**Timothy A. Drake**

*Curriculum vitae*

Educational Leadership, Policy, and Human Development Office phone: 919-513-7975

North Carolina State University tadrake@ncsu.edu
608H Poe Hall, Campus Box 7801, Raleigh, NC 27695-7801

## Employment

|  |  |
| --- | --- |
| 2016 – present  | Assistant Professor of Education Leadership and Policy, North Carolina State University |
| 2009 – 2015  | Research Assistant, Vanderbilt University |
| 2007 – 2009  | Secondary Teacher, Walden School of Liberal Arts |

## Education

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| 2015 | Ph.D. (Education Leadership and Policy Studies), Vanderbilt University |
| 2011 | M.Ed. (International Education Policy and Management), Vanderbilt University |
| 2007 | B.A. (History Teaching – Secondary), Brigham Young University |

**Research Fields**

Data Use

Education Policy

Principal Preparation

Principal & Teacher Effectiveness

## Grants (Total $5,656,000)

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| *Funded* |  |
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| 2018 – 2019  | **Co-Principal Investigator**, “NCSU/Wake County Public Schools Affinity Support Network,” Sponsored by Outreach and Engagement Incentive Grant Award, North Carolina State University ($10,000.00). PI: Lisa Bass |
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| 2016 – 2017  | **Principal Investigator**, “A Daily Life Study of Principal Interns’ Leadership Activities During an Academic School Year,” Faculty Research and Professional Development Fund (FRPD), North Carolina State University ($6,000.00) |
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| 2015 – 2021  | **Principal Investigator**, “N.C. State University's Principal Preparation Redesign: Creating Excellent Leaders, Effective Schools, and Enriched Communities,” The Wallace Foundation ($5.14 million). Co-Principal Investigators: Bonnie Fusarelli (PI: 2015-2016), Lance Fusarelli, Lisa Bass, Anna Egalite, Jenn Ayscue |
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| 2015 – 2019 | **Research Associate**, “Supporting Principals to Productively Use Multiple Measures of Teacher Effectiveness,” The Bill and Melinda Gates Foundation ($500,000). PI: Jason Grissom. Co-PI: Ellen Goldring |

*Unfunded*

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| 2017  | **Principal Investigator**, “Georgia’s Innovation Fund,” Georgia State Department of Education ($170,000). Co-PI: Jennifer Corn |
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## Peer-Reviewed Publications

14. **Drake, T. A.** (in press). “We have all the data in one place”: Examining Principals’ Use of a Data Warehouse During an Academic School Year. *NASSP Bulletin*.

13. **Drake, T.A.** (2020). Learning by Doing: A Daily Life Study of Principal Interns’ Leadership Activities During an Academic School Year. *Journal of Research on Leadership Education.* Online First, 1-31.<https://doi.org/10.1177/1942775120941549>

12. Fusarelli, B. C., Fusarelli, L. D., & **Drake, T. A.** (2018). NC State’s Principal Leadership Academies: Context, Challenges, and Promising Practices. *Journal of Research on Leadership Education*, *14*(1), 11-30.

<https://doi.org/10.1177/1942775118819678>

11. Neumerski, C.M., Cannata, M.A., **Drake, T.A.**, Grissom, J.A., Goldring, E.B., & Schuermann, P. (2018). Restructuring Instructional Leadership: How Multiple Measures Teacher Evaluation Systems Are Redefining the Role of the School Principal. *Elementary School Journal*, *119*(2), 270–297.

<https://doi.org/10.1086/700597>

10. Cravens, X., **Drake, T. A.**, Goldring, E., & Schuermann, P. (2017). Teacher Peer Excellence Groups (TPEGs): Building Communities of Practice for Instructional Improvement. *Journal of Educational Administration*, *55*(5). <https://doi.org/10.1108/JEA-08-2016-0095>

9. Torre, D., **Drake, T. A.**, Preston, C., Goldring, E. B., & Cannata, M. A. (2017). Bringing Student Responsibility to Life: Avenues to Personalizing High Schools for Student Success. *Journal of Education for Students Placed at Risk*, *22*(3), 129–145.

<https://doi.org/10.1080/10824669.2017.1337518>

8. Cravens, X., & **Drake, T. A.** (2017). From Shanghai to Tennessee: Developing Instructional Leadership through Teacher Peer Excellence Groups. *International Journal for Lesson and Learning Studies*, *6*(4), 348–364. [https://doi.org/https://doi.org/10.1108/IJLLS-12-2016-0062](https://doi.org/https%3A//doi.org/10.1108/IJLLS-12-2016-0062)

7. Cannata, M., Rubin, M., Goldring, E., Grissom, J. A., Neumerski, C. M., **Drake, T. A.**, & Schuermann, P. (2017). Using Teacher Effectiveness Data for Information-Rich Hiring, *Educational Administration Quarterly 53*(2), 180–222.

