

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

- Ph.D.**, Urban Education Leadership and Policy 2019
University of Illinois at Chicago
Dissertation: "Sensemaking and Policy Implementation of edTPA: The Good, the Bad, and the Ugly"
 - Advisor/Dissertation Chair: Benjamin M. Superfine, Ph.D., J.D.
 - Additional mentor: Shelby Cosner, Ph.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

- Research Assistant Professor**, Learning Sciences Research Institute 2022-Pres.
University of Illinois at Chicago
 - As senior investigator on a 5-year, \$4.7M NSF grant team (PI Dr. Alison Castro Superfine), research developing school district capacities to support K-8 math instruction and learning
 - Also teach ED 200—Education Policy Foundations; ED 135— Child and Youth Policies in Urban America
- Visiting Research Assistant Professor**, Learning Sciences Research Institute 2019-2022
University of Illinois at Chicago
- 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
- Faculty Affiliate**, Education Policy Innovation Collaborative 2019-2022

Michigan State University

- As senior investigator on a 5-year, \$5M IES grant team (PI Dr. Katharine Strunk), research the efficacy and implementation of Michigan's 'Read by Grade Three' Law

Research Assistant, Center for Urban Education Leadership 2016-2019

University of Illinois at Chicago

- As part of a team under Dr. Shelby Cosner, helped research innovative principal preparation pedagogy and policy for high needs schools

Instructor, College of Education 2019

University of Illinois at Chicago

- Taught ED 200—Education Policy Foundations

Teaching Assistant, College of Education 2016-2019

University of Illinois at Chicago

- 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)

HONORS AND AWARDS

Reviewer of the Year Award, Journal of Research on Leadership Education (2021)

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

Eagle Scout, Boy Scouts of America (2003)

PUBLICATIONS

Peer-Reviewed Journal Articles:

De Voto, C., Superfine, B. M., & DeWit, M. (2023). Navigating policy and local context in times of crisis: District and school administrator responses to the COVID-19 pandemic. *Educational Administration Quarterly*, 59(2), 339-383.

Cosner, S., & **De Voto, C.** (2023). Using leadership coaching to strengthen the developmental opportunity of the clinical experience for aspiring principals: The

importance of brokering and third-party influence. *Educational Administration Quarterly*, 59(1), 3-39.

De Voto, C., & Superfine, B. M. (2023). The crisis you can't plan for: K-12 leader responses and organisational preparedness during COVID-19 (special issue). *School Leadership & Management (online)*.

Cummings, A., Strunk, K. O., & **De Voto, C.** (2023). "A lot of states were doing it": The development of Michigan's Read by Grade Three Law. *Journal of Educational Change*, 24, 107-132.

De Voto, C., & Gottlieb, J. J. (2021). The struggle to professionalize teaching: Examining edTPA as a professionalization and deprofessionalization tool. *Teachers College Record*, 123(9).

De Voto, C., Olson, J., & Gottlieb, J. J. (2021). Examining diverse perspectives of edTPA policy implementation across states: The good, the bad, and the ugly. *Journal of Teacher Education*, 72(1), 42-55.

De Voto, C., & Reedy, M. A. (2021). Are states under ESSA prioritizing education leadership to improve schools?. *Journal of Research on Leadership Education*, 16(3), 175-199.

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., & 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.,** Castro Superfine, A., Cosner, S., & Han, A. (2023). How research-practice partnerships learn to develop goals for math and identify local problems of practice. In E. Reynolds & S. Hayes (Eds.), *Continuous improvement: A leadership process for school improvement* (pp. 315-335). Information Age.

De Voto, C., Pitvorec, K., & Castro Superfine, A. (in press). Building a scalable model for effective networked improvement across schools: The case of district math leadership teams. In J. Eckert & B. Carpenter (Eds.), *Catalytic improvement communities*. Information Age.

Superfine, B. M., **De Voto, C.,** & Shyjka, A. (2021). Standards-based reform and accountability law: History, implementation, and outcomes. In K. L. Bowman (Ed.), *Oxford Handbook of U.S. Education Law* (pp. 195-214). Oxford University Press.

Reports/Briefs:

Strunk, K. O., Wright, T., Kilbride, T., Zhu, Q., Cummings, A., West, J., Turner, M., & **De Voto, C.** (2021). *Read by Grade Three: Year one report*. East Lansing, MI: Education Policy Innovation Collaborative.

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:

Cummings, A., **De Voto, C.,** & Strunk, K. O. (2021). Working to understand the policy process in the development of Michigan's Read by Grade Three Law. *Inside IES Research* (blog). <https://ies.ed.gov/blogs/research>

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.

Under Review:

Superfine, B. M., **De Voto, C.,** Siciliano, M., & Castro Superfine, A. (revise and resubmit). Social networks and their effectiveness in research-practice partnerships aimed at mathematics instructional improvement. *American Educational Research Journal*.

De Voto, C., Gottlieb, J. J., & Mayrowetz, D. (under review). Mid-level leaders as P-20 policy brokers in an era of accountability. *Educational Administration Quarterly*.

Works in Progress:

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

Cosner, S., & **De Voto, C.** (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*.

FUNDING

NAEd Equity in Math Education Research Grant (EMERG) Program, **PI \$113,000/under review**, "The Missing Link: Preparing Principals to Support Equitable and Ambitious Math Instruction," *National Academy of Education* (2023).

US DOE Education Innovation and Research Grant (EIR), **Senior Investigator \$3,872,000/under review**, "Promoting Research-based Interventions in Special Education Mathematics (PRISM), US Department of Education (2023).

