

Jennifer Lin Russell
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EDUCATION
Ph.D. **University of California, Berkeley**
Education: Policy, Organization, Measurement and Evaluation, May 2007

M.A. **University of San Francisco**
Curriculum and Instruction, May 1997

B.A. **Northwestern University**
Political Science and Urban Studies, June 1994

AWARDS AND HONORS

Outstanding Reviewer for *Educational Researcher*
American Educational Research Association, 2019

Extra Mile Award
Council of Graduate Students in Education, University of Pittsburgh, 2014

Outstanding Reviewer for *Educational Researcher*
American Educational Research Association, 2014

Dean's Award for Teaching Excellence
School of Education, University of Pittsburgh, 2013

Outstanding Reviewer for *Educational Evaluation & Policy Analysis*
American Educational Research Association, 2011

School of Education Faculty Research Award
University of Pittsburgh, 2010

Outstanding Dissertation Award
Graduate School of Education, University of California, Berkeley, 2008

Spencer Dissertation Fellowship
The Spencer Foundation, 2006-2007

Founders' Region Fellowship
Soroptimist International, Founders' Region, 2006

RAND Summer Associate
Policy research internship, RAND Corp., Summer 2004

University of California, Berkeley Awards
University Fellowships, 2004-2005 & 2002-2003
Spencer Research Training Grant, 2003-2004

Educator of the Year, Finalist
California League of Middle Schools, Region 4, 2000

Departmental Honors in Urban Studies

Northwestern University, 1994

**PROFESSIONAL
EXPERIENCE**

Chair, 2020 – present

Educational Foundations, Organizations, and Policy, University of Pittsburgh

Acting Department Chair, 2019-2020

Learning Sciences and Policy, School of Education, University of Pittsburgh

Associate Professor, 2014 – present

Learning Sciences and Policy, School of Education, University of Pittsburgh

Research Scientist, 2007 – present

Learning Research and Development Center, University of Pittsburgh

Senior Fellow, 2017 – present (**Fellow**, 2014-2017; **Consultant**, 2010 – 2014)

Carnegie Foundation for the Advancement of Teaching

Assistant Professor, 2007 – 2014

Learning Sciences and Policy, School of Education, University of Pittsburgh

Adjunct Researcher/Consultant, 2004-2008

RAND Corporation

Research Assistant, Scaling Up Mathematics project, working with Cynthia

Coburn, 2005-2007

University of California, Berkeley

Research Assistant, Policy Analysis for California Education, 2003-2006

University of California, Berkeley

Special Education Teacher, Fred J. Page High School, Franklin, TN, 2000-2002

Special Education Teacher, Edna M. Brewer Middle School, Oakland, CA, 1994-2000 [Special Education Department Chair (1997-2000)]

Teach for America Corps Member, Oakland, CA, 1994-1996

GRANTS

Principal Investigator (with Jennifer Sherer and Jennifer Iriti). Nellie Mae Education Foundation. *Developmental Evaluation of the Better Math Teaching Network & Student Centered Assessment Network*, (9/1/16-8/31/19), \$1,524,403.

Principal Investigator. Bill and Melinda Gates Foundation. *Conceptualizing and Measuring Network Health*, (11/15/18-12/31/20), \$1,495,000.

Co-Lead (with Tony Petrosky (Lead), Rosita Apodaca, Dana Thompson Dorsey & Chris Schunn). Bill and Melinda Gates Foundation. Network for School Improvement in partnership with Dallas ISD, (9/1/18-8/31/23), \$7,400,000.

Co-Investigator (with Tim Girard (PI), Jeremy Kahn, and Linda Argote (Carnegie Mellon). National Institute of Health. Maximize Extubation (Outcomes) Through

Educational and Organizational Research (METEOR), (8/15/2018-6/30/20), \$522,309.

Investigator (with Kevin Crowley (PI) and Karen Knutson). William Penn Foundation, *Supporting the Informal Learning Initiative*, (9/1/17-8/31/19) \$365,670.

Senior Personnel (with Richard Correnti and Mary Kay Stein). Spencer Foundation. *Improvement of Mathematics Teaching at-Scale*, (1/1/17-12/31/19), \$900,000.

Principal Investigator. Tennessee Department of Education (SCORE). *Tracking the emergence and development of the Tennessee Early Learning Network (TELN)*, (1/1/16-7/31/18), \$229,776.

Principal Investigator (with Vicki Kirk, Victoria Bill, Richard Correnti, Nate Schwartz and Mary Kay Stein). Institute of Education Sciences, Continuous Improvement Research in Education. *Coaching to Improve Common Core Aligned Mathematics Instruction in Tennessee*, (7/1/14-12/31/18), \$2,499,749.

Principal Investigator. Spencer Foundation. *Designing Organizational Routines to Support the Inclusion of Special Education Students in Secondary Schools*, (7/1/14-12/31/18), \$296,704.

