

## Curriculum Vitae

Susan O'Hara, Ph.D.

### EDUCATION

- PhD University of California Davis, 2000  
Emphasis in Mathematics, Science, and Technology Education
- MA University of Southern California, 1995  
Applied Mathematics (emphasis in statistics).
- BA University College, Dublin, Ireland, 1988  
Mathematics and Mathematical Physics (minor in economics)

### SELECTED GRANTS/FUNDED RESEARCH

California Department of Corrections. Evaluation of California Department of Corrections and Rehabilitation Career Technical Education Program. (\$500,000)

Improving Teacher Quality Grant. Resourcing Integrated Professional Learning Systems. (\$5.8 M)

Northrup Grumman Foundation. Advancing the Practices of the Common Core State Standards and the Next Generation Science Standards: Supporting Joint Professional Development Among K-12 & Community Based Expanded Learning Systems. (\$200,000)

U.S. Department of Education, Office of English Language Acquisition. Academic Literacy Support for Teachers: A Capacity Building Approach. (\$2 M)

Heising-Simons Foundation. Mathematics Professional Learning for Teachers in PreK-2. (\$800,000)

S.D Bechtel, Jr. Foundation. Center to Support Excellence in Teaching. (\$500,000)

The Leon Lowenstein Foundation. Framing the Teaching of Academic Language to English learners: A Delphi Study of Expert Consensus. (\$150,000)

Institute of Education Sciences. Improving the Quality of English language Arts Teaching through the use of an Observation Protocol (\$1.8M)

Rich Family Foundation. Designing an Instructional Capacity Building Model to Develop Math Leaders as School Based Professional Development Providers. (\$500,000)

Silver Giving Foundation. A Systemic Approach to Develop Instructional Leadership within a Corps of San Francisco Public School Principals and among Key District Leaders (\$100,000).

Leon Lowenstein Foundation. Preparing New Teachers and Mentors to Support English Learners (\$100,000).

American Educational Research Association. Investigating Core Practices of Professional Development that Impact Teacher and Student Learning: Implications for a Research Agenda.

Linguistic Minority Research Institute (LMRI) Research Grant. Investigating the Impact of Authoring Hypermedia Projects on the Science Vocabulary Development of Spanish Speaking, ESL 6th and 7th Grade Students.

U.S.Department of Education Grant. Preparing Tomorrow's Teachers for Using Technology (PT3) (\$2M).

## **GRANTS IN REVIEW**

National Science Foundation. Investigating the Efficacy of the Academic Language and Literacy Professional Developmental Model. (with American Institutes for Research)

Department of Education: Office of English Language Acquisition. Testing the Efficacy of the ALLIES Model in TK-2 Settings.

## **PROFESSIONAL EXPERIENCE**

Executive Director, Resourcing Excellence in Education (REEd), University of California Davis. 2013-present. My role as center Executive Director includes developing and implementing a strategic plan for REEd. Under my leadership we are currently positioning REEd to facilitate research practice partnerships, regionally and statewide, as a strategy for educational improvement and building instructional capacity. My job includes developing the infrastructure for the center, including overseeing finances and hiring and supervising senior staff, cultivating regional, state and national partnerships with other educational organizations including CDE, leading teams of faculty and practitioners in the design and implementation of numerous research and professional development programs, and actively fundraising to support a full cost recovery center. REEd has launched numerous education programs, including continuing education programs. These include California subject matter projects, the California Afterschool Network, the Sacramento Area Speaks program, Healthy Start, Evaluation Services, and the Academic Language Development Network a collaborative project with Stanford University.

Co Director, Academic Language Development Network. 2011-Present. The Academic Language Development Network is focused on the academic success of all students who need to improve their abilities to use language in school. The Network is a collaborative partnership between Stanford University, UC Davis, state departments, county offices of education, and school districts. We pay particular attention to the Common Core, Next Generation Science, and ELD standards. One of the main purposes of this network is to share ongoing research and professional development resources for building system-wide capacity to meet the instructional needs of academic English learners. A National Professional Development Grant from the U.S Department of Education supports this work

