

## Education

- Ph.D. University of California Davis, 2000. Emphasis in Mathematics, and Science Education
- M.A. University of Southern California, 1995. Applied Mathematics (emphasis in statistics)
- B.A. University College, Dublin, Ireland, 1988. Mathematics and Mathematical Physics

## Experience

Executive Director, Resourcing Excellence in Education (REEd), 2013-present  
University of California, Davis

REEd is a university-based intermediary with deep ties to the TK–16 education community across the state. REEd is committed to moving research findings into practice and to building the capacity of education systems to improve teaching and learning with the goal of reducing education inequities. We do this by using an implementation science approach to building capacity and using research practice partnerships to spread and deepen this work. Under my leadership, REEd has established research practice partnerships with LEAs across the state, as a strategy for educational improvement and building instructional capacity system-wide. Over the past five years REEd has secured more than \$20 M to launch and support networks of LEAs in a continuous improvement process that resulted in improvements in teaching and learning.

Associate Professor of Education & Executive Director, Center to Support Excellence in Teaching, Stanford University 2009–2013

The Center to Support Excellence in Teaching (CSET), established as part of the Stanford K-12 initiative and launched in July 2009 with my hire, served as an interdisciplinary hub for research and development activities related to supporting excellence in K-12 education. Specifically, center activities were guided by the following questions: what do effective teachers know? what goes on in classrooms of effective teachers? how do we recognize this when we see it? and how can leaders use this knowledge to support teacher's professional growth? The unique opportunity to lead a university based intermediary focused on research practice partnership work with school districts, county offices of education, and other education consortia motivated me to take this leadership position.

Assistant/Associate Professor and Associate Chair, Department of Teacher Education, Sacramento State University. 2000–2009

I was appointed as assistant professor of education in 2000 and received early promotion to associate professor in 2004. During my time at Sacramento State University, I served as an *Accreditation Lead* for the College of Education. In this role I took a lead role in preparing our SB 2042 document for CCTC. In addition, I played an instrumental role in moving our college and department forward with the implementation of the Performance Assessment for California's Teachers (PACT). I also served as *Associate Chair* for the Teacher Education Department, which involved helping to set the schedule for courses and assign workload to faculty, supervising staff, and setting the agenda for department and program meetings. I

was a founding member of the *Core Faculty for the Independent Doctorate in Educational Leadership*. In addition to teaching a variety of courses I advised graduate students in both the Masters and Doctoral programs and served as a dissertation chair.

### Other Professional Experience

Science Outreach Advisory group, Stanford University	2009-2012
Stanford University Teacher Education Program Steering Committee	2010-2012
Faculty, Mathematics Department, Golden Gate University	1995-1997
Teacher and Principal, Dublin Ireland	1988-1991

### Scholarship

My research practice partnership work is focused on building instructional capacity and implementing integrated professional growth systems, with specific attention to meeting the needs of linguistically and culturally diverse populations. My work in this area has spanned 22 years and I am specifically interested in partnerships that translate into actions and improvements in practice. My current work stems from a five-year grant from the Institute of Education Sciences (IES) testing the efficacy of Academic Language and Literacy in Every Subject (ALLIES), an instructional capacity building model that targets the academic language and literacy needs of English learners in grades 3-6 as well as a four-year grant from the National Science Foundation testing the efficacy of a professional learning model designed to improve math outcomes for all students.

### Grants

Testing the Efficacy of the SOAR for Math Professional Learning Model. Principal Investigator. <i>National Science Foundation (\$4.9M)</i>	2018-2022
Investigating the Efficacy of the Academic Language and Literacy Professional Developmental Model. Principal Investigator. <i>Institute of Education Sciences (\$3.2M)</i>	2017-2022
Building District Capacity to Support Mentors and Teachers in the Academic Language and Literacy Development of Young English Learners. Principal Investigator. <i>U.S. Department of Education, Office of English Language Acquisition (\$2.5M)</i>	2016-2021
Evaluation of the Network Science Integrative Graduate Education and Research Traineeship. Principal Investigator at UC Davis. <i>National Science Foundation. (\$250,000)</i>	2016-2019
Resourcing Integrated Professional Growth Systems. Principal Investigator with Joanne Bookmyer. <i>U.S. Department of Education, Improving Teacher Quality Grant. (\$9.1M)</i>	2014-2018

