LA, USA.
13. **Eddy-Spicer, D.H.** (2019, November 19). *Problems and prospects in developing a diverse pipeline of educational leaders*. Invited presentation. Special symposium session at the annual meeting of the University Council for Educational Administration (UCEA), New Orleans, LA, USA.
14. **Eddy-Spicer, D.H.** (November 2019). *Critical conversation and networking for the scholarship of improvement science*. Invited presentation. Critical conversation at the annual meeting of the University Council for Educational Administration (UCEA), New Orleans, LA, USA.
15. **Eddy-Spicer, D.H.**, Arce-Trigatti, P., & Dexter, S. (2019, April 17). *Leading inter-organizational learning: Building collaborative capacity for district/university improvement partnerships*. Invited presentation. Symposium at the Carnegie Foundation Summit on Improvement in Education, San Francisco, CA, USA.
16. **Eddy-Spicer, D.H.** (2019, April 19). *Supporting university-district partnership leadership preparation*. Invited presentation. Symposium at the Carnegie Foundation Summit on Improvement in Education, San Francisco, CA, USA.
17. **Eddy-Spicer, D.H.** (November 2018) (Organizer and Chair) *Strengthening Innovation Infrastructure: The Leadership of Interorganizational Learning*. Invited symposium session at the University Council for Educational Administration Annual Conference, Houston, TX, USA.
18. **Eddy-Spicer, D.H.** (November 2018) (Organizer and Chair) *Powerful Learning, Powerful Leading: Program Coherence for Equity-oriented Leadership Preparation through Continuous Improvement*. Invited symposium session at the University Council for Educational Administration Annual Conference, Houston, TX, USA.
19. **Eddy-Spicer, D.H.** (November 2018) (Organizer and Co-chair) *The Power of a Network in Prep Program Redesign*. Invited symposium session at the University Council for Educational Administration Annual Conference, Houston, TX, USA.
20. **Eddy-Spicer, D.H.** (November 2018) (Organizer) *Opening the "black box" on UCEA's Exemplary Educational Leadership Preparation Programs: A Wallace Foundation Sponsored Session*. Invited symposium session at the University Council for Educational Administration Annual Conference, Houston, TX, USA.
21. **Eddy-Spicer, D.H.** (November 2018). *Redesigning principal preparation programs: Do we have the capacity?* Invited presentation. Critical conversation at the annual meeting of the University Council for Educational Administration (UCEA), Houston, TX, USA.

22. **Eddy-Spicer, D.H.** (November 2018). *The power of a network in prep program redesign*. Facilitator. Special session at the annual meeting of the University Council for Educational Administration (UCEA), Houston, TX, USA.
23. **Eddy-Spicer, D.H., & Laird, D.** (April 2018). *Teaching improvement science: Lessons from Carnegie's Higher Education Network*. Invited presentation. Symposium held at the Carnegie Foundation Summit on Improvement Science, San Francisco, CA.
24. **Eddy-Spicer, D.H., & Sanzo, K.** (April 2018) (Organizer and Presenter). *Hub capacity-building in higher education*. Symposium held at the Carnegie Foundation Summit on Improvement Science, San Francisco, CA.
25. **Eddy-Spicer, D.H.** (November 2017) (Organizer and Chair) *Reimagining the School as Crucible of Engagement and Learning for All*. Invited symposium session at the University Council for Educational Administration Annual Conference, Denver, CO, USA.
26. **Eddy-Spicer, D.H.** (November 2017) (Facilitator) *Leading Futures for Human Growth and the Challenges of Global Change*. Symposium session at the University Council for Educational Administration Annual Conference, Denver, CO, USA.
27. **Eddy Spicer, D.H., & White, T.** (November 2017) *An improvement partnership: Equity-focused continuous improvement in CCPS*. Invited presentation to the Senior Leadership Team of the Chesterfield County Public Schools, Chesterfield, VA, USA.
28. Winn, K., Young, M., Sanzo, K., **Eddy-Spicer, D.H.**, Rodriguez, M.A., Crow, G., Gonzales, R., Cobb, C.D. (November 2017). *Educational leadership faculty learning through cross-institutional groups*. Symposium presentation at the annual meeting of the University Council for Educational Administration (UCEA), Denver, CO, USA
29. **Eddy Spicer, D.H.**, White, T., Dexter, Lane, J., & Tucker, P. White (October 2017) *University of Virginia and Chesterfield County Public Schools Partnership in Improvement Leadership Education and Development (iLEAD) Initiative*. Invited presentation at iLEAD October Convening, Carnegie Foundation for the Advancement of Teaching, Palo Alto, CA, USA.
30. **Eddy Spicer, D.H.**, Robinson, M., & Midha, G. (October 2017) *Realist evaluation of networked continuous improvement*. Invited presentation. Carnegie Foundation for the Advancement of Teaching, Palo Alto, CA, USA.
31. Almendarez, J., Chase, K., **Eddy-Spicer, D.H.**, & Iwasaki, K. (August 2017). *Research/Practice Partnership: English Language Learning Cohorts*. Presentation at the Deeper Learning + Diffusion of Innovation and Scaled Impact: Capacity Building Workshop, William and Flora Hewlett Foundation, Palo Alto, CA, USA.
32. **Eddy Spicer, D.H.** (March 2015) *The institutional logics of school-to-school improvement: bottom-up organizational change in a top-down world*. New Faculty Lecture, Curry School of Education, University of Virginia, Charlottesville, VA, USA
33. **Eddy Spicer, D.H.** (December 2014) *Institutional climate change & organizational efficacy*. "Ed-Talk" presentation at the Faculty Meeting, Curry School of Education, University of Virginia, Charlottesville, VA, USA.

