

**Hayley Ryan Weddle, PhD**  
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## EDUCATION

**Ph.D.** Transforming Education in a Diverse Society, Education Studies, UC San Diego 2020  
 Committee: Amanda Datnow (Chair), Alan Daly, Megan Hopkins, Chris Halter, Julian Betts

Dissertation Title: *Navigating Collaboration Over Time: Teachers' Collective Work in Urban Schools Under Pressure to Improve*

**M.A.** Postsecondary Educational Leadership: Student Affairs, San Diego State University 2013

**B.A.** Sociology and Business Economics, UC Santa Barbara 2011

## RESEARCH INTERESTS

The equity implications of policy implementation across state and local levels; fostering systems of support for multilingual learner students and families; research-practice partnerships.

## ACADEMIC APPOINTMENTS

**Assistant Professor of Education Policy** 2021—Present  
 University of Pittsburgh, Pittsburgh, PA  
 Department of Educational Foundations, Organizations and Policy

**Postdoctoral Scholar and Lecturer**, Education Studies 2020—2021  
 University of California, San Diego  
 Lead data collection and analysis for two research-practice partnerships focused on developing and implementing policies to promote equity for multilingual learners. (PI: Megan Hopkins)

**Graduate Research Assistant**, *Changing the Odds Project* 2016—2020  
 University of California, San Diego (PIs: Amanda Datnow & Julian Betts)

## SELECT LEADERSHIP AND POLICY EXPERIENCES

**Assistant Director**, Multilingual Learner Leadership & Policy Institute 2020—Present  
 Collaborate with state education agencies and individual leaders to foster shared responsibility for multilingual learner education.

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

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

## TEACHING EXPERIENCE

<b>Instructor</b> , Critical Issues in Higher Education Governance (MA Course) University of Pittsburgh	2022
<b>Instructor</b> , Educational Systems, Macro Policy, and Politics (PhD and MA Course) University of Pittsburgh	2021
<b>Co-Instructor</b> , Advanced Applied Qualitative Analysis (PhD Course) University of Pittsburgh	2021
<b>Instructor</b> , Transforming Education Policy (PhD Course) University of California, San Diego	2021
<b>Co-Instructor</b> , Introduction to Qualitative Research Methods University of California, San Diego	2019
<b>Reader</b> , Early Childhood Development and Education University of California, San Diego	2019
<b>Mathematics Teaching Assistant</b> , Sixth-Grade Classroom Los Penasquitos Elementary	2016—2017
<b>Teaching Assistant</b> , Introduction to Educational Leadership San Diego State University	2013—2014

## GRANT-FUNDED RESEARCH

**Co-Investigator**, “Examining Distance Learning Amidst the COVID-19 Pandemic.” Michigan Department of Education, \$150,000. (Funded: 2021-2023).

**Co-Investigator**, “Computer Science for English Learners (CSforEL): Increasing Participation and Achievement in Advanced Placement Computer Science Principles for English Learners,” U.S. Department of Education, Office of Elementary and Secondary Education, \$3,015,767. (Funded: 2019-2023).

**Co-Investigator**, “Addressing Equity and Access for English Learners in State COVID-19 Guidance: A Research-Policy Partnership,” Council of Chief State School Officers, \$60,000. (Funded: 2020-2021).

## GRANT SUBMISSIONS UNDER REVIEW

**Principal Investigator**, “How does a State-Level Recovery Effort Impact Multilingual Learner Progress?: Examining Implementation and Outcomes of a Teacher Shortage Initiative in Michigan.” Institute of Education Sciences. \$2,185,000 (under review).

**Principal Investigator**, “Using Research to Promote Systemic Change for Multilingual Learners: A Case Study of Research-Practice Partnership Engagement with State Leaders,” William T. Grant Foundation, \$610,000 (invited submission, under review).

**Principal Investigator**, “From Compliance to Systemic Transformation: Collaboratively Advancing State Leadership for Multilingual Learner Equity,” Spencer Foundation, \$396,000 (under review).

