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**Erin C. Henrick, Ed.D.**  
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## **CURRENT POSITIONS**

Director of Nashville Partnership for Educational Equity Research Vanderbilt University, Nashville, TN	May 2024 - Present
Carnegie National Faculty Carnegie Foundation for the Advancement of Teaching, Palo Alto, CA	August 2023 - Present
Senior Lecturer, Department of Leadership, Policy, and Organization Peabody College, Vanderbilt University, Nashville, TN	August 2020 - Present
Founder and President Partner to Improve, Franklin, TN	August 2018 - Present

## **AREAS OF SPECIALIZATION**

Research-Practice Partnerships  
Improvement Science  
Evaluation  
Design of School and District-Level Instructional Systems to Support Instructional Improvement  
Development of Practical Measures and Routines to Support Instructional Improvement

## **EDUCATION**

Ed.D. Leadership, Policy, and Organizations, Vanderbilt University, Nashville, TN	2007
M.Ed. English Education, Vanderbilt University, Nashville, TN	2003
B.A. English, University of Georgia, Athens, GA Included summer study abroad, Oxford University, Oxford, England	1998

## **Certifications**

Leading Projects for Strategic Results, Owen School of Management, Vanderbilt University	2012
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## **PROFESSIONAL EXPERIENCE**

Peabody College, Vanderbilt University, Nashville, TN Senior Lecturer, Lecturer, Research Associate, and Research Assistant Department of Leadership, Policy, and Organizations  Senior Research Associate and Program Manager	2007 - Present
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Department of Teaching and Learning

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

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

Director of Res. Life, Director of Student Activities, Dorm Head, and English Teacher

**PUBLICATIONS**

**Books**

Bryk, T., Cohen-Vogel, L., Henrick, E., McMahon, K., & Sherer, D. (under contract). *Learning to Deliver: How to Achieve Deeper Learning Equitably through Systems Transformation*. Harvard Education Press, Cambridge, MA.

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

**Book Chapters**

Lewis, C., Henrick, E., Friedkin, S., & McGee, S. (2022). "Model Variation in Inquiry Processes" in *The Foundational Handbook on Improvement Focused Educational Research: Toward a New Field of Practice-Based/Practice-Focused Innovation and Improvement*. Peurach, D. & Russell, J. (Eds.). Latham, MD: Rowman & Littlefield.

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

Henrick, E., Cobb, P., & Jackson, K. (2015). "Educational Design to support System-Wide Instructional Improvement" in *Approaches to Qualitative Research in Mathematics Education. Examples of Methodology and Methods* (Springer Series: Advances in Mathematics education). Bikner-Ahsbals, A., Knipping, Ch., & Presmeg, N. (Eds.). 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." *National Society for the Study of Education Yearbook on Design-Based Implementation Research*. Penuel, W.R., Fishman, B. J., & Cheng, B. H. (Eds.). Chicago: University of Chicago Press.

**Papers and Journal Articles**

Welsh, R., Henrick, E., & McGraw, K. (accepted for publication). "Advancing Equity via Research-Practice Partnerships (RPPs): Considerations for Connecting and Studying the Process and Products of Equity-Centered RPPs." *Frontiers in Education* special issue: *Situating Equity at the Center of Continuous Improvement in Education*.

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Farrell, C., Penuel, W.R., Arce-Trigatti, P., Soland, J., Singleton, C., Resnick, A., Stamatis, K., Riedy, R., Henrick, E. Sexton, S., Wellburg, S., & Schmidt, D. (accepted for publication). "Designing Measures of Complex Collaborations with Participatory, Evidence-Centered Design." *Frontiers in Research Metrics and Analytics* issue: *Practicing Collaborations*.

Henrick, E., Farrell, C.C., Singleton, C. Resnick, A.F., Penuel, W.R., Arce-Trigatti, P., Schmidt, D., Sexton, S., Stamatis, K., & Wellberg, S. (2023). "Indicators of research practice partnership health and effectiveness: Updating the five dimensions framework." National Center for Research in Policy and Practice and National Network of Education Research-Practice Partnerships. doi: 10.17605/OSF.IO/YVGCN.

