

SUSAN KEMPER PATRICK

Vanderbilt University ◦ Peabody College of Education and Human Development
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PROFESSIONAL APPOINTMENTS

2019-present Postdoctoral Scholar, Tennessee Education Research Alliance
Vanderbilt University, Nashville, TN

EDUCATION

2019 *Vanderbilt University*, Nashville, TN **Ph.D.**
Educational Leadership and Policy Studies
Dissertation: *Working Together: Organizational Conditions, Teacher Teams, and Learning Opportunities Created Through Teacher Collaboration*
Committee: Drs. Ellen Goldring (Chair), Joanne Golann, Jason Grissom, John Papay

2010 *Vanderbilt University*, Nashville, TN **M.Ed.**
Learning, Diversity, and Urban Studies

2007 *Duke University*, Durham, NC **B.A.**
African and African-American Studies & Political Science

RESEARCH INTERESTS

Teacher and leadership development; schools as organizations; institutional stratification and social inequality; policy implementation; research-practice partnership; mixed methods; survey analysis

PUBLICATIONS

Peer-reviewed journal articles

Patrick, S.K. (2020). Homogeneous grouping in early elementary reading instruction: The challenge of identifying appropriate comparisons and examining differential associations between grouping and reading growth. *The Elementary School Journal*, 120(4), 611-635. [\[Link\]](#)

Patrick, S. K. & Joshi, E. (2019). "Set in Stone" or "Willing to Grow"? Teacher Sensemaking During a Growth Mindset Initiative. *Teaching and Teacher Education*, 83, 156-167. [\[Link\]](#)

Rubin, M., **Patrick, S.K.**, & Goldring, E.B. (2017). Dilemmas of Prescriptive Practices and Perceived Alignment in Program Implementation. *Peabody Journal of Education*, 92(5), 609-626. [\[Link\]](#)

Journal articles under review (* indicates dissertation research)

Carroll, K., **Patrick, S.K.** & Goldring, E.B. School Factors that Promote Teacher Collaboration: Results from the Tennessee Instructional Partnership Initiative. Conditionally accepted.

Patrick, S.K. Organizing Schools for Collaborative Learning: School Leadership and Teachers' Engagement in Collaboration.* Invited to revise and resubmit.

Patrick, S.K. Collaborating for Improvement? Goal Specificity and Commitment in Targeted Teacher Partnerships.* Invited to revise and resubmit.

Patrick, S.K. All by Myself? Instructional Isolation and Teachers' Collaborative Learning Opportunities.*

Patrick, S.K., Rogers, L. K., Goldring, E.B., Neumerski, C.M., & Robinson, V.M.J. Opening the Black Box of Leadership Coaching: An Examination of Coaching Behaviors. Invited to revise and resubmit.

Manuscripts in Progress

Patrick, S.K., Grissom, J.A., Colby, W. & Newsome, U. Explaining Inequities in Opportunities for Digital Learning During the COVID-19 School Closures. Proposal accepted to submit for journal special topic "Education in the Time of Pandemic."

Patrick, S.K. & Santelli, F.A. Exploring the Relationship Between Demographic Isolation and Professional Experiences of Black, Latinx, and White Teachers. Proposal accepted to submit for special issue "Gender and Race in the Education Workplace."

Cannata, M., Goldring, E.B., Carrol, K., Neel, M.A., **Patrick, S.K.**, & Rubin, M. Implementing an Evidence-Based Program: The Role of Tight and Loose Coupling.

Patrick, S.K., Grissom, J.A., & Papay, J.P. Exploring the Professional Learning Landscape for Teachers: Evidence from Tennessee

Patrick, S.K. & Doan, S. Teaming Up: Examining the relationship between teacher peer effectiveness, team-based collaboration, and student outcomes.

Patrick, S.K., Nelson, J.A., & Goldring, E.B. Avenues of Authority: Exploring How Principals Shape Teacher Collaboration.

Policy-oriented Publications

Patrick, S.K. & Newsome, U. (2020). Teaching Through a Global Pandemic: COVID-19 Insights from the Tennessee Educator Survey. Tennessee Education Research Alliance. [\[Link\]](#)

Patrick, S.K. & Shelton, G. (2020). Exploring the Professional Learning Landscape in Tennessee. Tennessee Education Research Alliance. [\[Link\]](#)

Patrick, S.K. (2019). Trends in Professional Learning: A Tennessee Educator Survey Snapshot. Research brief prepared for the Tennessee Education Research Alliance. [\[Link\]](#)

Patrick, S.K. (2017). Student Retention in Tennessee's Elementary Schools. Research memo prepared for the Tennessee State Board of Education.

