

LORA A. COHEN-VOGEL, PhD

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AREAS OF SPECIALIZATION

Public policy in education; education politics; teacher quality; continuous improvement research and bringing to scale programs and processes for system-level improvement.

EDUCATION

- 2002 Ph.D., Leadership, Organizations and Policy Studies, Peabody College of Education and Human Development, Vanderbilt University
- 1992 B.A., Major: Psychology. Minor: Education, Colgate University

ACADEMIC POSITIONS

- 2018 – Frank A. Daniels Endowed Chair and Distinguished Professor of Public Policy and Education, University of North Carolina at Chapel Hill.
- 2015 – 2018 Robena and Walter E. Hussman, Jr. Endowed Chair and Distinguished Professor of Policy and Education Reform, University of North Carolina at Chapel Hill.
- 2011 – 2017 Coordinator, PhD in Education, Policy, Leadership & School Improvement, University of North Carolina at Chapel Hill.
- 2011 – 2015 Robena and Walter E. Hussman, Jr. Endowed Chair and Distinguished Associate Professor of Policy and Education Reform, University of North Carolina at Chapel Hill.
- 2008 – 2011 Associate Professor, Department of Educational Leadership and Policy Studies, Florida State University.
- 2008 – 2011 Coordinator, PhD, MA & Certificate in Education Policy and Evaluation, Florida State University.
- 2002 – 2008 Assistant Professor, Department of Educational Leadership and Policy Studies, Florida State University.

ADMINISTRATIVE/LEADERSHIP POSITIONS (Not listed above)

- 2018 – Director of Interprofessional Education, School of Education, University of North Carolina at Chapel Hill.
- 2017 Chair, Steering Committee. Toward a Carolina Improvement Science Initiative: A Lightning Symposium, University of North Carolina at Chapel Hill.

- 2017 – 2019 Chair of the Faculty, School of Education, University of North Carolina at Chapel Hill
- 2015 – 2018 Vice President/Vice President Elect, American Educational Research Association. Founded in 1916, AERA is a national research society of 25,000 members who strive to advance knowledge about education, encourage scholarly inquiry related to education, and promote the use of research to serve the public good.
- 2010 – 2013 Associate Director, National Center for Scaling up Effective Schools. The \$13.6 million Center is a federally-funded partnership between Vanderbilt University, The University of North Carolina at Chapel Hill, The Florida State University, The University of Wisconsin–Madison, The Georgia State University, technical assistance specialists, and two of the nation’s largest school districts.
- 2008 – 2010 President, Politics of Education Association
- 1994 – 1997 Executive Director, Urban Harmony Movement. The Urban Harmony Movement is a program of the Contemporary A Cappella Society helping students living in poverty to gain access to music education.

HONORS AND AWARDS

- Bill and Karen Campbell Faculty Mentor, Eshelman School of Pharmacy, University of North Carolina at Chapel Hill. (2013 – present).
- Eminent Scholar Mentor, School of Public Policy, University of Maryland, Baltimore County. (2015 – 2017).
- Early Career Award (finalist), American Educational Research Association. (2013).
- Scholar of Influence, Edu-Scholar Public Influence Rankings, *Education Week*. “The metrics recognize university-based scholars in the U.S. who are contributing most substantially to public debates about education.” (Multiple years).
- Fellow, Education Policy Institute of Carolina, University of North Carolina at Chapel Hill. (2012 – present).
- David Colton Award, Politics of Education Association (2010).
- Postdoctoral Fellow, Spencer Foundation. Hosting institution: Johns Hopkins University. Awarded and declined (2002).
- Dissertation Grant Award, American Educational Research Association (2001).
- University Graduate Fellowship for Outstanding Scholarship, Vanderbilt University (1997 – 2001).
- B.A. with Honors, Colgate University. Thesis: Computer-based educational testing (1992).
Published in the *Journal of Educational Computing Research*.
- Undergraduate Honors Intern, Educational Testing Service, Princeton, NJ (1990).
- University Merit Scholar, N.W. Ayer Foundation, New York, NY (1988 – 1992).

PUBLICATIONS

Refereed Journal Articles

- Cohen-Vogel, L.**, Sadler, J.⁺, Little, M.⁺, Merrill, B.⁺ & Curran, F.C. (Under review.) The politics of policy change in Pre-K education: An event history analysis.
- Cohen-Vogel, L.**, Little, M.⁺, Sadler, J.⁺ & Merrill, B.⁺ (Under review). Data use in early childhood education.
- Cohen-Vogel, L.**, Sadler, J.⁺, Little, M.⁺ & Merrill, B.⁺ (Under review). Aligning standards, curricula, and assessments in early education: Evidence from North Carolina's PreK Program.
- Sadler, J.⁺ & **Cohen-Vogel, L.** (Revise and Resubmit). The hidden side of testing: What Philadelphia's cheating scandal reveals about test-based accountability pressures.
- Little, M.⁺, Sadler, J.⁺ & **Cohen-Vogel, L.** (Revise and Resubmit). Teacher effectiveness in elementary science education: Nationally representative evidence from the ECLS-K: 2011.
- Merrill, B.⁺, Little, M.⁺, Sadler, J.⁺, Lee, K.⁺, & **Cohen-Vogel, L.** (Revise and Resubmit). "Quality" Features in State-funded Early Childhood Education.
- Cohen-Vogel, L.**, Rose Socol, A.⁺, Edwards, T.⁺, & Xing, Q.⁺ (Revise and Resubmit). Today's agendas for improving education research.
- Harrison, C.⁺, Wachen, J.⁺, Brown, S.⁺ & **Cohen-Vogel, L.** (In press). A view from within: Lessons learned from doing continuous improvement research. *Teachers College Record*.
- Cohen-Vogel, L.**, Allen, D.⁺, Rutledge, S., Harrison, C., Cannata, M. & T. Smith. (In press). The dilemmas of research-practice partnerships: Implications for leading continuous improvement in education. *Journal of Research on Organization in Education*.
- Curran, C., Little, M.⁺, **Cohen-Vogel, L.**, & T. Domina. (In press). Does using school readiness assessments for class placements lead to academic sorting in Kindergarten? *Educational Policy*.
- Osborne-Lampkin, L., **Cohen-Vogel, L.**, L. Feng, & J. Wilson.⁺ (2018). Researching collective bargaining agreements: Building conceptual understandings in an era of declining union power. *Educational Policy*. Published on-line in 2017.
- Tichnor-Wagner, A.⁺, Allen, D.⁺, Socol, A.R.⁺, **Cohen-Vogel, L.**, Rutledge, S., & Xing, Q.⁺ (2018). Studying implementation within a continuous improvement process: What happens when we design with adaptations in mind? *Teachers College Record*, 120 (5). Published on-line in 2017.
- Cannata, M., **Cohen-Vogel, L.**, & Sorum, M. (2017). Partnering for improvement: Improvement communities and their role in scale up. *Peabody Journal of Education*, 92 (5), 569–588
- Little, M.⁺, & **Cohen-Vogel, L.** (2017). Ready for school? Assessing America's kindergartners. *Teachers College Record*. At <http://www.tcrecord.org/Content.asp?ContentID=21959>

⁺ Co-author is/was a student at UNC or FSU when the scholarly activities occurred.