Co-Principal Investigator (with Mary Kay Stein and Richard Correnti). National Science Foundation. *States as STEM Learning Environments: Building an Indicator System to Guide Instructional Improvement at Scale*, (10/1/13-3/31/18), \$1,799,253.

Co-Principal Investigator (with Louis Gomez and Tony Bryk). William T. Grant Foundation. *Catalyzing a Network of Educational Networks to Learn How to Improve*, (7/1/12-6/30/14), \$45,262.

Co-Principal Investigator (with Mary Kay Stein). LRDC Research Development Funds. *Understanding the State "Policy Pipeline": An Exploratory Comparison of States' Approaches to Race to the Top Reforms*, (7/1/10-6/30/12), \$137,055.

Co-Principal Investigator (with Mary Kay Stein, Louis Gomez and Kim Gomez). Institute of Education Sciences (Goal 2). *Collaborative, Technology-Enhanced Lesson Planning as an Organizational Routine for Continuous, School-Wide Instructional Improvement*, (7/1/09-6/30/14), \$1,393,584.

Principal Investigator (with Jim Greeno and Louis Gomez). LRDC Research Development Funds. *Roles, Tools, and Practices of Teachers in Inclusive Schools*, (7/1/09-6/30/10), \$105,437.

Principal Investigator. Wallace Foundation, subcontract from the RAND Corporation. *Testing the Validity of the Cohesive Leadership System Hypothesis and the State Role in Improving School Leadership*, (1/1/08-6/30/09), \$109,516.

Principal Investigator (with Kevin Crowley, Karen Knutson and Bill Bickel). LRDC Research Development Funds. *The Ecology of Educational Opportunities in Pittsburgh*, (7/1/08-6/30/10), \$75,824.

Senior Personnel. National Science Foundation. *City as Learning Lab*, (3/1/08-2/1/11), \$500,000.

PUBLICATIONS

*=Students

Russell, J. L., Correnti, R. C., Stein, M. K., Thomas, A., Bill, V. & Speranzo, L. (In Press). Mathematics coaching for conceptual understanding: Promising evidence regarding the TN + IFL Math Coaching Model. *Educational Evaluation and Policy Analysis*.

Coy, J. N. & Russell, J. L. (In press). Teachers as Behavior Professionals: Understanding the Experiences of Teachers as BCBAs. *Special Education Research, Policy & Practice*.

Hannan, M. Q.* & Russell, J. L. (In Press). Coaching in context: Exploring conditions that shape instructional coaching practice. *Teachers College Record*.

Russell, J. L., Correnti, R., Stein, J. K., Bill, V., Hannan, M.*, Schwartz, N., Booker, L., & Pratt, N. R. (2020). Learning from adaptation to support instructional improvement at scale: Understanding coach adaptation in the TN Mathematics Coaching Project. *American Educational Research Journal*, 57(1), 148-187.

Stelitano, L.*, Russell, J. L., & Bray, L. E. (2020). Organizing for meaningful inclusion: Exploring the routines that shape student supports in secondary schools. *American Educational Research Journal*, 57(2), 535-575.

Hecht, M.*, Crowley, K., & Russell, J. L. (2020). Decentering humans in the learning sciences: The role of nonhuman nature and place in learning ecosystems, *Proceedings of the 14th International Conferences of the Learning Sciences*, 501-504.

Davidson, K., Bell, A.*, Riedy, R.*, Sandoval, C.*, Wegemer, C., Clark, T., Farrell, C., Fishman, B., Russell, J. Penuel, W. R., & Marin, A. (2020). Preparing researchers to participate in collaborative research. *Proceedings of the 14th International Conferences of the Learning Sciences*, 501-504, 2563-2572.

Russell, J. L. (2020). Reflecting on the MTE-Partnership: Using Networked Improvement Communities to Solve Complex Problems of Practice. In W. G. Martin, B. Lawler, A. Liscka & W. Smith, (Eds.), *The Mathematics Teacher Education Partnership: The power of a networked improvement community to transform secondary mathematics teacher preparation*. Charlotte, NC: Information Age Publishers.

Peurach, D. J., Penuel, W. R., and Russell, J. L. (2019). *Beyond ritualized rationality: Organizational dynamics of instructionally-focused continuous improvement*. In M. Connolly, D. E. Spicer, C. James, & S. D. Kruse (Eds.), *International handbook on schools as organizations*. Thousand Oaks, CA: Sage.

Resnick, L. B., Russell, J. L. & Schantz, F. (2019). Expertise for the future: A new challenge for education. In P. Ward, J. M. Schraagen, J. Gore & E. Roth (Eds.), *The Oxford Handbook of Expertise*. Oxford: Oxford University Press.

Russell, J. L., Sherer, J. Z., Iriti, J., and Long, C. (2018). The Better Math Teaching Network. Year One: Developmental evaluation report. Quincy, MA: Nellie Mae Education Foundation.

