

Craig W. De Voto
Learning Sciences Research Institute
University of Illinois at Chicago
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RESEARCH INTERESTS

Using mixed-methods, examine implementation of large-scale federal and state P-20 policies, including the Elementary and Secondary Education Act, edTPA, desegregation, and standards-based reform. Also, innovative approaches for preparing urban education leaders.

EDUCATION

- Ph.D.**, Policy Studies in Urban Education, Organizations, & Leadership 2019
University of Illinois at Chicago
- Advisor: Dr. Benjamin M. Superfine, Ph.D., J.D.
- Post-graduate studies**, Evaluation and Ethnography 2011
The University of Chicago
- M.A.T.**, (with distinction), Museum Education 2010
The George Washington University
- B.A.**, (magna cum laude), Education and History 2008
Hope College

ACADEMIC APPOINTMENTS

- Visiting Research Assistant Professor**, Learning Sciences Research Institute 2019-Pres.
University of Illinois at Chicago
- As part of a 5-year, \$4.7M NSF grant team (CASPIR), help research developing school district capacities to support mathematics education and implementation
- Faculty Affiliate**, Education Policy Innovation Collaborative 2019-Pres.
Michigan State University
- As part of a 5-year, \$5M IES grant team, help research the efficacy and implementation of Michigan's 'Read by Grade Three' Law
- Faculty Affiliate**, Center for Urban Education Leadership 2019-Pres.
University of Illinois at Chicago

- Conduct research related to innovative principal preparation pedagogy for urban school leaders

Research Assistant, Center for Urban Education Leadership 2016-2019
University of Illinois at Chicago

- As part of a team, helped research innovative principal preparation pedagogy and policy for high needs schools

Instructor, *University of Illinois at Chicago* 2019

- Taught ED 200—Education Policy Foundations

Teaching Assistant, *University of Illinois at Chicago* 2016-2019

- Taught EDPS 586—Practitioner Inquiry for School Leaders (doctoral)
- Taught EDPS 557—Developing Organizational Leadership Capacity (doctoral)

Research Assistant, PRAIRIE Research Group 2015
University of Illinois at Chicago

- As part of a team, helped research and evaluate the Chicago Teacher Preparation Program (CTPP)

PUBLICATIONS

Peer-Reviewed Journal Articles:

De Voto, C., Olson, J., & Gottlieb, J. (2020). Examining diverse perspectives of edTPA policy implementation across states: The good, the bad, and the ugly. *Journal of Teacher Education (online)*.

De Voto, C., & Thomas, M. K. (2020). Cultural sensemaking and the implementation of edTPA technological tools: Lessons for the field. *Educational Technology Research & Development*, 68(5), 2729-2751.

De Voto, C., & Reedy, M. A. (2019). Are states under ESSA prioritizing education leadership to improve schools?. *Journal of Research on Leadership Education (online)*.

De Voto, C., & Wronowski, M. L. (2019). The resegregation of public schools?: Examining *Parents Involved* in practice. *Education Policy Analysis Archives*, 27(4).

Cosner, S., **De Voto, C.**, & Andry Rah'man, A. (2018). Drawing in the school context as a learning resource in school leader development: Application-oriented projects in active learning designs. *Journal of Research on Leadership Education*, 13(3), 238-255.

Superfine, B. M., & **De Voto, C.** (2016). The ESEA and teacher workforce management systems. *Education Law & Policy Review*, 3, 241-272.

Book Chapters:

Superfine, B. M., **De Voto, C.**, & Shyjka, A. (in press). Standards-based reform and accountability law: History, implementation, and outcomes. In K. L. Bowman (Ed.), *Oxford handbook of U.S. education law*. Oxford, United Kingdom: Oxford University Press.

Reports/Briefs:

De Voto, C. (2020). *Leveraging the Federal Role in Developing High Quality Principal Preparation under Title II* (Policy Brief 2020-1). Charlottesville, VA: University Council for Education Administration.

Hurtig, J., Fendt, C., Agosto, J., Buenrostro, P., **De Voto, C.**, Ciupe, A., & Moore, A. (2015). *The Chicago Teacher Partnership Program: Refining innovations, addressing challenges, preparing for sustainability*. Chicago: PRAIRIE Group, University of Illinois at Chicago.

De Voto, C. (2010). *Accession #133794* (museum anthropological collection report). Washington, DC: Smithsonian National Museum of Natural History.

Other:

De Voto, C. (2019, Winter). Spotlight on research by The Wallace Foundation: Launching a redesign of university principal preparation programs. *University Council for Educational Administration Review*, 60(1), 22-23.