Associate Professor of Education & Executive Director, Center to Support Excellence in Teaching, Stanford University. 2009-2013. My role as center Executive Director included developing and implementing a strategic plan for the center, establishing a center infrastructure including overseeing finances and hiring and supervising senior staff, cultivating local and national partnerships with other educational organizations, leading teams in the design and implementation of numerous professional development programs, including continuing education programs and actively fundraising. Programs included a collaborative leadership program with the Stanford Graduate School of Business, a technology program in collaboration with Google, and International program in Ghana. The center launched with my hire in 2009 with an initial budget of \$300,000. Over the next four years I led the growth of this self supporting center and generated more than \$15M in funds through grants, private foundation funding, and donor gifts. In addition to my responsibilities as Executive Director, and consistent with my role as Associate Professor I taught numerous professional development courses and sessions, expanded my own area of research, and wrote articles for publication in both research and practitioner journals. Courses taught included: *Introduction to Data Analysis and Interpretation* and *The Role of Language in Education and Society*. I also took a number of courses while at Stanford, including *Strategic Planning for Non Profits* through the Stanford Graduate School of Business. I also worked with Residential Education, served as a Resident Fellow for undergraduates and a Pre Major Advisor for Stanford freshmen.

Associate Professor, Department of Teacher Education, Sacramento State University. & Core Faculty, Independent Doctorate in Educational Leadership and Policy, Sacramento State University. 2005-2009.

*Courses taught include:*

- Quantitative Methods, Independent Doctorate in Educational Leadership Program
- Educational Research, MA Program in Curriculum and Instruction
- Mathematics Curriculum and Instruction for Single Subject Candidates
- Multimedia in the Classroom
- Student Teaching Seminar for Multiple Subject and Single Subject

#### Candidates

- Seminar to prepare for the Performance Assessment for California Teachers (PACT)

#### Program Development:

- Core Faculty for the Independent Doctorate in Educational Leadership Program
- Core faculty to develop and deliver curriculum for the Internet Masters in Educational technology (iMET)
- Collaboratively developed an online Master of Arts in Education Curriculum & Instruction with a Professional Development Emphasis
- Collaboratively developed a new emphasis within the Curriculum and Instruction Masters program designed to support teachers through the National Board certification process

Assessment Lead, College of Education, Sacramento State University. 2001-2009. I took a lead role in preparing our SB 2042 document for CCTC. In addition, I played instrumental role in moving our college and department forward with the implementation of the Performance Assessment for California's Teachers (PACT).

Associate Chair, Department of Teacher Education, Sacramento State University. 2005-2006. I served as Associate Chair of the Department of Teacher Education. My work involved helping to set the schedule for courses and assign workload to faculty, supervising staff, and setting the agenda for department and program meetings.

Assistant Professor, Department of Teacher Education, Sacramento State University. 2000-2005

### **PROFESSIONAL ACTIVITIES**

Member Advisory Board for the Research and Learning Institute (a collaboration between Frontline Technologies and John Hopkins University). The Frontline Research and Learning Institute is a learning organization launched in early 2016 with one mission: to provide data-driven research, resources and observations to support and advance the educational community. The Institute's research is driven by the vast amount of data from Frontline's many education administrative solutions. With over 7,500 K-12 organizations and several million users, Frontline's systems are uniquely positioned to collect an array of information that can provide invaluable insights into issues affecting the education world.

Member Understanding Language Leadership Committee. Understanding Language aims to heighten educator awareness of the critical role that language plays in the new Common Core State Standards and Next Generation Science Standards. The long-term goal of the initiative is to increase recognition that

learning the language of each academic discipline is essential to learning content. Obtaining, evaluating, and communicating information; articulating and building on ideas; constructing explanations; engaging in argument from evidence—such language-rich performance expectations permeate the new Standards. 2012-present

Member Stanford University Teacher Education Program Steering Committee:

The Stanford Teacher Education Program (STEP) of the Stanford Graduate School of Education (GSE) aims to cultivate teacher leaders who share a set of core values that includes a commitment to social justice, an understanding of the strengths and needs of a diverse student population, and a dedication to equity and excellence for all students. The program takes an approach to teaching and learning that is sensitive to the family, community, and political contexts of education, focused on the needs and development of learners, and grounded in the study of subject matter that enables inquiry, critical thinking, and problem solving. 2010-2012.