Akiva, T., Russell, J., Hecht, M., & Crowley, K. (2018). Leadership in Out-of-School Learning: The Educational Doctorate Program at the University of Pittsburgh. *International Journal for Research on Extended Education*.

Bray, L. E & Russell, J. L. (2018). The dynamic interaction between institutional pressures and activity: An examination of the implementation of IEPs in secondary inclusive settings. *Educational Evaluation and Policy Analysis*, 40(2), 243-266.

Briggs, J.*, Russell, J. L., & Wanless, S.B. (2018). Kindergarten teacher buy-in for standards-based reforms: A dynamic interplay between professional identity and perceptions of control. *Early Education and Development*, 29(1), 125-142.

Russell, J. L., Stein, M. K., Correnti, R., Bill, V., Booker, L., & Schwartz, N. (2017). Tennessee scales up improvement in math instruction through coaching. *The State Educational Standard*, 17(2), 22-27.

Russell, J. L., Kehoe, S.*, & Crowley, K. (2017). Linking in and out-of-school learning. *Sage Encyclopedia on Out-of-School Time Learning*.

Russell, J. L., Bryk, A. S., Dolle, J., Gomez, L. M., LeMahieu, P. & Grunow, A. (2017). A framework for initiation of Networked Improvement Communities. *Teachers College Record*, 119(5), 1-36.

Childs, J.*, & Russell, J. L. (2017). Turning around low-achieving schools: Building state capacity to support improvement through Race to the Top. *Urban Education*, 52(2), 236-266.

Stein, M. K., Correnti, R., Moore, D., Russell, J. L. & Kelly, K.* (2017). Using theory and measurement to sharpen conceptualizations of mathematics teaching in the Common Core era. *AERA Open*, 3(1).

Gomez, L.M., Russell, J. L., Bryk, A. S., LeMahieu, P. G., Mejia, E. (2016). The right network for the right problem. *Phi Delta Kappan*, 98(3), 8-15.

Bray, L. E.*, & Russell, J. L. (2016). Going off script: Structure and agency in Individualized Education Program meetings. *American Journal of Education*, 122(3).

Hannan, M. Q.*, Russell, J. L., Takahashi, S. & Park, S. (2015). Improving feedback and support for beginning teachers: The case of the Building a Teaching Effectiveness Network. *Journal of Teacher Education*, 66(5), 494-508.

Russell, J. L., Meredith, J.*, Childs, J.*, Stein, M. K., & Prine, D. W. (2015). Designing inter-organizational networks to implement education reform: An analysis of state Race to the Top applications. *Educational Evaluation and Policy Analysis*, 37(1), 92-112.

Russell, J. L., & Sabina, L.* (2014). Planning for principal succession: A conceptual framework for research and practice. *Journal of School Leadership*, 24, 599-639.

Russell, J. L. & Meredith, J. (2013). *Case study of the Building a Teaching Effectiveness Network*. Report prepared for the Carnegie Foundation for the

Advancement of Teaching.

Russell, J. L., Knutson, K., & Crowley, K. (2013). Collaborations bridging the formal-informal divide in an urban educational ecology. *Journal of Educational Change, 14*, 259-281. [Lead article]

Russell, J. L., & Bray, L. E.* (2013). Crafting coherence from complex policy messages: Educators' perceptions of special education and standards-based accountability policies. *Education Policy Analysis Archives, 21*(5).

Coburn, C. E., Russell, J. L., Kaufman, J., & Stein, M. K. (2012). Supporting sustainability: Teachers' advice networks and ambitious instructional reform. *American Journal of Education, 119*(1), 137-182.

Russell, J. L. (2011). From child's garden to academic press: The role of shifting institutional logics in redefining kindergarten education. *American Educational Research Journal, 48*(2), 236-267. [Lead Article]

Knutson, K., Crowley, K., Russell, J. L., & Steiner, M. A.* (2011). Approaching art education as an ecology: Exploring the role of museums. *Studies in Art Education, 52*(4), 326-338.

Augustine, C., & Russell, J. L. (2010). The state role in advancing effective leadership in districts and schools. *Journal of Staff Development, 31*(2), 30-35.

Augustine, C., Gonzalez, G., Ikemoto, G., Russell, J., Zellman, G., Constant, L., Armstrong, J., & Dembosky, J. (2009). *Building cohesive systems to improve school leadership*. Research Brief. Santa Monica, CA: RAND Corporation.

Augustine, C., Gonzalez, G., Ikemoto, G., Russell, J., Zellman, G., Constant, L., Armstrong, J., & Dembosky, J. (2009). *Improving school leadership: The promise of cohesive leadership systems*. Santa Monica, CA: RAND Corporation.

- Lead author of Chapter 4 (with Gail Zellman & Jane Armstrong), "Variations in state and district roles in improving school leadership."
- Sole author of Chapter 5, "Building cohesion across policies and initiatives."

