

ROGER D. GODDARD, Ph.D.

533 Harrington Tower, Education Leadership Research Center
College of Education and Human Development at Texas A&M University
College Station, TX 77843-4226
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EDUCATION

- 1998 Ph.D. Educational Policy and Leadership. The Ohio State University
1998 M.A. Educational Administration. The Ohio State University
1991 M.A.T. Mathematics Education. University of Pittsburgh
1989 B.S. Summa Cum Laude. Business Administration. The Ohio State University
1987 University of Oxford, Oxford, England, Semester at New College

PROFESSIONAL APPOINTMENTS

- 2009 – Professor of Educational Leadership
Texas A&M University College of Education and Human Development,
College Station, TX
— Founding Director, Education Leadership Research Center
— Member, Council of Principal Investigators, College of Education and Human Development
— Co-Director, Administrative Leadership Institute, 2009—ongoing
- 1999 -2008 Associate Professor of Educational Administration and Policy
University of Michigan School of Education, Ann Arbor, MI
— Elected Member, School of Education Executive Committee, 2007—2008
— Faculty Affiliate, Combined Program in Education and Psychology
— Founder and Dual Degree M.A./M.B.A. Program Coordinator, 2003—2008
— Co-founder & Associate Director, Education Leadership Center, 2006—2008
— Program Coordinator, 2004—2005
Foundations, Administration, Research and Policy Program
— Director, 2001—2004
Leadership Training Institute for Chinese School Administrators
— Assistant Professor, 1999—2004
- 1999 Adjunct Assistant Professor of Educational Administration
The Ohio State University
- 1998-99 Director of Planning and Research
Westerville City Schools, Westerville, OH
- 1995-98 Novice G. Fawcett Scholar and Graduate Research Associate
The Ohio State University, Columbus, OH

- 1991-95 Secondary Mathematics Teacher
Wicomico County Board of Education, Salisbury, MD
- 1989-90 Staff Accountant
Deloitte and Touche, London, England & Pittsburgh, PA

SPECIALIZED RESEARCH TRAINING

- 2001 Structural Equation Modeling with LISREL 8.50, with Professor Karl Gustav Jöreskog, at the University of Chicago, Chicago, IL
- 2000 AERA Institute for Statistical Analysis of Education Policy, New Orleans.
- 1998 Production Function Research training session at the American Education Finance Association Annual Conference in Mobile, AL.
- 1997 Hierarchical Linear and Non-Linear Modeling Course with Professors Anthony Bryk and Steve Raudenbush, National Opinion Research Center at the University of Chicago, Chicago, Illinois.
- 1996 National Center for Education Statistics seminar on the use of National Education Longitudinal Study (NELS:88) Data and National Household Education Survey (NHES) Data in statistical policy analysis, Washington, DC.
- 1996 Hierarchical Linear Modeling and Secondary Data Analysis course, Institute for Social Research, University of Michigan, Ann Arbor.

PEER-REVIEWED PUBLICATIONS

- Goddard, R. D., Goddard, Y. L., Kim, E. S., & Miller, R. J. (accepted with revisions). Coherent evidence: The roles of instructional leadership, teacher collaboration, and collective efficacy beliefs. Under review: *American Educational Research Journal*.
- Scheurich, J., Goddard, R. D., McKenzie, K. Skrla, L., & Youngs, P. (2010). The most important research on urban school reform in the past decade? *Educational Researcher*, 39(9), 665-667.
- Goddard, R. D. & Miller, R. J. (2010). Developing knowledge about the conceptualization, measurement and effects of school leadership. *Elementary School Journal*, 111(2), 219-225.
- Goddard, Y. L., Numerski, C., Goddard, R. D., Salloum, S. & Berebitsky, D. (2010). A multilevel exploratory study of the relationship between teachers' perceptions of principals' instructional support and group norms for instruction in elementary schools. *Elementary School Journal*, 111(2), 336-357.