McMahon, K., Henrick, E., & Sullivan, F. (2022). "Partnering to Scale Instructional Improvement: A Framework for Organizing Research-Practice Partnerships." The Carnegie Foundation for the Advancement of Teaching.

Sexton, S., Henrick, E., Noya, M., & Schmidt, D. (2021). "RPP Evaluation: What Does an Evaluator Do?" NNERPP Extra, 3(4), 6-10. National Network of Education Research-Practice Partnerships.

Henrick, E., McGee, S., Dettori, L., Williams, T., Rasmussen, A., Yanek, D., Greenberg, R., & Reed, D. (2021). "A research-practice partnership problem-solving cycle" in understanding and supporting collaborative research: Frameworks and measures to support learning for research and practice [symposium]. American Educational Research Association (AERA) Annual Meeting.

Henrick, E., McGee, S., & Penuel, W.R. (2019). "Attending to Issues of Equity in Evaluating Research-Practice Partnership Outcomes." NNERPP Extra, Volume 1(3). National Network of Education Research-Practice Partnerships.

Henrick, E., McGee, S., Greenberg, R. I., Dettori, L., Rasmussen, A. M., Yanek, D., & Reed, D. F. (2019). "Assessing the Effectiveness of Computer Science RPPs: The Case of CAF ECS" in *Research on Equity and Sustained Participation in Engineering, Computing, and Technology (RESPECT)*. IEEE.

Bevan, B., Henrick, E., McGee, S., & Dettori, L. (2019). "RPPs: Love 'Em or Leave 'Em?" in *Research on Equity and Sustained Participation in Engineering, Computing, and Technology (RESPECT)*. IEEE.

Henrick, E.C., Cobb, P., Jackson, K., Penuel, W.R., & Clark, T. (2017). "Assessing research-practice partnerships: five dimensions of effectiveness." 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.

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Henrick, E., Munoz, M., & Cobb, P. (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.

### **Invited Presentations and Webinars**

Carnegie Summit Pre-Conference Course Presenter (2024). Evidence for Improvement: A Framework for Analytic Support of Networked Improvement. Carnegie Summit for the Advancement of Teaching, San Diego, CA.

Carnegie Summit Pre-Conference Course Presenter (2023). Evidence for Improvement: A Framework for Analytic Support of Networked Improvement. Carnegie Summit for the Advancement of Teaching, San Diego, CA.

Henrick, E. & Sexton, S. (2023). *Research-Practice Partnerships: New Tools and Routines to Assess the Health of Your Collaborative*. NSF CISE Education and Workforce PI Meeting, Atlanta, GA.

Henrick, E., Sexton, S., Arce-Trigatti, P., & Farrell, C. C. (2022). *Workshop on Data for Continuous Improvement Needs in Collaborative Research*. NSF CISE Education and Workforce, Philadelphia, PA.

Henrick, E., Sexton, S., Arce-Trigatti, P., & Farrell, C. C. (2022). *RPP Evaluator and Practice Partner Community Workshop*. NSF CISE Education and Workforce, Philadelphia, PA.

Henrick, E. (2022). *MIST: Characteristics of a Design-Based RPP*. Stanford EDUC Introduction to RPPs. Stanford, California.

Naseri, M. Y., Snyder, C., Mcloughlin, B., Bhandari, S., Aryal, N., Biswas, G., Henrick, E., Hotchkiss, E., Jha, M., Jiang, S., Kern, E., Lohani, V., Marston, L., Vanags, C., & Xia, K. (2022). *A modular approach for integrating data science concepts into multiple undergraduate STEM+ C courses*. American Society Engineering Education Annual Meeting, Minneapolis, MN.