Russell, J. L. (2008). Defining kindergarten in an era of accountability. California Kindergarten Association: Research. Available at: <http://www.californiakindergartenassociation.org/research/>

Coburn, C. E., & Russell, J. L. (2008). *Getting the most out of professional learning communities and coaching: Promoting interactions that support instructional improvement*. Learning Policy Brief, 1(3), 1-4.

Stecher, B. M., Epstein, S., Hamilton, L. S., Marsh, J. A., Robyn, A., McCombs, J. S., Russell, J., & Naftel, S. (2008). *Pain and gain: Implementing No Child Left Behind in three states, 2004-2006*. Santa Monica, CA: RAND Corporation.

Hamilton, L. S., Stecher, B. M., Russell, J. L., Marsh, J. A., & Miles, J. (2008). Accountability and teaching practices: School-level actions and teacher responses. In B. Fuller, M.K. Henne, & E. Hannum (Eds.), *Strong state, weak schools: The*

benefits and dilemmas of centralized accountability (Research in the Sociology of Education, Vol. 16, pp. 31-66). St. Louis, MO: Emerald Group Publishing.

Coburn, C. E., & Russell, J. L. (2008). District policy and teachers' social networks. *Educational Evaluation and Policy Analysis, 30*(3), 203-235. [Lead Article]

Curry, M., Jaxon, K., Russell, J. L., Callahan, M. A., & Bicais, J. (2008). Examining the practice of beginning teachers' micropolitical literacy within professional inquiry communities. *Teaching and Teacher Education, 24*(3), 660-673.

Hamilton, L. S., Stecher, B. M., Marsh, J. A., McCombs, J. S., Robyn, A., Russell, J. L., Naftel, S., & Barney, H. (2007). *Standards-based accountability under No Child Left Behind: Experiences of teachers and administrators in three states*. Santa Monica, CA: The RAND Corporation.

Russell, J. L. (2007). *Not kid stuff anymore? Institutional change in kindergarten education*. (Unpublished doctoral dissertation). University of California, Berkeley.

Russell, J. L., & McCombs, J.S. (2006). *Superintendent, principal, and teacher understanding of and attitudes about accountability*. Working Paper WR-376-EDU. Santa Monica, CA: RAND Corporation.

Woody, B., Bae, S., Park, S., & Russell, J. L. (2006). *Snapshots of reform: District efforts to raise student achievement across diverse communities in California*. Berkeley, CA: Policy Analysis for California Education.

Marsh, J. A., Barney, H. R., & Russell, J. L. (2005). *Accountability elements of the No Child Left Behind Act: Adequate yearly progress, school choice, and supplemental educational services*. RAND White Paper. Santa Monica, CA: RAND Education.

Russell, J. L. (2004). *Evaluating early evidence of the implementation of accountability report cards*. Working Paper WR-202-EDU. Santa Monica, CA: RAND Education.

Woody, E., Buttles, M., Kafka, J., Park, S., & Russell, J. (2004). *Voices from the field: Educators respond to accountability*. Berkeley, CA: Policy Analysis for California Education.

Manuscripts in Peer Review/Revision

Sherer, D., Paquin-Morel, R., Larbi-Cherif, A. & Russell, J. L. (Conditional Accept). Conceptualizing, evaluating, and measuring improvement networks. Oxford Bibliographies: Series on Improvement-Focused Educational Research.

Stein, M.K., Russell, J.R., Correnti, R., Bill, V., & Speranzo, L. (In Review following Revise and Resubmit). Coaching to help teachers learn to enact conceptually rich, student-focused mathematics lessons. *Journal of Mathematics Teacher Education*.

Correnti, R., Yu, B., Russell, J., Thomas, A., Stein, M.K., Matthis, C., Booker, L., Schwartz, N. (Revise & Resubmit). Generalized inferences for how coaching influences teaching and student achievement: Design, sampling and

balance for a longitudinal, prospectively-matched cohort study. *Journal for Research on Educational Effectiveness*.

Correnti, R., Russell, J., Stein, M.K., Yu, B., Thomas, A., Matthis, C., Bill, V., Speranzo, L., Booker, L., Schwartz, N. (Revise & Resubmit). Main effects of mathematics coaching on teaching and student achievement: Coaching differences for building theories of how coaching influences teaching. *Cognition and Instruction*.

**INVITED
ADDRESSES AND
CONFERENCES**

Russell, J. L. (2019, Sept.). Design for continuous improvement at scale. Keynote Address. *15th Annual Conference of the International Society for Design and Development in Education*, Pittsburgh, PA.

Russell, J. L., Iriti, J., & Sherer, J. (2019, June). More than a network: Building professional communities for educational improvement. *2019 IFL Leader Summit*, Pittsburgh, PA.

Russell, J. L., Sherer, J. L., & Sherer, D. (2019, April). Theory of Networked Improvement Community Development. *Carnegie Foundation Summit on Improvement in Education*, San Francisco, CA.

Russell, J. L. (2019, April). Invited Speaker Session: *Division L Vice Presidential Address and Panel*. Developments in Education Policy Research: Building a Scholarship of Improvement. *American Educational Research Association Annual Meeting*, Toronto, ON.

