

Chase Nordengren, PhD

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EDUCATION

University of Washington College of Education (2011–15)

PhD: Leadership, Policy, and Organizations in K-12 Systems.

Dissertation: *Ties and Talk: Tracing the Work of Informal Teacher Leaders Through Mixed Methods Social Network Research*. <https://hdl.handle.net/1773/33739>

Committee: Michael S. Knapp, Robert Abbott, Ann Ishimaru.

PhD Certificate: Mixed Methods Educational Sciences.

University of Washington Evans School of Public Affairs (2012–13)

PhD Certificate: Public Policy and Management.

The Catholic University of America (2006–10)

BA: Politics, summa cum laude.

Honors in classical philosophy and the social sciences.

PROFESSIONAL EXPERIENCE

NWEA (Portland, OR)

Principal Research Lead, Effective Instructional Strategies (2022-)

Support the long-term growth and development of the Learning and Improvement Services teams through primary research, thought leadership, and strategic planning.

Senior Research Scientist, Professional Learning (2019-2021)

Develop and oversee a set of mixed methods needs assessment and program evaluation strategies to understand the impact of professional learning on teachers and their students. Additional research focus on student goal setting, including manuscripts and professional learning content development. Frequent engagement with internal stakeholders, district administrators, and academics.

Research Scientist (2016-18)

Execute a primary and secondary mixed methods research agenda in connection with product development and innovation. Includes foci in social-emotional learning, teacher and administrator use of assessment data, and assessment validation.

Univ. Washington Human Subjects Division (Seattle, WA)

Administrator (2015-16)

Conduct independent analyses of biomedical and behavioral research studies for compliance with federal and state laws; advise researchers on ethical research conduct.

National Council on Teacher Quality (Washington, DC)

Team Leader (2010–11)

Support development and implementation of the first comprehensive, national review of teacher preparation programs, including design and logistical planning, communication with schools of education, and the creation of training materials for a large group of remote evaluators.

FELLOWSHIPS, AWARDS, AND SERVICE

EdTech Evidence Exchange Genome Project (2020)

Provide methodological and professional consulting as part of a working group on factors of educational technology implementation for this University of Virginia-led initiative.

Univ. Washington CREST Fellowship (2011–15)

Co-awarded with US Department of Education, Institute of Education Sciences

Fellow with an interdisciplinary, IES sponsored pre-doctoral program focusing on mixed methods research and the P-20 continuum in education. Obligations included regular pro-seminar work, research fellowship with a variety of faculty, and active development of an independent research agenda.

Clark Graduate Student Research Seminar in Educ. Admin. and Policy (2014)

Hamilton Project (Brookings Institution) Econ. Policy Innovation Prize (2007)

PUBLICATIONS

Andres, A. J., & Nordengren, C. (2022). Theory of action: The care and feeding of your mission. *Phi Delta Kappan*, 104(3), 42–47.

Nordengren, C. (2022). *Step Into Student Goal Setting: A Path to Growth, Motivation, and Agency*. Corwin Press.

Nordengren, C. (2021). Development and validation of a survey on outcomes of professional learning. *Professional Development in Education*. <https://doi.org/10.1080/19415257.2020.1862276>

Nordengren, C. and Guskey, T. (2020, October). Chart a clear course: How evaluation builds better and more relevant professional learning. *The Learning Professional*. <https://doi.org/10.5281/zenodo.4321488>

Nordengren, C. (2019). Goal-setting practices that support a learning culture. *Phi Delta Kappan*, 101(1), 18-23. <https://doi.org/10.1177/0031721719871558>

Guerreiro, M., and Nordengren, C. (2018). “No fun games”: Engagement effects of two gameful assessment prototypes. *Journal of Research on Technology in Education*, 50(2), 134-148. <https://doi.org/10.1080/15391523.2018.1426063>

Nordengren, C. (2016). Teaching new dogs new tricks: Teacher leadership in the Performance Assessment for