NSF Faculty Early Career Development Program Grant (CAREER), **PI \$996,000/under review**, "Preparing Aspiring Urban Principals to be Equitable Math Instructional Leaders," National Science Foundation (2023).

NSF Faculty Early Career Development Program Grant (CAREER), **PI \$740,000/not funded but competitive**, "Preparing Aspiring Urban Administrators to be Equitable Math Instructional Leaders," National Science Foundation (2021).

NSF Discovery Research K-12 Grant, **Co-PI \$5,000,000/not funded**, "Developing Research-Practice Partnerships to Enhance Math Assessments Systems and Their Use in K-8 School Districts," National Science Foundation (2021).

Improving Use of Research Evidence Grant, **Co-PI \$1,000,000/not funded**, "Developing a Research-Practice Partnership to Enhance Math Assessment Systems and Their Use in K-8 School Districts," William T. Grant Foundation (2021).

Discovery Research PreK-12 Grant (DRK-12), **Senior Investigator \$4,730,433/Award #1907681**, "Developing Organizational Capacity to Improve K-8 Mathematics Teaching and Learning," National Science Foundation (2019).

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).

INVITED PRESENTATIONS

De Voto, C. (2023, Oct.). *Leading in times of uncertainty: Exploring notions of preparation and empowerment*. Panel presentation for the International Congress for School Effectiveness and Improvement Summit (virtual).

De Voto, C. (2022, Oct.). *Examining network effectiveness in research-practice partnerships*. Learning Sciences Research Institute (UIC) Speaker Series.

De Voto, C. (2021, Feb.). *Teacher performance assessments as a tool for teacher learning, program improvement, and accountability: The case of edTPA*. Panel presentation for the American Association of Colleges for Teacher Education Annual Conference (virtual).

De Voto, C. (2021, Feb.). *COVID-19's impact on education*. Panel presentation for the Poverty and Policy Summit (virtual).

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).

PRESENTATIONS

De Voto, C., Pitvorec, K., & Cosner, S. (2023, Nov.). *District leaders as brokers or barriers to scaling up K-12 continuous improvement communities*. Paper to be presented at the University Council for Educational Administration Annual Conference, Minneapolis, MN.

Castro Superfine, A., Superfine, B. M., **De Voto, C.,** Dewit, M., Han, A., Akgul, E., & Yin, Y. (2023, April). *Results from research-practice partnership focused on organizational and individual capacity-building to improve mathematics instruction*. Paper presented at the American Educational Research Association Annual Conference, Chicago, IL.

De Voto, C., & Superfine, B. M. (2023, April). *K-12 leader responses and organizational preparedness during COVID-19*. Paper presented at the American Educational Research Association Annual Conference, Chicago, IL.

De Voto, C., & Superfine, B. M. (2022, Nov.). *The crisis you can't plan for: K-12 leader responses and organizational preparedness during COVID-19*. Paper presented at the University Council for Educational Administration Annual Conference, Seattle, WA.

Superfine, B. M., Castro Superfine, A., **De Voto, C.,** Han, A. (2022, June). *How research-practice partnerships learn to develop goals for math and identify local problems of practice*. Paper presented at the International Conference of the Learning Sciences Annual Conference, Hiroshima, Japan.

De Voto, C., Superfine, B. M., DeWit, M. (2022, Apr.). *How are district and school administrators responding to COVID-19?*. Paper presented at the American Educational Research Association Annual Conference, San Diego, CA.

De Voto, C., Superfine, B. M., Castro Superfine, A. (2022, Jan.). *Balancing tensions between research fidelity and math instructional improvement at scale*. Paper presented at the National Council of Teachers of Mathematics Annual Conference (virtual).

De Voto, C., Superfine, B. M., DeWit, M. (2021, Nov.). *Leading in times of crisis: How district and school administrators are responding to COVID-19*. Paper presented at the University Council for Educational Administration Annual Conference, Columbus, OH.

Superfine, B. M., **De Voto, C.,** DeWit, M. (2021, Oct.). *School and district administrator responses to federal and state guidance during the COVID-19 Pandemic*. Paper presented at the Education Law Association Annual Conference, San Antonio, TX.

Cummings, A., Strunk, K. O., **De Voto, C.** (2021, March). *"A lot of states were doing it": The development of Michigan's Read by Grade Three Law*. Paper presented at the Association for Education Finance and Policy Annual Conference (virtual).

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 presented at the American Educational Research Association Annual Conference (virtual).

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

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 American Educational Research Association Annual Conference (virtual).

- 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 American Educational Research Association Annual Conference (virtual).
- 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.

SERVICE TO ACADEMIC FIELD

UCEA Research Development Program Faculty Advisor (2023-Pres.)

UCEA Research Development Program Mentor (2022-Pres.)

Associate Editor, Frontiers in Education (2023-Pres.)

Faculty Mentor, First-at-LAS Program, University of Illinois at Chicago (2020-Pres.)

Reviewer, Educational Evaluation and Policy Analysis, American Educational Research Journal, Educational Administration Quarterly, Educational Policy, AERA Open, Journal of Educational Change, Teachers College Record, Education Policy Analysis Archives, Leadership and Policy in Schools, Education Sciences, Behavioral Sciences, Journal of Research on Leadership Education, Journal of School Leadership, NASA Science Mission Directorate, UCEA/AERA Clark Scholar Program, Plos One, Behavioral Sciences, National Science Foundation—EHR Core

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

SIG Program Chair, Portfolios and Reflection in Teaching and Teacher Education, American Educational Research Association (2020-2021)

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)

DOCTORAL ADVISING

Dissertation Committee Member for 3 Ph.D. students

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))