Russell, J. L., Stein, M. K. & Correnti, R. C. (2018, April). *Coaching to improve instruction: The TN Mathematics Coaching Program*. 2018 Annual Meeting of the Association of State Supervisors of Mathematics, Washington, DC.

Russell, J. L. & Ahn, J. (2017, July). *Implementation research and practical measurement*. Plenary session and workshop. 2017 Design Based Implementation Research Workshop, University of Colorado Boulder.

Penuel, W. & Russell, J. L. (2017, July). *Implementation research methods*. Workshop session. 2017 Design Based Implementation Research Workshop, University of Colorado Boulder.

Russell, J. L. & Pinkard, N. (2017, July). *Using implementation theories in DBIR*. 2017 Design Based Implementation Research Workshop, University of Colorado Boulder.

Russell, J. L. (2017, June). Organizing for improvement: Reflections on the power of networks. Keynote Address. *Mathematics Teacher Education-Partners Annual Conference*.

Russell, J. L. (2017, May). Theory of NIC development. *Continuous Improvement Research in Education Convening*. University of Colorado Boulder (with support from the Spencer Foundation).

Russell, J. L. (2017, March). Developmental evaluation for Networked Improvement Communities. *Carnegie Foundation Summit on Improvement in Education*, San Francisco, CA.

Russell, J. L. & Khachatryan, E. (2017, March). Theory of Networked Improvement Community Development. *Carnegie Foundation Summit on Improvement in Education*, San Francisco, CA.

Hannan, J. & Russell, J. L. (2017, March). Social network analysis: A tool for understanding network development. *Carnegie Foundation Summit on Improvement in Education*, San Francisco, CA.

Russell, J. L. & Grunow, A. (2016, July). *Implementation research and practical measurement*. Plenary session. 2016 Design Based Implementation Research Workshop, University of Colorado Boulder.

Russell, J. L. & Pinkard, N. (2016, July). *Using implementation theories in DBIR*. 2016 Design Based Implementation Research Workshop, University of Colorado Boulder.

Russell, J. L. (2016, May). *Social resources for ambitious mathematics instruction*. Learning in Social Contexts Conference, Tepper School of Business at Carnegie Mellon University and the Learning Research and Development Center at the University of Pittsburgh, Pittsburgh, PA.

Bill, V., Russell, J. L., & Stein, M. K. (2016, May). *Collaboration and adaptation at scale*. Institute for Learning Annual Conference, Pittsburgh, PA

Russell, J. L., Correnti, R., Stein, M. K., Hannan, M., Bill, V., Schwartz, N., Booker, L. & Pratt, N. R. (2015, October). *Using data for improvement to support implementation at scale: Adaptive integration in the TN Mathematics Coaching Project*. National Center on Scaling Up Effective Schools Second National Conference, Nashville, TN.

Russell, J. L. (2015, August). *Teacher collaboration in the Common Core era*. Putting Organizational Theory to Work Conference hosted by the Radcliffe Institute, Cambridge, MA.

Russell, J. L., & Stein, M.K., & Correnti, R. (2014, September). *Tennessee as a STEM learning environment: Social supports for ambitious mathematics instruction*. Tennessee State Department of Education, Nashville, TN.

Russell, J. L. (2014, August). *Social resources for the implementation of ambitious instructional reform*. National Science Foundation Annual Meeting of DR K-12 Grantees, Washington, DC.

Russell, J. L. (2014, May). *Supporting sustainability: Teachers' advice networks and ambitious instructional reform*. Institute for Learning Summer Retreat, Ponte Verde, FA.

Russell, J. L. and Gomez, L. M. (2014, March). *Improvement network initiation: A framework for getting started*. Carnegie Foundation Summit on Improvement in Education, San Francisco, CA.

Invited panel facilitator. (2013, September). *The power of networks*. Carnegie Foundation for the Advancement of Teaching's National Convening on Using Improvement Science to Tackle Practical Problems in Education, Washington, DC.

Invited participant. (2011, June). *Design Based Implementation Research*. National Science Foundation funded conference. San Francisco, CA.

Russell, J. L. (2010, June). *Improving school leadership: The promise of cohesive leadership systems*. Delaware Policy and Practice Institute. Dover, DE.

Russell, J. L. (2009, November). *Improving achievement through school leadership: Delaware's story*. Education Trust National Conference. Arlington, VA.

Russell, J. L. (2009, October). *Easing transitions along the leadership ladder: From the state to the school*. The Wallace Foundation's Annual Conference: Education Leadership: An Agenda for School Improvement, Washington, DC.

Russell, J. L., & Coburn, C. E. (2009, May). *Using qualitative social network analysis to examine teachers' social networks*. Presentation at invitational conference on social network analysis, Westat, Rockville, MD.

Coburn, C. E. & Russell, J. L. (2007, February). *Teacher social networks and district policy*. Presentation at invitational conference on social capital, Learning Research and Development Center, University of Pittsburgh, Pittsburgh, PA.

