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Erin C. Henrick, Ed.D.

Partnerships for Improvement in Education
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Current Position

August 2019- present Founder and President, Partnerships for Improvement in Education, Franklin, Tennessee

Areas of Specialization

Research-Practice Partnerships
Designing School and District-Level Coherent Instructional Systems to Support Instructional Improvement
Practical Measures and Routines to Support Instructional Improvement

Education

Ed.D. Leadership, Policy, and Organization, Vanderbilt University, Nashville, TN, 2007.

M.Ed. English Education, Vanderbilt University, Nashville, TN, 2003.

B.A. English, University of Georgia, 1998.
Included study abroad, Oxford University, Oxford, England, Summer 1997.

Professional Experience

November 2017-August 2019 Senior Research Associate, Department of Teaching and Learning, Peabody College, Vanderbilt University.

December 2011-November 2017 Program Manager, Department of Teaching and Learning, Peabody College, Vanderbilt University.

June 2007- December 2011 Research Associate, Department of Leadership, Policy, and Organizations, Peabody College, Vanderbilt University.

February 2007-June 2008 Research Assistant, Department of Leadership, Policy, and Organizations, Peabody College, Vanderbilt University.

June 2005- December 2006 Assistant Middle School Division Head, Currey Ingram Academy, Brentwood, TN.

August 1999- June 2005 Faculty Member, Webb School, Bell Buckle, TN

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Positions held include Director of Residential Life, Director of Student Activities, Dorm Head, and English Teacher.

Courses Taught

Spring 2018, Summer 2018, Advanced Learning and Performance in Organizations, Ed.D. course for Leadership, Policy, and Organization.

Fall 2016, Design Research, Ph.D. course in the Department of Teaching and Learning, course co-taught with Professor Paul Cobb

Research Grants

External evaluator on a grant from the National Science Foundation. Titled: *Chicago Alliance For Equity in Computer Science*. October 15th, 2017- September 30th, 2021. \$100,000. The Learning Partnership, Western Springs, IL.

Co-PI (with Paul Cobb) on a grant from the National Science Foundation. Titled: *Improving the Implementation of Rigorous Instructional Materials in Middle-Grades Mathematics: Developing a System of Practical Measures and Routines*. October 1st, 2016-September 30th, 2021. \$1,530,637. Peabody College of Education and Human Development, Vanderbilt University, Nashville, TN.

PI (with Paul Cobb) on a contract with the Regional Educational Laboratory-Appalachia. Titled: *MNPS Research-Practice Partnership: Rigorous Tasks in Middle-Grades Mathematics Classrooms*. January 3rd, 2016-January 2nd, 2017. \$48,160. Peabody College of Education and Human Development, Vanderbilt University, Nashville, TN.

Co-PI (with Paul Cobb) on a grant from the Spencer Foundation. Titled: *Development of Practical Measures for Improving the Quality of Mathematics Classroom Practice*. December 1st, 2015- Nov. 30th, 2017. \$400,000. Peabody College of Education and Human Development, Vanderbilt University, Nashville, TN.

PI (with Paul Cobb) on a grant from the William T. Grant Foundation. Titled: *Assessing the Effectiveness of Research-Practice Partnerships at the District Level*. May 1st, 2015- April 30th, 2016. \$25,000. Peabody College of Education and Human Development, Vanderbilt University, Nashville, TN.

PI (with Paul Cobb) on a grant from the National Science Foundation's RAPID program. Titled: *Cross-national Comparison of School and District Supports for High-Quality Mathematics Instruction in the U.S. and in China*. July 31st, 2013- August 1st, 2016. \$200,000. Peabody College of Education and Human Development, Vanderbilt University, Nashville, TN.

Project Manager on a grant from the Spencer Foundation (with Ilana Horn). Titled: *Data*

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in Conversation: Professional Learning Opportunities in Teachers' Data-Centered Collaborative Talk. January 1st, 2013-January 1st, 2016. \$298,817. Peabody College of Education and Human Development, Vanderbilt University, Nashville, TN.

Co-PI and Project Manager (with Paul Cobb, Tom Smith, Lani Horn, and Kara Jackson) on a grant from the National Science Foundation's DR-K12 program. Titled: *Investigating and Supporting the Development of Ambitious and Equitable Mathematics Instruction at Scale*. August 1, 2011-August 1, 2016. \$4,533,934. Peabody College of Education and Human Development, Vanderbilt University, Nashville, TN.

Project Manager on a grant from the National Science Foundation's Teacher Professional Continuum (TPC) program (with Paul Cobb and Tom Smith). Titled: *Designing Learning Organizations for Instructional Improvement in Mathematics*. June 1, 2006-May 31, 2011. \$2,428,277. Peabody College of Education and Human Development, Vanderbilt University, Nashville, TN.