Member Science Outreach Advisory group, Office of Science Outreach, Stanford University. Stanford University's Office of Science Outreach (OSO) encourages and assists Stanford faculty to engage in science outreach -- organized activities targeted at our nation's youth, school teachers, and general public that will increase their interest, understanding, and involvement in math, science, and engineering. 2009-2013

Member Design Team, Strategic Education Research Partnership, San Francisco, CA. SERP is designed to provide the infrastructure to make a coherent and sustained research, development, and implementation program possible. SERP's coordinating organization is responsible for executive management, quality control, communications, financial oversight, and long-term planning. Most of SERP's work is carried out in field sites – school districts or groups of districts where practitioners, researchers and local communities work together in a sustained way, defining and pursuing key lines of research, development and implementation.

Assessment Consultant for Taskstream & Liaison with the California State University System. I coordinated, implemented and managed a large number of professional development experiences state wide, focused on integrating an efficient and effective way for programs to document, analyze, manage and archive their outcomes assessment and accountability initiatives. As part of this work I worked with many public and private teacher preparation programs and a large number of school districts and induction programs across the state of California. 2002-2006.

Member Steering Committee: The Center for Science, Technology, Engineering and Mathematics (STEM) Excellence, CSUS. The Center for STEM Excellence is bringing together the broad range of STEM disciplines on campus to: Strengthen STEM education and research at Sacramento State; Graduate more

students in STEM areas in order to meet regional workforce needs; Increase regional capacity to contribute to the advancement of knowledge in STEM areas; and Recruit more diverse students, staff and faculty. 2007-2009

Statistical Consultant, Center for Research on Education, Diversity and Excellence (CREDE) Project, University of California, Davis. This study examined how adolescents from different ethnic groups form their expectations about schooling and their post-secondary aspirations during the four years of high school, with a focus on how peers and families help to shape these attitudes and aspirations. (Principal Investigator: Dr. Patricia Gandara-1998-2003).

Evaluation Specialist for the Return of the Salmon Project, University of California Davis. Funded by the Environmental Protection Agency (EPA), (Principal Investigator: Joyce Gutstein-1999-2001:).

Evaluation Specialist for Project WRITE, University of California Davis Funded by the Texaco Foundation, (Principal Investigator: Maureen McMahon-1996-2000).

Researcher, Puente Project, Language Minority Research Institute (LMRI). (Principal Investigator: Dr. Patricia Gandara-1996-1998:).

## **PROFESSIONAL PUBLICATIONS**

### Books

1. 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.
2. O'Hara, S., & Pritchard, R.H. (2009). *Using hypermedia to teach vocabulary in grades 6-12*. Columbus, OH: Pearson Merrill Prentice Hall.
3. O'Hara, S., & McMahon, M. (2003). *NETS grades 6-8 multidisciplinary resource units*. Washington, DC: International Society for Technology in Education, (ISTE).

### Journal Articles/Book Chapters

4. 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.
5. O'Hara, S., Pritchard, R., & Zwiers, J. (2016). Framing the teaching of academic language to English learners: A Delphi study of expert consensus. TESOL Quarterly.
6. 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) *English Learners and Emergent Bilingualism in the Common Core Era*

7. 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.
8. 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.
9. 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.
10. Zwiers, J., O'Hara, S., & Pritchard, R. (2014). Conversing to Fortify Literacy, Language, and Learning. *Voices from the Middle*, 22(1), 10-14.
11. 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).
12. O'Hara, S., Zwiers, J., & Pritchard, R. (2014). Cutting to the Common Core: Changing the playing field, part 2. *Language Magazine: The Journal of Communication & Education*, 13(7), 28-31.
13. O'Hara, S., Zwiers, J., & Pritchard, R. (2014). Cutting to the Common Core: Changing the playing field, part 1. *Language Magazine: The Journal of Communication & Education*, 13(5), 24-27.
14. 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)*.
15. 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)*.
16. 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*.
17. 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.
18. O'Hara, S., Pritchard, R., & Zwiers, J. (2012). Identifying academic language demands in support of the Common Core Standards. *ASCD Express*, 7(17).
19. 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*.
20. 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