Coburn, C. E., & Russell, J. L. (2006, November). *Teacher social networks: A conceptual framework and empirical analysis*. Presentation at invitational conference on teacher social networks, sponsored by the National Science Foundation and Spencer Foundation, Northwestern University, Evanston, IL.

**PEER-
REVIEWED
PRESENTATIONS**

* = students

Russell, J. L., Bryk, A. S., Khachatryan, E., LeMahieu, P., Peurach, D., Sherer, J. Z., & Hannan, M.* (2019, April). The social organization of networked improvement communities. *American Educational Research Association Annual Meeting*, Toronto, ON.

Russell, J. L. & Peurach, D. J. (2019, April). The scholarship of improvement: Building community around an emerging tradition of practice-focused educational research. Co-organized (and served as chair) of structured poster session. *American Educational Research Association Annual Meeting*, Toronto, ON.

Stein, M. K., Russell, J. L., Correnti, R. C., Bill, V. & Speranzo, L. (2018, April). Relational of coach-teacher planning sessions to quality of mathematics lessons. *American Educational Research Association Annual Meeting*, New York, NY.

Hannan, M. Q & Russell, J. L. (2018, April). Coaching in context: Exploring conditions that shape instructional coaching practice. *American Educational Research Association Annual Meeting*, New York, NY.

Russell, J. L., (2017, April). TN Mathematics coaching project. *American Educational Research Association Annual Meeting*, San Antonio, TX.

Stelitano, L.*, Russell, J. L., & Bray, L. E. (2017, April). Organizing for inclusion: Exploring the routines that shape student supports. *American Educational Research Association Annual Meeting*, San Antonio, TX.

Correnti, R., Thomas, A.S., Yu, B., Russell, J., Booker, L., Schwartz, N., Matthis, C. (2017, March). Prospective Matching Methods in Education Research: Recruiting an Active Comparison Sample for Causal Inference. *Society for Research on Educational Effectiveness*, Washington, DC.

Russell, J. L., Stein, M. K., Correnti, R. J., Kehoe, S. S.*, Moore, D. W. & Thomas, A. (2016, April). Theorizing and measuring social supports for teacher learning. *American Educational Research Association Annual Meeting*, Washington, DC.

Stein, M.K., Thomas, A., Kelly, K.*, Russell, J., & Correnti, J. (2016). Assignments and student work as measures of teaching. *American Educational Research Association Annual Meeting*, Washington, DC.

Correnti, R., Stein, M.K., Russell, J., Moore, D., Kelly, K.*, & Thomas, A. (2016). Innovative survey approaches: Making sense of patterns that make sense. *American Educational Research Association Annual Meeting*, Washington, DC.

Kelly, K.*, Stein, M.K., Moore, D., Correnti, R., & Russell, J. (2016). Measuring "Explicit Attention to Concepts" and "Students' Opportunity to Struggle" using video-based observations. *American Educational Research Association Annual Meeting*, Washington, DC.

Hannan, M. Q.* & Russell, J. L. (2016, April). Adaptive integration in the Building a Teaching Effectiveness Network. *American Educational Research Association Annual Meeting*, Washington, DC.

Russell, J. L., Stein, M. K., Correnti, R. J., Booker, L., Schwartz, N., Pratt, N. R., Stelitano, L.* & Pullen, B. (2016, April). Fostering research-practice partnerships at the state level: The Tennessee mathematics instructional coaching project. *American Educational Research Association Annual Meeting*, Washington, DC.

Bray, Laura E & Russell, J. L. (2016, April). Going off script: Structure and agency in individualized education program meetings. *American Educational Research Association Annual Meeting*, Washington, DC.

Russell, J. L. & Schwartz, N. (2016, March). Building a measurement system for improvement. *Carnegie Foundation Summit on Improvement in Education*, San Francisco, CA.

Bray, L. E.* & Russell, J. L. (2015, April). The implementation of standardized education programs: An examination of the IEP process in secondary inclusive settings. *American Educational Research Association Annual Meeting*, Chicago, IL.

Hannan, M.* & Russell, J. L. (2015, April). Building a Teaching Effectiveness Network: Developing a social infrastructure for the continuous improvement of

supports for beginning teachers. *American Educational Research Association Annual Meeting*, Chicago, IL.

Russell, J. L., Kehoe, S.*, Stein, M. K., Moore, D., & Correnti, R. (2015, April). Teacher collaboration in the Common Core era. *American Educational Research Association Annual Meeting*, Chicago, IL.

Russell, J. L., Bryk, A. S., Dolle, J., Gomez, L. M., LeMahieu, P. & Grunow, A. (2015, April). A framework for initiation of Networked Improvement Communities. *American Educational Research Association Annual Meeting*, Chicago, IL.