Snyder, C., Asamen, D. M., Naseri, M. Y., Aryal, N., Biswas, G., Dubey, A., Henrick, E., Hotchkiss, E., Jha, M., Jiang, S., Kern, E., Lohani, V., Marston, L., Vanags, C., & Xia, K. (2021). *Understanding Data Science Instruction in Multiple STEM Disciplines*. American Society Engineering Education Virtual Annual Conference Content Access, virtual.

Henrick, E. (2020). *How Research-Practice Partnerships are Pivoting in COVID-19*. American Youth Policy Forum Webinar, virtual.

Henrick, E. (2019). *Are we a partnership yet?* NSF CSforALL RPP PI Meeting, Washington, DC.

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Henrick, E. & McGee, S. (2019). *Attending to Issues of Equity Using the 5 Dimensions Framework*. NNERPP Annual Forum, Foxborough, MA.

Henrick, E., McGee, S., Dettori, L., Rasmussen, A., Greenberg, R. I., & Reed, D. F. (2019). *Using research-practice partnerships to improve practice in Chicago Public Schools*. Research, Policy and Practice (R2P) Conference, Philadelphia, PA.

McGee, S., Dettori, L., Yanek, D., Rasmussen, A. M., Greenberg, R. I., Reed, D. F., & Henrick, E. (2019). *Chicago Alliance For Equity in Computer Science (CAFÉCS): Cycles of improvement*. Poster at Symposium on Computer Science and Learning Sciences, Northwestern University, Evanston, IL. [https://ecommons.luc.edu/cs\\_facpubs/224](https://ecommons.luc.edu/cs_facpubs/224).

Workshop presenter (2018). Hewlett Foundation Grantee Working Meeting. Research-Practice Partnerships for Deeper Learning Equitably at Scale, Denver, CO.

Henrick, E. (2018). *Taking a systems perspective to improve the quality of instruction*. Invited presenter, Principal Professional Development in Denmark and Teacher Professional Development at Silkeborg Gymnasium, Denmark's largest high school, Silkeborg, Denmark.

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

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

Henrick, E. (2017). *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 DC.

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

Henrick, E. (2017). *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.

Workshop co-developer and presenter (2017 - 2022). CS For All: Research-Practice Partnerships NSF Workshops in Atlanta, GA; Los Angeles, CA; San Francisco, CA; Chicago, IL; Washington, DC; and virtual.

Henrick, E.C. (2016). *Measuring Impacts of Research-Practice Partnerships*. Panelist on an Research and Practice Collaboratory RPP Forum, virtual.

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

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

Rosenquist, B., Henrick, E., Smith, T. & Cobb, P. (2012). *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.

### **Blog Posts**

Henrick, E. & Peurach, D. (2020). *What is the role of Education Research Practice Partnerships amid the COVID-19 pandemic?* Retrieved from <https://outlier.uchicago.edu/readytochange/blog>.

### **Conference Papers and Presentations**

Henrick, E., Farrell, C.C., Singleton, C. Resnick, A.F., Penuel, W.R., Arce-Trigatti, P., Schmidt, D., Sexton, S., Stamatis, K., & Wellberg, S. (2024). *Research-Practice Partnerships for Equity, Health, and Effectiveness: Elaborating the Five Dimensions Framework*. Paper presentation at Poster Presentation at the annual meeting of the American Educational Research Association, Philadelphia, Pennsylvania.

Figueroa, G., Currin, A., Vogel, S., Henrick, E., Kern, E., Hoadley, C., Powers, K., Jaquez, C., Levitt, D. (2024) *Leveraging Research-Practice Partnerships and a Whole-School Approach to Build Broad Capacity in K-5 Computer Science Education*. Poster Presentation at the annual meeting of the American Educational Research Association, Philadelphia, Pennsylvania.

Resnick, A., Farrell, C., Henrick, E. (2023) *Introducing the RPP Health Tools*. NNERPP Annual Forum. Houston, Texas.

Henrick, E., Levitt, D., Kern, E., Figueroa, G., Vogel, S. (2023). *Examples of Effective Collaborative Routines to Advance Equity in Three Education Research-Practice Partnerships*. NNERPP Annual Forum. Houston, Texas.