Supporting the Workforce to meet the Needs of Dual Language Learners. Principal Investigator. <i>Heising-Simons Foundation</i> (\$100,000)	2016-2017
Evaluation of California Department of Corrections and Rehabilitation Career Technical Education Program. Principal Investigator. <i>California State Department of Corrections and Rehabilitation</i> (\$500,000)	2016-2017
Advancing the Practices of the Next Generation Science Standards: Supporting Joint Professional Development Among K-12 & Community Based Expanded Learning Systems. Principal Investigator. <i>Northrup Grumman Foundation</i> (\$250,000)	2014-2016
Academic Literacy Support for Teachers: A Capacity Building Approach. Principal Investigator with Kenji Hakuta. <i>U.S. Department of Education, Office of English Language Acquisition</i> (\$2 M)	2012-2017
Power of Discovery: STEM Capacity Building and Sustainability. Co-Principal Investigator. <i>S.D. Bechtel Jr. Foundation</i> (\$250,000).	2014-2016
California After School Network Capacity Building. Co-Principal Investigator. <i>C.S. Mott Foundation</i> . \$75,000	2014-2016
Mathematics Professional Learning Model for Teachers in PreK-2. Co-Principal Investigator. <i>Heising-Simons Foundation</i> .	2011-2012
Framing the Teaching of Academic Language to English learners: A Delphi Study of Expert Consensus. Principal Investigator. <i>Leon Lowenstein Foundation</i> , (\$200,000)	2010-2012
Improving the Quality of English language Arts Teaching through the use of an Observation Protocol. Co-Principal Investigator. <i>Institute of Education Sciences</i> , (\$1.4M)	2011-2014
Designing an Instructional Capacity Building Model to Develop Math Leaders as School Based Professional Development Providers. Principal Investigator with Hilda Borko. <i>Rich Family Foundation</i> , (\$500,000)	2010-2012
A Systemic Approach to Develop Instructional Leadership within a Corps of San Francisco Public School Principals and among Key District Leaders. Principal Investigator with Ann Jaquith. <i>Silver-Giving Foundation</i> , (\$100,000)	2010-2012
Investigating Core Practices of Professional Development that Impact Teacher and Student Learning: Implications for a Research Agenda. Principal Investigator with Pam Grossman and Hilda Borko. <i>American Educational Research Association</i> , (\$50,000)	2011-2012

- Investigating the Impact of Authoring Hypermedia Projects on the Science Vocabulary Development of Spanish Speaking ESL 6th and 7th Grade Students. Principal Investigator. *Linguistic Minority Research Institute, (\$100,000)* 2005-2006
- Preparing Tomorrow's Teachers for Using Technology. Principal Investigator. *U.S. Department of Education PT3 Grant, (\$2M)* 2001-2004

## Publications

### Books

- Zwiers, J., O'Hara, S., & Pritchard, R. (2014). *Common Core Standards in diverse classrooms: Essential practices for developing academic language and disciplinary literacy*. Portland, ME: Stenhouse.
- O'Hara, S., & Pritchard, R.H. (2009). *Using hypermedia to teach vocabulary in grades 6-12*. Columbus, OH: Pearson Merrill Prentice Hall.
- O'Hara, S., & McMahon, M. (2003). *NETS grades 6-8 multidisciplinary resource units*. Washington, DC: International Society for Technology in Education, (ISTE).