- Goddard, R.D., Salloum, S. & Berebitsky, D. (2009). Trust as a mediator of the relationships between academic achievement, poverty and minority status: Evidence from Michigan's public elementary schools. *Educational Administration Quarterly*, 45(2), 292-311.
- Superfine, B. & Goddard, R.D. (2009). The expanding role of the courts in educational policy: The preschool remedy and an adequate education. *Teachers College Record*, 111(7), 1796-1833.
- Goddard, R. D. & LoGerfo, L. (2007). Measuring emergent organizational properties: A comparison of the predictive validity and intergroup variability of self vs. group referent perceptions. *Educational and Psychological Measurement*, 67(5), 845-858.
- Goddard, Y. L., Goddard, R. D., & Tschannen-Moran, M. (2007). A theoretical and empirical investigation of teacher collaboration for school improvement and student achievement in public elementary schools. *Teachers College Record*, 109(4), 877-896
- Goddard, R.D. & Skrla, L. (2006). The influence of school social context on teachers' collective efficacy beliefs. *Educational Administration Quarterly*, 42(2), 216-235.
- Goddard, R. D., LoGerfo, L., & Hoy, W. K. (2004). High school accountability: The role of collective efficacy. *Educational Policy*, 18(3), 403-425.
- Goddard, R.D., Hoy, W.K., & Woolfolk Hoy, A. (2004). Collective efficacy beliefs: Theoretical developments, empirical evidence, and future directions. *Educational Researcher*, 33(3), 3-13.
- Goddard, R. D. (2003). Relational networks, social trust, and norms: A social capital perspective on students' chances of academic success. *Educational Evaluation and Policy Analysis*, 25(1), 59-74.
- Goddard, R. D. (2002). A theoretical and empirical analysis of the measurement of collective efficacy: The development of a short form. *Educational and Psychological Measurement*, 62(1), 97-110.
- Goddard, R.D. (2002). Collective efficacy and school organization: A multilevel analysis of teacher influence in schools. *Theory and Research in Educational Administration*, 1, 169-184.
- Goddard, R.D. (2001). Collective efficacy: A neglected construct in the study of schools and student achievement. *Journal of Educational Psychology*, 93(3), 467-476.
- Goddard, R. D. & Goddard, Y. L. (2001). A multilevel analysis of the influence of collective efficacy on teacher efficacy. *Teaching and Teacher Education*, 17, 807-818.

Goddard, R. D., Tschannen-Moran, M., & Hoy, W.K. (2001). Teacher trust in students and parents: A multilevel examination of the distribution and effects of teacher trust in urban elementary schools. *Elementary School Journal*, 102(1), 3-17.

Goddard, R. D., Hoy, W. K., & Woolfolk Hoy, A. (2000). Collective teacher efficacy: Its meaning, measure, and effect on student achievement. *American Educational Research Journal*, 37(2), 479-507.

Goddard, R. D., Sweetland, S., & Hoy, W. K. (2000). Academic emphasis of urban elementary schools and student achievement in reading and mathematics: A multilevel analysis. *Educational Administration Quarterly*, 36(5), 683-702.

MANUSCRIPTS UNDER REVIEW

Goddard, R. D., Forman, M., & Elmore, R. (2012). *Building internal coherence in Schools: An imperative for instructional improvement in a fragmented policy environment*. Under review in *Educational Researcher*.

Berebitsky, D., Goddard, R. D., Carlisle, J. *An examination of principal support for change and teacher collaboration around literacy instruction in Reading First schools*. Revision requested from *Teacher College Record*.

Jacob, R., Goddard, R. D., Kim, E. S. *Using state assessment data to assess the impact of school-based interventions: A comparison of student-level and school-level analyses*. Under review in *Educational Evaluation and Policy Analysis*.

Berebitsky, D., Goddard, R. D., Neumerski, C. & Salloum, S. (2011). *The influence of academic press on students' reading and mathematics achievement*.

MANUSCRIPTS IN PROGRESS

Goddard, Y. L., & Goddard, R.D. (2011). *A statewide study of the influence of differentiated instruction on fourth grade students' mathematics and reading achievement*.

Goddard, R. D., Salloum, S., & Larsen, R. *A conceptual and empirical analysis of the role of social capital in social reproduction and the promotion of academic achievement*.

Skrla, L., Goddard, R. D., Salloum, S., & Perrault, P. *The roles of collective efficacy beliefs, leadership, and accountability in creating equitable school contexts: A mixed methods investigation*.

Salloum, S. & Goddard, R. D. *Beyond financial capital: The influence of social capital on student achievement*.

Miller, R. J., Goddard, R. D., Kim, E.S., Goddard, Y., L. & Schroeder, P. *Evaluating principals' professional development learning: Results from a randomized control trial*.

BOOK CHAPTERS

- Goddard, R. D. & Salloum, S. (2011). Collective efficacy beliefs, organizational excellence, and leadership. In K. Cameron & G. Spreitzer (Eds.) *Positive Organizational Scholarship Handbook*, 642-650. Oxford, England: Oxford University Press.
- LoGerfo, L. & Goddard, R. D. (2008). Defining, measuring, and validating teacher and collective responsibility. In W. K. Hoy & M. Dipaolo (Eds.) *Improving schools: Studies in leadership and culture*, 73-98. Charlotte, NC: Information Age Publishing.
- Goddard, R. D., Sweetland, S., & Hoy, W. K. (2007). Academic emphasis of urban elementary schools and student achievement in reading and mathematics: A multilevel analysis. In W. K. Hoy & M. Dipaolo (Eds.) *Essential Ideas for the Reform of American Schools*, 63-86. Charlotte, NC: Information Age Publishing.*
- Goddard, R. D., Tschannen-Moran, M., & Hoy, W. K. (2007). Teacher trust in students and parents: A multilevel examination of the distribution and effects of teacher trust in urban elementary schools. In W. K. Hoy & M. Dipaolo (Eds.) *Essential Ideas for the Reform of American Schools*, 115-138. Charlotte, NC: Information Age Publishing.*
- Goddard, R.D. (2007). Goddard, R. D., Hoy, W. K., & Woolfolk, A. (2007). Collective teacher efficacy: Its meaning, measure, and effect on student achievement. In W. K. Hoy & M. Dipaolo (Eds.) *Essential Ideas for the Reform of American Schools*. 139-170. Charlotte, NC: Information Age Publishing.*
- Goddard, R.D., Hoy, W.K., & Woolfolk Hoy, A. (2007). Collective efficacy beliefs: Theoretical developments, empirical evidence, and future directions. In W. K. Hoy & M. Dipaolo (Eds.) *Essential Ideas for the Reform of American Schools*. 171-198. Charlotte, NC: Information Age Publishing.*
- Goddard, R.D. (2003). The impact of schools on teacher beliefs, influence, and student achievement: The role of collective efficacy. In J. Raths & A. McAninch (Eds.), *Advances in teacher education (Vol. 6)*, 183-204. Westport, CT: Information Age Publishing.