- Cohen-Vogel, L.,** Little, M.⁺ & C. Fierro. (2017). Evidence-based staffing in high schools: Using student achievement data in teacher hiring, evaluation, and assignment. *Leadership and Policy in Schools*.
- Tichnor-Wagner, A.⁺, Wachen, J. ⁺, Cannata, M. & **Cohen-Vogel, L.** (2017). Continuous improvement in the public school context: Understanding the implementation of Plan-Do-Study-Act cycles. *Journal of Educational Change*, 18 (3).
- Wachen, J.⁺, Harrison, C.⁺, & **Cohen-Vogel, L.** (2017). Data use as instructional reform: Exploring educators' reports of classroom practice. *Leadership and Policy in Schools*.
- Little, M.⁺ & **L. Cohen-Vogel.** (2016). Too much too soon? An analysis of the discourses used by policy advocates in the debate over early childhood education. *Education Policy Analysis Archives*, 24 (106).
- Little, M.⁺, **Cohen-Vogel, L.** & F. C. Curran. (2016). Facilitating the transition to Kindergarten: What ECLS-K data tell us about school practices then and now. *AERA Open*, 2 (3),1–18
- Cohen-Vogel, L.,** Cannata, M., Rutledge, S.A., & Socol, A.R.⁺ (2016). A model of continuous improvement in high schools: A process for research, innovation design, implementation, and scale. *Teachers College Record*, 118 (14).
- Tichnor-Wagner, A. ⁺, Harrison, C. ⁺, & **Cohen-Vogel, L.** (2016). Cultures of learning in effective high schools. *Education Administration Quarterly*, 52 (4), 602–642
- Cannata, M., **Cohen-Vogel, L.,** Rutledge, S. & Smith, T. (2016). Design and implementation of high school reform—Perspectives from research and practice. *Teachers College Record*, 118 (14).
- Rutledge, S., **Cohen-Vogel, L.,** Roberts, R.⁺ & Osborne-Lampkin, L. (2015). Understanding effective high schools: Evidence for personalization for academic and social emotional learning. *American Educational Research Journal*, 52 (6), 1060-1092.
- Cohen-Vogel, L.,** Tichnor-Wagner, A.⁺, Allen, D. ⁺, Harrison, C.⁺, Kainz, K., Rose Socol, A.⁺, & Xing, Q.⁺ (2015). Implementing educational innovations at scale: Remaking researchers into improvement scientists. *Educational Policy*, 29 (1), 257-277.
- MidKiff, B.⁺ & **Cohen-Vogel, L.** (2015). Understanding local instructional responses to federal accountability mandates: A typology of extended learning time. *Peabody Journal of Education*, 90 (1), 9-26.
- LaVenita, M.⁺, **Cohen-Vogel, L.** & Lang, L. (2015). The Common Core State Standards Initiative: An event history analysis of state adoption. *American Journal of Education*, 121 (2), 145-182.
- Osborne-Lampkin, L. & **Cohen-Vogel, L.** (2014). “Spreading the wealth”: How principals use performance data to populate classrooms. *Leadership and Policy in Schools*, 13 (2), 188–208.
- Cohen-Vogel, L.,** Feng, L. & Osborne-Lampkin, L. (2013). Seniority provisions in collective bargaining agreements and the “teacher quality gap.” *Educational Evaluation and Policy Analysis*, 35 (3), 324-343.

- Cohen-Vogel, L.** & Harrison, C.⁺ (2013). Leading with data: Evidence from the National Center on Scaling Up Effective Schools. *Leadership and Policy in Schools, 12* (2), 122-145.
- Hauptli, M.⁺ & **Cohen-Vogel, L.** (2013). The federal role in education from Johnson through Obama: A policy regimes analysis. *American Journal of Education, 119* (3), 373-404.
- Harrison, C.⁺ & **Cohen-Vogel, L.** (2012). The politics of teacher reform in Florida: Analyzing causal narratives surrounding state adoption of performance-based evaluations, performance pay, and tenure elimination. *Peabody Journal of Education, 87* (5), 517-534
- Venters, M.⁺, Hauptli, M.⁺ & **Cohen-Vogel, L.** (2012). Federal solutions to school fiscal crises: Lessons from Nixon's failed national sales tax for education. *Educational Policy, 26* (1), 35-57.
- Cohen-Vogel, L.** (2011). Staffing to the test: Are today's school personnel practices evidence based? *Educational Evaluation and Policy Analysis, 33* (4), 483-505.
- Cha, S.⁺ & **Cohen-Vogel, L.** (2011). Why they quit: a focused look at teachers who leave for other occupations. *School Effectiveness and School Improvement, 22* (4), 371-392.
- Kalifeh, P.⁺, **Cohen-Vogel, L.**, & Grass, S.⁺ (2011). The federal role in early childhood education: Evolution in the goals, governance, and policy instruments of Project Head Start. *Educational Policy, 25* (1), 36-64.
- Cohen-Vogel, L.**, Goldring, E. & Smrekar, C. (2010). The influence of local conditions on social service partnerships, parent involvement and community building in neighborhood schools. *American Journal of Education, 117* (1), 1-28.
- Cohen-Vogel, L.** & Rutledge, S.A. (2009). The pushes and pulls of new localism: School-level instructional arrangements, instructional resources, and family-community partnerships. *Teachers College Record, 111*(13), 70-103. (Published originally as a chapter in *Yearbook of the National Society for the Study of Education.*)
- Cohen-Vogel, L.**, Ingle, K.⁺, Albee, A.⁺ & Spence, M.⁺ (2008). The "spread" of merit-based college aid: Politics, policy consortia and interstate competition. *Educational Policy, 22* (3), 339-362.
- Ingle, K.⁺, **Cohen-Vogel, L.** & Hughes, R.⁺ (2007). The public policy process among Southeastern states: Elaborating theories of regional adoption and hold-out behavior. *Policy Studies Journal, 36* (1), 607-628.
- Cohen-Vogel, L.** & Ingle, K.⁺ (2007). When neighbors matter most: Innovation, diffusion and state policy adoption in tertiary education. *Journal of Education Policy, 22* (3), 241-262.
- Cohen-Vogel, L.** & Osborne-Lampkin, L.⁺ (2007). Allocating quality: Collective bargaining agreements and administrative discretion over teacher assignment. *Educational Administration Quarterly, 43* (5), 433-461.
- Cohen-Vogel, L.** & Smith, T. (2007). Qualifications and assignments of alternatively certified teachers: Testing core assumptions. *American Educational Research Journal, 44* (3), 732-753.