Russell, J. L., Coburn, C. E., & Kaufman, J. (2013, April). Coaches and colleagues: How teachers' social networks contribute to sustainable instructional improvement. *American Educational Research Association Annual Meeting*, San Francisco, CA.

Russell, J. L. (2013, April). Individualization in an era of standardization: Educating students with special needs in the context of accountability. *American Educational Research Association Annual Meeting*, San Francisco, CA.

Russell, J. L., & Stein, M. K. (2013, April). Planning for rigorous instruction: How teachers' beliefs about their practice influence efforts to improve instruction. *American Educational Research Association Annual Meeting*, San Francisco, CA.

Coburn, C. E., Russell, J. L., Kaufman, J., & Stein, M. K. (2013, April). Supporting sustainability: Teachers' advice networks and ambitious instructional reform. *American Educational Research Association Annual Meeting*, San Francisco, CA.

Dolle, J., Wardrip, P.*, Russell, J. L., Gomez, L., & Bryk, A. (2012, June). The power of improvement networks to transform educational inquiry: A preliminary exploration. *International Conference of the Learning Sciences*, Sydney, Australia.

Bray, L. E.*, & Russell, J. L. (2011, April). An examination of the Individualized Education Plan: A collective systems perspective. *American Educational Research Association Annual Meeting*, New Orleans, LA.

Bryk, A. S., Grunow, A., LeMahieu, P., Gomez, L., & Russell, J. L. (2010, April). Improving community college developmental mathematics at scale. *American Educational Research Association Annual Meeting*, Denver, CO.

Russell, J. L., & Bray, L.* (2010, May). The dynamic interplay between individualization and standardization: Educators' perceptions of special education and accountability policies. *American Educational Research Association Annual Meeting*, Denver, CO.

Russell, J. L., Knutson, K., Crowley, K., Kisa, J.*, & Steiner, M. A.* (2010, May). Collaborations bridging the formal-informal divide in an educational ecology. *American Educational Research Association Annual Meeting*, Denver, CO.

Ogawa, R., & Russell, J. L. (2010, May). Understanding learning in organizations: Bridging the organizational and learning sciences. *American Educational Research Association Annual Meeting*, Denver, CO.

Stein, M. K., Coburn, C. E., Russell, J. L., & Kaufman, J. (2010, May). How teacher social capital shapes instruction. *American Educational Research Association Annual Meeting*, Denver, CO.

Russell, J. L., & Sabina, L.* (2009, November). Intentional succession planning: Lessons from three districts with comprehensive systems to support leadership transition. *University Council for Educational Administration*, Anaheim, CA.

Russell, J. L. (2009, November). Leadership conditions framework: Structures and supports need to enable effective school leadership. *University Council for Educational Administration*, Anaheim, CA.

Ikemoto, G. S., Augustine, C., Gonzalez, G., & Russell, J. L. (2009, November). Improving leadership for learning by developing a cohesive leadership system. *University Council for Educational Administration*, Anaheim, CA.

Russell, J. L., & Sabina, L.* (2009, April). Comparative analysis of succession planning in two districts with comprehensive systems to support leadership development. *American Educational Research Association Annual Meeting*, San Diego, CA.

Russell, J. L., & Robyn, A. (2009, April). Redefining the role of school districts through standards-based accountability policies: successes and challenges. *American Educational Research Association Annual Meeting*, San Diego, CA.

Russell, J. L. (2008, August). Teaching academic content in kindergarten: How patterns of tight and loose coupling shape instruction. *American Sociological Association conference*, Boston, MA.

Russell, J. L. (2008, April). From Child's Garden to Academic Press: The role of shifting institutional logics in redefining kindergarten education. *American Educational Research Association Annual Meeting*, New York, NY.

Russell, J. L. (2008, April). Kindergarten teaching in an era of accountability: How accountability policies shape instruction in an untested grade. *American Educational Research Association Annual Meeting*, New York, NY.

Coburn, C. E., & Russell, J. L. (2007, April). Teacher social networks and district policy. Paper presented at the *American Educational Research Association Annual Meeting*, Chicago, IL.

Coburn, C. E., & Russell, J. L. (2006, August). Exploring the determinants of teacher social networks. *American Sociological Association conference*, Montreal, Canada.

Russell, J. L., & McCombs, J. S. (2006, April). Superintendent, principal, and teacher attitudes about accountability. *American Educational Research Association Annual Meeting*, San Francisco, CA.

Marsh, J., Barney, H., & Russell, J. (2005, April). Implementing the accountability elements of No Child Left Behind: Adequate yearly progress, school choice, and supplemental educational services. *American Educational Research Association Annual Meeting*, Montreal, Canada.

Russell, J. L. (2005, April). District strategies to address inequities in student achievement: The Lemon Grove Equity Program. *American Educational Research Association Annual Meeting*, Montreal, Canada.

Russell, J. L. (2005, April). Changing conceptions of kindergarten teaching: Kindergarten teachers' beliefs confront standards-based accountability policy. *American Educational Research Association Annual Meeting*, Montreal, Canada.