34. **Eddy Spicer, D.H.** (December 2014) Wrangling with realist synthesis: Evolving practice in the development of a systematic, qualitative review of school accountability in developing countries. Presentation to the Field Methods Workshop, University of Virginia, Clark Hall, Charlottesville, VA, USA.
35. **Eddy Spicer, D.H.** (November 2016) (Chair) *Leveraging Development Through Inquiry and Professional Learning Community (PLC) Models*. Paper session at the University Council for Educational Administration Annual Conference.
36. **Eddy Spicer, D.H.** (November 2016) (Facilitator) *Leadership Standards in the U.S. and Nordic Contexts: A Comparative Review*. Special symposium session at the University Council for Educational Administration Annual Conference.
37. **Eddy Spicer, D.H.** (April 2016) (Chair) *A “Self-Improving School-Led System”? Research-Based Illustrations From the UK*. Invited symposium at the American Educational Research Association Annual Meeting.
38. **Eddy Spicer, D.H.** (July 2015) (Organizer & chair) *Renewal or retreat? New Leadership Standards as Policy Technology for Social Justice in the U.S., England, and Scotland*. Keynote symposium at the British Educational Leadership, Management and Administration Society annual meeting.
39. **Eddy Spicer, D.H.** (February 2014) *The dynamics of accountability in school turnaround: school-to-school relationships and system-wide reform in England*. Invited presentation to faculty and doctoral students, Department of Educational Leadership, Foundations and Policy, Curry School of Education, University of Virginia, USA.
40. **Eddy Spicer, D.H.** (May 2013) *Performing the work of institutions: Performance management as tool in institutionalised organisations*. Invited seminar at the Oxford Centre for Sociocultural and Activity Theory (OSAT), University of Oxford. 8 May.
41. **Eddy Spicer, D.H.** (January 2012) *Exploring authority in action: School-to-school relationships and systemic change*. University of Bath Department of Education Research Seminar.
42. **Eddy Spicer, D.H.** (December 2011) *A case study of organisational socialisation in the formation of an academy chain*. Paper presented at the inaugural workshop of the Structural Reform, Governance and Leadership Research Programme, British Educational Leadership, Management and Administration Society (BELMAS). Manchester, UK.
43. **Eddy Spicer, D.H.** (January 2011) (Organizer and co-chair) *Studying Change in and across Institutions*. Invited Symposium at the annual meeting of the International Society for Cultural and Activity Research (ISCAR).
44. **Eddy Spicer, D.H.** (November 2009) *Leaders and leadership succession in Wiltshire*. Opening presentation, Wiltshire Leadership Festival, a regional daylong workshop sponsored by the Southern Educational Leadership Trust (SELT) and Wiltshire County Council, UK.
45. **Eddy Spicer, D.H.** (October 2007). *Towards a social model of professional learning*. Invited presentation to graduate students and faculty in international comparative education and learning sciences at East China Normal University, Shanghai, China.

46. **Eddy Spicer, D.H.** (April 2007) (Discussant) *The Impact of Three Large-Scale Technology Implementation Programs in the U.S., New Zealand, and Malaysia*. Paper session at the American Educational Research Association Annual Meeting.

TEACHING AND COURSE DESIGN

Doctoral (Ed.D.) courses taught

- EDLF 8387 Practical Evaluation (University of Virginia: Summer 2020; Fall 2020; Spring 2022; Spring 2023; Spring 2024). Online [asynchronous]. Average enrollment: 25 students.
- EDLF 8384 Qualitative Inquiry – Lab of Practice (University of Virginia: Spring 2020). Online [asynchronous]. Enrollment: 17 students.
- EDLF 8382 Introduction to Educational Inquiry (University of Virginia: Fall 2019; Fall 2022). Online [asynchronous]. Enrollment: 45 students.
- EDLF 8826 Leadership for Equity and Improvement (University of Virginia: Summer 2019; Summer 2022; Summer 2024). Hybrid [in person and asynchronous]. Enrollment: 17 students.
- EDLF 8825 Developing High-performance Organizations (University of Virginia: Spring 2019; Spring 2021; Spring 2023) Hybrid [in person and asynchronous]. Enrollment: 17 students.
- EDLF 8500 Qualitative Inquiry with Data Management and Analysis (University of Virginia: Spring 2018) Hybrid [in person and asynchronous]. Enrollment: 15 students.
- EDLF 8810 The Practice of School Evaluation (University of Virginia: Fall 2015; Summer 2017) Hybrid [in person and asynchronous]. Average enrollment: 15 students.
- EDLF 8500 Fundamentals of Research for Leaders in Education (University of Virginia: Spring 2016; Fall 2017) Hybrid [in person and asynchronous]. Average enrollment: 15 students.
- EMLA Educational Management, Leadership and Administration (University of Bath: July 2009, 2010, 2012). In person. Average enrollment: 20 students.
- ERPP Educational Research: Policy & Practice (University of Bath: July & January, 2009, 2010, 2011, 2012). In person. Average enrollment: 20 students.