 <https://doi.org/10.1177/0013161X16681629>

6. Grissom, J. A., Rubin, M., Neumerski, C. M., Cannata, M., **Drake, T. A**., Goldring, E., & Schuermann, P. (2017). Central office supports for data-driven talent management decisions: Evidence from the implementation of new systems for measuring teacher effectiveness, *Educational Researcher 46*(1), 21–32.

 <https://doi.org/10.3102/0013189X17694164>

5. Goldring, E., Grissom, J. A., Rubin, M., Neumerski, C. M., Cannata, M., **Drake, T. A**., & Schuermann, P. (2015). Make Room Value Added Principals’ Human Capital Decisions and the Emergence of Teacher Observation Data, *Educational Researcher 44*(2), 96–104.

<https://doi.org/10.3102/0013189X15575031>

4. Flores, S. M., & **Drake, T. A.** (2014). Does English language learner (ELL) identification predict college remediation designation?: A comparison by race and ethnicity, and ELL waiver status, *The Review of Higher Education 38*(1), 1–36.

 [doi:10.1353/rhe.2014.0041](http://doi.org/10.1353/rhe.2014.0041)

3. **Drake, T. A**. (2014). The Effect of Community Linguistic Isolation on Language-Minority Student Achievement in High School, *Educational Researcher 43*(7), 327–340.

 <https://doi.org/10.3102/0013189X14547349>

2. Heuser, B. L., **Drake, T. A.**, & Owens, T. L. (2012). Evaluating cross-national metrics of tertiary graduation rates for OECD countries: A case for increasing methodological congruence and data comparability, *Journal of College Student Retention: Research, Theory & Practice 14*(1), 9–35.

 <https://doi.org/10.2190/CS.14.1.b>

1. **Drake, T. A.** (2011). US Comparative and international graduate programs: an overview of programmatic size, relevance, philosophy, and methodology, *Peabody Journal of Education 86*(2), 189–210.

 <https://doi.org/10.1080/0161956X.2011.561187>

## Book Chapters

4. **Drake, T. A**., Price, E., Jernigan, D., Jones, T. B., Johnson, K., & Fusarelli, B. C. (2018) Using Data and Supporting Data Use: The Case of POWER Block. In S.A. Bingham, P. Egelson, & K.L. Sanzo (Eds.), *Research-based Instructional Practices of Effective Principals* (pp. 195-206). Scottsdale AZ: Information Age Publishing.

3. **Drake, T. A**., Goldring, E., Grissom, J. A., Cannata, M. A., Neumerski, C., Rubin, M., & Schuermann, P. (2016). Development or Dismissal? Exploring Principals’ Use of Teacher Effectiveness Data. In J. A. Grissom & P. Youngs (Eds.), *Improving Teacher Evaluation Systems: Making the Most of Multiple Measures* (pp. 116–130). New York City, NY: Teachers College Press.

2. **Drake, T. A**., & Goldring, E. B. (2014). The Politics of School-Level Community Engagement and Decision Making. In J.C. Lindle (Ed.), *Political Contexts of Educational Leadership: ISLLC Standard Six* (pp. 37–60). New York City, NY: Routledge.

1. Heuser, B. L., & **Drake, T. A.** (2011). Toward global academic ethics through accountability systems. In T.B Gallant (Ed.), *Creating the Ethical Academy: A Systems Approach to Understanding Misconduct and Empowering Change in Higher Education* (pp. 199-214). New York City, NY: Routledge.

## Book Reviews

1. **Drake, T. A**., & DeNeal, J.\* (2019). [Review of *Education, equity, and the states*, by S.E. Dahill-Brown]. *Teachers College Record*, Date Published: July 24, 2019.

##  \*student

## Policy Briefs & Reports

23. **Drake, T.A**., Ayscue, J.B., Little, M., & Pham, L.D. (2020). *COVID-19 and the Achievement Gap: Implications for North Carolina.* Prepared for Senator Deanna Ballard, Chairman of the Education/Higher Education Committee, North Carolina State Senate.

22. **Drake, T.A**. (2018). *Examining the Relationship Between Masters’ Degree Attainment and Student Outcomes*. Prepared for the North Carolina State School Board, North Carolina Department of Public Instruction, and the North Carolina General Assembly.

21. **Drake, T.A**., Cannata, M.A., Rubin, M., Goldring, E.B., Grissom, J.A., Neumerski, C.M., & Schuermann, P. (2014) *Landscape Analysis of Principals’ Use of Teacher Effectiveness Measures for Talent Management Decision Making: Green Dot Public Schools*. Prepared for Green Dot Public Schools, Los Angeles.