Snyder, C., Henrick, E., Pérez-Rivera K. X., Naseri, M. Y., Workneh H. A., Vanags, C., Biswas, G., Jiang, S., Jha, M., & Xia, K. (2023). *An Approach to Integrating Data Science into multiple STEM+C undergraduate courses*. Workshop at American Society Engineering Education Annual Meeting, Baltimore, MA.

Henrick, E. & Arce-Trigatti, P. (2023). *What is the value-add of research practice partnerships?* Structured poster session at the annual meeting of the American Educational Research Association, Chicago, IL.

Henrick, E., McGee, S., & Schmidt, D. (2023). *Assessing the Impact of a CS for All RPP: The Case of CAFECS*. Structured poster session at the annual meeting of the American Educational Research Association, Chicago, IL.

Henrick, E., Farrell, C., Sexton, S., & Schmidt, D. (2022). *RPP EVALS and DATA VIZ: How Should We Share Back Findings from an RPP Evaluation with Various Partners?* NNERPP Annual Forum, virtual.

Yanek, D., Henrick, E., Levitt, D., Melendez, J., & Powers, K. (2022). *Computer Science Instructional Coaching: Why it Matters and How to Get Started*. Presentation at CSTA Annual Conference, Chicago, IL.

Naseri, M. Y., Snyder, C., Mcloughlin, B., Bhandari, S., Aryal, N., Biswas, G., Henrick, E., Hotchkiss, E., Jha, M., Jiang, S., Kern, E., Lohani, V., Marston, L., Vanags, C., & Xia, K. (2022). *A modular approach for integrating data science concepts into multiple undergraduate STEM+C courses*. American Society Engineering Education Annual Meeting, virtual.

McMahon, K. & Henrick, E. (2022). *Engaging With the Evidence for Improvement Framework*. Presentation at the Carnegie Summit for the Advancement of Teaching, San Diego, CA.

Snyder, C., Asamen, D. M., Naseri, M. Y., Aryal, N., Biswas, G., Dubey, A., Henrick, E., Hotchkiss, E., Jha, M., Jiang, S., Kern, E., Lohani, V., Marston, L., Vanags, C., & Xia, K. (2021). *Understanding Data Science Instruction in Multiple STEM Disciplines*. American Society Engineering Education Virtual Annual Conference Content Access, virtual.

Dettori, L., Henrick, E., & Scholz, C. (2021). *NSF4ALL: Improve your CS Research-Practice Partnership*. National Science Foundation CS4All RPP PI Meeting, virtual.

Henrick, E., McMahon, K., Bowden, J., Sherer, D. (2021). *Building Networked Improvement Community Capabilities Through Analytic Partnership*. Symposium at the annual meeting of the American Educational Research Association, virtual.

Henrick, E., McGee, S., Dettori, L., Williams, T., Rasmussen, A., Yanek, D., Greenburg, D., & Reed, D. (2021). *A Research-Practice Partnership Problem-Solving Cycle*. Symposium at the annual meeting of the American Educational Research Association, virtual.

Henrick, E., Sullivan, F., & McMahon, K. (2021). *Starting with Partnership: A Framework for learning about organizing in research-practice partnerships*. Symposium at the annual meeting of the American Educational Research Association, virtual.

Henrick, E., Scholz, C., Dettori, L., & McGee, S. (2021). *Formative Assessment for RPPs: Introducing a new tool for analyzing progress*. NNERPP Annual Forum, virtual.

Henrick, E. & Sexton, S. (2020). *What We Know Right Now*. NNERPP Annual Forum, virtual.

Henrick, E. (2020). *The Basics of RPP Effectiveness*. NNERPP Annual Forum, virtual.

Henrick, E., McGee, S., & Mark, J. (2020). *Assessing the Effectiveness of Research Practice Partnerships: Lessons from the Field*. Symposium at the annual meeting of the American Educational Research Association, San Francisco, CA. \*Conference canceled due to COVID-19.