### Refereed Journal Articles and Book Chapters

- O'Hara, S. Pritchard, R., Bookmyer, J., & Martin, R. (Under Review). Mentoring Novice Teachers to Develop Academic Language of English Learners. *Teaching and Teacher Education*.
- O'Hara, S. and Bookmyer, J. (2018). Theory of action for resourcing professional growth. *Journal of Professional Capital and Community*
- O'Hara, S., Bookmyer, J., Martin, R., Newton, R., and Reyes, R. (2018). The (not so fast or straight) Line to Continuous Improvement: Building a Teacher Professional Growth System. *Leadership Magazine*
- O'Hara, S., Pritchard, R., Pitta, D., Newton, R., and Do, U. (2017). Academic language and literacy in every setting (ALLIES+): strengthening the STEM learning ecosystem. In Olivera, A., and Weinburg, M. (Eds) *Science teacher preparation in content-based second language acquisition*
- O'Hara, S., Pritchard, R. (2016). Framing teaching for Common Core literacy standards: SOAR teaching frames for literacy. *Psychology Research, February 2016, Vol. 6, No. 2, 92-101*.
- O'Hara, S., Pritchard, R., & Zwiers, J. (2016). Academic Language and Literacy in Every Subject (ALLIES): A capacity building approach to supporting teachers in Grades 3-8. In F. Hiebert & P. Proctor (Eds), *Teaching emergent bilingual students: Flexible approaches in an era of new standards*
- Pritchard, R., O'Hara, S., & Zwiers, J. (2016). Framing the teaching of academic language to English learners: A Delphi study of expert consensus. *TESOL Quarterly*.

- O'Hara, S., Pritchard, R., Pitta, D., and Webb, J. (2015). Implementing new technologies to support social justice pedagogy. In Papa, R., Eadens, D. M., & Eadens, D. M. (Eds). *Social justice instruction: Empowerment on the chalkboard*. Springer Publishing
- O'Hara, S. & Pritchard, R. (2015). Using new technologies to engage and support English learners in mathematics classrooms. In D. Polly (Ed.) *Cases on technology and Common Core mathematics standards*. IGI Global. Hersey, PA.
- O'Hara, S., Zwiers, J., & Pritchard, R. (2014). Cutting to the Common Core: Changing the playing field. *The Journal of Communication & Education*, 13(7), 28-31.
- O'Hara, S., & Pritchard, R. (2013). Learning to integrate new technologies into teaching and learning through a design-based model of professional development. *The Journal of Technology and Teacher Education (JTATE)*, 21(2), Pages 203-223.
- O'Hara, S. & Pritchard, R. (2012). Professional degree programs for the development of accomplished teachers: A case for the National Board Certification process. *Journal of Educational Research and Practice (JERAP)*, 2(1), Pages 54-73.
- O'Hara, S., Pritchard, R., & Huang-DeVoss, Cammy. (2012). The Teaching Using Technology Studio (TUTS): Innovative professional development to meet the needs of English language learners. *TESOL Journal*.
- O'Hara, S. & Pritchard, R. (2012). "I'm teaching what?!": Preparing university faculty for online Instruction. *Journal of Educational Research and Practice (JERAP)*. Volume 2, Issue 1, Pages 42-53.
- Achinstein, B., O'Hara, S., Pritchard, R., & Zwiers, J. (2012). Strategic mentoring for new teachers of English learners. *The Journal of Communication and Education*. June 2012
- Pritchard, R., & O'Hara, S. (2010). Vocabulary development in the science classroom: Using hypermedia authoring to support English learners. *The Tapestry Journal*, 1(1), 15-29.
- O'Hara, S., & Pritchard, R. (2009). Hypermedia authoring as a vehicle for vocabulary development in middle school English as a second language classroom. *Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 82(2), 60-65.
- Chung, C., & O'Hara, S. (2009). Electronic portfolios in teacher education: Implementation and future directions. In M. Ayewoh (Ed.), *Best practices in teaching, research, & service within global perspectives*. West Chester University.
- O'Hara, S., & Pritchard, R. H. (2008). Meeting the challenge of diversity: Professional development for teacher educators. *Teacher Education Quarterly*, 35(1), 43-61.
- Pritchard, R., & O'Hara, S. (2008). Reading in Spanish and English: A comparative study of processing strategies. *Journal of Adolescent & Adult Literacy*, 51, 630-638.
- Pritchard, R. H., & O'Hara, S. (2007). Using think alouds to identify and teach reading comprehension strategies. *CATESOL Journal*.
- O'Hara, S., & Pritchard, R. H. (2006). Hypermedia authoring as a vehicle for vocabulary development for English learners. *The California Reader*, 40, 11-16.