- California Teachers (PACT). *Issues in Teacher Education*, 25(1), 91–106. <https://doi.org/10.5281/zenodo.4321435>
- Nordengren, C. (2015). Four decades of collective leadership: The connection between leadership theories of action and student achievement. In A. Bowers, B. G. Barnett, and A. R. Shoho (Eds.), *International Research on School Leadership: Vol. 6. Challenges and opportunities of educational leadership research and practice: The state of the field and its multiple futures*. Information Age Publishing. <https://doi.org/10.5281/zenodo.4323443>
- Bellamy, G. T., Crockett, J. B, and Nordengren, C. (2014). *Preparing school leaders for every student's learning* (Document No. LS-2). Refereed Working Paper, University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center: https://cedar.education.ufl.edu/wp-content/uploads/2014/09/LS-2_FINAL_09-18-14.pdf
- Nordengren, C. (2009). *Social capital in urban public school leadership*, *The Dialectics*, 3: 20-26. <https://doi.org/10.5281/zenodo.4321784>

PRESENTATIONS

- Nordengren, C. *Using goal setting to drive growth and empower learners* [Concurrent session]. ESEA, New Orleans, LA, February 2022.
- Nordengren, C. *Goal setting: Empowering learners to own their learning* [Concurrent session]. FETC, Orlando, FL, January 2022
- Nordengren, C. *Goal setting: Unlocking student ownership with tools that empower learners*. New York State Association for Computers and Technologies in Education conference, Rochester, NY, November 2021.
- Nordengren, C. and Mabry, B. *Serving student needs: The role of formative assessment in hybrid learning*. Concurrent session, California Charter Schools Association conference, virtual, March 2021. <https://doi.org/10.5281/zenodo.4662933>
- Nordengren, C. and Mabry, B. *Using student goals for growth and mastery in the COVID educational era*. Concurrent session, California Charter Schools Association conference, virtual, March 2021. <https://doi.org/10.5281/zenodo.4662923>
- Nordengren, C. *Survey methods to measure professional learning's impact*. Concurrent session, Learning Forward conference, virtual, December 2020. <https://doi.org/10.5281/zenodo.4321802>
- Nordengren, C. *Making it work: Formative assessment in virtual instruction*. New York State Association for Computers and Technologies in Education conference, virtual, November 2020. <https://doi.org/10.5281/zenodo.4323441>
- Nordengren, C and Sturgeon, R. *Scaling needs assessment through staff professional learning*. Roundtable session, American Evaluation Association conference, Portland, OR, October 2020 (conference canceled).
- Nordengren, C. *Making goal setting part of your school's culture*. Concurrent session, ASCD Empower conference, Los

Angeles, CA, March 2020 (conference canceled).

Nordengren, C. *Assessing social-emotional learning: A guide for the perplexed*. Concurrent session, Schools of the Future conference, Honolulu, HI, November 2018. <https://doi.org/10.5281/zenodo.4321826>

Guerreiro, M. and Nordengren, C. *"No fun games": Engagement effects and favorable elements of two gameful assessment prototypes*. American Educational Research Association conference, New York, NY, April 2018.

Nordengren, C. *Information, expertise, and power: making sense of informal educational leadership*. University Council for Educational Administration, Washington, DC, November 2014.

Nordengren, C. *Suggesting a legitimation framework for models of the achievement gap*. University Council for Educational Administration, Washington, DC, November 2014.

Nordengren, C. *School leader identification through qualitative and quantitative social network methods*. American Educational Research Association conference, Philadelphia, PA, April 2014.

Nordengren, C. *The rise of the dyad: teacher collaboration networks in a dual-language elementary school*. American Educational Research Association, Philadelphia, PA, April 2014.

Nordengren, C. *Toward a validity framework for SNA in the social sciences*. International Network for Social Network Analysis "Sunbelt" Conference, St. Petersburg, FL, February 2014.

Nordengren, C. *Models of organizational culture: markets, hierarchies and networks in the educational leadership case literature*. University Council for Educational Administration, Indianapolis, IN, November 2013.

Nordengren, C. *The ties that teach: Understanding elementary school distributed leadership through qualitative social network analysis*. University Council for Educational Administration, Indianapolis, IN, November 2013.

Bellamy, T; Nordengren, C.; Portin, B and Hopkins, P. *What internship experiences support principal-candidate learning?* University Council for Educational Administration, Indianapolis, IN, November 2013.

Nordengren, C. *Network theory and collective educational leadership: Cross-disciplinary lessons*. International Network for Social Network Analysis "Sunbelt" Conference, Hamburg, Germany, May 2013.

Nordengren, C. *Connecting culture and collective leadership: examining the current literature*. American Educational Research Association, San Francisco, CA, April 2013.