Works Under Review:

Cosner, S., & **De Voto, C.** (under review). Strengthening the developmental utility of aspiring principals' clinical experience: The importance of brokering. *Education Administration Quarterly*.

De Voto, C., & Gottlieb, J. (under review). The struggle to professionalize teaching: Examining edTPA as a Professionalization or Deprofessionalization Tool. *Teachers College Record*.

Works In Progress:

De Voto, C., & Gottlieb, J. (in progress). Mid-level leaders as P-20 policy brokers: The case of edTPA coordinators. *American Educational Research Journal*.

De Voto, C., & Wronowski, M. L. Admondson, H., & Marcus, O. (in progress). K-12 resegregation in a post-PICS era: A systematic analysis of literature. *Review of Educational Research*.

Cosner, S., **De Voto, C.**, & Andry Rah'man, A. (in progress). The interaction of structures and routines: Considerations for assistive relationship learning designers. *American Journal of Education*.

Cosner, S., Thessin, R., & **De Voto, C.** (in progress). Examining the malleable features of leadership coaching: What leads to impact?. *American Journal of Education*.

PRESENTATIONS

Superfine, B. M., **De Voto, C.**, Castro-Superfine, A. (2021, Apr.). Managing tensions between research fidelity and math improvement at scale: Findings from CASPIR math. Paper to be presented at the virtual American Educational Research Association Annual Conference.

Thessin, R., Cosner, S., & **De Voto, C.** (2020, Apr.). *Examining the malleable features of leadership coaching: What leads to impact?*. Paper presented at the virtual American Educational Research Association Annual Conference.

De Voto, C., Gottlieb, J., Olson, J. (2020, Apr.). *Teacher education at a crossroads? The edTPA as professionalization or deprofessionalization policy tool*. Paper presented at the virtual American Educational Research Association Annual Conference.

De Voto, C., & Wronowski, M. L. Admondson, H., & Marcus, O. (2020, Apr.). *K-12 resegregation in a post-PICS era: A systematic analysis of literature*. Paper presented at the virtual American Educational Research Association Annual Conference.

Cosner, S., & **De Voto, C.** (2020, Jan.). *The interaction of tools and routines: Illustrations for leadership coaching and other assistive relationship designers*. Paper presented at the International Congress for School Effectiveness and Improvement, Marrakech, Morocco.

Cosner, S., & **De Voto, C.** (2020, Jan.). *Strengthening the principal preparation clinical experience: The importance of brokering through leadership coaching*. Paper presented at the International Congress for School Effectiveness and Improvement, Marrakech, Morocco.

Cosner, S. & **De Voto, C.** (2019, Nov.). *The interaction of tools and routines: Illustrations for leadership coaching and other assistive relationship designers*. Paper presented

at the University Council for Educational Administration Annual Conference, New Orleans, LA.

De Voto, C., Olson, J., & Gottlieb, J. (2019, Apr.). *Examining diverse perspectives of edTPA policy implementation across states: The good, the bad, and the ugly*. Paper presented at the American Educational Research Association Annual Conference, Toronto, Canada.

Cosner, S., **De Voto, C.,** & Andry Rah'man, A. (2018, Nov.). *Strengthening the principal preparation clinical experience: The importance of brokering through leadership coaching*. Paper presented at the University Council for Educational Administration Annual Conference, Houston, TX.

De Voto, C., & Mayrowetz, D. (2018, Nov.). *Mid-level leaders as P-20 policy brokers: The case of edTPA coordinators*. Paper presented at the University Council for Educational Administration Annual Conference, Houston, TX.

De Voto, C. (2018, Nov.). *The ESSA and educational leadership: Are states using the new law's flexibility?*. Paper presented at the Education Law Association Annual Conference, Cleveland, OH.

De Voto, C. (2018, Oct.). *Trailblazers and detractors: The flashpoint of edTPA policy design and local Implementation*. Paper presented at the Mid-western Educational Research Association Annual Conference, Cincinnati, OH.

De Voto, C., & Wronowski, M. L. (2018, Apr.). *The resegregation of public schools?: Examining the PICS and Meredith decision in practice*. Paper presented at the American Educational Research Association Annual Conference, New York, NY.

De Voto, C., & Thomas, M. K. (2018, Apr.). *Political dimensions of edTPA technology implementation: The unintended consequences of ePortfolio assessment in teacher education*. Paper presented at the American Educational Research Association Annual Conference, New York, NY.

Cosner, S., **De Voto, C.,** & Andry Rah'man, A. (2018, Feb.). *Drawing in the school context as a learning resource in school leader development: Application-oriented projects in active learning designs*. Paper presented at the UIC College of Education 9th Annual Research Day, Chicago, IL.