Research Team Member on a on a grant from the National Science Foundation's Teacher Professional Continuum (TPC) program (with Tom Smith and Laura Desimone). Titled: *How Do Induction and Continuing Professional Development Affect Beginning Middle School Math Teachers' Instruction and Student Achievement?* August 1, 2006-July 31, 2011. \$2,494,179. Peabody College of Education and Human Development, Vanderbilt University, Nashville, TN.

Books

Cobb, P., Jackson, K., Henrick, E., Smith, T.M. (April, 2018). *Systems for Instructional Improvement: Creating Coherence from the Classroom to the District Office*. Harvard Education Press, Cambridge, MA.

Book Chapters

Cobb, P. Jackson, K., Smith, H., & Henrick, E. (2017). Supporting improvements in the quality of mathematics teaching on a large scale. In S. Doff & A. Bikner (Eds.), *Making Change Happen*. New York: Springer.

Henrick, E., Cobb, P., & Jackson, K. (2015). Educational Design to support System-Wide Instructional Improvement. In A. Bikner-Ahsbahs, Ch. Knipping, & N. Presmeg (Eds.), *Approaches to Qualitative Research in Mathematics Education. Examples of Methodology and Methods* (pp. 497-530). (Springer Series: Advances in Mathematics education). Dordrecht, Heidelberg, New York, London: Springer.

Cobb, P., Jackson, K., Smith, T., Sorum, M., & Henrick, E. (2013). Design research with educational systems: Investigating and supporting improvements in the quality of mathematics teaching and learning at scale. In W. R. Penuel, B. J. Fishman & B. H.

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Cheng (Eds.), *National Society for the Study of Education Yearbook on Design-Based Implementation Research*.

Published Papers and Journal Articles

Henrick, E.C., Cobb, P., Jackson, K., Penuel, W.R., Clark, T. (2017). *Assessing Research-Practice Partnerships: Five Dimensions of Effectiveness*. New York, NY. William T. Grant Foundation.

Boston, M. D., Henrick, E.C., Gibbons, L. K., Berebitsky, D., & Colby, G. T. (2016). Investigating How to Support Principals as Instructional Leaders in Mathematics. *Journal of Research on Leadership Education*, 1942775116640254.

Henrick, E., Munoz, M., & Cobb, P. (November 2016) A better research-practice partnership. *Phi Delta Kappan*. 98(3), 23-27.

Rosenquist, B., Henrick, E., & Smith, T.M. (2015). Research-practice partnerships to support the development of high quality mathematics instruction for all students. *Journal of Education for Students Placed at Risk (JESPAR)*, 20:1-2, 42-57.

Journal Articles Under Review

Kern, E., Henrick, E., Cobb, P., Smith, T., Cao, Y. (revise and resubmit). Investigating middle grades mathematics teaching in the United States and China: A cross-national comparison of instructional quality in urban districts.

Invited Presentations and Webinars

Henrick, E. (2018, October) *Taking a systems perspective to improve the quality of instruction*. Invited presenter for principal professional development in Denmark and teacher professional development at Silkeborg Gymnasium, Denmark's largest high school. Silkeborg, Denmark.

Henrick, E. (2018, December) *Dimensions of RPP Effectiveness*. Invited Presenter RPPforCS Webinar.

Henrick, E. (2017, November) *Assessing Education Research-Practice Partnerships*. Invited presenter for an online webinar for the RPPforCS Community sponsored by the National Science Foundation.

Henrick, E. (2017, March) *Education Research-Practice Partnerships*. Expert presenter at a convening for the Science Mission Directorate at NASA held by the Board of Science Education at the National Academies of Sciences, Engineering, and Medicine. Washington D.C.

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Henrick, E. (2017, February) Interviewed as a part of the MIST case study for the online course *Designing and Leading Learning Systems*. EdX. University of Michigan.

Henrick, E. (2017, January). *Designing Practical Measures to Support Instructional Improvement at Scale*. Presented at the CS For All: Research-Practice Partnerships NSF Workshops in Atlanta, GA; Los Angeles, CA; and Chicago, IL.

Henrick, E.C. (2016, February). Measuring Impacts of Research-Practice Partnerships. Panelist on an R+P Collaboratory RPP Forum. <http://researchandpractice.org/rppforums/>

Henrick, E. (2016, August). *Assessing Research-Practice Partnerships*. Presented at the Annual Meeting of the National Network of Research-Practice Partnerships. New Orleans, LA.

Rosenquist, B., Henrick, E., Smith, T. & Cobb, P. (2012, March). *Towards an Empirically-Grounded Theory of Action for Improving the Quality of Mathematics Teaching at Scale*. Paper presented at the CMP STIR Mathematics Teacher Retention Symposium, Los Angeles, CA.