### PEER-REVIEWED PUBLICATIONS

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

Hopkins, M., **Weddle, H.**, Castillo, M.,+ Costa, J.,+ Edwards, K.,+ Elliot, S.,+ Gautsch, L.\*, Lowenhaupt, R., & Salas, V.+ (in press). Upholding multilingual learners’ civilrights under ESSA and beyond: State leadership and the contextual factors shaping federal policy implementation. *American Journal of Education*.

**Weddle, H.** (2022). Approaches to studying teacher collaboration: A review of literature. *Educational Research Review*.

**Weddle, H.**, Caduff, A.\*, and Hopkins, M. (2022). Equity for multilingual learners in state COVID-19 guidance. *Thresholds in Education*, 44(2), pp. 100-117.

Hopkins, M., **Weddle, H.**, Lavadenz, M., Murillo, M. A., & Vahdani, T.\* (2022). Examining the English learner policy ecology: how educators navigated the provision of designated English Language Development (ELD) support at the secondary level. *Peabody Journal of Education*, 1-15.

Hopkins, M., **Weddle, H.**, Riedy, R.\*, Caduff, A.\*, Matsukata, L.\*, & Sweet, T. M. (2022). Critical social network analysis as a method for examining how power mediates improvement efforts in education. In D. Peurach, J. Russell, L., ... & A. Daly (Eds.), *The Handbook on Improvement Research in Education*.

Datnow, A., **Weddle, H.**, & Lockton, M. (2022). Teachers' use of evidence to inform practice: Examining cohesion, regulation, and accountability in California. In *The Emerald Handbook of Evidence-Informed Practice in Education*. Emerald Publishing Limited.

**Weddle, H.**, Yoshisato, M., and Hopkins, M. (2021). Professional learning for secondary teachers of English learners in an urban school district: Examining systems of support. *Journal of Professional Capital & Community*.

**Weddle, H.** (2021). Team emotion matters: Exploring teacher collaboration dynamics over time. *Journal of Educational Change*.

Hopkins, M., **Weddle, H.**, Bjorklund Jr, P., Umansky, I. M., & Blanca Dabach, D. (2021). “It’s created by a community”: Local context mediating districts’ approaches to serving immigrant and refugee newcomers. *AERA Open*.

**Weddle, H.**, Lockton, M. and Datnow, A. (2021). Research-practice partnerships “on the ground”: Exploring partnership work in urban schools under pressure to improve. *Studies in Educational Evaluation*. [doi.org/10.1016/j.stueduc.2021.101013](https://doi.org/10.1016/j.stueduc.2021.101013)

- Datnow, A., Lockton, M., and **Weddle, H.** (2021). Capacity building to bridge data use and instructional improvement through evidence on student thinking. *Studies in Educational Evaluation*. [doi.org/10.1016/j.stueduc.2020.100869](https://doi.org/10.1016/j.stueduc.2020.100869)
- Datnow, A., Lockton, M., & **Weddle, H.** (2020). Redefining or reinforcing accountability? An examination of organizational routines in schools. *Journal of Educational Change*.
- Lockton, M., **Weddle, H.**, and Datnow, A. (2020). When data don't drive: Instructional change as a motivator for reform. *School Effectiveness and School Improvement*.
- Weddle, H.** (2020). Teachers' opportunities to learn through collaboration over time: A case study of math teacher teams in schools under pressure to improve. *Teachers College Record*.
- Weddle, H.** (2020). Challenges and opportunities for sustaining purposeful professional collaboration: Leadership frames in urban schools under pressure to improve. *Leadership and Policy in Schools*.
- Weddle, H.**, Lockton, M., and Datnow, A. (2020). Teacher collaboration in school improvement. In Anne Hynds (Ed.), *Oxford Bibliographies in Education*. Oxford University Press.
- Hopkins, M., **Weddle, H.**, Gluckman, M., and Gautsch, L. (2019). Boundary crossing in a professional association: The dynamics of research use among state leaders and researchers in a research-practice partnership. *AERA Open*.
- Weddle, H.**, Lockton, M., and Datnow, A. (2019). Teacher collaboration, division of labor, and emotions in school reform: "It's always take, take, take." *Journal of Professional Capital and Community*.