Arce-Trigatti, P., Barbaro, C., Bhatt, M., Dickson, S., Easton, J., Ehrlich, S., Farrell, A., Franklin, D., Gordon, M., Hallberg, K., Henrick, E., McGee, S., Pratt, A., & Rasmussen, A. (2020). *Research-practice partnerships with Chicago Public Schools*. American Educational Research Association (AERA) Annual Meeting, San Francisco, CA. \*Conference canceled due to COVID-19.

- Henrick, E., McGee, S., Rasmussen, A., Yanek, D., Dettori, L., Greenburg, R., & Reed, D. (2020). *CAFÉCS: How a Research-Practice Partnership Supports Evidence Use and Informs Decision-Making for Equitable Access to Computer Science in a Large Urban School District*. Symposium at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC. \*Meeting canceled due to COVID-19.
- Arce-Trigatti, P. (moderator), Fancsali, C., McGee, S., Henrick, E., & Miller, C. (2020). *Research, relationships, and reflection: How three research-practice partnerships support practitioners' use of research evidence*. Society for Research on Educational Effectiveness (SREE), Washington, DC. \*Conference canceled due to COVID-19.
- McGee, S., Dettori, L., Yanek, D., Rasmussen, A., Greenberg, R., Reed, D., & Henrick, E. (2019). *Chicago Alliance For Equity in Computer Science (CAFECs): Cycles of improvement*. Poster at Symposium on Computer Science and Learning Sciences, Northwestern University, Chicago, IL.
- Henrick, E., McGee, S., Greenberg, R., Dettori, L., Rasmussen, A., Yanek, D., & Reed, D. (2019) *Assessing the effectiveness of computer science RPPs: The case of CAFECs*. In Proceedings of Research in Equity and Sustained Participation in Engineering, Computing, and Technology (RESPECT), Minneapolis, MN.
- Ing, M., Jackson, K., Cobb, P., Henrick, E., Kochmanski, N., Nieman, H, Smith, T. Ahn, J, Stift, A., DiGiacomo, D., & Hays, M. (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, NY.
- Henrick, E. Cobb, P., Penuel, W., & Jackson, K. (2018). *Assessing research-practice Partnerships: five dimensions of effectiveness*. Paper presented at the annual meeting of the American Educational Research Association. New York, NY.
- Henrick, E.C., Jackson, K., Cobb, P., Kochmanski, N., & Nieman, H. (2017). *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). *District and school supports for ambitious math instruction: a comparison between the United States and China*. Paper presented at the International Congress of Math Education Conference (ICME), Hamburg, Germany.
- Kern, E. & Henrick, E. (2016). *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 International Congress of Math Education Conference (ICME), Hamburg, Germany.
- Henrick, E., Choppin, J., & Piecham, M.B. (2016). *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, DC.



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Henrick, E. & Kern, E. (2016). *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, DC.

Kern, E. & Henrick, E. (2016). *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, DC.

Henrick, E., Rosenquist, B., & Smith, T. (2016). *Design-based research partnerships*. Presentation at the Presentation at the annual meeting of the American Educational Research Association, Washington, D.C.

Henrick, E., Jackson, K., & Takahashi, S. (2016). *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, CA.

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

Kern, E.C. & Henrick, E. (2015). *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, DC.

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

Henrick, E. & Klafehn, A. (2014). *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, DC.

Rigby, J., Larbi-Cherif, A., Kern, E., & Henrick, E. (2014). *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, DC.

Henrick, E. & Kern, E.C. (2014). *District and school supports for ambitious math instruction: A descriptive comparison between the United States and China*. Paper presented at the meeting of Critical Questions in Education Conference, Louisville, KY.

Henrick, E., Choppin, J., & Drake, C. (2014). *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, Washington, DC.

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

Henrick, E., Cobb, P., Smith, T., & Sorum, M. (2013). *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, CA.