Doctoral courses designed or significantly re-designed

- EDLF 8387 Practical Evaluation (University of Virginia)
- EDLF 8382 Introduction to Educational Inquiry (University of Virginia)
- EDLF 8810 The Practice of School Evaluation (University of Virginia)
- EDLF 8822 Vision, Values and Decision-making in Educational Leadership (University of Virginia)
- EDLF 8825 Developing High-performance Organizations (University of Virginia)
- EDLF 8826 Leadership for Equity and Improvement (University of Virginia)
- EDLF 8500 Fundamentals of Research for Leaders in Education (University of Virginia)

Master's courses taught

- EDLF 7807 Leadership Experience, Application, and Development, I (LEAD I) (University of Virginia: Fall 2020, 2021, 2022, 2023; Spring 2021, 2022, 2024; Summer 2021, 2022) Hybrid online [asynchronous & synchronous]. Enrollment: 25 students
- EDLF 7812 Leadership for Continuous Improvement (University of Virginia: Fall 2014-2016; Spring 2017; Summer 2017; redesigned and reapproved - Spring 2018; taught Spring 2018-2024; Summer 2018-2021, 2024; Fall 2018-2024) Hybrid online [asynchronous & synchronous]. Average enrollment: 25 students
- EDLF 7805 Cultivating Professional Capacity (University of Virginia: Summer 2021) Hybrid online [asynchronous & synchronous]. Enrollment: 25 students

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| EDLF 7140 | Schools as Professional Learning Communities (University of Virginia: Spring 2015, 2016; Summer 2016; Fall 2016) In person. Average enrollment: 20 students. |
| AEM060 | Values, Vision and Moral Purpose in Educational leadership (UCL Institute of Education: Spring 2014). In-person. Average enrollment: 20 students. |
| TFL9IM | Independent Study Module (TeachFirst) (UCL Institute of Education: Autumn 2013, Spring 2014). In-person. Average enrollment: 30 students. |
| MMASLO | Leading and Managing Change and Improvement (UCL Institute of Education: Autumn 2013, Spring 2014). In-person. Average enrollment: 20 students. |
| LMEI | Leading and Managing Educational Innovation (University of Bath: Winter 2008, 2009, 2010, 2011, 2012). In-person. Average enrollment: 20 students |
| LMSC | Leading and Managing Schools and Colleges (University of Bath: Autumn 2008) |
| LMHR | Leading and Managing Human Resources in Education (University of Bath: Autumn 2008) In-person. Average enrollment: 20 students. |
| SSCI E-104 | Applied Qualitative Research and Evaluation in the Social Sciences (Harvard University, Division of Continuing Studies: Fall 2006, 2007). In-person. Average enrollment: 15 students. |

Master's courses designed or significantly redesigned

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| EDLF 7807 | Contemporary Issues in the Principalship: Leadership Experiences, Applications, and Development (LEAD) I – School Organization (University of Virginia) |
| EDLF 7812 | Leadership for Continuous Improvement (University of Virginia). |

Workshops/Short Courses/Professional Learning Designed and Taught

1. *Continuous Learning for Continuous Improvement* (June, July, and October 2021). Co-designed and co-facilitated a workshop on problem framing and causal analysis for Suffolk (VA) Public School's 68 school leadership teams.
2. *Acceleration Networked Improvement Community (NIC)* (June and October, 2021; January, February, March, October 2022). Co-designed and co-facilitated the convenings of the Acceleration NIC, a statewide network of district teams sponsored by [Partners for Educational Leadership](#) (PEL).
3. *Designing Organizations for Improvement* (November 2019; November 2020; February 2021-2024). Designer and facilitator. Workshop for principals and central office leaders in their first three years. Statewide Communities of Practice for Education (SCOPE) 14-19. University of Virginia K-12 Advisory Council.
4. *UCEA Program Design Network*. (November 2019). Co-designer and contributor. Workshop held at the annual meeting of the University Council for Educational Administration, New Orleans, LA.
5. *Preparing School and System Leaders for Improvement Science*. (November 2019). Co-designer and contributor. Workshop held at the annual meeting of the University Council for Educational Administration, New Orleans, LA.
6. *Leading interorganizational learning: Building collaborative capacity for district-university improvement partnerships*. (April 2019). Organizer and facilitator. Symposium held at the Carnegie Foundation Summit on Improvement Science, San Francisco, CA.

7. *Leading Professional Learning*. (March 2017). Developed and facilitated day-long workshop on current research in collaborative professional learning with assistance from doctoral student Gopal Midha as part of the UVA K-12 Advisory Council's program, Statewide Communities of Practice for Excellence (SCOPE).
8. *Strategies for Addressing Difficult/Controversial Issues*. (February 2017). Developed and facilitated with Diane Whaley an interactive presentation on addressing controversial issues in the classroom, conducted as part of the meeting of the Curry School Faculty on Feb. 17.
9. *Understanding and Working Effectively in Organizational Hierarchy*. (February 2016). Developed and taught short course for middle and senior level school division leaders as part of a series of Key Instructional Leaders Symposia for central office leaders throughout Virginia under the aegis of the Statewide K-12 Education Advisory Council.
10. *Collaborative Capacity for School Improvement*. (November 2015). Developed and taught short course for school leaders from Beijing, China, as part of a Beijing Institute of Education study tour hosted by the University of Virginia's School of Continuing and Professional Studies.
11. *Performance Management and Educational Leadership*. (May 2014). Developed and taught short course for Ministry of Education officials from Montenegro on a study visit to the UCL Institute of Education, London.
12. *Challenges of Leadership: Interorganisational Development*. (March 2013). Developed and taught short course for educational leaders from Thailand visiting the UCL Institute of Education, London, through Chulalongkorn University.
13. *Fundamentals of Effective Collaboration*. Developed and taught mini-course for educational leaders. Project Zero Classroom, Harvard Graduate School of Education (July 2008). Council of English Speaking Schools in Benelux (CESSIB) (February 2010 & 2011).
14. *Learning about Headship Program*. (October 2008—June 2009). Co-designed, developed and taught an exploratory seminar unit (master's equivalent) created for Wiltshire County Council and funded through UK's Teacher Assistance Program (TAP) for Assistant and Deputy Headteachers in secondary schools in Wiltshire.
15. *Action Research for Instructional Leaders*. (2006-2007; 2007-2008). Developed and led an online seminar in collaborative action research with teacher leaders, school and district officials in the United States, China, Singapore, and Australia. WIDE World, Harvard Graduate School of Education.
16. *Action Research and Leadership for Learning*. October 2007. Designed and co-facilitated two-day workshop in action research approaches in support of teacher learning and evaluation of student-centered, inquiry-oriented, constructivist pedagogies for 10 teacher-researchers, teacher trainers, and applied researchers at the Jing An College of Education, Shanghai, China.
17. *Cultivating Cultures of Learning: The Role of Instructional Improvement and Distributed Leadership in Building Effective Learning Communities*. July 2007. Created and co-taught professional development workshop for educational leaders at National Staff Development Council (NSDC) Summer Conference.