- Cohen-Vogel, L. & Hunt, H.⁺** (2007). Governing quality in teacher education: Deconstructing federal text and talk. *American Journal of Education*, 114 (1), 137-163.
- Goldring, E., **Cohen-Vogel, L.** & Smrekar, C. (2006). Neighborhood capacity in the postbusing era: What does “closer to home” really mean for families and schools? *American Journal of Education*, 112 (3), 335-362.
- Cohen-Vogel, L.** (2005). Federal role in teacher quality: “Redefinition” or policy alignment? *Educational Policy*, 19 (1), 18-43.
- Cohen-Vogel, L.** & Herrington, C. (2005). Teacher and leadership preparation and development: No stranger to politics. *Educational Policy*, 19 (1), 5-17.
- Cohen-Vogel, L.** (2003). Coupling public school choice and accountability: Implications for school governance. *Peabody Journal of Education*, 78 (4), 4-28.
- Smrekar, C. & **Cohen-Vogel, L.** (2001). The voices of parents: Rethinking the intersection of family and schools, *Peabody Journal of Education*, 76 (2), 75-100.
- Cohen-Vogel, L.** & Cohen-Vogel, D. (2000). School finance reform in Tennessee: Inching towards adequacy. *Journal of Education Finance*, 26 (3), 297-317.
- Cohen-Vogel, L.** (Published under nee Vogel). (1994). Explaining performance on p&p versus computer mode of administration for the verbal section of the Graduate Record Exam. *Journal of Educational Computing Research*, 11 (4), 369-383.

Books/Edited Volumes

- Cohen-Vogel, L.** (Ed.). (Prospectus Accepted). Civic Education in 21st Century America. Special Issue of the *Peabody Journal of Education*.
- Smith, T., Cannata, M., **Cohen-Vogel, L.** & Rutledge, S. (Eds.). (2016). Effectiveness and Scale in U.S. High Schools. New York, NY: Teachers College Press.
- Cohen-Vogel, L.**, & Herrington, C. (Eds.). (2005). The Politics of Teacher and Administrator Training: The Quality Controversy. Yearbook of the Politics of Education Association. Published simultaneously as a special issue of *Educational Policy*. Thousand Oaks, CA: Corwin Press, Inc.

Chapters in Refereed Annuals and Handbooks

- Ingle, W. & **Cohen-Vogel, L.** Power, politics, and hegemony. (In press). In R. Papa and F. English (Eds.), *Oxford Encyclopedia of Educational Administration*. New York, NY: Oxford University Press.
- McLendon, M., **Cohen-Vogel, L.** & Wachen, J.⁺ (2014). Understanding education policymaking and policy change in the American states: Learning from contemporary policy theory. In B.S. Cooper, L. Fusarelli, and J. Cibulka (Eds.), *Handbook of Educational Politics and Policy* (2nd edition). Oxford, UK: Routledge, Taylor & Francis.
- Cohen-Vogel, L.** & McLendon, M. (2009). New approaches to understanding federal involvement in education. In D. Plank, G. Sykes, and B. Schneider (Eds.), *Handbook of*

Education Policy Research (pp. 735-748). A Handbook for the American Educational Research Association. Mahwah, NJ: Lawrence Erlbaum.

Cohen-Vogel, L. & Rutledge, S. (2009). The pushes and pulls of new localism: School-level instructional arrangements, instructional resources, and family-community partnerships. In R. Crowson, and E. Goldring (Eds.), *The New Localism in American Education: The Yearbook of the National Society for the Study of Education*, Volume 108, (pp. 70-103). Chicago: University of Chicago Press.

Smrekar, C., **Cohen-Vogel, L.** & Lee, J.⁺ (2009). Mapping family-school relations in comprehensive school reform models and charter school designs: A call for a new research agenda. In S. L. Christenson & A. L. Reschly (Eds.), *Handbook on School-Family Partnerships for Promoting Student Competence* (pp. 380-406). Oxford, UK: Routledge, Taylor & Francis Group.

McLendon, M., & **Cohen-Vogel, L.** (2008). Understanding educational policy-making in the American states: Lessons from political science. In B.S. Cooper, L. Fusarelli, and J. Cibulka (Eds.), *Handbook of Educational Politics and Policy* (pp. 30-51). Oxford, UK: Routledge, Taylor & Francis.

Chapters in Edited Books

Cohen-Vogel, L., Osborne-Lampkin, L. & Houck, E. (2013). New data, old patterns: The role of test scores in student assignment. In D. Anagnostopoulos, S.A. Rutledge, and R. Jacobsen (Eds.), *The Infrastructure of Accountability: Mapping Data Use and its Consequences* (pp. 129-144). Cambridge, MA: Harvard Education Press.

Book Reviews

Tichnor-Wagner, A. & **Cohen-Vogel, L.** (2015). Fear and Learning in America - Bad Data, Good Teachers, and the Attack on Public Education by John Kuhn. *Teachers College Record*.

Research Reports

Cohen-Vogel, L., Edwards, T.⁺, Harrison, C.⁺, Rutledge, S.A. & Tichnor-Wagner, A.⁺ (2015). Implementation and Early Outcomes in Innovation Schools: Report from Year Five of the National Center for Scaling up Effective Schools. Nashville, TN: National Center for Scaling up Effective Schools.

Rutledge, S., **Cohen-Vogel, L.** & Osborne-Lampkin, L. (2012). Identifying the characteristics of effective schools: Report from Year One of the National Center for Scaling up Effective Schools. Nashville, TN: National Center for Scaling up Effective Schools.

Rutledge, S., **Cohen-Vogel, L.**, Smith, T., Cannata, M. & Osborne-Lampkin, L. (2012). Effective high schools: District innovation design team report. Nashville, TN: National Center for Scaling up Effective Schools.

Cohen-Vogel, L., Rutledge, S. & Osborne-Lampkin, L. (2011). The practices, programs and policies of higher and lower value-added schools. Nashville, TN: National Center for Scaling up Effective Schools.

Public Scholarship/Creative Activity (Selected)

Cohen-Vogel, L. (Featured Guest). (2016) A PBS Documentary: *Continuous Improvement in Education*. Detroit, MI: Detroit Public Broadcasting.

Harrison, C., **Cohen-Vogel, L.**, Traeger, D. & B. Fatout. (2016). *Lessons from a research-practice partnership: Achieving depth and sustainability through authentic partnership*. Invited blog series: National Center for Research in Policy and Practice.

Cohen-Vogel, L., Harrison, C. Traeger, D. & B. Fatout. (2015). *Lessons from a research-practice partnership: The importance of building from evidence of local success*. Invited blog series: National Center for Research in Policy and Practice.

Kainz, K., **Cohen-Vogel, L.** & Harrison, C.⁺ (2015). The mighty middle: Improving teaching through continuous improvement means concentrating on the majority of teachers, not just the ‘bad apples’ and high achievers. *American School Board Journal*.

Cohen-Vogel, L. & L. Osborne-Lampkin. (2014). “Spreading the wealth”: Populating classrooms in the age of performance-based accountability. Invited blog: Policy Analysis for California Education (PACE).

Cohen-Vogel, L. (Executive Producer). (2009). Film: *The Politics of Education: Building a Legacy*. Premiered on the 40th anniversary of the Association, San Diego, CA.