* Denotes chapter is a reprint of a previous peer-reviewed research paper.

INVITED PUBLICATIONS

- Cameron, G. McIver, M. & Goddard, R. D. (2008). A different kind of community. *Changing schools*, 57(winter), 6-7. Denver, CO: Mid-continent for Research for Education and Learning.

PUBLISHED INTERVIEWS

- Goddard, R. D. (2011). Strategic Education Research Partnership. *Building coherence within schools*. http://ic.serpmedia.org/research_goddard.html
- Graham, J. (2009). Roger Goddard: Collective Efficacy [Interview with Roger Goddard]. *Professional Voice*, 7(1), 53-58.
- Wolfe, F. (2009, July 8). ED-funded study will examine leadership, achievement link. [Interview with Roger Goddard]. *Education Daily*, p. 2.

RESEARCH PAPER PRESENTATIONS – PEER REVIEWED

- Miller, R. J., Goddard, R. D., Kim, E. S., Kim, M., Goddard, Y. L., & Schroeder, P. (2012). *Principals' professional development learning: Evaluation results from a longitudinal randomized control trial*. Paper presented at the annual conference of the American Education Research Association.
- Schroeder, P., Madsen, J., Goddard, R. D., Miller, R. J., & Kim, E. S. (2012). *Assessing the fidelity of a principal professional development program: Design, delivery, and receipt*. Paper presented at the annual conference of the American Education Research Association.
- Miller, R. J., Goddard, R. D., Kim, E.S., Goddard, Y., L. & Schroeder, P. (2011). *Evaluation of principals' professional development learning: Results from a randomized control trial*. Paper presented at the annual conference of the University Council for Educational Administration, Pittsburgh, PA.
- Schroeder, H.M., Stark, R. W., Bowers, A., Goddard, R. D., & Jacob, R. T. (2011). *Assessment of measurement error and nonresponse error using respondent-provided paradata from paper self-administered questionnaires*. Paper presented at the annual Joint Statistical Meetings of the American Statistical Association, Miami Beach, FL.
- Goddard, R. D., Goddard, Y. L., Kim, E. S., & Miller, R. J. (2011). *A social cognitive perspective on collective efficacy and goal attainment in schools: The roles of principals' instructional leadership and teacher collaboration*. Paper presented at the annual conference of the American Education Research Association, New Orleans, LA.
- Jacob, R., Goddard, R. D., & Kim, E. S. (2010). *Using state assessment data to assess the impact of school-based interventions: A comparison of student-level and school-level analyses*. Paper presented at the Association for Public Policy Analysis and Management Annual Research Conference, Boston, MA.
- Miller, R. J., Goddard Y., L., Goddard, R. G., & Larsen, R. (2010). *Shared instructional leadership: A pathway to teacher collaboration and student achievement*. Paper

presented at the annual convention of the University Council for Educational Administration, New Orleans, LA.

Goddard, R. G., Goddard, Y. L., Miller, R. J., Larsen, R., & Jacob, R. (2010). *Principal leadership, teacher collaboration, and student achievement*. Paper presented at the annual Institute of Education Sciences Research Conference, National Harbor, MD.

Goddard, Y.L., Miller, R., Larsen, R., Goddard, R., Jacob, R., Madsen, J., & Schroeder, P. (March, 2010). *Connecting principal leadership, teacher collaboration, and student achievement*. Paper presented at the American Education Research Association Annual Conference, Denver, CO.

Madsen, J., Schroeder, P., Goddard, R.D., Goddard, Y.L., Jacob, R., Larsen, R., & Miller, R. (March, 2010). *Principals' perceptions of the influence of professional development on their instructional leadership*. Paper presented at the American Education Research Association Annual Conference, Denver, CO.

Salloum, S. & Goddard, R.D. (March, 2010). *The relative effects of finance and social capital in the production of human capital*. Paper presented at the annual conference of the American Education Finance Association, Richmond VA.

Goddard, Y.L. & Goddard, R. D. (2009). *The role of leaders in sustaining a district-wide systematic focus on effective instruction*. Paper presented at the University Council for Educational Administration annual meeting, Anaheim, CA.

