

Chase Nordengren, PhD
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Education

University of Washington College of Education (2011–15)

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

Dissertation: *Ties and Talk: Tracing the Work of Informal Teacher Leaders Through Mixed Methods Social Network Research.*

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.

Thesis: *Seed Patents in International Development: A Critique from Catholic Social Thought.*

Professional Experience

NWEA

Research Scientist II, Professional Learning (2019-)

Research Scientist (2016-18)

Executed 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.

University of Washington Human Subjects Division: Administrator (2015-16)

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

National Council on Teacher Quality: Team Leader (2010–11)

Aided 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 and Awards

Institute of Educational Sciences pre-doctoral fellowship in educational research (2011–15)

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.

David L. Clark Graduate Student Research Seminar in Educational Administration & Policy (2014)

Hamilton Project (Brookings Institution) Economic Policy Innovation Prize (2007)

Publications

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

Guerreiro, M., & 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.

Nordengren, C. (2015). Four decades of collective leadership: The connection between leadership theories of action and student achievement. In A. Bowers, B. G. Barnett, & 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.

Bellamy, G. T., Crockett, J. B, & 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: <http://cedar.education.ufl.edu/tools/literature-syntheses/>

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 practice-based doctorate*, *The School Administrator* 67(8), 32-3.

Nordengren, C. (2009). *Social capital in urban public school leadership*, *The Dialectics*, 3: 20-26.

Presentations

Nordengren, C. & Dyer, K. *Making Goal Setting Part of Your School's Culture*. ASCD Empower conference, Los Angeles, CA, March 2020.

Nordengren, C. *Assessing social-emotional learning: what NWEA has learned, and what's coming next*. Schools of the Future conference, Honolulu, HI, November 2018.

Guerreiro, M. & 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, & power: making sense of informal educational leadership*. University Council for Educational Administration, Washington, DC, November 2014.

Nordengren, C. *Suggesting a legitimization 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 & 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.

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.

Professional Affiliations

American Educational Research Association

Division K (Teaching and Teacher Education)

SIGs: Classroom Assessment; Research on Evaluation; School Effectiveness and School Improvement

Learning Forward

Specialized Training & Skills

Program evaluation: needs assessment, formative evaluation, survey design

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

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

Revision: 7/30/19.