Manuscripts in Progress

Socol Rose, A.⁺, **Cohen-Vogel, L.**, Xing, Q.⁺ & Edwards, T.⁺ The agenda discourse: A framework for understanding the federal role in improving education research.

Little, M.⁺, **Cohen-Vogel, L.**, Sadler, J.⁺, & B. Merrill⁺. Implementation of a new kindergarten readiness assessment in North Carolina.

Cohen-Vogel, L., & Little, M.⁺ Policy coherence in prekindergarten through third grade.

Feng, L., **Cohen-Vogel, L.** & Osborne-Lampkin, L. Using teacher value-added estimates to test the relationship between collective bargaining agreements and the “teacher quality gap.”

Rutledge, S., Smith, T. & **Cohen-Vogel, L.** Revisiting control and commitment strategies for organizational design and effectiveness.

Invited Talks (Recent)

Cohen-Vogel, L. & Kainz, K. (2017, June). Learning to improve: Evidence and improvement science. Global Implementation Conference, Toronto, Canada

Cohen-Vogel, L. (2017, May). The dilemmas of research-practice partnerships: Implications for improving high schools. Beck Conference: Improving Urban Secondary Schools. University of Minnesota, Minneapolis, MN.

Cohen-Vogel, L. (2017, May). Keynote Address – Improving our efforts: What does it take to change a system? Toward an Improvement Science Initiative Conference. Chapel Hill, NC

Cohen-Vogel, L. (2017, May). Implementation at scale: A four-stage model of improvement. Toward an Improvement Science Initiative Conference. Chapel Hill, NC.

- Cohen-Vogel, L.** (2017, April). AERA Presidential Address: Dialogues across Systems that support students and families: The urgency to teach, protect, and reduce vulnerability. Annual meeting of the American Educational Research Association, San Antonio, TX.
- Cohen-Vogel, L.** (2017, April). Building bridges from research to policy: How can Division C researchers work more effectively with policy professionals? Annual meeting of the American Educational Research Association, San Antonio, TX.
- Cohen-Vogel, L.** (2016, October). Election 2016: Debating the Issues. Wake Forest University, Winston Salem, North Carolina.
- Cohen-Vogel, L.** (2016, October). Continuous improvement: The next generation of education research? Eminent Scholar Lecture, University of Maryland, Baltimore County.
- Cohen-Vogel, L.** (2016, June). Using improvement research with North Carolina's lowest-performing schools. The Public School Forum. Raleigh, NC.
- Cohen-Vogel, L.** (2016, June). Where do we go from here? Continuous improvement and social science research firms. MDRC. New York, NY.
- Cohen-Vogel, L., Easton, J., Goldring, E. & B. Jacob.** (2016, March). Improvement science and traditional research paradigms: Bridging the divide to advance evidence-based policy, programs, and practices. Annual meeting of the Association for Education Finance and Policy. Denver, CO.
- Cohen-Vogel, L.** (2015, October). Opportunities and dilemmas of partnering for continuous improvement. National Conference on Using Continuous Improvement to Integrate Design, Implementation, and Scale Up. Nashville, TN. October, 2015.
- Rutledge, S. & **L. Cohen-Vogel.** (2015, June). Leveraging personalization for academic and social emotional learning. Summer Institute, National Center for Scaling up Effective Schools and Broward County Public Schools. Fort Lauderdale, FL.
- Bryk, A., **Cohen-Vogel, L.,** Penuel, B. and C. Snow. (2014, September). Invited Session – Improving teacher effectiveness and design-based implementation research: Finding common ground for practice & research. Annual meeting of the Society for Research on Educational Effectiveness (SREE). Washington, DC.
- Cohen-Vogel, L., Kainz, K. & C. Harrison⁺.** (2014, September). Improving at scale: Illustrations and critique. Center for Developmental Science, Carolina Consortium for Human Development (University of North Carolina at Chapel Hill, North Carolina State University, Duke University, and University of North Carolina at Greensboro.)
- Bryk, A., **Cohen-Vogel, L.,** Penuel, B. & T. Smith (2014, April). Presidential Invited Session – Climbing out of the ivory tower: New forms of research-practice partnerships. Annual meeting of the American Educational Research Association. Philadelphia, PA.
- Cohen-Vogel, L., Harrison, C.⁺ & K. Kainz.** (2014, March). Research for continuous improvement in education. Dean's Symposium, North Carolina State University.
- Cohen-Vogel, L., Kainz, K. & C. Harrison⁺.** (2013, November). Emerging issues in education: Partnering for continuous improvement research. Research Symposium: Education for a New Era, University of North Carolina at Chapel Hill.

Kainz, K. & **Cohen-Vogel, L.** (2013, October). Improvement science: Origins, articulations, and applications. Frank Porter Graham Child Development Institute.

Cohen-Vogel, L., Harrison, C.⁺ & K. Kainz. (2013, March). Continuous improvement and educational research. School of Education, University of North Carolina at Chapel Hill.

Cohen-Vogel, L. (2013, January). Measuring teacher performance. North Carolina School Boards Association. Raleigh, NC.

Cohen-Vogel, L. & C. Harrison⁺ (2012, June). Systematic use of data in schools: Evidence from the National Center on Scaling up Effective Schools. Achieving Success at Scale: Research on Effective High Schools Conference. Nashville, TN.

Cohen-Vogel, L. (2011, May). Staffing to the test. University of Washington. Seattle, WA.

Cohen-Vogel, L. (2010, April). Have school personnel policies become evidence-based? Vanderbilt University. Nashville, TN.

Refereed Conference Proceedings

Cohen-Vogel, L., Little, M.⁺, Sadler, J.⁺ & Merrill, B.⁺ (2018). Aligning standards, curricula, and assessments in early education: Evidence from North Carolina's rural counties. Annual meeting of the American Educational Research Association. New York, NY.

Little, M.H.⁺, **Cohen-Vogel, L.**, Sadler, J.⁺, Merrill, B.⁺ (2018). From Policy to Practice: Implementation of North Carolina's Kindergarten Entry Assessment. Annual meeting of the Association for Education Finance and Policy. Portland, OR.

Little, M.H.⁺, Sadler, J.⁺ & **Cohen-Vogel, L.** (2018). Teacher effects in elementary science: Nationally representative evidence from the ECLS-K:2011. Annual meeting of the American Educational Research Association. New York, NY.

Little, M.H.⁺, **Cohen-Vogel, L.**, Sadler, J.⁺, Merrill, B.⁺ (2018). North Carolina's Kindergarten Entry Assessment: An Implementation Study. Administration for Children and Families' National Research Conference on Early Childhood. Washington, D.C.

Little, M.H.⁺, **Cohen-Vogel, L.**, Sadler, J.⁺, Merrill, B.⁺ (2018). From Policy to Practice: Implementation of North Carolina's Kindergarten Entry Assessment. Annual meeting of the Association for Education Finance and Policy. Portland, OR.