21. Pritchard, R., & O'Hara, S. (2011). Using technology to improve academic vocabulary development in STEM classrooms. *AccELerate! The Quarterly Review of the National Clearinghouse for English Language Acquisition*, 3(4), 19.
22. 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.
23. O'Hara, S., & Pritchard, R. (2009). Hypermedia authoring as a vehicle for vocabulary development in middle school English as a second language classrooms. *Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 82(2), 60-65.
24. 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.
25. O'Hara, S., & Pritchard, R. H. (2008). Meeting the challenge of diversity: Professional development for teacher educators. *Teacher Education Quarterly*, 35(1), 43-61.
26. 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.
27. Pritchard, R. H., & O'Hara, S. (2007). Using think alouds to identify and teach reading comprehension strategies. *CATESOL Journal*.
28. 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.
29. O'Hara, S., & Pritchard, R. H. (2006). Hypermedia authoring as a vehicle for vocabulary development for English learners. *The California Reader*, 40, 11-16.
30. 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.
31. 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.
32. 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.
33. O'Hara, S., & Jones, R. (2002) Perspectives. In L. Hannah, M. Menchacha, & B. McVicker (Eds.), *NETS grades 3-5 multidisciplinary resource units*. Society for Technology Educators.



34. Gandara, P., Guiterriez, D., & O'Hara, S. (2001, January). Planning for the future in rural and urban schools. *Journal for the Education of Students Placed at Risk*, 6(1-2), 73-93.
35. McMahon, M. M., O'Hara, S. P., Holliday, W. G., Gibson, E. M., & McCormack, B. B. (2000, June). Science is the magnet. *Science and Children*.
36. McMahon, M., O'Hara, S., Gibson, E., & Musetti, B. (1999). Quinto: An electronic network for teachers. *Meridian: A Middle School Computer Technology Journal*, 2(1).
37. O'Hara, S. (1998). A case study of attitudinal effects of Internet use in a middle school, science-based, integrated curriculum. *Eric Publications*.
38. McCormack, B., O'Hara, S., Gibson, E., & McMahon M. (1997). Reform in one community: Factors in establishing a foundation. *Eric Publications*.

#### Research Reports & Briefs

39. Jaquith, A. & O'Hara, S. (2012). Leadership for Learning: A Practice Brief. Prepared for the Center to Support Excellence in Teaching
40. Jaquith, A. & O'Hara, S. (2012). Building Instructional Capacity: A Research Brief. Prepared for the Center to Support Excellence in Teaching
41. O'Hara, S., Zwiers, J. & Pritchard, R. (2012). Framing the teaching of academic language: A research brief. National Comprehensive Center for Teacher Quality. <http://www.tqsource.org/webcasts/2012ELL/>
42. O'Hara, S., & Achinstein, B. (2012). *Report on Stanford University's Partner School Induction Program*. Stanford, CA: Center to Support Excellence in Teaching.
43. Duran, R., O'Hara, S., & Pritchard, R. (2006). *Using hypermedia authoring in a middle school science ESL classroom*. Santa Barbara: Linguistic Research Minority Institute
44. 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

#### Selected Proceedings

45. O'Hara, S. (2015). Common Core Standards in Diverse Classrooms: Essential Practices for Developing Academic Language and Disciplinary Literacy. Keynote Address, Boston, MA.
46. 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.
47. Chung, C. J., & O'Hara, S. (2009). Elementary teacher's experiences and attitudes towards using interactive whiteboards in the classroom: Can interactive whiteboards help? In I. Gibson et al. (Eds.), *Proceedings of*

- society for information technology & teacher education international conference 2009* (p. 1792). Chesapeake, VA: AACE.
48. O'Hara, S., & Pritchard, B. (2008). Science vocabulary and concept development in a middle school ESL classroom. In K. McFerrin et al. (Eds.), *Proceedings of society for information technology and teacher education international conference 2008* (pp. 4747-4754). Chesapeake, VA: AACE.
49. Chung, C., Huang, H., & O'Hara, S. (2007). Web-based collaborative learning community: An emphasis on social constructive theory. In C. Crawford et al. (Eds.), *Proceedings of society for information technology and teacher education international conference 2007* (pp. 2296-2301). Chesapeake, VA: AACE.
50. 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.
51. 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
52. 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