20. **Drake, T.A**., Goldring, E.B., Grissom, J.A., Neumerski, C.M., Rubin, M., & Schuermann, P. (2014). *Landscape Analysis of Principals’ Use of Teacher Effectiveness Measures for Talent Management Decision Making: Metropolitan Nashville Public Schools*. Prepared for Metropolitan Nashville Public Schools.

19. **Drake, T.A**., Goldring, E.B., Grissom, J.A., Neumerski, C.M., Rubin, M., & Schuermann, P. (2014). *Survey of Principals’ Use of Teacher Effectiveness Measures for Talent Management Decision Making: Metropolitan Nashville Public Schools.* Summary survey report Prepared for Metropolitan Nashville Public Schools.

18. **Drake., T.A**., Rubin, M., Neumerski, C.M., Cannata, M.A., Goldring, E.B., & Scheurmann, P. (2014). *Timelines of Talent Management Decision Processes and Teacher Effectiveness Data Availability: Summary Report*. [Available online here](https://cdn.vanderbilt.edu/vu-my/wp-content/uploads/sites/2507/2017/06/14192843/timeline_overview_report_final2.pdf)

17. Cannata, M.A. & **Drake, T.A**. (2014). *Using Teacher Effectiveness Data to Identify and Develop Teacher Talents: Learning from the Principal of Animo Watts College Preparatory Academy*. [Available online here](https://cdn.vanderbilt.edu/vu-my/wp-content/uploads/sites/2507/2017/06/14192858/GreenDot-CaseStudy-201408.pdf)

16. Neumerski, C.M. & **Drake, T.A**. (2014). *Using Teacher Effectiveness Data for Teacher Support and Professional Development: Learning from the Principal of White Station Middle School*. [Available online here](https://cdn.vanderbilt.edu/vu-my/wp-content/uploads/sites/2507/2017/06/14192851/Shelby-CaseStudy-201408.pdf)

15. Neumerski, C.M., **Drake, T.A.,** Goldring, E.B., Cannata, M.A., Grissom, J.A., Rubin, M., Schuermann, P. (2014). *Landscape Analysis of Principals’ Use of Teacher Effectiveness Measures for Talent Management Decision Making: Denver Public Schools*. Prepared for Denver Public Schools.

14. Cannata, M.A., **Drake, T.A.,** Goldring, E.B., Grissom, J.A., Neumerski, C.M., Rubin, M., & Schuermann, P. (2014). *Landscape Analysis of Principals’ Use of Teacher Effectiveness Measures for Talent Management Decision Making: Houston Independent School District*. Prepared for Houston Independent School District.

13. Neumerski, C.M., **Drake, T.A**., Cannata, M.A., Goldring, E.B., Grissom, J.A., Rubin, M., & Scheurmann, P. (2014) *Survey of Principals’ Use of Teacher Effectiveness Measures for Talent Management Decision Making: Denver Public Schools* (2014).” Survey report prepared for Denver Public Schools.

12. Rubin, M., **Drake, T.A.**, Cannata, M.A., Goldring, E.B., Grissom, J.A., Neumerski, C.M., Schuermann, P. (2014). *Survey of Principals’ Use of Teacher Effectiveness Measures for Talent Management Decision Making: Green Dot Public Schools*. Survey report prepared for Green Dot Public Schools.

11. Cannata, M.A., **Drake, T.A**., Goldring, E.B., Grissom, J.A., Neumerski, C.M., Rubin, M., & Schuermann, P. (2014). *Survey of Principals’ Use of Teacher Effectiveness Measures for Talent Management Decision Making: Houston Independent School District*. Survey report prepared for Houston Independent School District.

10. Scheurmann, P., Goldring, E., Cannata, M.A., **Drake, T.A**., Grissom, J.A., Neumerski, C.M., & Rubin, M. (2014). *Principal Support for Using Teacher Effectiveness Measures for Talent Management Decision Making.* Overall Summary Report of Principals’ Use of Teacher Effectiveness Measures for Talent Management Decision Making. Access [here](https://cdn.vanderbilt.edu/vu-my/wp-content/uploads/sites/2507/2019/04/14192849/Findings-Recommendations-201405.pdf).

9. Goldring, E., Rubin, M., Cannata, M.A., **Drake, T.A.**, Grissom, J.A., Neumerski, C.M., & Schuermann, P. (2014) *Landscape Analysis of Principals’ Use of Teacher Effectiveness Measures for Talent Management Decision Making: Alliance College Ready Promise*.