Socol Rose, A.⁺, **Cohen-Vogel, L.**, Xing, Q.⁺, & Edwards, T.⁺ (2017). The agenda discourse: A framework for understanding the federal role in improving education research. Annual meeting of the American Educational Research Association. San Antonio, TX.

Cohen-Vogel, L., Sadler, J.⁺, Little, M.⁺, Merrill, B.⁺ & Curran, F.C. (2017). The politics of policy change in PreK education: An event history analysis. Annual meeting of the American Educational Research Association. San Antonio, TX.

Curran, C., Little, M.⁺, **Cohen-Vogel, L.**, & Domina, T. (2017). Does using school readiness assessments for class placements lead to academic sorting in Kindergarten? Annual meeting of the American Educational Research Association. San Antonio, TX.

- Merrill, B.⁺, **Cohen-Vogel, L.**, Sadler, J.⁺, Little, M.⁺, & K. Lee⁺. (2017). A portrait of PreK quality among the American states. Annual meeting of the Association of Education Finance and Policy. Washington, DC.
- Sadler, J.⁺ & **Cohen-Vogel, L.** (2017). The hidden side of testing: What Philadelphia's cheating scandal reveals about testing pressures. Annual meeting of the Association of Education Finance and Policy. Washington, DC.
- Harrison, C.⁺, Wachen, J. ⁺, Brown, S.⁺ & **Cohen-Vogel, L.** (2016). A view from within: Lessons learned from doing continuous improvement research. Annual meeting of the American Educational Research Association. Washington, DC.
- Tichnor-Wagner, A.⁺, Allen, D.⁺, Socol, A.R.⁺, **Cohen-Vogel, L.**, Rutledge, S., & Xing, Q.⁺ (2016). Studying implementation within a continuous improvement process: What happens when we design with adaptations in mind? Annual meeting of the American Educational Research Association. Washington, DC.
- Cohen-Vogel, L.**, Rose Socol, A.⁺, Edwards, T.⁺ & Q. Xing⁺. (2016). The politics of knowledge: Today's agendas for improving education research. Annual meeting of the Association for Education Finance and Policy. Denver, CO.
- Little, M.⁺, **Cohen-Vogel, L.**, Curran, C. (2016). Facilitating the transition to Kindergarten: What ECLS-K data say about school practices then and now. Annual meeting of the Association for Education Finance and Policy. Denver, CO.
- Cohen-Vogel, L.**, Little, M.⁺ & C. Fierro. (2015). Evidence-based staffing in high schools: Using student achievement data in teacher hiring and assignment. Annual meeting of the Association of Public Policy Analysis and Management. Miami, FL.
- Cohen-Vogel, L.**, Socol, R.⁺, Xing, Q. ⁺, Harrison, C.⁺ & Allen, D.⁺ (2015). Implementing educational innovations at scale: Lessons from improvement science. Annual meeting of the American Educational Research Association. Chicago, IL.
- Wachen, J.⁺ C. Harrison⁺ & **Cohen-Vogel, L.** (2015). Data use and classroom instruction: Have we hit a wall? Annual meeting of the American Educational Research Association. Chicago, IL.
- Tichnor-Wagner, A.⁺, Wachen, J.⁺ & **Cohen-Vogel, L.** (2015). Continuous improvement in education: Understanding plan-do-study-act cycles in practice. Annual meeting of the Association for Education Finance and Policy. Washington, DC.
- Rutledge, S., **Cohen-Vogel, L.**, Harrison, C. ⁺ & M. Cannata. (2014). Effective high schools: Insights from the National Center on Scaling up Effective Schools. Annual meeting of the University Council for Educational Administration. Washington, DC.
- Feng, L., **Cohen-Vogel, L.** & L. Osborne-Lampkin. (2014). Collective bargaining agreements and the "teacher quality gap." Association for Public Policy Analysis and Management. Albuquerque, NM.
- Cohen-Vogel, L.**, Midkiff, B.⁺, & C. Harrison⁺. (2014). Extended instructional time: A narrative review of double-dosing. Annual meeting of the Association for Education Finance and Policy. San Antonio, TX.

- Feng, L., **Cohen-Vogel, L.** & L. Osborne-Lampkin. (2014). Using teacher value-added estimates to test the relationship between collective bargaining agreements and the “teacher quality gap.” Annual meeting of the Association for Education Finance and Policy. San Antonio, TX.
- Cohen-Vogel, L.**, Osborne-Lampkin, L. & E. Houck. (2014). New data, old patterns: The role of test scores in student assignment. Annual meeting of the Association for Education Finance and Policy. San Antonio, TX.
- Tichnor-Wagner, A. ⁺, Harrison, C. ⁺, & **Cohen-Vogel, L.** (2014). Cultures of learning and professional behavior in highly effective schools: Evidence from the National Center on Scaling Up Effective Schools. Annual meeting of the Association for Education Finance and Policy. San Antonio, TX.
- MidKiff, B. ⁺ & **Cohen-Vogel, L.** (2013). The new politics of local schooling. Annual meeting of the University Council for Educational Administration. Indianapolis, IN.
- Osborne-Lampkin, L. & **Cohen-Vogel, L.** (2013). Spreading the wealth: How principals use performance data to populate classrooms. Annual meeting of the American Educational Research Association. San Francisco, CA.
- Rutledge, S., **Cohen-Vogel, L.**, Roberts, R. & Osborne-Lampkin, L. (2013). Understanding effective high schools: Findings and research around personalization for social and academic learning. Annual meeting of the American Educational Research Association. San Francisco, CA.
- MidKiff, B. ⁺ & **Cohen-Vogel, L.** (2013). Extended instructional time: Understanding local instructional responses to federal and state accountability mandates. Annual meeting of the American Educational Research Association. San Francisco, CA.
- Cohen-Vogel, L.** (2012, August). Understanding data use for school improvement in the U.S.: Lessons from the National Center on Scaling up Effective Schools. Annual meeting of the International Learning Conference. London, England.
- Cohen-Vogel, L.**, Rutledge, S., Osborne-Lampkin, L. & C. Harrison⁺. (2012, April). The essential components in action: Identifying practices of high schools that have demonstrated effectiveness with traditionally underperforming students. Annual meeting of the American Educational Research Association. Vancouver, BC.
- Harrison, C.⁺ & **Cohen-Vogel, L.** (2012, April). The politics of teacher reform: Evaluations, merit pay, and the elimination of tenure in Florida. Annual meeting of the American Educational Research Association. Vancouver, BC.
- Cohen-Vogel, L.** & C. Harrison⁺. (2012, March). Systematic data use in schools. Annual meeting of the Association for Education Finance and Policy. Boston, MA.
- Osborne-Lampkin, L. & **Cohen-Vogel, L.** (2012, February). “Spreading the wealth”: How principals use data to populate classrooms. Data Infrastructure Conference, Florida State University. Tallahassee, FL.