Doctoral Students (Current) – Advisor/Dissertation Chair

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|-----------------|--|
| Latham, Chris | Administration & Supervision Ed.D. Program, University of Virginia |
| Lindsay, Gary | Administration & Supervision Ed.D. Program, University of Virginia |
| Safranek, Ellen | Administration & Supervision Ed.D. Program, University of Virginia |
| Silva, Claire | Administration & Supervision Ed.D. Program, University of Virginia |
| Walls, Morgan | Administration & Supervision Ed.D. Program, University of Virginia |
| Zargarpur, Lisa | Administration & Supervision Ed.D. Program, University of Virginia |

Dissertations Directed

Maloney, K. (2024). *Leaders' sensemaking and sensegiving for equity and excellence in K-6 Title I advanced academic programs*. University of Virginia, Administration and Supervision - School of Education and Human Development, EDD (Doctor of Education), 2021. Charlottesville, VA. <https://doi.org/10.18130/vrqp-ha15>

Sheriff, L. (2024). *Principal leadership for the whole child: An exploration of the role, vision, and practices of two principals in whole child, high-poverty, urban elementary schools*. University of Virginia, Administration and Supervision - School of Education and Human Development, EDD (Doctor of Education), 2021. Charlottesville, VA. <https://doi.org/10.18130/rhwr-ny13>

Sheppard, M. (2023). *Chronic absenteeism in Virginia high schools: Teachers' perceptions of school leaders' influence on school climate and the resulting influence on student attendance*. University of Virginia, Administration and Supervision - School of Education and Human Development, EDD (Doctor of Education), 2021. Charlottesville, VA.

Wright, J. (2021). *Teacher retention in rural schools: The impact of principal leadership practices on job embeddedness and teacher decision-making to stay or leave*. University of Virginia, Administration and Supervision - School of Education and Human Development, EDD (Doctor of Education), 2021. Charlottesville, VA. <https://doi.org/10.18130/f9r5-d525>

Page, C. (2021). *Working together for improvement or compliance: School and central office leadership relational trust in school improvement efforts within the accountability era*. University of Virginia, Administration and Supervision - School of Education and Human Development, EDD (Doctor of Education). Charlottesville, VA. <https://doi.org/10.18130/zw3k-sf45>

Borgman, C. (2021). *Enacting accountability in innovative schools: The sensemaking strategies of public Montessori principals*. (Ed.D. Capstone dissertation), University of Virginia, Charlottesville, VA. Current Position: Research Director, Montessori Science Program, University of Virginia.

Gillespie, M. (2020). *Coherence in the face of complexity: Secondary leaders' sensemaking in building disciplinary literacy programs*. (Ed.D. Capstone dissertation), University of Virginia, Charlottesville, VA. Current Position: Assistant Principal, Herndon High School, Fairfax County Public Schools, Virginia.

Reynolds, A. (2020). *An exploration of districts' principal hiring practices in the United States*. Administration and Supervision Ph.D. Program, University of Virginia (co-chaired with Prof. Michelle Young, Loyola Marymount University) Current Position: Post-doctoral Researcher, EdPolicy Works, School of Education and Human Development, University of Virginia.

Hertzberg, J. (2020). *Leadership, organizational routines, and innovation: A study of the implementation of project based learning in three elementary schools*. (Ed.D. Capstone dissertation), University of

Virginia, Charlottesville, VA. Retrieved from <https://doi.org/10.18130/v3-4rm0-pv32>. Current Position: Principal, Flint Hill Elementary School, Fairfax County Public Schools, Virginia.

Osborne, J. (2019). *Department chair instructional leadership at independent schools*. (Ed.D. Capstone dissertation), University of Virginia, Charlottesville, VA. Retrieved from https://libraetd.lib.virginia.edu/public_view/0g354f787. Current Position: Coordinator of Professional Development K-12 and Social Studies Department Chair, King Abdullah Academy, Washington, DC.

Midha, G. (2019). *Principal meetings and the creation, retention, and transfer of professional knowledge*. Administration and Supervision Ph.D. Program, University of Virginia. (chair). Retrieved from <https://doi.org/10.18130/v3-jdm8-sj18>. Current Position: Educational leadership consultant, India.

Dixon, C. (2019). *A framework for executive leadership of continuous improvement in K-12 public school districts: Learning from research and practice*. (Ed.D. Capstone dissertation), University of Virginia, Charlottesville, VA. Retrieved from <https://doi.org/10.18130/v3-k5sw-0d98>. Current Position: Associate for Networked Improvement Science, Carnegie Foundation for the Advancement of Teaching, Palo Alto, California. *Winner of the 2020 Bruce Gansneder Outstanding Capstone Award, Curry School of Education and Human Development*.