## POLICY REPORTS

- Hopkins, M., **Weddle, H.**, (2021) Restart and recovery—State leadership guide for engaging stakeholders in continuous improvement of EL programs and services during COVID-19 and beyond. *Council of Chief State School Officers*.
- Hopkins, M., and **Weddle, H.** (2020). Restart and recovery—Access and equity for English learner students and families during COVID-19: Recommendations for state leaders. *Council of Chief State School Officers*.

## ADDITIONAL PUBLICATIONS

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

## MANUSCRIPTS IN PROGRESS

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

**Weddle, H.,** Hopkins, M., and Umansky, L. (under review). Transforming K-12 school district structures to center Latinx newcomers. In T. Hamann (Ed.), *Re-engineering Education in the New Latinx Diaspora*. Teachers College Press.

**Weddle, H.,** Hopkins, M., and Goldstein, H.\* (in preparation for invited special issue). How can research-practice partnerships advance equity for multilingual learners?: Examining collaboration with state education leaders. *Peabody Journal of Education*.

## CONFERENCE PRESENTATIONS

**Weddle, H.,** and Hopkins, M. (2022). *Fostering equitable systems with state leaders: Developing and sustaining research-practice partnerships*. Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.

Hopkins, M., **Weddle, H.,** and Salas, V.+ (2022). *Methodologies for policy transformation: Partnering with state education agency leaders*. Poster presented at presidential session of the American Educational Research Association Annual Meeting, San Diego, CA.

**Weddle, H.,** Caduff, A.\* and Hopkins, M. (2022). *Examining equity for multilingual learners: A policy analysis of states' COVID-19 guidance*. Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.

Hopkins, M., **Weddle, H.,** and Salas, V.+ (2022). *Upholding multilingual learners' (MLs) civil rights: State leadership & factors shaping federal policy implementation*. Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.

**Weddle, H.,** and Hopkins, M. (2021). *A critical examination of leadership practices and policies shaping ELs' access to computer science courses*. Paper presented at the University Council for Educational Administration Annual Meeting, Columbus, OH.

**Weddle, H.** (2021). *Team emotion matters: Exploring teacher collaboration dynamics over time*. Paper presented at the virtual American Educational Research Association Annual Meeting.

**Weddle, H.** (2020). *Exploring teachers' opportunities to learn through collaborative conversations in urban schools*. Paper accepted for the American Educational Research Association Annual Meeting, San Francisco, CA. \*conference cancelled

Lockton, M., **Weddle, H.,** & Datnow, A. (2020). *The role of qualitative research methods in research-practice partnerships*. Paper accepted for American Educational Research Association Annual Meeting, San Francisco, CA. \*conference cancelled

Lockton, M., Datnow, A., & **Weddle, H.** (2020). *Capacity building to bridge data use and instructional improvement*. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA. \*conference cancelled

**Weddle, H.** (2019). *What's the point?: Leaders frames for collaboration in urban schools*. Paper presented at the University Council for Educational Administration Annual Meeting, New Orleans, Louisiana.

**Weddle, H.** & Lockton, M. (2019). *"It's always take, take, take:" Teacher collaboration, division of labor, and emotions in school reform*. Paper presented at the American Educational Research Association Annual Meeting, Toronto, Canada.

**Weddle, H.** & Lockton, M. (2019). *Coaching, collaboration, and math instructional improvement in urban schools*. Paper presented at the American Educational Research Association Annual Meeting, Toronto, Canada.