- Venters, M.,⁺ Hauptli, M.⁺ & **Cohen-Vogel, L.** (2011, April). The politics of wholesale school finance reform: Just how close did we get to a national sales tax for education? Annual meeting of the American Educational Research Association. New Orleans, LA.
- Kalifeh, P.,⁺ **Cohen-Vogel, L.** & S. Grass⁺. (2011, April). The federal role in early childhood education: Evolution in the goals, governance, and policy instruments of Project Head Start. Annual meeting of the American Educational Research Association. New Orleans, LA.
- LaVenía, M.,⁺ **Cohen-Vogel, L.** & Lang, L. (2011, March). The Common Core State Standards initiative: An event history analysis of state policy adoption. Annual meeting of the Association for Education Finance and Policy. Seattle, WA.
- Cohen-Vogel, L.** & S. Rutledge. (2010, May). The pushes and pulls of new localism: School-level instructional arrangements, instructional resources, and family-community partnerships. Annual meeting of the American Educational Research Association. Denver, CO.
- Cohen-Vogel, L.** (2010, May). Staffing to the test. Annual meeting of the American Educational Research Association. Denver, CO.
- Hauptli, M.⁺ & **Cohen-Vogel, L.** (2010, May). Applying policy regime theory to federal involvement in literacy education. Annual meeting of the American Educational Research Association. Denver, CO.
- Cohen-Vogel, L.**, Feng, L. & L. Osborne-Lampkin⁺. (2009, April). Do provisions in collective bargaining agreements perpetuate a “teacher quality gap?” Annual meeting of the American Educational Research Association. San Diego, CA.
- Cohen-Vogel, L.**, Feng, L. & L. Osborne-Lampkin⁺. (2009, March). Collective bargaining agreements and teacher quality. Annual meeting of the American Education Finance Association. Nashville, TN.
- Feng, L., **Cohen-Vogel, L.**, & L. Osborne-Lampkin⁺. (2009, March). Collective bargaining agreements and teacher mobility. Annual meeting of the American Education Finance Association. Nashville, TN.
- Cohen-Vogel, L.** (2008, November). Have school personnel practices become evidence-based? Annual meeting of the University Council for Educational Administration. Orlando, FL.
- Osborne-Lampkin, L.⁺ & **Cohen-Vogel, L.** (2008, April). Grievance arbitration: Diminishing authority in personnel decision making? Annual meeting of the American Education Finance Association, Denver, CO.
- Cohen-Vogel, L.** (2008, March). Obstacles to strategic teacher assignment: District-union contracts or professional norms? Annual meeting of the American Educational Research Association, New York, NY.
- Osborne-Lampkin, L.⁺ & **Cohen-Vogel, L.** (2008, March). Grievance arbitration and its influence over teacher assignment and dismissal. Annual meeting of the American Educational Research Association, New York, NY.

- Kalifeh, P.⁺ & **Cohen-Vogel, L.** (2008, March). Federal changes in Head Start. Annual meeting of the American Educational Research Association, New York, NY.
- Smrekar, C. & **Cohen-Vogel, L.** (2008, March). School governance and family-school-community interactions: Disconnects between policy and practice. Annual meeting of the American Educational Research Association, New York, NY.
- Cohen-Vogel, L.** & L. Osborne-Lampkin⁺ (2007, November). Limiting administrative flexibility? Assignment provisions in the collective bargaining agreements between school districts and teachers unions. Annual conference of the Association for Public Policy Analysis and Management, Washington, DC.
- Cohen-Vogel, L.** & Smith, T. (2007, April). Alternatively certified teachers: Where they come from, what they teach, and where they go. Annual meeting of the American Educational Research Association, Chicago, IL.
- Cohen-Vogel, L.** (2007, April). The expanding federal role in education. Annual meeting of the American Educational Research Association, Chicago, IL.
- Osborne-Lampkin, L.⁺ & **Cohen-Vogel, L.** (2007, April). Administrative discretion over teacher assignment: Variation in teachers union contracts. Annual meeting of the American Educational Research Association, Chicago, IL.
- Ingle, K.⁺, **Cohen-Vogel, L.** & Hughes, R.⁺ (2007, April). The hold-outs: Regional non-adopters amid innovating southeastern states. Annual meeting of the American Educational Research Association, Chicago, IL.
- Cohen-Vogel, L.** (2006, November). Financial aid effects on student success. National Postsecondary Education Cooperative, Washington, DC.
- Cohen-Vogel, L.** & Hunt, H.⁺ (2006, April). Governing 'quality' in teacher education: Deconstructing federal text and talk. Annual meeting of the American Educational Research Association, San Francisco, CA.
- Cohen-Vogel, L.** & Osborne-Lampkin, L.⁺ (2006, April). The distribution of quality: District-union contracts and teacher assignment. Annual meeting of the American Educational Research Association, San Francisco, CA.
- Cohen-Vogel, L.** & Ingle, K.⁺ (2006, April). When a state's neighbors matter most: Diffusion and postsecondary policy adoption. Annual meeting of the American Educational Research Association, San Francisco, CA.
- Cohen-Vogel, L.** (2005, May). Allocating college financial aid on the basis of merit: Program impact on student success in terms of whether and where to attend college. Annual Forum of the Association of Institutional Research, San Diego, CA.
- Cohen-Vogel, L.** (2005, April). Reforming teacher and administrator preparation and development: What we've learned. Annual meeting of the American Educational Research Association, Montreal, Canada.
- Cohen-Vogel, L.** & Ingle, K.⁺ (2005, April). The spread of merit-based college aid: The role of demography and diffusion in policy adoption. Annual meeting of the American

Educational Research Association, Montreal, Canada.

- Cohen-Vogel, L.** (2005, March). The impact of Florida's Bright Futures Scholarship Program on whether and where students attend college. Annual meeting of the American Education Finance Association, Louisville, KY.
- Cohen-Vogel, L.** (2005, March). Federal funds for teacher education and development: A political analysis. Annual meeting of the American Education Finance Association, Louisville, KY.
- Cohen-Vogel, L. & Osborne-Lampkin, L.⁺** (2005, March). The distribution of quality: Politics, union contracts, and teacher deployment. Annual meeting of the American Education Finance Association, Louisville, KY.
- Ingle, K.⁺ & **Cohen-Vogel, L.** (2005, March). Politics, promise, and pitfalls in the Southeast: State-funded merit aid for college. Annual meeting of the American Education Finance Association, Louisville, KY.
- Cohen-Vogel, L.** (2004, April). The politics of teacher preparation and development. Annual meeting of the American Educational Research Association, San Diego, CA.
- Cohen-Vogel, L.** (2004, April). The federal role in teacher training and development. Annual meeting of the American Educational Research Association, San Diego, CA.
- Cohen-Vogel, L., Goldring, E., & Smrekar, C.** (2004, April). The end of busing and the equity (com)promise: Social networks, social trust, and community building in neighborhood schools. Annual meeting of the American Educational Research Association, San Diego, CA.
- Cohen-Vogel, L.** (2004, April). New directions in the politics of education field. Annual meeting of the American Educational Research Association, San Diego, CA.
- Cohen-Vogel, L.** (2003, October). School governance and leadership at the intersection of public school choice and performance-based accountability. National Awardees Conference sponsored by the American Educational Research Association, Washington, DC.
- Cohen-Vogel, L.** (2003, April). When schools of choice are held accountable, who's in charge? Annual meeting of the American Educational Research Association, Chicago, IL.
- Goldring, E., **Cohen-Vogel, L.** & Smrekar, C. (2003, April). Neighborhood capacity in the postbusing era: What does "closer to home" mean and for whom? Annual meeting of the American Educational Research Association, Chicago, IL.
- Cohen-Vogel, L. & Goldring, E.** (2003, March). A return to neighborhood schools: What's in store for school-community partnerships? Annual meeting of the American Education Finance Association, Orlando, FL.
- Cohen-Vogel, D. & **Cohen-Vogel, L.** (2003, March). Balancing judicial and political constraints in school finance: The case of Tennessee's salary equity lawsuit. Annual meeting of the American Education Finance Association, Orlando, FL.