England, S. (2018). *Principal decision making through decentralized teacher selection*. (Ed.D. Capstone dissertation), University of Virginia, Charlottesville, VA. Retrieved from <https://doi.org/10.18130/V3-N58W-3C71>. Current Position: Principal, Scottsville Elementary School, Albemarle County Public Schools, Virginia.

Boland, M. (2017). *Principal leadership and the implementation of a district instructional coaching framework*. (Ed.D. Capstone dissertation), University of Virginia, Charlottesville, VA. Retrieved from <https://doi.org/10.18130/V3Q35R>. (chair). Current Position: Principal, Rolling Valley Elementary School, Fairfax County Public Schools, Virginia.

Perrone, F. (2017). *Teacher Recruitment, Burnout, Fit, Attrition, and the Role of the Administrator*, Administration and Supervision Ph.D. Program, University of Virginia (co-chaired with Prof. Peter Youngs) Current Position: Assistant Professor, University of Indiana - Bloomington

Berlin, A. (2016). *Patient and public engagement in UK medical education*. Doctoral School Ed.D. Program, UCL Institute of Education. Current Position: Professorial Chair, Barts Medical School, Queen Mary University, London. (primary supervisor: Prof. Kathryn Riley)

Klaasens, Sharina. (2013). *Historical construction of identities of pupils with special educational needs*. Department of Education Ph.D. Program, University of Bath. Current Position: Executive Director, Special Care Centre, Abu Dhabi, United Arab Emirates. (primary supervisor: Prof. Harry Daniels)

Doctoral Students (Completed) – Committee Member or Appointed External Examiner

Collins, M. (2023) *Making sense of complexity: Executive leaders and executive leadership in an English multi-academy trust*. London, UK - University College of London Institute of Education, UK – EDD (Doctor of Education). [Appointed external examiner]

Hanlon, T. (2022). *Who's buying? A qualitative content analysis of marketing in higher education and the concept of students-as-consumers*. Charlottesville, VA: University of Virginia, Education - School of Education and Human Development, PHD (Doctor of Philosophy). Retrieved from

<https://doi.org/10.18130/9yx7-cx66>

Moraguez, D. (2022). *Developing equity and social justice leaders in educational leadership preparation programs: A three-manuscript analysis of program practices, faculty pedagogy, and conceptualizations of social justice leadership*. Charlottesville, VA: University of Virginia, Education - School of Education and Human Development, PHD (Doctor of Philosophy). Retrieved from <https://doi.org/10.18130/a04r-8s08>

Panfil, J. (2021). *Passion and purpose: A portrait of leadership practices supporting implementation of a dual language Spanish-English elementary school program*. Charlottesville, VA: University of Virginia, Administration and Supervision - Curry School of Education, EDD (Doctor of Education), 2021. Retrieved from <https://doi.org/10.18130/dfcz-qe72>

Rudolph, B. (2021). *The relationship of school leader values and practices to participation of black and latinx students in Advanced Placement courses*. Charlottesville, VA: University of Virginia, Administration and Supervision - School of Education and Human Development, EDD (Doctor of Education), 2021. Retrieved from <https://doi.org/10.18130/fv1q-gj66>

Sweeney, R. (2021). *Creando confianza: How middle school leaders create cultures of trust to foster the engagement of Latino families*. Charlottesville, VA: University of Virginia, Administration and Supervision - Curry School of Education, EDD (Doctor of Education), 2021. Retrieved from <https://doi.org/10.18130/80xa-7a69>

Allen, E.B. (2020). *A seat at the table: Using culturally responsive leadership to provide equitable and excellent opportunities for all students*. (Ed.D. Capstone dissertation), University of Virginia, Charlottesville, VA. Retrieved from <https://doi.org/10.18130/v3-03s8-jw32>.

Baker, J. (2020). *Promoting equity through social justice leadership in independent schools: A case study approach*. (Ed.D. Capstone dissertation), University of Virginia, Charlottesville, VA. Retrieved from <https://doi.org/10.18130/v3-wk7e-zp36>

Maginnis, E. (2020). *Building collective efficacy: How school leadership supports ninth-grade teams in implementing a developmentally responsive high school transition*. (Ed.D. Capstone dissertation), University of Virginia, Charlottesville, VA. Retrieved from <https://doi.org/10.18130/v3-5bh5-tq92>.

Ross, S. (2020). *Using the four pillar practices and constructive developmental theory as lenses for transformational learning in principal professional learning*. (Ed.D. Capstone dissertation), University of Virginia, Charlottesville, VA. Retrieved from <https://doi.org/10.18130/v3-nd7b-3723>.

Wooster, C. (2020). *Retaining the Dreamkeepers: Leadership influences on working conditions in minority-majority schools*. Charlottesville, VA: University of Virginia, Administration and Supervision - Curry School of Education, EDD (Doctor of Education), 2020. Retrieved from <https://doi.org/10.18130/v3-rttq-nj38>

Smith, M. (2018). *Teacher recruitment: The influence of recruitment processes on candidate decisions*. (Ed.D. Capstone dissertation), University of Virginia, Charlottesville, VA. Retrieved from <https://doi.org/10.18130/V3HD7NS2W>

Zapadka, N. (2018). *Developing effective school leaders: Perceptions of participants in a district-led academy for aspiring principals*. (Ed.D. Capstone dissertation), University of Virginia, Charlottesville, VA. Retrieved from <https://doi.org/10.18130/V3-YB2Z-8R49>

Cash, J. (2016). *Management's perspectives on the use of technology*. Sussex, UK: University of Sussex Department of Education – PHD (Doctor of Philosophy) [Appointed external examiner]

O'Donnell, K. (2016). *Organizational conditions affecting the implementation of instructional time: The role of leadership in the implementation of more and better time for students*. Administration & Supervision Ed.D. Program, University of Virginia. Current position: Assistant Head of School, St. Andrews School, Richmond, Virginia.