Goddard, Y. L., Goddard, R. D., Neumerski, C., Salloum, S., & Berebitsky, D. (2009). *An analysis of the relationship between principal leadership and instructional practice*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Berebitsky, D., Goddard, R. D., Carlisle, J. F., & Feng, D. (2009). *Examining the association between principals' support for change and teachers' communication around literacy in Michigan's Reading First schools*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Goddard, R.D. & Salloum, S. (2008). *A conceptual and empirical analysis of the role of social capital in social reproduction and the promotion of academic achievement*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Goddard, Y. L., & Goddard, R. D. (2007). *A statewide study of the effects of differentiated instruction on fourth grade students' mathematics and reading achievement*. Paper presented at the University Council for Educational Administration annual conference, Washington, DC.

- LoGerfo, L. & Goddard, R. D. (2007). *Validating and relating measures of teacher responsibility and collective responsibility: A conceptual and empirical investigation*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Berebitsky, D., Goddard, R. D., Leahy, D., Neumerski, C. & Salloum, S. (2007). *Academic emphasis among teachers and its influence on student achievement: A multilevel examination*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Goddard, R. D., Salloum, S., & Berebitsky, D. (2006). *An empirical examination of the importance of relational trust to academic achievement*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Goddard, Y. L. & Goddard, R.G. (2006) *Connecting teaching practice to school climate: An examination of the relationship between differentiated instructional practice and collective efficacy beliefs*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Goddard, R.D. (2005). *Social capital and academic achievement in high schools: A path analysis*. Paper presented at the annual conference of the University Council for Educational Administration, Nashville, TN.
- Goddard, R.D. & LoGerfo, L. (2004). *Measuring emergent organizational properties: A structural equation modeling test of self- vs. group-referent perceptions*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Goddard, R.D. (2003). *Teacher collaboration for instructional improvement: An agentive perspective on the development of collective efficacy beliefs in schools*. Paper presented at the annual conference of the National Academy of Education, Cambridge, MA.
- Goddard, R.D. (2003). *The impact of schools on teacher beliefs and influence*. Chaired by Raths, J. Symposium at the annual meeting of the American Educational Research Association, Chicago, IL.
- Goddard, R.D., Hoy, W.K., & LoGerfo, L. F. (2003). *Collective efficacy and student achievement in public high schools: A path analysis*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Goddard, R. D. & Skrla, L. (2002). *The influence of school composition on teacher perceptions of collective efficacy*. Paper presented at the annual conference of the University Council for Educational Administration, Pittsburgh, PA.
- Skrla, L. & Goddard, R. D. (2002). *Accountability, equity, and collective efficacy*

in an urban school district: A mixed methods study. Paper presented at the annual conference of the University Council for Educational Administration, Pittsburgh, PA.

Goddard, R. D. (2001). *The development of a short form to measure collective efficacy.* Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Goddard, R. D. & Goddard, Y. L. (2001). *An exploration of the relationship between collective efficacy and teacher efficacy.* Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA

Goddard, R. D. & Tschannen-Moran, M. (2001). *Collective efficacy and faculty trust in students and parents in urban schools.* Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA

Goddard, R. D. (2000). *Collective efficacy and student achievement.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA

Goddard, R.D. (2000). *The effects of academic emphasis in urban elementary schools.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA

Goddard, R.D. & Hoy, W.K. (1999) *Collective teacher efficacy and student achievement in urban public elementary schools.* Paper presented at annual meeting of the American Educational Research Association, Montreal, Quebec, CA

Burke-Spero, R., Dembo, M., Goddard, R., Guskey, T., Tschannen-Moran, M., & Woolfolk Hoy, A. (1998). *School organization and teacher efficacy: A forum to explore research and applications.* Symposium at the American Educational Research Association, San Diego, CA

Goddard, R.D. (1998). *Theoretical perspectives on community service policies in public schools.* Paper presented at the American Educational Research Association, San Diego, CA

Goddard, R. (1997). *Required community service for high school students: Legal considerations for educational administrators.* Paper presented at the annual meeting of the University Council for Educational Administration, Orlando, FL.

SELECT INVITED PRESENTATIONS

Michigan Department of Education. *Understanding the Role of the Regional Data Initiative in Evaluation Research for Michigan.* Regional Data Initiatives Research Symposium with Emphasis on Educator Evaluation. November, 28, 2011, Lansing, Michigan.

Texas Association of School Boards. School Leadership Institute. *Superintendent leadership for effective instruction and achievement through collective efficacy*. June 10, 2010, San Antonio, TX.

International Programs Office, Texas A&M University, *Professional development for school leaders: Implications for improving student performance*. October 6, 2009, College Station, TX.

State of Texas Education Research Center. *The School Leadership Improvement Study: Design and preliminary findings from a large-scale randomized control trial*. September 29, 2009, College Station, TX.

Texas Association of School Boards Annual Conference. *A social network perspective on the improvement of instructional practice and collective efficacy in schools* (with Ken Frank, Michigan State University). June 12, 2009, San Antonio, TX.