Cohen-Vogel, L. & Cohen-Vogel, D. (2000, March). The distribution of new dollars and relative performance gains: Tennessee schools after full implementation of the BEP. Annual meeting of the American Education Finance Association, Austin, TX.

Cohen-Vogel, L. & Goldring, E. (1999, April). School choice in the quasi-marketplace: Magnet schools and the dilemma of local control. Annual meeting of the American Educational Research Association, Montreal, Canada.

Goldring, E. & **Cohen-Vogel, L.** (1999, April). Supporting environments for instructional reform: What's a principal to do? Annual meeting of the American Educational Research Association, Montreal, Canada.

RESEARCH GRANT ACTIVITY

External Grants Funded

Early Education in Rural North Carolina (Funded). The project is funded through the Early Learning Network Research Grant competition by the Institute of Education Sciences, United States Department of Education. (2016-2021). (\$4,500,000). Burchinal, M. (P.I.), **Cohen-Vogel, L. (Co-P.I.)**, & Peisner-Feinberg, E.(Co-P.I.).

Instructional responses to performance-based accountability: Double-doses of Mathematics in North Carolina (Funded). The Regional Education Laboratory Program with funding from the Institute of Education Sciences, United States Department of Education. (2012-2014). (\$260,000). **Cohen-Vogel, L. (P.I.)**

National Research and Development Center on Scaling Up Effective Schools (Funded). A subcontract for the School of Education, University of North Carolina at Chapel Hill. The Center is funded by the Institute of Education Sciences, United States Department of Education. (2011-2017). (\$1,509,065). **Cohen-Vogel, L. (P.I.)**

National Research and Development Center on Scaling Up Effective Schools (Funded). A partnership between Vanderbilt University, The Florida State University (FSU), The University of Wisconsin–Madison, and the Education Development Center (EDC) funded by the Institute of Education Sciences, U.S. Department of Education. (2010-2017). (\$13,573,066). Smith, T. (P.I.), **Cohen-Vogel, L. (Co-P.I.)** & Meyers, R. (Co-P.I.).

Teachers unions, school districts, and capacity building for teacher assignment reform in elementary schools (Funded). Funded by the Spencer Foundation. (2007-2008). (\$39,937). **Cohen-Vogel, L. (P.I.)**

Teacher quality and alternative certification: Testing core assumptions (Funded). An American Educational Research Association Research Grant funded by the National Science Foundation, National Center for Education Statistics, and Institute of Education Sciences, Washington, DC. (2005–2006). (\$35,000). **Cohen-Vogel, L. (P.I.)**

Allocating college financial aid on the basis of merit (Funded). A Research Grant funded by the National Postsecondary Education Cooperative and Association for Institutional Research. (2004 –2005). (\$30,000). **Cohen-Vogel, L. (P.I.)**

School governance and leadership at the intersection of public school choice and performance-based accountability (Funded). An American Educational Research Association

Dissertation Grant Award funded by the National Science Foundation, National Center for Education Statistics, and Office of Educational Research and Improvement, Washington, DC. (2000 –2001). (\$10,000). **Cohen-Vogel, L. (P.I.)**

Internal Grants Funded

Do provisions in collective bargaining agreements perpetuate a “teacher quality gap?” Tracking teacher moves among Florida’s schools (Funded). Council on Research and Creativity, Florida State University. (Summer, 2008). (\$13,000). **Cohen-Vogel, L. (P.I.)**

Modeling the variability in quality among alternatively certified teachers: Program components that work (Funded). Council on Research and Creativity, Florida State University. (2004). (\$8,000). **Cohen-Vogel, L. (P.I.)**

Federal-to-state and state-to-state education policy diffusion: The case of *No Child Left Behind* (Funded). Council on Research and Creativity, Florida State University. (Summer, 2003). (\$12,000). **Cohen-Vogel, L. (P.I.)**

External Grants Not Funded

North Carolina Striving Readers Comprehensive Literacy (NC-SRCL) Initiative. The project would fund the North Carolina Department of Public Instruction through the United States Department of Education’s Striving Readers competition. (2017-2020). (\$55,000,000). **Cohen-Vogel, L. (Lead Writer)**.

Pre-doctoral Interdisciplinary Training Grant: Program in Educational Research for Continuous Improvement (PERCI). A proposal with the Gillings School of Public Health to the Institute of Education Sciences, U.S. Department of Education. (2015-2020). (\$4,000,000). **Cohen-Vogel, L. (P.I.)**

National Research and Development Center on Research Use in Education. A proposal with the University of Texas at Austin to the Institute of Education Sciences, U.S. Department of Education. (2015-2020). (\$5,000,000). Dynarski, M. (P.I.), **Cohen-Vogel, L. (Co-P.I.)**, Kainz, K. (Co-P.I.) & Roberts, G. (Co-P.I.).

The Norm of Seniority-based Assignment: Understanding the Relationship between Collective Bargaining Agreements and the "Teacher Quality Gap." A proposal to the Spencer Foundation. (2015-2018). (\$498,912). **Cohen-Vogel, L. (P.I.)**

Working Together for School Improvement - The Durham Public Schools and the University of North Carolina, Chapel Hill Education Research Partnership. A proposal to the Institute for Education Sciences, U.S. Department of Education. (2013-2014). (\$400,000). **Cohen-Vogel, L. (Co-Investigator)**

National Center for Research on State and Local Education Policy at Florida State University, Vanderbilt University, and the University of Wisconsin–Madison. A proposal to the Institute of Education Sciences, United States Department of Education. (2005). (\$10,000,000). Gamoran, A. (P.I.), **Cohen-Vogel, L. (Co-P.I.)**, Smith, T. (Co-P.I.), and Borman, G. (Co-P.I.),

TEACHING

Courses Taught

At University of North Carolina at Chapel Hill (2012-present)

EDUC 867.01: Issues in Educational Policy and Research (Graduate)

EDUC 832.01: Politics of Education (Graduate)

EDUC 823.01: Policy Development in Education (Graduate)

EDUC 866.01: Policy to Practice (Graduate)

EDUC 994.036: Doctoral Dissertation

EDUC 696.036: Independent Study: Advanced Analysis of Political Discourse (Graduate)

Note: I also served as the Supervising Instructor for EDUC 506: Politics, Policymaking, and America's Schools (Undergraduate)

At Florida State University (2002-2011).