Swanson, J. (2016). *Organizational routines adopted by District of Columbia elementary schools in response to the Common Core state standards*. Administration & Supervision Ed.D. Program, University of Virginia. Current position: Director, Resource Allocation, Office of Chief of Staff, District of Columbia Public Schools (DCPS).

Ohlsson, S.H. (2012). *Sharing leadership in schools*. Department of Education Ed.D. Program, University of Bath.

Doctoral Students – Proposal & Upgrade Review Panels

School of Education and Human Development, University of Virginia

Rudolph, B. (2020) *The relationship of school leader practices to participation of Black and Latinx students in Advanced Placement courses*, Capstone Proposal Defense, Administration & Supervision Ed.D Program. (committee member)

Wright, J. (2019) *Teacher retention in rural schools: The impact of principal leadership practices on job embeddedness and teacher decision-making to stay, move, or leave*. Capstone Proposal Defense, Administration & Supervision Ed.D Program. (committee chair)

Panfil, J. (2019) *A portrait of leadership practices supporting implementation of a dual language Spanish-English elementary school program*. Capstone Proposal Defense, Administration & Supervision Ed.D Program. (committee member)

Page, C. (2019) *Working together for improvement or compliance: School and central office leadership relational trust in school improvement efforts*. Capstone Proposal Defense, Administration & Supervision Ed.D Program. (committee chair)

Gillespie, M. (2019) *Coherence in the face of complexity: Leaders' sensemaking in building disciplinary literacy programs*. Capstone Proposal Defense, Administration & Supervision Ed.D Program. (committee chair)

Borgman, C. (2019) *Enacting accountability in innovative schools: The sensemaking strategies of public Montessori principals*. Capstone Proposal Defense, Administration & Supervision Ed.D Program. (committee chair)

Allen, E.B. (2019) *A seat at the table: Using culturally responsive leadership to provide equitable and excellent opportunities for all students*. Capstone Proposal Defense, Administration & Supervision Ed.D Program. (committee member)

Lempp, J. (2019) *Principals' roles in ensuring the professional development of teachers*. Capstone Proposal Defense, Administration & Supervision Ed.D Program. (committee member)

Maginnis, E. (2019) *Building collective efficacy: How school leadership supports 9th grade teams in implementing a developmentally responsive high school transition*. Capstone Proposal Defense, Administration & Supervision Ed.D Program. (committee member)

Wooster, C. (2019) *Retaining the Dreamkeepers: Leadership Impacts on Working Conditions in Minority-Majority Schools*. Capstone Proposal Defense, Administration & Supervision Ed.D Program. (committee member)

- Midha, G. (2018) *Principal meetings and the creation, retention, and transfer of professional knowledge*. Dissertation Proposal Defense, Administration & Supervision Ph.D. Program. (committee chair)
- Osborne, J. (2018) *Department chair instructional leadership at independent schools*. Capstone Proposal Defense, Administration & Supervision Ed.D Program. (committee chair)
- Dixon, C. (2017) *Executive leadership for continuous improvement in K-12 public school districts: A comparative case study*, Capstone Proposal Defense, Administration & Supervision Ed.D Program. (committee chair)
- England, S. (2017) *Principal decision-making: Decentralized teacher selection in six elementary schools*, Capstone Proposal Defense, Administration & Supervision Ed.D. Program, Curry School of Education, University of Virginia (committee chair)
- Hertzberg, J. (2017) *Leadership, organizational routines, and innovation: A study of the implementation of project based learning in three elementary schools*, Capstone Proposal Defense, Administration & Supervision Ed.D. Program, Curry School of Education, University of Virginia (committee chair)
- Smith, M. (2017) *Teacher recruitment: The influence of recruitment processes on candidate decisions*. Capstone proposal defense, (committee member)
- Zapadka, N. (2017) *Developing Effective School Leaders: Perceptions of Participants in a District-led Academy for Aspiring Principals*. Capstone Proposal Defense, Administration & Supervision Ed.D. Program. (committee member)

Other Institutions

- Anderson, Charles, Social Science Research Unit Ed.D. Program, UCL Institute of Education
- Buttone, Nicholas, Department of Education Ph.D. Program, University of Bath
- Clemo, Theresa, Department of Education Ph.D. Program, University of Bath
- Eastlake, Joanna, Department of Education Ph.D. Program, University of Bath
- Jeragh, Fadeela, Department of Education Ph.D. Program, University of Bath
- Leighton, Timothy, Department of Education Ph.D. Program, University of Bath
- Pyne, Mary, Doctoral School Ph.D. Program, UCL Institute of Education
- Sands, Daniel, Doctoral School Ed.D. Program, UCL Institute of Education
- Wilkinson, Sheri, Doctoral School Ph.D. Program, UCL Institute of Education