Gandara, P., O'Hara, S., & Guiterriez, D. (2004). The changing shape of aspirations: Peer influence on achievement behavior. In M. Gibson, P. Gandara, & Koyama, J. (Eds.), *School connections: U.S. Mexican youth, peers and school achievement*. Teachers College Press.

Gandara, P., Guiterriez, D., & O'Hara, S. (2001). Planning for the future in rural and urban schools. *Journal of Education for Students Placed at Risk (JESPAR)* 6(1-2),2001

#### Other Articles in Practitioner Journals/Reports

O'Hara, S. and Bookmyer, J. (2017). Leadership by Design. Growth minded practices for California principals. *A report prepared for the California Department of Education*.

Bookmyer, J., and O'Hara, S. (2017). Integrated Professional Growth Systems: Moving California toward a statewide professional growth system that prioritizes teaching. *A report prepared for the ITQ Initiative*.

Martin, R. and O'Hara, S. (2017). Mitigating the Impact of Organizational Culture on Teacher Turnover. *A research brief prepared for the California Department of Education*.

O'Hara, S., & Pritchard, R. (2014). Using new technologies to support the academic language and literacy development of adolescent English learners. *EdTechnology Ideas*, 1(3).

Zwiers, J., O'Hara, S., & Pritchard, R. (2014). Three meta-strategies for bulking up the quantity and quality of classroom talk. *ASCD Express*, 10, 5.

Zwiers, J., O'Hara, S., & Pritchard, R. (2014). Conversing to Fortify Literacy, Language, and Learning. *Voices from the Middle*, 22(1), 10-14.

O'Hara, S., Pritchard, R., & Zwiers, J. (2012). Identifying academic language demands in support of the Common Core Standards. *ASCD Express*, 7(17).

O'Hara, S., & Pritchard, R. (2012). Preparing university faculty to meet the challenge of diversity. *AccELLerate! The Quarterly Review of the National Clearinghouse for English Language Acquisition*.

Jaquith, A. & O'Hara, S. (2012). Leadership for learning: A practice brief. *Prepared for the Center to Support Excellence in Teaching*

Jaquith, A. & O'Hara, S. (2012). Building instructional capacity: A research brief. *Prepared for the Center to Support Excellence in Teaching*

O'Hara, S., Zwiers, J. & Pritchard, R. (2012). Framing the teaching of academic language: A research brief. *National Comprehensive Center for Teacher Quality*.

O'Hara, S., & Achinstein, B. (2012). *Report on Stanford University's Partner School Induction Program*. Stanford, CA: Center to Support Excellence in Teaching.

Pritchard, R., & O'Hara, S. (2011). Using technology to improve academic vocabulary development in STEM classrooms. *AccELLerate! The Quarterly Review of the National Clearinghouse for English Language Acquisition*, 3(4), 19.

- Pritchard, R. H., & O'Hara, S. (2007). Reading assessment in the content areas. In J. Flood, D Lapp and N. Farnan (Eds.), *Content area reading and learning: Instructional strategies* (3<sup>rd</sup> Ed.). Englewood Cliffs, NJ: Prentice Hall, Inc.
- Duran, R., O'Hara, S., & Pritchard, R. (2006). *Using hypermedia authoring in a middle school science ESL classroom*. Santa Barbara: Linguistic Research Minority Institute
- O'Hara, S., and McMahon, M. (2002). Imagineering Disney style. In L. Hannah, M. Menchacha, & B. McVicker (Eds.), *NETS grades 3-5 multidisciplinary resource units*. Society for Technology Educators.
- O'Hara, S. (2002). Using technology in different settings: How many computers do you have? In L. Hannah, M. Menchacha, & B. McVicker (Eds.), *NETS grades 3-5 multidisciplinary resource units*. Society for Technology Educators.
- Gandara, P., Guittierrez, G., and O'Hara, S. (2002). *Research to make a difference: How Schools can shape peer relations to promote achievement among Mexican-origin youth*. University of California All Campus Consortia on Research for Diversity Public Policy Series