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

Rosenquist, B., Smith, T., & Henrick, E. (2013). *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, CA.

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

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

Berebitsky, D., Boston, M., Henrick, E., & Larbi-Cherif, A. (2011). *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, PA.

Boston, M., Henrick, E., & Gibbons, L. (2011). *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, PA.

Cobb, P., Henrick, E., & Munter, C. (2011). *Developing and testing theories of implementation: conducting research with educational systems*. Invited Presidential Session at the annual meeting of the American Educational Research Association, New Orleans, LA.

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

Boston, M. & Gibbons, L., & Henrick, E. (2011). *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.

Henrick, E., Cobb, P. & Munter, C. (2010). *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). *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.

McGraner, K. & Henrick, E. (2008). *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, NY.

Smrekar, C. & Henrick, E. (2008). *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, NY.

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

### **Curricula and Workshops**

#### *Connections 360° Parental Involvement Program*

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

#### *Instructional Leadership in Middle School Mathematics Workshop*

In collaboration with Melissa Boston (Duquesne University) and Paul Cobb (Vanderbilt University), I 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. This workshop was piloted in urban school districts during fall 2009.

### **Research Grants**

Co-PI with Richard Welsh. WT Grant Foundation, 2024 - 2026. *Research-Practice Partnerships (RPPs) and Racial Equity in School Discipline: An Exploration of the Functioning of Equity-Centered RPPs and the Use of Research Evidence*. Award Amount: \$599,178. Peabody College of Education and Human Development, Vanderbilt University, Nashville, TN.

External Evaluator. National Science Foundation Award #2318232, 2023 - 2026. *Scaling MENTORS in CS (Matching Experienced and Novice Teachers for Ongoing Rigorous Support in Computer Science)*. Award Amount: \$999,875. Computer Science Teachers Association, New York, NY.

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External Evaluator. National Science Foundation Award #2208422, 2022 - 2027. *ECR Hub: Advancing the Long-Term Potential of Fundamental Research*. Award Amount: \$4,999,995. American Institutes for Research in the Behavioral Sciences, Arlington, VA.

External Evaluator. National Science Foundation Award 1923375. October 1<sup>st</sup>, 2019-September 30<sup>th</sup> 2023. *The Wind River Elementary Computer Science Collaborative: Supporting Culturally Responsive-Sustaining Computer Science Education in Indigenous Communities*. Award Amount: \$999,617. American Institutes for Research in the Behavioral Sciences, Arlington, VA.

External Evaluator. National Science Foundation. Award #2152218, 2022 - 2027. *Engendering the Spirit of Gadugi at the Food-Energy-Water Nexus*. Award Amount: \$2,140,105. Tennessee Technological University, Cookeville, TN.

Design Team Member. U.S. State Department, 2022 - 2024. *Developing A New College of Education at the American University of Iraq-Baghdad*. Award Amount: \$2,500,000. Peabody College of Education and Human Development, Vanderbilt University, Nashville, TN.

External Evaluator. National Science Foundation, 2022 - 2025. *Supporting computational thinking across grade levels and content areas in K-5 education*. Award Amount: \$999,806. Southern Oregon University, Ashland, OR.

External Evaluator. National Science Foundation, 2021 - 2024. *Collaborative Research: CAF ECS: Developing Equitable Computer Science Pathways from High School to College*. Award Amount: \$186,192. The Learning Partnership, Chicago, IL.

External Evaluator. National Science Foundation, 2021 - 2023. *CTCS: Integrating Computational Thinking into English Language Arts and Math, Building an Onramp to Computer Science in Grades K-5*. Award Amount: \$889,785. Cornell Tech, New York, NY.

External Evaluator. National Science Foundation, 2021 - 2024. *Secure and Upgrade Computer Science in Classrooms through an Ecosystem with Scalability & Sustainability (SUCCESS)*. Award Amount: \$999,775. West Virginia University, Morgantown, WV.