Conference Papers and Presentations

Ing, M., Jackson, K., Cobb, P., Henrick, E., Kochmanski, N., Nieman, H, Smith, T. Ahn, J, Stift, A., DiGiacomo, D., Hays, M. (April, 2018). *Design and Implementation of a Practical Measure Focused on the Quality of Discussion in Mathematics Classrooms*. Roundtable at the annual meeting of the American Educational Research Association. New York, New York.

Henrick, E. Cobb, P., Penuel, W., Jackson, K. (April, 2018) *Assessing research-practice Partnerships: five dimensions of effectiveness*. Paper presented at the annual meeting of the American Educational Research Association. New York, New York.

Henrick, E.C., Jackson, K., Cobb, P., Kochmanski, N., Nieman, H. (2017, April). *Design-based research-practice partnerships: connecting researchers and practitioners to improve educational opportunities for all students*. Poster presentation in structured poster session titled Crossing boundaries and increasing impact: lessons from successful research-practice partnerships. Annual meeting of the American Educational Research Association. San Antonio, TX.

Henrick, E. & Kern, E. (2016, July). *District and school supports for ambitious math instruction: a comparison between the United States and China*. Paper presented at the 2016 International Congress of Math Education Conference (ICME).

Kern, E. & Henrick, E. (2016, July). *Investigating middle grades mathematics teaching in the United States and China: A cross-national comparison of instructional quality in urban districts*. Paper presented at the 2016 International Congress of Math Education Conference (ICME).

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Henrick, E., Choppin, J., Piecham, M.B. (2016, June). *Exploring the relationship between rigorous curriculum materials and the development of ambitious mathematics instructional practices*. Session presented at the NSF Discovery Research K-12 PI Meeting, Washington D.C.

Henrick, E. & Kern, E. (2016, April). *District and school supports for ambitious math instruction: a comparison between the United States and China*. Paper presented at the annual meeting of the World Education Research Association, Washington, D.C.

Kern, E. & Henrick, E. (2016, April). *A comparison of mathematics classroom instructional quality between China and the United States*. Paper presented at the annual meeting of the World Education Research Association, Washington, D.C.

Henrick, E., Rosenquist, B., & Smith, T. (2016, April). *Design-based research partnerships*. Presentation at the c, Washington, D.C.

Henrick, E., Jackson, K., Takahashi, S. (2016, March). *You cannot improve what you cannot measure: the technical side of practical measurement development*. Presentation at the Carnegie Summit for the Advancement of Teaching. San Francisco, California.

Kochmanski, N., Henrick, E., Jackson, K., Nieman, H., & Cobb, P. (2015, October) *On the development of practical measures of instructional practice*. Paper presented at the National Center for Scaling Up Effective Schools Conference. Nashville, Tennessee.

Kern, E.C., & Henrick, E. (2015, March). *How district and school supports relate to middle school math instructional quality: A comparison between the U.S. and China*. Paper presented at the annual meeting of the Comparative and International Education Society, Washington, D. C.

Henrick, E., Cobb, P., & Kochmanski (2015, March) *Developing practical improvement measures for research-practice partnerships that aim to improve the quality of STEM instruction*. Poster presented at the 2015 Carnegie Foundation Summit on Improvement in Education San Francisco, CA.

Henrick, E., Klafehn, A. (2014, November). *Improving access to equitable and ambitious mathematics instruction through district-research partnerships*. Paper presented at the annual meeting of the United Council for Educational Administration, Washington, D.C.

Rigby, J., Larbi-Cherif, A., Kern, E., & Henrick (2014, November). *A qualitative exploration of principal observation and feedback of middle school mathematics teachers*. Paper presented at the annual meeting of the United Council for Educational Administration, Washington, D.C.

Henrick, E. & Kern, E.C. (2014, October). *District and school supports for ambitious math instruction: A descriptive comparison between the United States and China*. Paper

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presented at the meeting of Critical Questions in Education Conference, Louisville, KY.
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Henrick, E., Choppin, J., & Drake, C. (2014, August). *Exploring the Challenges of Supporting Teachers to Enact Ambitious Instruction and Curriculum Practices in Mathematics*. Session presented at the NSF Discovery Research K-12 PI Meeting

Boston, M., Henrick, E., Gibbons, L. (2014, April) *Enabling Principals to Support High Quality Mathematics Instruction*. Session presented at the annual meeting of the National Council of Supervisors of Mathematics, New Orleans, Louisiana.

Henrick, E., Cobb, P., Smith, T., & Sorum, Michael (2013, May). *Investigating and Supporting Improvements in the Quality of Mathematics Teaching and Learning at Scale*. Structured poster session presented at the annual meeting of the American Educational Research Association, San Francisco, California.

Cobb, P. & Henrick, E. (2013, May). *Observing and Supporting Large-Scale Instructional Improvement*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California.