#### Select Proceedings

- O'Hara, Susan; Pritchard, Robert; and Zwiers, Jeff (2014). Academic language development program: A capacity-building approach to supporting secondary teachers of English learners. Adult Education Research Conference, <http://newprairiepress.org/aerc/2014/papers/59>
- O'Hara, S. & Pritchard, R. (2013). New Technologies to Support English Learners in the Common Core Classroom. In R. McBride & M. Searson (Eds.), *Proceedings of SITE 2013--Society for Information Technology & Teacher Education International Conference* (pp. 4001-4007). New Orleans, Louisiana, United States: Association for the Advancement of Computing in Education (AACE). Retrieved October 15, 2017 from <https://www.learntechlib.org/p/48743/>.
- O'Hara, S., & Pritchard, R. (2010). Preparing novice technology faculty for delivering an online graduate program. In D. Gibson & B. Dodge (Eds.), *Proceedings of society for information technology & teacher education international conference 2010* (pp. 1794-1801). Chesapeake, VA: AACE.
- Chung, C., Rodriguez, M., & O'Hara, S. (2005). Building a community of practice in electronic portfolios. In C. Crawford et al. (Eds.), *Proceedings of society for information technology and teacher education international conference 2005* (pp. 2188-2193). Chesapeake, VA: AACE.
- O'Hara, S., & Rodriguez, M. (2003). Developing e-portfolio systems in teacher education. In C. Crawford et al. (Eds.), *Proceedings of society for information technology and teacher education international conference 2003* (pp. 2162-2163). Chesapeake, VA: AACE
- Hammond, D., Lambating, L., & O'Hara, D. (2003). Designing an exemplary model for technology infusion within a teacher preparation program. In C. Crawford, et al. (Eds.), *Proceedings of society for information technology and teacher education international conference 2003* (pp. 3744-3747). Chesapeake, VA: AACE

### Select Professional Activities

- Steering Committee CalSTAN (California Standards Technical Assistance Network) – Center for the Future of Teaching and Learning at WestEd Labs. 2016-present
- Stanford Understanding Language Leadership Team. 2012-present
- Advisory Board for the Frontline Research and Learning Institute. 2016-present
- Design Based Implementation Research Convening, University of Colorado Boulder 2016-2017
- Summit on Improvement in Education – Carnegie Foundation for the Advancement of Teaching 2014-2017
- California State Team attending Council of Chief State School Officers (CCSSO) Summit 2014-2016
- Principals Excellence Project Taskforce. Funded through the California Department of Education. 2014-2016
- External Evaluator for the California Department of Corrections and Rehabilitation 2014-2016
- Consultant for Alaska Department of Education, Minnesota State Department of Education, Virginia Public Schools, Boston Public Schools, for improving outcomes for ELs 2013-2016
- Advisory Group for Stanford University Case Study of Effective ELL Schools, Funded by the Carnegie Corporation 2014-2015
- UC Davis Workgroup to apply for the Community Engagement Classification form the Carnegie Foundation for the Advancement of Teaching 2014-2015
- Stanford ELL Network - created to help support small California school districts to better address the needs of English Language Learners 2011-2014
- Expert Forum on the Evaluation of Teachers of English Language Learners. Center on Great Teachers and Leaders, AIR July 2012
- Stanford University Teacher Education Program Steering Committee 2011-2013



- Design Team, Strategic Education Research Partnership, San Francisco, CA. 2009-2012
- New Teacher Center Steering Committee 2010-2012
- Assessment Consultant for the California State University System. 2005-2009
- Workgroup on Technology in support of young Second Language Learners, funded by William and Flora Hewlett Foundation and hosted the UCOP 2008-2009
- Member Steering Committee: The Center for Science, Technology, Engineering and Mathematics, Sacramento State University 2005-2008
- PACT Assessment Development Committee 2002-2004
- Statistical Consultant, UC Center for Research on Education, Diversity and Excellence (CREDE) 1998-2003

**Professional Affiliations**

- American Educational Research Association 2001-present
- TESOL International Organization 2001-present
- Learning Forward 2009-present
- Carnegie Foundation for the Advancement of Teaching 2011-present
- P-20 (Preschool through Graduate and Professional School) Partnership, UC Office of the President 2012-present