External Evaluator. National Science Foundation, 2020 - 2023. *Collaborative Research: CAF ECS: Enhancing Culturally Responsive Teaching that Helps Students Build Connections Between Exploring Computer Science and their Lives*. Award Amount: \$718,741. The Learning Partnership, Chicago, IL.

External Evaluator. National Science Foundation, 2019 - 2022. *Collaborative Research: An Interdisciplinary Approach to Prepare Undergraduates for Data Science Using Real World Data from High Frequency Monitoring Systems*. Award Amount: \$146,494. Vanderbilt University, Nashville, TN.

External Evaluator. National Science Foundation, 2019 - 2022. *Integrating Computer Science into the*

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*Elementary Curriculum in Culturally Relevant Ways: A Researcher-Practitioner-Partnership in Native-American Serving Districts in Wyoming.* Award Amount: \$999,748. American Institutes for Research in the Behavioral Sciences, Arlington, VA.

External Evaluator. National Science Foundation, 2018 - 2021. *Equitable Computer Science Implementation in All New York City (NYC) Schools.* Award Amount: \$2,201,280. Education Development Center, Waltham, MA.

External Evaluator. National Science Foundation, 2018 - 2021. *EAGER: Developing an Equity-Driven, Collaborative, Inquiry-Based Online Computer Science Option for Credit Recovery and Incarcerated Youth in Urban Settings.* Award Amount: \$299,983. The Learning Partnership, Western Springs, IL.

External Evaluator. National Science Foundation, 2017 - 2021. *Chicago Alliance For Equity in Computer Science.* Award Amount: \$1,201,102. The Learning Partnership, Western Springs, IL.

Co-PI with Paul Cobb. National Science Foundation, 2016 - 2021. *Improving the Implementation of Rigorous Instructional Materials in Middle-Grades Mathematics: Developing a System of Practical Measures and Routines.* Award Amount: \$1,530,637. Peabody College of Education and Human Development, Vanderbilt University, Nashville, TN.

PI with Paul Cobb. Regional Educational Laboratory-Appalachia, 2016 - 2017. *MNPS Research-Practice Partnership: Rigorous Tasks in Middle-Grades Mathematics Classrooms.* Contract Amount: \$48,160. Peabody College of Education and Human Development, Vanderbilt University, Nashville, TN.

Co-PI with Paul Cobb. Spencer Foundation, 2015 - 2017. *Development of Practical Measures for Improving the Quality of Mathematics Classroom Practice.* Award Amount: \$400,000. Peabody College of Education and Human Development, Vanderbilt University, Nashville, TN.

PI with Paul Cobb. William T. Grant Foundation, 2015 - 2016. *Assessing the Effectiveness of Research-Practice Partnerships at the District Level.* Award Amount: \$25,000. Peabody College of Education and Human Development, Vanderbilt University, Nashville, TN.

PI with Paul Cobb. National Science Foundation, RAPID program, 2013 - 2016. *Cross-national Comparison of School and District Supports for High-Quality Mathematics Instruction in the U.S. and in China.* Award Amount: \$200,000. Peabody College of Education and Human Development, Vanderbilt University, Nashville, TN.

Project Manager (PI: Ilana Horn). Spencer Foundation, 2013 - 2016. *Data in Conversation: Professional Learning Opportunities in Teachers' Data-Centered Collaborative Talk.* Award Amount: \$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. National Science Foundation, DR-K12 program, 2011 - 2016. *Investigating and Supporting the Development of Ambitious and*

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*Equitable Mathematics Instruction at Scale*. Award Amount: \$4,533,934. Peabody College of Education and Human Development, Vanderbilt University, Nashville, TN.

Project Manager (PIs: Paul Cobb and Tom Smith). National Science Foundation, Teacher Professional Continuum (TPC) program, 2006 - 2011. *Designing Learning Organizations for Instructional Improvement in Mathematics*. Award Amount: \$2,765,114. Peabody College of Education and Human Development, Vanderbilt University, Nashville, TN.