UNIVERSITY TEACHING EXPERIENCE

American University; Washington, D.C.

2019-2020 Instructor, Qualitative and Quantitative Research Strategies (Graduate; Online)
Student Evaluations: Overall rating of 6.7 out of 7 points

Vanderbilt University; Nashville, TN

Fall 2019 Instructor, Research Design and Data Analysis I (Graduate)
Student Evaluations: Overall rating of 4.7 out of 5 points

Spring 2019 Instructor, Organizational Theory (Undergraduate)
Student Evaluations: Overall rating of 4.6 out of 5 points

Fall 2018 Completed *Graduate Certificate in College Teaching*, Center for Teaching

Fall 2017 Teaching Assistant to Dr. Joanne Golann, Organizational Theory (Undergraduate)

EXTERNAL AWARDS

- 2020-2021 Spencer Foundation, A Mixed Methods Study of Instructional Isolation Among Tennessee Teachers (Co-Principal Investigator), \$50,000
- 2020-2021 Scarlett Foundation, Improving Principal Quality in Metro Nashville Public Schools (Co-Principal Investigator), \$45,000
- 2020-2021 State Collaborative on Reforming Education, Supporting the COVID-19 Innovative Recovery Network (Co-Principal Investigator), \$85,000 (Pending)
- 2019 Albert Shanker Institute, Eugenia Kemble Research Grant (Principal Investigator), \$2,000

SELECTED RESEARCH EXPERIENCES

Vanderbilt University; Nashville, TN

- 2019-2021 Postdoctoral Researcher, *Tennessee Education Research Alliance*
- Lead analysis on policy-relevant research projects on teacher professional learning, and principal leadership using statewide administrative and survey data
 - Collaborate with Tennessee Department of Education to develop survey questions and analyze results from the annual statewide survey of all Tennessee educators
 - Manage qualitative fieldwork for instructional isolation project across 10 schools, including research review process, sampling and site selection, interview and survey development, and data collection/analysis
 - Lead research design and analysis process for rapid-cycle COVID-19 project, including instrument development and data collection/analysis
 - Support graduate student assistants and research specialists
- 2015-2019 Research Assistant, *Implementation of Tennessee's Instructional Partnership Initiative*
- Conduct three years of qualitative fieldwork with educators participating in teacher development program through federally-funded research-practice partnership
 - Manage implementation evaluation project, including research review process, sampling and site selection, fieldwork scheduling, and partnership/grant activities
 - Analyze project data to create practitioner-focused program materials, analytic memos, and academic papers on program takeup, implementation, and adaptation

HONORS AND AWARDS

- 2018 David L. Clark Scholar, National Graduate Student Research Seminar in Educational Administration & Policy, University Council for Educational Administration
- 2018 Peabody Dean's Fellowship, Vanderbilt University (\$5,000)
- 2014-2018 Harold Stirling Vanderbilt Scholarship, Vanderbilt University (\$16,000 per year; 4 years)

SELECTED PRESENTATIONS

Peer-reviewed Conference Presentations

Patrick, S.K. & Doan, S. (2020). Teaming Up: Examining the relationship between teacher peer effectiveness, team-based collaboration, and student outcomes. Paper presented at the annual virtual meeting of the *Association for Education Finance and Policy*.

Patrick, S.K. (2019). Organizing Schools for Collaborative Learning: School Leadership and Teachers' Engagement in Collaboration. Paper presented at the annual meeting of the *University Council for Educational Administration*. New Orleans, LA.

Patrick, S.K., Nelson, J.A., & Goldring, E.G. (2019). Avenues of Authority: Exploring How Principals Shape Teacher Collaboration. Paper presented at the annual meeting of the *University Council for Educational Administration*. New Orleans, LA.

Patrick, S.K., Grissom, J.A., & Papay, J.P. (2019). Examining the Professional Learning Landscape for Teachers across Tennessee. Paper presented at the annual meeting of the *Association for Education Finance and Policy*. Kansas City, MO.

Patrick, S.K. (2018). How Teachers Work Together: The Purpose, Form, and Focus of Teachers' Collaborative Partnerships. Paper presented at the annual meeting of the *University Council for Educational Administration*. Houston, TX.

Papay, J.P., Goldring, E.G., Grissom, J.A., Laski, M.E., **Patrick, S.K.**, Taylor, E.S., & Tyler, J.H. (2017). Encouraging Compliance Without Mandates: The Challenge of Take-Up in a New State-Sponsored Education Initiative. Paper presented at the annual meeting of the *American Educational Research Association*. San Antonio, TX.