Curry, M. W., Jaxon, K., & Russell, J. L. (2005, January). Examining the development of beginning teachers' micropolitical literacy within professional inquiry communities, *New Teacher Center at UC Santa Cruz's Annual Symposium*, San Jose, CA.

Russell, J. L. (2004, April). Consequences of California's accountability policy on teachers' work. *American Educational Research Association Annual Meeting*, San Diego, CA.

**HIGHER
EDUCATION
TEACHING**

University of Pittsburgh, Learning Sciences and Policy Ph.D.

Organizational Perspectives on Educational Improvement
Advanced Seminar in Qualitative Data Analysis
Networks in Education
Learning Policy and Educational Change
LSAP Writing Seminar

University of Pittsburgh, School-wide Ed.D.

Practitioner Inquiry 2
Practitioner Inquiry 3
Policy as a Lever for Change
Organizations, Collaboration, and Networks for Out-of-School Learning

**UNIVERSITY /
DEPARTMENTAL
SERVICE**

Member, Advisory Council on Instructional Excellence, University of Pittsburgh, 2018-2021
Member, Provost's Student Success Researcher/Practitioner Collaborative, 2019-2020
Member, School of Education Executive Committee, 2019-present
Member, Promotion and Tenure Committee, SOE, 2017-2019; 2020-2023
Member, LRDC Executive Committee, 2019-present and 2014-2017
Chair, Faculty Search Committee: Research-Practice Partnership, 2019-20
Member, iLead Initiative (Pitt's iLead team is working with Carnegie and a network of IHEs to embed improvement science in graduate programs and partnerships with school districts), 2017-2018
Member, Faculty Search Committee: Higher Education Management, 2018-2019
Member, GET REAL (Graduate Enrollment Targets Realized via Equity-Minded Approaches and Leadership) committee, 2015-2017
Member, School of Education Dean Search Committee, 2015-2017
Member, Diversity Scholar Selection Committee, 2015-present
Member, School-wide EdD Steering Committee, 2013-present
Member, School of Education Research Committee, 2009-2015
Member, School-wide PhD Program Committee, 2012-2013
Member, Faculty Search Committee: Higher Education Management, 2013-2014
Member, Faculty Search Committees: School Leadership, 2011-2012

Member, Learning Policy Center (strategic planning, brief series editorial board member), 2007-2010
Member, Learning Sciences and Policy Doctoral Program, 2007-present

**OTHER
PROFESSIONAL
SERVICE**

Section Chair and Program Committee

Program Co-Chair, Improvement Science SIG, AERA, 2019-present
Senior Reviewer, International Conference of the Learning Sciences, 2020
Section 9: Policy Implementation and Going to Scale, Division L, American Educational Research Association 2017 & 2018 meetings

Journal Editor

Educational Researcher, Associate Editor (2019-2021); Editorial Board (2016-2019)
American Educational Research Journal (2016-2020)
Educational Evaluation and Policy Analysis (2016-2020)

Series Editor, Rowman & Littlefield

Book Series Editor, with Don Peurach, Networked Continuous Improvement in Education

Ad-Hoc Reviewer

American Journal of Education; Educational Administration Quarterly; Educational Policy; Educational Policy Analysis Archives; Elementary School Journal; Frontiers of Education in China; International Social Science Journal; Journal of Learning Sciences; RAND Corporation; Review of Educational Research; Sociology of Education; Urban Education

Grant Proposal Reviewer

William T. Grant Foundation
Spencer Foundation

- Research-Practice Partnership Grants Program Review Panel (2017)
- Small Grants Review Panel (2014-2016)
- Evidence for the Classroom RFP (2013) [invited to serve as a coach for new grantees in 2014 & 2015]

Netherlands Organisation for Scientific Research (NWO)
Israeli Science Foundation
The Sprout Fund

Institute for Education Sciences Technical Working Group on Mixed Methods, May 2015

Faculty, Design Based Implementation Research Workshop, July 2015, July 2016 & July 2017

University of Colorado, Boulder

Advisory Boards

Measuring the Effectiveness of Research-Practice Partnerships in Education. PIs: Caitlin Farrell, Bill Penuel, Paula Arce-Trigatti & James Soland. (2020-present)

REL Southwest Technical Working Group (2018-present)

CS-EDU Visions: Building multi-level alignment in local CSforAll implementation for sustainability. PIs: Leigh Ann DeLyser (CSNYC) & June Ahn (NYU) (2017-2019).

National Education Research Database (NERD), University of Virginia (2017-present)

REL Northwest Advisors and Technical Working Group (2017-2018)

REL Pacific Technical Working Group (2017-2019)

For Argument's Sake: Supporting Students to Comprehend and Compose Argument Texts. PI: Amy Crosson (Penn State University) (2015-2018)

Westat, Research, Evaluation, and Technical Assistance (RETA) grant for the National Science Foundation's Math and Science Partnership (MSP) Program (2014-2017)