Rosenquist, B., Smith, T., & Henrick, E. (2013, May). *Instructional Leadership, Teacher Experience, and Districts' Supports for Teachers: Teacher Retention in Three Urban Districts*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California.

Rosenquist, B. & Henrick, E. (2012, November). *Teacher Supports and District Attrition: The Impact of Instructional Leadership*. Paper presented at the annual meeting of the United Council for Educational Administration, Denver, Colorado.

Henrick, E. & Smrekar, C. (2012, November). *Innovative Partnerships to Promote Parental Engagement in Charter Schools*. Paper presented at the annual meeting of the United Council for Educational Administration, Denver, Colorado.

Berebitsky, D., Boston, M., Henrick, E., Larbi-Cherif, A. (2011, November). *Developing school leader's instructional leadership through content-specific professional development*. Paper presented at the annual meeting of the United Council for Educational Administration, Pittsburgh, Pennsylvania.

Boston, M., Henrick, E., Gibbons, L (2011, November). *Promoting academic excellence and systemic change by positioning principals as content-area instructional leaders: the case of mathematics*. Paper presented at the annual meeting of the United Council for Educational Administration, Pittsburgh, Pennsylvania.

Cobb, P., Henrick, E., Munter, C. (2011, April). *Developing and testing theories of implementation: conducting research with educational systems*. Invited Presidential

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Session at the annual meeting of the American Educational Research Association, New Orleans, LA.

Henrick, E., Cobb, P. & Munter, C. (2011, April). *Conducting design research at the district level*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Henrick, E., Cobb, P. & Munter, C. (2010, March). *Educational design research at the district level: a methodology for supporting instructional improvement in middle school mathematics at scale*. Paper presented at the Educational Design Research Conference, University of Georgia, Athens, GA.

Colby, G. T., Gibbons, L. K., Henrick, E. C., Wong, J. W., & Boston, M. D. (2010, October). *Supporting middle-grades principals as instructional leaders in mathematics*. Paper presented at the annual meeting of the United Council for Educational Administration, New Orleans, LA.

Boston, M. & Gibbons, L., Henrick, E. (2011, April). *Using classroom observation instruments to improve principals' capacity as instructional leaders in mathematics*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

McGraner, K. and Henrick, E. (2008, March). *Effective principal leadership for teacher induction: developing a conception of the principal's role in advancing new teacher development*. Paper presented at the annual meeting of the American Educational Research Association, New York, New York.

Smrekar, C. & Henrick, E. (2008, March). *The professional doctorate in educational leadership: three alternatives to the traditional dissertation*. An interactive symposium at the annual meeting of the American Educational Research Association, New York, New York.

Hamilton, M., Henrick, E., & Hollenberg, G. (2007, April). *Answering the call: lessons learned from Montgomery County Middle School Magnet Consortium*. Ed.D. Capstone Presentation, Vanderbilt University, Nashville, TN.

Professional Field

Connections 360° Parental Involvement Program

In collaboration with Claire Smrekar (Vanderbilt University), developed a parental involvement framework based upon best practices and research on school choice, charter schools, family-school partnerships, and parental involvement. The program provides participating schools with a framework of parental involvement strategies and resources to guide the development of this critical aspect of a school program.

Instructional Leadership in Middle School Mathematics Workshop

Revised 2/1/19

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In collaboration with Melissa Boston (Duquesne University) and Paul Cobb (Vanderbilt University), developed a series of three half-day workshops (based on IFL's Instructional Quality Assessment Rubrics for Middle School Mathematics) designed to support middle school leaders' development as instructional leaders specifically in mathematics.

Workshop piloted in urban school district during fall 2009.

Service

Fall 2017, Fall 2016 - Governor's Academy for School Leadership (GASL) instructor. Peabody College, Vanderbilt University. Topic: Family and Community Engagement.

Summer 2017, Summer 2015, Summer 2014 – Leadership Institute for Union University Presenter; Topics: Improvement Science: Getting Better at Getting Better; Strategies for Increasing Parental Engagement in Schools.

Spring 2016 – Work Leading Schools Association instructor. Peabody College, Vanderbilt University. Topic: Instructional Leadership in Mathematics.

Spring 2015 – Connections 360°- A Parental Engagement Program. Workshop session for Chinese Principals in the Educational Leadership Learning Exchange Program.

Fall 2014 – Instructional Leadership in Middle School Mathematics Workshop. Abu Dhabi School Leadership Development Project. Abu Dhabi, United Arab Emirates.

August 2013- Tennessee Department of Education workshop on designing rigorous standards. Co-designer and co-leader of PD for TN DOE leaders designing more rigorous state standards for career and technical education.

2013, 2012, 2010, 2009- Principals' Leadership Academy of Nashville (PLAN) Presenter; Topic: Instructional Leadership in Middle School Mathematics.

Spring 2012-present Alumni Board, Academic Committee, Webb School, Bell Buckle, Tennessee.