Texas Association of School Boards Annual Conference. *the role of person-organization fit in beginning teacher commitment, instruction, and effectiveness* (with Peter Youngs, Michigan State University). June 19, 2009, Forth Worth, TX.

Australian Education Union, Principal Conference. *Equity, instruction and leadership: The central role of collective efficacy*. August 28th, 2008, Telstra Dome, Melbourne, Australia.

Centre for Educational Leadership and Renewal, Deakin University. *Believing in and doing things that make a difference: Leadership, instruction, achievement and equity*, August 20, 2008, Berwick, Victoria Australia & August 21, 2008, Ivanhoe, Victoria, Australia.

Ross School of Business Center for Positive Organizational Scholarship, University of Michigan. *Leading learning in schools: Connecting principals' leadership to teachers' professional practice*. Nov. 5, 2007, Ann Arbor, MI.

The Leona Group, L.L.C. *Teachers' instructional and collaborative practices*, (Dr. Yvonne Goddard, University of Michigan). East Lansing, MI: Dec. 12, 2007.

Grosse Pointe Public Schools. *Principal leadership and teacher practice*, Dec. 6, 2007, Grosse Pointe, MI.

Ross School of Business Center for Positive Organizational Scholarship. *A conceptual and empirical examination of the link between relational trust and student achievement in schools*, Feb. 20, 2006, Ann Arbor, MI.

Summer Institute for Superintendents. University of Michigan/Michigan State University *The new expectations for students, teachers, and schools and the implications for administrators*, June 23, 2004. Shanty Creek, MI.

Aldine Independent School District. *Collective efficacy, staff development, and student achievement*, (with Linda Skrla, Texas A&M). February 28th, 2002, Aldine, Texas.

GRANTS

Current

\$107,301. Principal Investigator, Mid-continent Research for Education and Learning. "The School Leadership Improvement Study Extension." Yvonne Goddard, Robin Jacob, & Robert Miller Co-PIs. March 1, 2012 to March 30, 2013.

\$50,000. Co-Principal Investigator, Texas A&M University Office of the Vice President for Research. "Development of a Culturally Responsive Leadership Model: Countering the 'Receivment Gap' Among African American and Latina/o American Students." Funded January 1, 2012 to September 30, 2012. Gwendolyn Webb-Hasan (Principal Investigator), Terah Venzant-Chambers, Robert J. Miller, Jim Scheurich, Mario S. Torres, Jr., (Co-PIs).

\$104,837. Principal Investigator, U.S. Institute of Education Sciences. "School Leadership Improvement Study." Funded January 1, 2009 to June 30, 2012. Yvonne Goddard, Co-PI.

\$2,753,650. Principal Investigator, U.S. Institute of Education Sciences. "A randomized control trial to assess the efficacy of the Balanced Leadership program." Funded January 1, 2009 to June 30, 2012. Yvonne Goddard, Co-PI.

Pending

\$1,600,000. Principal Investigator. U.S. Institute of Education Sciences. "The Essential Supports Study." Ben Kelcey, Kathryn Mckenzie, Robert Miller, Linda Skrla, Jim Scheurich, and Peter Youngs, Co-PIs. July 1, 2012 to December 31, 2015.

\$1,000,000. Co-Principal Investigator. U.S. Institute of Education Sciences. "The K-12 Education Survey Research Project: A Randomized Experiment to Determine the Influence of Incentives and Mode of Administration". Texas A&M subcontract: \$148,953. Robin Jacob, Principal Investigator. July 1, 2012 to June 30, 2015.

\$1,500,000. Co-Principal Investigator. U.S. Institute of Education Sciences. "Building Coherence for Instructional Improvement: An Iterative Development and Pilot Study of the Internal Coherence School Improvement Model" Texas A&M subcontract: \$577,775. Richard Elmore, Principal Investigator. July 1, 2012 to June 30, 2015.

Previous

\$10,000. Principal Investigator, Texas A&M University. "Cross-national Comparison and Development of Equitable and Effective School Leadership Practices." Funded to

conduct a research roundtable at the 4th biennial China-U.S. Relations Conference October, 2009 - June, 2011.

\$236,124. Principal Investigator, U.S. Institute of Education Sciences. "A randomized control trial to assess the efficacy of the Balanced Leadership program." July 1, 2008 to December 31, 2008.

\$100,000 Project Director. Distinguished speaker series on business and education funded by the Spencer Foundation and co-sponsored by the University of Michigan School of Education and Ross School of Business. 2005-2006.

\$75,000 Principal Investigator. Wallace Foundation. Executive Education Leadership Training Seed Grant. (Co-Principal Investigator with Professor Noel Tichy). 2006.

\$4,000 University of Michigan Office of the Vice President for Research, Spring/Summer Research Grant to support "Collective Efficacy and Student Achievement in Public High Schools: A Path Analysis." Funded through 2003.

\$50,000 National Academy of Education/Spencer Foundation Post-doctoral Fellowship to support "The Meaning, Effects, and Development of Collective Efficacy in Diverse Urban Schools." Funded through May 2004.

