

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

Northwest Evaluation Association: Research Scientist (2016-)

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

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.

Education Sector: Research Assistant (2009)

Collaborated on new project development for research team at early stage of institute's development.

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, undergraduate winner (2007)

Publications (Peer Reviewed)

Guerreiro, M., & Nordengren, C. (2018). "No Fun Games": Engagement Effects of Two Gameful Assessment Prototypes. *Journal of Research on Technology in Education*.

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

Publications (Other)

Nordengren, C. (2017). Top 5 Things Teachers Want from Games and Assessment. Retrieved August 17, 2017, from <https://www.nwea.org/blog/2017/top-5-things-teachers-want-games-assessment/>.

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

Presentations

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 on Educational Administration, Washington, DC, November 2014.

Nordengren, C. *Suggesting a legitimization framework for models of the achievement gap*. University Council on 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 on Educational Administration, Indianapolis, IN, November 2013.

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

Bellamy, T; Nordengren, C.; Portin, B & Hopkins, P. *What internship experiences support principal-candidate learning?* University Council on 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 on 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 extensive participation in 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 & Skills

Research methods: Mixed methods design, social network analysis, advanced qualitative methods, linear regression, multilevel modeling, survey design, program evaluation.

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

Revision: 2/12/18.