SERVICE – National and International

Professional Service

- Plenum Representative, University of Virginia, to the *University Council for Educational Administration* (September 2016-ongoing)
- Explorer Member, Carnegie Project on the Education Doctorate (CPED) (April 2022-March 2023)
- Chair, Organizational Theory SIG, AERA (April 2020 – May 2022)
- Member, Collaborative Leadership Board, Improvement Scholars Network (September 2019 – ongoing).
- Member, Steering Committee, Improvement Leadership Education and Development (iLEAD), Carnegie Foundation for the Advancement of Teaching (October 2018- 2022).
- Team lead, University of Virginia – Chesterfield County Public Schools Improvement Working Group, Improvement Leadership Education and Development (iLEAD), Carnegie Foundation for the Advancement of Teaching (October 2017- 2022).
- Program Chair, Organizational Theory SIG, AERA (April 2018-March 2020).
- Facilitator, Curriculum, Instruction, and Coherence Networked Improvement Community for the *University Council for Educational Administration Professional Development Network*, (September 2016-November 2020)
- Participant, Academic Symposium, Carnegie Foundation for the Advancement of Teaching, Carnegie Summit on Improvement in Education, 2018, 2019

- Panel Member, Commissioning Panel, Raising Learning Outcomes Programme. Economic and Social Research Council/Department for International Development, UK Government, London, UK. (May 2017).
- Invited Participant, Multi-School Organization Workshop, London Centre for Leadership in Learning, UCL Institute of Education, London, UK (September 2017; February 2018)
- Invited Participant, Higher Education Strategy Convening, Carnegie Foundation for the Advancement of Teaching, Palo Alto, CA, USA. (January 2017)
- Co-facilitator, Faculty Professional Learning Community, University Principal Preparation Initiative, Wallace Foundation, conducted by the *University Council for Educational Administration (UCEA)*. San Antonio, TX (April 2017) and Denver, CO (November 2017).
- Team member, Site Study Visit to the Peabody School of Education, Vanderbilt University, sponsored by the Higher Education Network, Carnegie Foundation for the Advancement of Teaching (June 2016)
- Member, Higher Education Network, Carnegie Foundation for the Advancement of Teaching (June 2014 – ongoing)
- Council Member for the *British Educational Leadership, Management and Administration Society* (July 2013-2015).
- Chair, Collaborative Learning, for the *American Educational Research Association Organizational Theory Special Interest Group* (2013-2014)
- Chair, Awards Committee, for the *American Educational Research Association Organizational Theory Special Interest Group* (2009-2013)
- Co-organizer for the *International Society for Cultural and Activity Research (ISCAR) UK and Ireland Regional Seminar* (2010-2012)
- Member of the *Wiltshire County (UK) Leadership Development Group* (2008-2011).
- Advisor for the *Beyond Current Horizons Research Challenge: Identities, Citizenship, Communities*. (September 2008—May 2009).
- Co-editor, Book Reviews, for the journal *Education, Communication & Information* (July 1999 to June 2003).

Selected Consultations

- Evaluator, Council of the Chief State School Officers (CCSSO), Early Learning Networked Improvement Community. Serving as lead consultant on a developmental evaluation of this national initiative (September 2021 – 2024)
- Consultant, Education Development Corporation, Texas Program Improvement Network. Serving as consultant to Steering Committee for a leadership preparation program improvement initiative funded by the Wallace Foundation. (September 2022 – August 2023).
- Staff Associate, Partners for Educational Leadership. Serving as consultant and facilitator for the Acceleration Networked Improvement Community. (June 2021 – ongoing)

Reviewer (ad-hoc)

American Educational Research Journal (2019-2024); American Journal of Education (2020, 2021); AERA Open (2019-2022); Educational Administration Quarterly (2020, 2022, 2023); Oxford Bibliographies in Education (2019); Educational Management, Administration, and Leadership (2015-2023); Journal of Education Policy (2018-2019); Journal of Research on Leadership Education (2018, 2020, 2021); Journal of Professional Capital and Community (2019-2021); Educational Assessment, Evaluation, and Accountability (2012-2015); Learning, Culture and Social Interaction (2012-2015); Management in Education (2008-2016); Journal of Education and Work (2010-2018); Journal of Applied Research in Higher Education (2009-2014); Journal of Research in International Education (2011-2014); Language and Education (2011-present); Journal of Curriculum Studies (2007-2015); Journal of Educational Media (June 2004-2010); School Leadership & Management (2021-2023)

American Educational Research Association Annual Meeting Proposals (2003-2007, 2009-2013, 2015, 2016, 2018, 2019, 2023, 2024)

American Educational Research Association Annual Meeting LTEL SIG juried dissertation award (2018, 2019)

University Council for Educational Administration Annual Conference Proposals (2014-2023).

University Council for Educational Administration 2018 David L. Clark National Graduate Student Research Seminar in Educational Leadership and Policy Review Committee.

University Council for Educational Administration 2016 Jay D. Scribner Mentoring Award Selection Committee.

Bloomsbury Press Book Proposals (2016-2018).

Oxford University Press, Book Proposal (2016-2019).

SAGE Publications, Book Proposals (2015, 2016, 2018). Book Chapter, 2008.

International Conference of the Learning Sciences Annual Meeting Proposals (2006, 2008).

SERVICE – University, School, DepartmentUniversity

Curry School Representative, University of Virginia Faculty Senate. (2015—2019). Member, UVA Faculty Senate Academic Affairs Committee.

Internal Examiner, Degree Scheme Reviews. University of Bath, Department of Health, Doctor of Health Program (2011) and University of Bath, Department of Education, FdSc/BSc Sport (Sport Performance) (2010).