Research Team Member (PIs: Tom Smith and Laura Desimone). National Science Foundation, Teacher Professional Continuum (TPC) program, 2006 - 2011. *How Do Induction and Continuing Professional Development Affect Beginning Middle School Math Teachers' Instruction and Student Achievement?* Award Amount: \$2,494,179. Peabody College of Education and Human Development, Vanderbilt University, Nashville, TN.

## **TEACHING**

*Evidence for Improvement: A Framework for Providing Analytic Support to Improvement Networks*. Three day virtual workshop. August 2023. Carnegie Foundation for the Advancement of Teaching.

*Qualitative Modes of Inquiry: LPO 8190*. Spring 2024, Fall 2023, Summer 2023, Summer 2022. Vanderbilt Leadership and Learning in Organizations Online Ed.D. Program.

*Capstone Seminar 1: LPO 8900*. Summer 2023, Summer 2022, Spring 2021, Summer 2020. Vanderbilt Leadership and Learning in Organizations Online Ed.D. Program.

*Capstone Seminar 2: LPO 8910*. Spring 2023, Fall 2023, Fall 2022, Spring 2022, Summer 2021. Vanderbilt Leadership and Learning in Organizations Online Ed.D. Program.

*ISL 7250 - Theme 5: Leadership and the Learning Spectrum- Module B: A Framework for Continuous Improvement*. Summer 2022. Vanderbilt Independent School Leaders Program.

*Program Evaluation: LPO 8230*. Spring 2024, Fall 2023, Spring 2023, Fall 2022, Spring 2022, Fall 2021, Summer 2021, Spring 2021, Fall 2020, Summer 2020. Vanderbilt Leadership and Learning in Organizations Online Ed.D. Program.

*Learning and Design in Context: LPO 8170*. Fall 2021, Spring 2020, Fall 2020, Fall 2019. Vanderbilt Leadership and Learning in Organizations Online Ed.D. Program.

*Design for Learning in Communities: LPO 8210*. Summer 2021, Spring 2020, Fall 2019, Spring 2019. Vanderbilt Leadership and Learning in Organizations Online Ed.D. Program.

*Advanced Learning and Performance in Organizations: LPO 8120*. Summer 2018, Spring 2018. Vanderbilt Leadership and Learning in Organizations Online Ed.D. Program.

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

Work Leading Schools Association instructor (Spring 2016). Instructional Leadership in Mathematics. Peabody College, Vanderbilt University, Nashville, TN.

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

Connections 360°- A Parental Engagement Program (Spring 2015). Workshop session for Chinese Principals in the Educational Leadership Learning Exchange Program. Vanderbilt University, Nashville, TN.

## **SERVICE**

### **Editorial and Review Experience**

Reviewer, American Educational Research Association Annual Meeting

### **Professional Affiliations**

Member, American Educational Research Association (2007-present)

Member, National Network for Education Research Practice Partnerships (2016-present)

### **Consulting**

The Carnegie Foundation for The Advancement of Teaching (2019 - Present), Palo Alto, CA.

Sage Fox Consulting Group (2018 - 2020), Amherst, MA.

The Webb School (2018 - 2020), Bell Buckle, TN.

### **University, College, Department**

Guest Editor (forthcoming, 2024), Peabody Journal Special Issue on Research Practice Partnerships, Vanderbilt University, Nashville, TN.

Admissions Reviewer, Leadership and Learning in Organizations Admissions (2020-present)

Faculty Panelist, Leadership and Learning in Organizations Capstone Convening (various semesters from 2020 to present)

Convening II Lead, Leadership and Learning in Organizations Convening II (Spring, 2024)

### **Community**

Church of the City Volunteer (2015-present). 2<sup>nd</sup> grade boys Sunday School teacher and Cars Ministry.

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Alumni Board Member (2012 - 2018). Webb School, Bell Buckle, TN.

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

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

Co-designer and co-leader (2013). Professional development for Tennessee Department of Education leaders on designing more rigorous state standards for career and technical education, Nashville, TN.