EDA 5288: Politics of Education (Graduate)

EDF 5652: Policy Development in Education (Graduate)

EDF 5935: The Federal Role in Education (Graduate)

EDF 5651: Case Studies in Education Policy (Graduate)

EDF 5681: Methods of Educational Research (Graduate)

EDF 6945: Seminar – Fieldwork in Education Research (Graduate)

EDF 6945: Seminar – Analysis of Fieldwork in Education (Graduate)

EDF 5907: Directed Independent Studies – Research & Policy Analysis in Education (Graduate)

EDF 5907: Directed Independent Studies – Advanced Political Analysis (Graduate)

EDF 5907: Directed Independent Studies – Special Readings on Teacher Quality (Graduate)

At Vanderbilt University (2001)

Introduction to Policy Studies (Undergraduate)

PROFESSIONAL SERVICE

Editorships, Editorial Boards, and Review Activities

Board Member, *Educational Researcher*, 2012 – present

Board Member, *Peabody Journal of Education*, 2003 – present

Board Member, *Journal of Research on Organizations in Education*, 2016 – present

Co-Editor, *Politics of Education Yearbook*, 2004 – 2005

Invited Review Panel, American Educational Research Association, 2010, 2012, 2014 – 2016

Reviewer for Refereed Journals and Handbooks (Selected):

American Educational Research Journal

American Journal of Education

Educational Administration Quarterly

Educational Evaluation and Policy Analysis

Educational Policy

Handbook on the Sociology of Education

Sociology of Education

Policy Sciences

Service to Professional Associations

American Educational Research Association

Member, Executive Council, 2016 – 2018
Vice President, Division L: Education Politics and Policy, 2016 – 2018
Vice President-Elect, Division L: Education Politics and Policy, 2015 – 2016
Member, Government Relations Committee, 2016 – 2018
Reviewer, Undergraduate Training Program in Education Research, 2016 – 2017
Chair, Program Committee, Division L, 2015 – 2016
Section Chair, Program Committee, Division L, 2007 – 2008; 2014 – 2015
Chair, Policymakers Day at AERA, 2013- 2014
Member, Selection Committee, Early Career Scholars Award, 2013 – 2014
Member, Nominating Committee for Division L, 2009 – 2010; 2008 – 2009
Paper Discussant/Session Chair, 2003, 2005 – 2010
Member, 1999 – present

Association for Education Finance and Policy

Member, 2006 – present
Mentor, Senior Networking Scholars Program, 2016

Politics of Education Association (PEA)

President, 2008 – 2010
Co-founder/Chair, William L. Boyd National Educational Politics Workshop, 2007 – 2008
Mentor, William L. Boyd National Educational Politics Workshop, 2008 – present
Secretary, 2006 – 2008
Program Chair (AERA annual meeting), 2005
Co-editor, *PEA Bulletin*, 2004 – 2006
Chair, Select Committee for Fellowships and Grants, 2004 – 2005
Co-Editor, *Politics of Education Yearbook*, 2004
Member, Select Committee on State Politics, 2001 – 2002
Member, 2001 – present

University Council on Educational Administration (UCEA)

Mentor, The David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy, 2012 – 2013.
Member, Planning Committee, The David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy, 2006 – 2007; 2012 – 2013.
Member, 2006 – present.

Public Service (Selected)

Member, School Leadership Research Alliance in North Carolina. Regional Education Lab – Southeast. 2014 – present.
Member, External Stakeholders Committee. North Carolina Department of Public Instruction. 2015 – present.
Member, Advisory Board. North Carolina Higher Education Research Consortium, 2011 – 2013.
Member, Gifted and Talented Education Committee, Chapel Hill-Carrboro School District, 2012 – 2013.
Speaker, Invited Testimony. Tennessee General Assembly. School finance adequacy in TN. Nashville, TN. 1999.

University Service

- Member, Steering Committee. Office of Interprofessional Education and Practice, University of North Carolina at Chapel Hill. (2018 – present.)
- Faculty Mentor, McNair Scholars Program. Carolina Higher Education Opportunity Programs (CHEOP), University of North Carolina at Chapel Hill. (2016 – present.)
- Member, Consortium Planning Committee, Center for Developmental Science. A Consortium of the University of North Carolina at Chapel Hill, Duke University, North Carolina State University, and the University of North Carolina at Greensboro. (2014 – 2015).
- Member, UNC Review Committee, *Andrew Carnegie Fellows Program*. (2015 – 2016).
- Faculty Sponsor, Carolina Education Policy Students Association, University of North Carolina at Chapel Hill. (2013 – present).
- Founder/Chair, Education Policy Colloquium Series, University of North Carolina at Chapel Hill. (2012 – present).
- Faculty Mentor, Bill and Karen Campbell Faculty Mentoring Program. (2012 – 2015). Mentee: J. McLaughlin, Assistant Professor of Educational Innovation and Research, School of Pharmacy.
- Chair, Student Academic Relations Committee, Faculty Senate, Florida State University. (2009-2011). SARC hears appeals when students believe decisions about their academic work have been made improperly or unprofessionally.

School of Education (UNC)

- Chair/Chair Elect of the Faculty, School of Education. (2016 – 2019.)
- Coordinator, PhD in Education, Policy, Leadership and School Improvement. (2012 – 2017).
- Voting Member, Graduate and Undergraduate Research Programs Committee. (2013 – 2017).
- Chair, Search Committee (2 positions). (2017-18).
- Chair, Search Committee. (2014 – 2015).
- Member, 3rd Year Review Committee. (2013 – 2014).
- Voting Member, Committee on Doctoral Affairs (2012 – 2013).
- Co-chair, Search Committee, Morgan Chair in Educational Innovation. (2012 – 2013).
- Member, Promotion and Tenure Committee. (2012 – 2013).
- Member, Search Committee, Thomas James Chair in Experiential Education. (2011 – 2012).
- Faculty Mentor. (2011 – 2015).

College of Education (FSU)

- Member, Faculty Advisory Board to the Dean (2009 – 2010).
- Member, College of Education Promotion and Tenure Committee. (2009-2010).
- Member, Council on Research in Education (CORE), Florida State University. (2003 – 2009).
- Founder/Chair, Annual Dean's Symposium Series: Improving Teacher Quality (2007 – 2008).

Department of Educational Leadership and Policy Studies (FSU)

- Coordinator, Educational Policy and Evaluation, 2008 – 2010
- Member, Promotion and Tenure Committee, 2009 – 2010
- Chair, Search Committee for Faculty Positions, 2010, 2008, 2004
- Chair, Fellowship & Assistantships Committee, 2005 – 2010
- Member, Faculty Development and Merit Pay Committee, 2003 – 2007
- Co-chair, Select Committee on Graduate Student Inquiry, 2003 – 2004