Lockton, M., **Weddle, H.**, & Datnow, A. (2019). *When data don't drive: Structure, culture, and teacher agency for data use in urban schools*. Paper presented at the American Educational Research Association Annual Meeting, Toronto, Canada.

Datnow, A., **Weddle, H.**, & Lockton, M. (2019). *Continuous improvement "on the ground": Lessons from an urban school district*. Poster presented at the American Educational Research Association Annual Meeting, Toronto, Canada.

Datnow, A., Lockton, M., & **Weddle, H.** (2019). *Redefining or reinforcing accountability? An examination of organizational routines in schools*. Paper presented at the American Educational Research Association Annual Meeting, Toronto, Canada.

Hopkins, M., **Weddle, H.**, and Bjorkland, P. (2019) *Constructing opportunity: How the context of reception for newcomers shapes district policy*. Paper presented at the annual meeting of the American Education Research Association. Toronto, Canada.

## PROFESSIONAL ASSOCIATION PRESENTATIONS

Hopkins, M., **Weddle, H.**, US Department of Education Office of English Language Acquisition, National Association of EL Program Administrators (2022). *Continuous improvement of EL Programs*. Virtual webinar series.

**Weddle, H.**, Alvarez, L.,+ Flick, M.,+ & Elliot, S.+ (2022). *Leadership moves to promote ML equity*. Council of Chief State School Officers Winter EL Collaborative Meeting. Virtual.

Hopkins, M., and **Weddle, H.** (2020). Computer science for English learners (CSforEL). Invited presentation at the Computer Science Teachers Association National Conference.

## GUEST LECTURES

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

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

**HONORS AND AWARDS**

**Summer Graduate Research Fellowship** Summers 2017, 2018, 2019  
Department of Education Studies, UC San Diego

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

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

**Conference Travel Fellowship** Spring 2017, 2018  
Department of Education Studies, University of California San Diego

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

**Summa Cum Laude**, Sociology Department June 2011  
University of California, Santa Barbara

**Summa Cum Laude**, Economics Department June 2011  
University of California, Santa Barbara

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

**AD-HOC REVIEWER**

Manuscript reviewer, Educational Policy 2022—Present  
Conference proposal reviewer, *AERA* 2021—Present  
Manuscript reviewer, TESOL Journal 2021—Present  
Manuscript reviewer, Journal of Professional Capital and Community 2020—Present  
Manuscript reviewer, Educational Administration Quarterly 2019—Present

**ADDITIONAL PROFESSIONAL EXPERIENCE**

**Assistant Director**, Associated Students 2013—2016  
University of California, San Diego

**Project Assistant**, Community College Equity Assessment Lab 2012—2018  
San Diego State University

**UNIVERSITY SERVICE**

Academic Program Committee, SOE, University of Pittsburgh (Upcoming, 2022-2024)  
Education Policy Program Committee, University of Pittsburgh 2021—Present  
UC Federal Title IX Regulations Taskforce 2020—2021  
UC Faculty Sexual Misconduct Disciplinary Standards Taskforce 2019—2021  
UC Sexual Misconduct in Clinical Settings Workgroup 2019—2020  
Special Committee on Selection of President of the University 2019—2020

Regents Special Committee on Basic Needs (Chair)	2019—2020
UC Merced Chancellor Search Advisory Committee	2019—2020
UC Tuition Policy Workgroup	2019—2020
UC Regents Academic and Student Affairs Committee	2018—2020
UC Regents Audit and Compliance Committee	2018—2020
UC San Diego Department of Education Studies Faculty Search Committee	2017—2018

### **STATE AND NATIONAL SERVICE**

State Leadership for ML Equity RPP, Council of Chief State School Officers	2021—Present
Improvement Science Learning Community	2021—Present
EL Collaborative, Council of Chief State School Officers	2020—Present
CA Student Aid Commission CalFresh Work Group	2020—2021
CA Recovery with Equity Taskforce	2020—2021
CA Higher Ed/K-12 Alignment Work Group	2020—2021