\$35,000 Spencer Foundation Small Grant to fund "Collective Efficacy and Student Achievement: A Multilevel Examination of Equity and Excellence in Urban Schools." Funded through July 2003.

\$15,000 University of Michigan Rackham Graduate School Research Grant to fund: "Collective Efficacy in Diverse Secondary Schools: Organizational Effects on Student Achievement and Teacher Efficacy." Funded through April 2003.

\$1000 University of Michigan Rackham Graduate School and School of Education Dean's Discretionary Award. Structural Equation Modeling with LISREL. Scientific Software International, with Dr. Karl Jöreskog, 2001.

\$1000 training award. AERA Institute on Statistical Analysis for Education Policy, Annual Meeting of the American Educational Research Association, New Orleans, 2000.

\$20,000 Continuous Improvement Development Grant from the Ohio Department of Education for Strategic Planning in the Westerville City Schools, 1999.

\$8,000 Texas Instruments. Award funded two Ohio State graduate courses for the implementation of technology in middle school mathematics and math modeling. 1996.

\$4,000 Texas Instruments. Award funded an Ohio State graduate course for the implementation of technology in mathematics and science teaching. 1995.

TECHNICAL REPORTS

Goddard, R. G. & Goddard, Y. L. (June, 2010). Institute of Education Sciences Annual Performance Report, Budget Period #1 for “A randomized control trial to assess the efficacy of the Balanced Leadership program.” Grant # R305A080696.

Goddard, R. G. & Goddard, Y. L. (October, 2010). Institute of Education Sciences Interim Performance Report for “A randomized control trial to assess the efficacy of the Balanced Leadership program.” Grant # R305A080696.

Goddard, R. G. & Goddard, Y. L. (December, 2010). Institute of Education Sciences Interim Performance Report for “A randomized control trial to assess the efficacy of the Balanced Leadership program.” Grant # R305A080696.

SELECT HONORS AND AWARDS

- 2010 William J. Davis Award. Received for authoring the most outstanding article published in *Educational Administration Quarterly* (EAQ).
- 2004 Pattishall Award for Early Career Achievement, School of Education, University of Michigan, May 2004.
- 2003 Commencement Speaker. Beaver Local High School, Lisbon, Ohio.
- 2002 National Academy of Education Postdoctoral Fellowship, 2002—2004
- 2002 University Council for Educational Administration Jack A. Culbertson Award, given annually to the outstanding untenured professor of educational administration for significant research contributions.
- 1998 The Emerson S. and Lucy J. Zuck Scholarship in Education at The Ohio State University
- 1998 The Roy Larmee Memorial Scholarship in Educational Administration at The Ohio State University.
- 1997 The Jack A. Culbertson Award in Educational Administration at The Ohio State University.
- 1996 Roald and Della Campbell Memorial Scholarship in Educational Administration at The Ohio State University.
- 1994 Maryland Governor’s Citation for work in Mathematics, Science, and Technology Curriculum development.
- 1993 National Security Agency Summer Institute for Mathematics Teachers. Developed a model lesson published by the Institute.

1992 Keynote Speaker, Wicomico County Chamber of Commerce New Teacher Reception.

1989 The Ohio State University Pace Setters Award for academic performance and demonstrated leadership ability.

ACADEMIC HONORARY MEMBERSHIPS

Golden Key
Phi Kappa Phi
Beta Alpha Psi
Beta Gamma Sigma
Alpha Lambda Delta
Phi Eta Sigma

PROFESSIONAL AFFILIATIONS

American Education Research Association, Divisions A and L
University Council for Educational Administration

COURSES TAUGHT

Texas A&M University – College Station

EDAD 690: Statistics II; EDAD 653 Organizational Theory and Leadership

University of Michigan – Ann Arbor

ED 553: Administrative Leadership; ED 555: Fiscal and Legal Policies for Schools; ED 649: Foundations of Educational Reform; ED 754: Education Finance: Policy and Research

The Ohio State University – Columbus

ED P&L 813 Organizational Theory

Ph.D. DISSERTATION COMMITTEES

In progress

Harvard University

Michelle Forman

Texas A&M

Tori Austin (co-chair)

Bake Barron (chair)

Lina Esquivel (chair)

Bryan Hallmark (chair)

Shannon Hood (chair)

Karen Mumford (chair)

David Paz (chair)

Ryan Steele (member)
Pat Schroeder (member)
Brad Snod (chair)
Mayra Lee Pena (member)

Ph.D. Students Completed

Serena Salloum. (2011). Collective Efficacy, Social Context, Teachers' Work, and Student Achievement: A Mixed Method Study. *Assistant Professor of Education Leadership, Ball State University.*

Berebitsky, Daniel. (2010). Teacher's Academic Press and Student Achievement in Reading Comprehension (chair). *Post-doctoral Research Fellow Vanderbilt University.*

Larsen, Ross. (2010). Second Level Cluster Dependencies: A Comparison of Modeling Software and Missing Data Techniques. *Post-doctoral Research Fellow, University of Virginia.*

Sanders, Beth (2010). School Leaders and the Challenge of the Elementary and Secondary Education Act, 1960-1968. *Associate Professor of Education, Atlantic Cape Community College.*

Paul Perrault (2010). The Evolution of Teacher Certification and the Qualifications to Teach in Four States, 1890 – 1930. *Research Associate, University of Michigan School of Education.*

Danae de los Rios (2007). Coordinating Instruction in Two Comprehensive School Reform Programs.