Joshi, E., & **Patrick, S.K.** (2017). How Do Schools Learn as Organizations? Understanding of Growth Mindset During a School Improvement Initiative. Paper presented at the annual meeting of the *American Educational Research Association*. San Antonio, TX.

Jackins, L.R., **Patrick, S.K.**, Goldring, E.G., Neumerski, C.M., & Robinson, V.M. (2016). Opening the Black Box of Leadership Coaching: Principals' Opportunity to Learn From Feedback. Paper presented at the annual meeting of the *American Educational Research Association*. Washington, D.C.

Patrick, S.K. (2016). Ability Group Placement in Early Elementary Reading Instruction. Paper presented at the annual meeting of the *American Educational Research Association*. Washington, D.C.

Rubin, M., Goldring, E.G., & **Patrick, S.K.** (2015). Implementation, Local Adaptation, and the Promise of Changing Teacher Practices in High Schools. Paper presented at the annual meeting of the *Association for Educational Finance and Policy*. Washington, D.C.

Presentations to Practitioners and Policymakers:

Patrick, S.K. (2019). Teacher Choice in Professional Learning. Presented at the 2019 Tennessee Education Research Alliance "Bridging the Gap" Convening.

Patrick, S.K. (2018). Professional Learning Landscape for Teachers in Tennessee. Presented to working group of researchers and practitioners through the Tennessee Education Research Alliance.

Patrick, S.K. (2017). Student Retention in Tennessee's Elementary Schools. Presented to the Executive Director and Staff of the Tennessee State Board of Education.

Invited Presentations:

Patrick, S.K. (2020). Teaching Through a Global Pandemic: COVID-19 Insights from the Tennessee Educator Survey. To be presented at National Network of Education Research-Practice Partnerships Virtual Brown Bag Seminar.

Patrick, S.K. (2019). Mixed Methods Research Design Workshop. Presented at 2019 Research Design Summer Institute for Beijing Normal University.

Podcasts & Media Mentions:

Patrick, S.K. (Featured Guest). (2020, August 14). *The TNth Period: Teaching Through a Global Pandemic: Insights from the Tennessee Educator Survey* [Audio podcast]. [\[Link\]](#)

Patrick, S.K. (Featured Guest). (2020, June 28). *Teaching Literacy Podcast: Homogeneous Grouping with Dr. Susan Patrick* [Audio podcast]. [\[Link\]](#)

Breslin, R. (2020, June 12). Survey says TN teachers most concerned about internet and device access for next school year. *WSMV News Channel 4, Nashville*. [\[Link\]](#)

Aldrich, M.W. (2020, June 9). Three-fourths of Tennessee educators say technology is biggest need to teach through pandemic. *Chalkbeat*. [\[Link\]](#)

Patrick, S.K. (Featured Guest). (2019, June 10). *The TNth Period: A Look into Educator Professional Learning in Tennessee* [Audio podcast]. [\[Link\]](#)

PRE-DOCTORAL PROFESSIONAL EXPERIENCES

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| 2013-2014 | Cincinnati Public Library; Cincinnati, OH
Senior Library Services Assistant, Children’s Learning Center |
| 2012-2013 | CSR Academy; Cincinnati, OH
Reading & Social Studies Teacher |
| 2010-2012 | Big Brothers Big Sisters of Middle Tennessee; Nashville, TN
School-Based Mentoring Coordinator in Metro Nashville Public Schools |
| 2007-2009 | Githens Middle School; Durham, NC
Language Arts Teacher |

SERVICE

University Service

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| 2016-2019 | Graduate Diversity and Inclusion Committee Member, Vanderbilt University |
| 2015-2019 | Appellate Review Board Member (Honor Council), Vanderbilt University |
| 2017-2018 | Equity, Diversity, and Inclusion Student Committee Co-leader, Peabody College |
| 2017-2018 | Admissions Representative, Dpt. of Leadership, Policy, and Organizations |
| 2015-2017 | Intergroup Dialogue Taskforce Leader, Crucial Conversations, Peabody College |
| 2015-2016 | Student-Faculty Representative, Dpt. of Leadership, Policy, and Organizations |

Professional Service

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| 2016-present | Reviewer, American Educational Research Association Conference |
| 2013-present | Reviewer, <i>Educational Administration Quarterly</i> ; <i>Journal of Education for Students Placed at Risk</i> ; <i>Teaching and Teacher Education</i> |

Community Service

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| 2014-present | Volunteer Mentor, Metro Nashville Public Schools |
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PROFESSIONAL AFFILIATIONS

- American Educational Research Association (AERA)
- Association for Education Finance and Policy (AEFP)
- National Network of Education Research-Practice Partnerships (NNERPP)
- University Council for Educational Administration (UCEA)