De Voto, C. (2017, Nov.). *Distributed leadership in higher education: The case of edTPA policy implementation*. Paper presented at the University Council for Educational Administration Annual Conference, Denver, CO.

De Voto, C. (2017, Nov.). *The ESSA and school choice laws: Examining their efficacy under the Trump Administration*. Paper presented at the Education Law Association

Annual Conference, San Diego, CA.

De Voto, C. (2017, Nov.). *A decade after Parents Involved and Meredith: A case study of Chicago*. Paper presented at the Education Law Association Annual Conference, San Diego, CA.

De Voto, C., & Thomas, M. K. (2017, Jan.). *Creative destruction and the technological consequences of edTPA*. Paper presented at the UIC College of Education 8th Annual Research Day, Chicago, IL.

De Voto, C. (2016, Nov.). *Restructuring the ESEA: Articulating empirically based pathways for states to promote principal preparation program redesigns*. Paper presented at the University Council for Educational Administration Annual Conference, Detroit, MI.

De Voto, C. (2016, Nov.). *Restructuring the ESEA: Articulating empirically based pathways for states to promote principal preparation programs*. Paper presented at the Education Law Association Annual Conference, Orlando, FL.

De Voto, C. (2016, Sept.). *The edTPA mandate in Illinois: A tale of two institutions*. Paper presented at the Illinois Education Research Council Annual Conference, Bloomington, IL.

INVITED PRESENTATIONS

De Voto, C. (2016, Dec.). *Every Student Succeeds Act (ESSA): The states' roles and responsibilities*. Presentation for the American Educational Research Association Connect Series (online webinar).

HONORS AND AWARDS

David. L. Clark Scholar, University Council for Educational Administration & American Educational Research Association, Divisions A & L (2017)

Eagle Scout, Boy Scouts of America (2003)

FUNDING

Student Presenter Award (\$1000/funded), Department of Education Policy Studies, University of Illinois at Chicago (Spr. 2019)

Student Presenter Award (\$1000/funded), Department of Education Policy Studies, University of Illinois at Chicago (Fall 2018)

Student Presenter Award (\$1250/funded), Department of Educational Policy Studies,
University of Illinois at Chicago (Spr. 2018)

Student Presenter Award (\$750/funded), Department of Educational Policy Studies,
University of Illinois at Chicago (Fall 2017)

Student Presenter Award (\$750/funded), Department of Educational Policy Studies,
University of Illinois at Chicago (Spr. 2017)

Student Presenter Award (\$750/funded), Department of Educational Policy Studies,
University of Illinois at Chicago (Fall 2016)

Dean's Scholar Fellowship (\$22,000/not funded), University of Illinois at Chicago (2017)

NAEd/Spencer Dissertation Fellowship Program (\$27,500/not funded), NAEd/Spencer
Foundation (2016)

SERVICE TO ACADEMIC FIELD

AERA SIG Program Chair, Portfolios and Reflection in Teaching and Teacher Education
(2020-Pres.)

Reviewer, *Education Policy Analysis Archives*, *Journal of Research on Leadership
Education*, *NASA Science Mission Directorate*

UCEA Policy Associate, University Council for Educational Administration (2017-Pres.)

Graduate Student Council Ambassador, University Council for Educational
Administration (2017-2019)

Graduate Student Council Member, American Educational Research Association, Division
A (2015-2017)

Lead-Reviewer, American Educational Research Association, Division A, Foster Polite
Scholarship & Dialogic Forum (2015-2017)

K-12 TEACHING EXPERIENCE

Substitute Teacher, Chicago Public Schools, Chicago, IL 2013-2019

Lead Educator, Peggy Notebaert Nature Museum, Chicago, IL 2013

- Led an informal science camp for Chicago youth (ages 9-13)

Educator, NASA Forum Programs, Adler Planetarium, Chicago, IL 2011-2013

- Led STEM professional development for Chicago Public Schools teachers
- Designed, taught, and evaluated NASA education and public outreach initiatives for underserved Chicago Public Schools students (grades 6-8)

Program Manager/Teacher, The Academic Advantage, Chicago, IL 2009-2011

- Managed and taught after-school programming to underserved Chicago Public Schools students (grades 1-12)

PROFESSIONAL MEMBERSHIPS

American Educational Research Association, Divisions A, L, & K 2015-Pres

Education Law Association 2015-Pres.

University Council for Educational Administration 2015-Pres.

PROFESSIONAL CERTIFICATIONS

Michigan Secondary Teaching Certificate (certified to teach history and political science, grades 6-12)