Leahy, David M. (2007). The Relationship between Organizational Teaching Orientations and Student Achievement, Teacher Collaboration, Collective Efficacy, and Teacher Trust.

Spybrook, Jessaca (2007). Are Group Randomized Trials Funded by the Institute of Education Science Designed with Adequate Power? *Assistant Professor, College of Education, Western Michigan University.*

Coggsall, Jane G. (2006). High School Teacher Assignment and the New Governance of Teacher Quality. *Research Associate, American Institutes for Research, Washington, D.C.*

Correnti, Richard J. (2005). Literacy Instruction in CSR Schools: Consequences of Design Specification on Teacher Practice. *Assistant Professor, University of Pittsburgh Education Policy Center and School of Education.*

Johnson, David J. (2005). Preparation for State-Mandated Testing: Policy Implications for Teacher-Students' Interactions During Classroom Literacy Practices. *Former Research Scientist and Lecturer, University of Michigan School of Education.*

Sikkenga, Karl W. (2005). Resurrecting Lou Boudreau: Principals Who Teach. *Head of Pathfinder School, Traverse City, Michigan.*

Superfine, Benjamin M. (2005). Legal Hurdles and Arguments: Using the Courts to Affect the Implementation of No Child Left Behind. *Assistant Professor, University of Illinois - Chicago.*

De Young, David A. (2004). Of Problems, Policies, and Politics: Using Multiple Streams to Describe and Explain State Reading Policy Development. *Principal, Bloomfield Hills School District, Bloomfield Hills, MI.*

LoGerfo, Laura F. (2004). Does Responsibility Matter and Who Is Responsible? Exploring the Influence and Development of Teacher Responsibility for Children's Welfare. *Associate Research Scientist, National Center for Educational Statistics, U.S. Department of Education, Washington, D.C.*

Taylor, James E. (2004). Distributed Instructional Leadership and Teachers' Perceptions of and Motivation for Instructional Improvement. *Research Associate, American Institutes for Research, Washington, D.C.*

Geverdt, Douglas E. (2003). Location, Location, Location: The Spatial Quality of Urban School Locale Classifications in the National Center for Education Statistics' Common Core of Data. *U.S. Census Bureau, Washington, D.C.*

Shepley, Thomas V. (2003). A Tale of Two Giants: Coalitions, Policy-Oriented Learning and Major Change in State Reading Subsystems. *Principal, Baltimore City Schools, Baltimore Maryland.*

Song, Mengli (2003). Influence in the Reading Policy Domain: A Cross-State Social Network Analysis. *Senior Research Scientist, American Institutes for Research, Washington, D.C.*

EDITORIAL SERVICE

Guest Editor, *Elementary School Journal*, Special Issue on The Conceptualization, Measurement, and Effects of School Leadership, 2009-2010

Associate Editor, *Educational Administration Quarterly*, 2009-ongoing

Member, Editorial Board, *American Education Research Journal*, 2008-ongoing

Member, Editorial Board, *Educational Administration Quarterly*, 2004-2005

Select External Reviewer:

American Educational Research Journal
Educational Administration Quarterly
Educational and Psychological Measurement
Educational Evaluation and Policy Analysis
Educational Researcher
Elementary School Journal
Group Dynamics
Journal of Educational Psychology
Journal of School Leadership

Journal for Research in Mathematics Education
Leadership and Policy in Schools
Teachers College Record
Teaching and Teacher Education

Book Proposal Reviewer, Springer Social Science Division, 2011-2012.

EDUCATION LEADERSHIP PROGRAM EXTERNAL REVIEWER

Grand Valley State University's proposed Specialist in Education Leadership (Ed.S.) program, January, 2006.

Western Michigan University's proposed Ph.D. in Educational Leadership, April 2004.

Oakland University's proposed M.Ed. in Educational Leadership, September, 2003.

SELECT SERVICE TO THE UNIVERSITY AND PROFESSION

Standing Member, Institute of Education Sciences Systems and Broad Reform Scientific Peer Review Panel, 2009-ongoing.

Scientific peer reviewer, Shota Rustaveli National Science Foundation. Fundamental research program. Nation of Georgia. 2011-2012.

Member, Associate Professor of Quantitative Research Methodology Search Committee, Texas A&M University, 2011-2012.

Member, Associate Professor of Urban Education Search Committee, Texas A&M University, 2011-2012.

Member, University Task Force on Human Subjects Protection Program, Texas A&M University, 2011-2012.