School of Education and Human Development (EHD)

General Faculty Representative, School of Education and Human Development Promotion and Tenure Committee, University of Virginia (2021-2023)

Team Lead and National Steering Committee Member, Improvement Leadership Education and Development (iLEAD) initiative with Chesterfield County Public Schools and the Carnegie Foundation for the Advancement of Teaching. (2017-ongoing)

Departmental Representative (EDLF), elected to Curry School Faculty Council, University of Virginia (2018 – 2020)

Member, Center for Race and Public Education in the South (2018 – present)

Member, EHD Ed.D. Committee (2018 – 2019; 2021 - present)

Member, Global Advisory Committee, Curry School of Education, University of Virginia (2015—2019)

Organizer, EDLF/UCEA/Cooper Annual Leadership of Learning Lecture (2015—2021)

Advisor, Darden/Curry Partnership for Leaders in Education, University of Virginia (November 2015). Invited to offer expert input on preparation of proposal to Wallace Foundation for examining the role of Supervisors of Principal Supervisors.

Departmental representative, Research, Consultancy and Knowledge Transfer Committee of the Faculty of Policy and Society, University of Bath. (September 2013—July 2014)

Founding Member, Faculty of Humanities and Social Sciences Flexible Learning Program, University of Bath (October 2010—December 2012)

Member, Steering Committee of the University’s Centre for Sociocultural and Activity Theory (CSAT), University of Bath (November 2008—December 2012)

Member, Faculty of Humanities and Social Sciences Doctoral Supervision Working Group, University of Bath (November 2011—December 2012)

Department/Program

Ed.D. Degree Director, Administration and Supervision Executive Studies in Educational Leadership (ExSEL) Ed.D. Program (2018-2019; 2021-present)

Co-chair, Department of Leadership, Foundations and Policy (EDLF) Diversity, Equity, and Inclusion Committee (2021 to present)

Postgraduate Research Tutor, London Centre for Leadership in Education, UCL Institute of Education (October 2013—July 2014)

Program Co-director, MA Leadership (TeachFirst), London Centre for Leadership in Education, UCL Institute of Education (June 2013—July 2014)

Program Co-director, Applied Educational Leadership and Management (Distance Learning) MA, London Centre for Leadership in Education, UCL Institute of Education. (June 2013—July 2014)

Research Group Coordinator, London Centre for Leadership in Education, UCL Institute of Education (September 2013—July 2014)

Director of Studies, Ed.D. Research Students, Department of Education, University of Bath (August 2010—December 2012).

Research Liaison, Postgraduate Certificate in Education Programme (PGCE), Department of Education, University of Bath (2009-2010).

Member, MA Program Task Force, Department of Education, University of Bath (October—December 2009).

Member, E-learning Strategy Committee, Department of Education, University of Bath (November—December 2009).

Convener, Organisational Research in Education reading group, Department of Education, University of Bath (2009-2012).

PROFESSIONAL QUALIFICATIONS AND MEMBERSHIPS

Qualifications and Fellowships

Leadership of Academic Matters (LAM), University of Virginia, invited to participate (completed 2022)
Post Graduate Certificate in Academic and Professional Practice (PGCAPP),

University of Bath, 2012

UK Higher Education Academy (HEA), Fellow (2011-present)

Memberships

American Educational Research Association (AERA), Member and SIG Officer (1998-present)

British Educational Leadership, Management and Administration Society, Member and Officer (2008-2016)

Carnegie Project on the Education Doctorate, Explorer Member (CPED)

International Conference on School Effectiveness and Improvement, Member (2014-2017)

International Society for Cultural and Activity Research, Member (2006-2014)

University Council for Educational Administration, Plenum Representative and Member (2014-present)

ADDITIONAL EDUCATIONAL EMPLOYMENT

Harvard Graduate School of Education, Cambridge, MA (2003—July 2008).

Research Director (2006—2008), Research Manager (2003—2006), WIDE World Project. Established research and evaluation strategy, including overseeing program monitoring, quality assurance, program outcome, and dissemination of results for WIDE World Online Professional Development, a teacher professional development initiative at the Harvard Graduate School of Education that offered online and on-site programs to K-12 schools and districts in the U.S. and around the world.

Harvard Graduate School of Education, Cambridge, MA (2003—2008).

Program Evaluator. Designed and carried out evaluations of school district instructional leadership development programs in New York and Massachusetts, including a two-year evaluation for Project Zero (Principal Investigator: Lois Hetland) of Project COOL (Collaborative Online/Offline Learning).

Harvard Graduate School of Education, Cambridge, MA (1999—2000).

Research Assistant. Conducted data collection and analysis for studies of innovative designs for professional learning in Milwaukee Public Schools and Cambridge, MA., under the direction of Principal Investigators Prof. Martha Stone Wiske and Prof. Chris Dede.

John F. Kennedy School of Government, Harvard University, Cambridge, MA (1989—2003)

Assistant Director (1995-2003), Case Researcher (1989-1994), Case Program. Established and managed the operations of Case Lab, the Kennedy School's first multimedia curriculum design lab. Responsible for overseeing and designing, developing, and using multimedia, web-based, and video curricular materials to support graduate and executive programs in public sector leadership, with a primary focus on education and health. Prior to appointment as Assistant Director, wrote over 40 case studies of public sector leadership primarily in education and health.

World Education, Inc., Boston, MA (1984—1988)

Project Manager. Managed educational development projects in Africa (Kenya, Senegal, South Africa) and East Asia (Thailand, Philippines) for international non-profit.

Center for English Language and Orientation Programs, Boston University, Boston, MA (1983-1984)

International Student Advisor.

United States Peace Corps, Democratic Rep. of the Congo (DRC, formerly Zaire), Africa, (1980—1982)

Peace Corps Volunteer, Mushenge, DRC. Taught Social Studies, Geography, History, and English in regional secondary school. Served as Deputy Headteacher when Headteacher was absent.

Assistant Coordinator of ESL Instructor-Training, Bukavu, DRC. Teacher trainer for the Peace Corps during school summer holidays, 1981 and 1982.