Nordengren, C. *Collective leadership models in educational research: toward a focus on theories of action*. University Council for Educational Administration, Denver, CO, November 2012.

WHITE PAPERS, WEBINARS AND PUBLIC ENGAGEMENT

Nordengren, C. (2022, January 12). *How student-driven goals make learning more meaningful* [EdSource]. <https://edsources.org/2022/how-student-driven-goals-make-learning-more-meaningful/665503>

- Nordengren, C. (2021, August 3). *Starting the conversation about alternative grading systems*. Edutopia. <https://www.edutopia.org/article/starting-conversation-about-alternative-grading-systems>
- Nordengren, C. (2021, March). *Inspiring Student Ownership of Learning is a Critical Part of COVID-19 Recovery* [Op-Ed]. Scholastic EDU Blog. <https://edublog.scholastic.com/post/inspiring-student-ownership-learning-critical-part-covid-19-recovery>
- Helman, M. and Nordengren, C (2020, November). *Continuous quality improvement panel* [Webinar]. Oregon Program Evaluators Network. <https://oregoneval.org/event/continuous-quality-improvement-panel/>.
- Fisher, D, Frey, N, Hattie, J, and Nordengren, C (2020, October). *Leading Instruction and Assessment from a Distance* [Webinar]. Corwin. <https://us.corwin.com/en-us/nam/a-joint-panel-discussion-with-corwin-authors-and-nwea-researchers-leading-instruction-and-assessment>.
- Nordengren, C., Mabry, B., Underwood, S., Beard, E., Wells, L. and McCoy, V (2020). *Making it work: How formative assessment can supercharge your practice* [E-book]. NWEA. <https://www.nwea.org/resource-library/welcome/making-it-work-how-formative-assessment-can-supercharge-your-practice-nwea-ebook>.
- Nordengren, C and Jensen, N (2020, July). *Working smart: An action plan for school restart* [Webinar]. NWEA. <https://www.nwea.org/resource-center/resource/working-smart-an-action-plan-for-school-restart>.
- Nordengren, C. and Jensen, N (2020, June). *Turning a New Page: Guiding Instruction and Using MAP Growth amid COVID-19 School Closures* [White paper]. NWEA. <https://www.nwea.org/resource-library/map-growth-research-guidance/guiding-instruction-and-using-map-growth-amid-covid-19-school-closures->.
- Nordengren, C. (2020, March). *Focusing squarely on students: A theory of change for NWEA Professional Learning* [White paper]. NWEA. <https://www.nwea.org/resource-library/whitepapers/focusing-squarely-on-students-a-theory-of-change-for-nwea-professional-learning>.
- Nordengren, C. (2018, March). *Innovator interview series: Teacher-led assessment with NWEA's Chase Nordengren* [Interview]. New Classrooms. <https://www.newclassrooms.org/2018/03/08/teacher-led-assessment-chase-nordengren>.
- Nordengren, C. (2013, August 25). *Cage-Busting Leadership* [Book review]. Teachers College Record. <http://www.tcrecord.org/Content.asp?ContentId=17226>.
- Nordengren, C. (2013, January 18). *Six Degrees of School Improvement: Empowering a New Profession of Teaching* [Book review]. Teachers College Record. <http://www.tcrecord.org/Content.asp?ContentID=16997>.
- Nordengren, C. (2011, September). *Harvard launches a practice-based doctorate*, *The School Administrator* 67(8), 32-3.

TEACHING EXPERIENCE

Qualitative Methods in Educational Research sequence (2013–14, 2015-16)

Co-taught a ten-credit qualitative methods research course, which asks students to design and conduct a full qualitative study over an academic year. Responsibilities included lesson planning and mentoring a group of ten students across the academic year.

Mixed Methods in Educational Research (2015)

Instructor of a three-credit course on mixed methods research, involving teaching on current literatures in mixed methods sampling, data collection, analysis, and validation from across the social sciences.

Responsibilities also included advising several students on crafting mixed methods research proposals suitable for dissertation or other academic work.

SPECIALIZED TRAINING AND SKILLS

Program evaluation

Needs assessment, formative evaluation, survey design, classroom observation

Research methods

Mixed methods design, social network analysis, advanced qualitative methods, regression, structural equation modeling

Software

R, tidyverse, SPSS, Atlas.ti, MaxQDA, nVivo.

Revision: 2022-10-24.