Member, Faculty Mentoring Committee, Department of Educational Administration and Human Resource Development, Texas A&M University, 2010-ongoing.

Organizer, Symposium on Problems of Social Policy Research, Texas A&M University, Education Leadership Research Center, March 25, 2011. Planned, organized, and funded the symposium, which included panel presentations and academic presentations focused on data acquisition, measurement error, response rates, measurement of professional practice using daily logs, program evaluation, & propensity score analysis.

Member, Evaluation Committee, Sydney and J. L. Huffines Institute for Sports Medicine and Human Performance, College of Education and Human Development, Texas A&M University, 2011.

External Reviewer for Promotion and Tenure, University of Virginia, 2010-2011.

Standing Member, Institute of Education Sciences Systems and Broad Reform Scientific Review Panel. Responsible for reviewing proposals submitted to the National Center for Education Research (NCER). September 2009 – ongoing.

Chair, Promotion and Tenure Committee, Department of Educational Administration and Human Resource Development, Texas A&M University, 2009-2010.

Search Committee Member, Post-doctoral Research Fellow. Texas A&M University, 2010.

Member, College of Education and Human Development, Council of Principal Investigators. Texas A&M University. 2009- present.

External Reviewer for Promotion and Tenure, University of Missouri – Columbia, 2009.

Member, *Paul R. Hensarling and T.M. Stinnett Awards Selection Committee*, K12 Leadership Program. Department of Educational Administration and Human Resource Development, Texas A&M University, Fall 2009 - ongoing.

Member, *Ph.D. Admissions Committee*, K12 Leadership Program. Department of Educational Administration and Human Resource Development, Texas A&M University, 2009—ongoing.

Member, *Dissertation of the Year Award Selection Committee*, Department of Educational Administration and Human Resource Development, Texas A&M University, Summer, 2009—2010.

Member, *Ed.D. Admissions Committee*, K12 Leadership Program, Department of Educational Administration and Human Resource Development, Texas A&M University, 2009—ongoing.

Member, Strategic Education Research Partnership, *Boston Design Team*, Harvard University, Cambridge, MA, 2009—ongoing.

University of Michigan Plenum Representative to the University Council for Educational Administration, 1999 – 2008.

Coordinator, University of Michigan Distinguished Speaker Series on Business and Education, 2005 – 2006.

Faculty Coordinator, Michigan State University/University of Michigan Annual Summer Institute for Superintendents, 2001-2008.

Distinguished Faculty Member, UCEA/AERA David L. Clark Graduate Student Research Seminar, April 16-17, 2004, Annual Conference of the American Educational Research Association, San Diego, CA.

Member, Task Force on the Ph.D. in Educational Studies at the University of Michigan School of Education in participation with the Carnegie Initiative on the Doctorate, 2003—2008.

Member, University of Michigan School of Education *Campaign Advisory Committee*, 2004—2006.

Member, Education Committee, Summers-Knoll Elementary School, Ann Arbor, 2003—2006.

Session Moderator, University of Michigan/Michigan State University Summer Institute for Superintendents. “*Understanding Health Care Costs*” June 30, 2005.

Chair, Task Force on Social Justice for School Leadership. Led group of Ph.D. students to develop a proposal to the Michigan State Board of Education for the inclusion of deliberate language focused on issues of social justice for school principal certification in Michigan, Fall, 2003.

University of Michigan, Commencement Marshal, December, 2003, 1999.

Faculty Advisor to the Staff Advisory Council, School of Education, University of Michigan, 2003—2005.

Referent Group Member, Michigan State Department of Education Committee on Academic Standards for School Principal Certification, 2003—2004.

Member, School Director Search Committee, Summers-Knoll Elementary School, Ann Arbor, Michigan 2003—2004.

Member, Dissertation of the Year Award Selection Committee, University Council for Educational Administration, 2002-2003.

Planning Committee Member and Session Moderator, *Building for the Future Conference*, University of Michigan, 2001.

Fulbright Award Faculty Interview Committee, University of Michigan, October, 2001

Member, University of Michigan School of Education Graduate Affairs Committee, 2000—2002.

School Improvement Grant Evaluator for the Ohio Department of Education, Spring, 1999.

SELECT CONSULTANCIES

Consortium for Policy Research in Education, University of Pennsylvania, 2010—2011.

Community Education Partners, 2010, 2011.

Core Knowledge Foundation, 2010.

Wharton Independent School District, 2009.

Victorian Department of Education, Department of Education and Early Childhood Development, Melbourne, Australia, 2008.

Australian Education Union, Melbourne Australia, 2008.

Mid-Continent Research for Education and Learning, Denver, CO. Scholar in Residence, 2007.

Walled Lake School District, Walled Lake, MI, 2006 & 2007.

Deer Valley Unified School District, Phoenix, AZ, 2006.

Mid-continent Research for Education and Learning, Denver, Co., 2005.

National Board of Professional Teaching Standards, 2002.

Learning Point Associates, 2002.

McGraw Hill, 2002.

References

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