8. Rubin, M., Neumerski, C.M., Schuermann, P., Grissom, J.A., Goldring, E., **Drake, T.A.**, & Cannata, M. (2014). *Landscape Analysis of Principals’ Use of Teacher Effectiveness Measures for Talent Management Decision Making: Baltimore City Public Schools.*

7. Grissom, J.A., Goldring, E., Cannata, M.A., **Drake, T.A.**, Neumerski, C.M., Rubin, M., & Schuermann, P. (2014). *Landscape Analysis of Principals’ Use of Teacher Effectiveness Measures for Talent Management Decision Making: Hillsborough County Public Schools.*

6. Neumerski, C.M., Rubin, M., Schuermann, P., Grissom, J.A., Goldring, E., **Drake, T.A.**, & Cannata, M. (2014). *Landscape Analysis of Principals’ Use of Teacher Effectiveness Measures for Talent Management Decision Making: Shelby County Public Schools*.

5. Goldring, E., Rubin, M., Cannata, M.A., **Drake, T.A.,** Grissom, J.A., Neumerski, C.M., & Schuermann, P. (2014). *Survey of Principals’ Use of Teacher Effectiveness Measures for Talent Management Decision Making: Alliance College Ready Promise*.

4. Rubin, M., Neumerski, C.M., Schuermann, P., Grissom, J.A., Goldring, E., **Drake, T.A.**, & Cannata, M. (2014). *Survey of Principals’ Use of Teacher Effectiveness Measures for Talent Management Decision Making: Baltimore City Public Schools.*

3. Grissom, J.A., Goldring, E., Cannata, M.A., **Drake, T.A.,** Neumerski, C.M., Rubin, M., & Schuermann, P. (2014). *Survey of Principals’ Use of Teacher Effectiveness Measures for Talent Management Decision Making: Hillsborough County Public Schools*.

2. Neumerski, C.M., Cannata, M. Rubin, M., Schuermann, P., Grissom, J.A., Goldring, E., & **Drake, T.A.**, (2014). *Survey of Principals’ Use of Teacher Effectiveness Measures for Talent Management Decision Making: Shelby County Public Schools*.

1. Cannata, M.A., Haynes, K.T., Smith, T.M. et al. (2012). *Reaching for rigor: Identifying practices of effective high schools* Nashville, TN: Vanderbilt University, National Center for Scaling Up Effective Schools.

## Blog Posts

# 1. Egalite, A. J. & Drake, T. A. (2018). Three questions about education leadership research. *Education Week.* Retrieved from <http://blogs.edweek.org/edweek/rick_hess_straight_up/2018/08/three_questions_about_education_leadership_research.html>.

## Papers Under Review

3. **Drake, T. A.** (under review). Leading Teams. In *e-Encyclopedia of Education* (p. 11). New York City, NY: Routledge.

2. Little, M., **Drake, T.A.**, Cohen-Vogel, L., & Eagle, J.\* (under review). Principals and Pre-K Programs in Schools: A review of the research.

1. Drake, T.A. (under review). “Principals Using Data: An Integrative Review.”

\*student

## Working Papers

4. **Drake, T.A**., Seaton, L.\*, & Ivey, L.\* (in preparation). The full-time principal internship: A mixed-methods study of interns' experiences.

3. **Drake, T.A**., Ivey, L.\*, & Seaton, L.\* (in preparation). Making sense of their internship: An analysis of student-interns’ weekly logs.

2. **Drake, T.A**., Bass, L., Uzzell, E.\* (in preparation). Encontrando a nuestra gente: Educator experiences in a Latinx Affinity Group.

1. Grissom, J.A., **Drake, T.A**., & Loeb, S. (in preparation). Are Principal Informal Walkthrough Behaviors Strategic? Evidence from Miami-Dade Public Schools.

\*student

## Invited Talks & Presentations

12. **Drake, T.A**. & Corley, R. (2021). “How principals affect students and schools”: Exploring the Implications for Principal Preparation. Invited, *Wallace Foundation’s University Principal Preparation* *Initiative PLC* on March 18, 2021.

11. **Drake, T.A**. & Pratt, T. (2020). North Carolina’s Leadership Dashboard. Invited, *Wallace Foundation’s Principal Pipeline Learning Community (PPLC)* on November 10, 2020.

10. Bass, L., **Drake, T.A**., & McGeachey, S. (2020). Research Practice Partnerships (Presidential Session). Invited, *American Educational Research Association,* cancelled.

9. Auchter, J., **Drake, T. A**., & Flowers, J. (2019). “What Should High-Quality Principal Preparation Programs Look Like?” Webinar presentation on December 5, 2019. *American Association of Colleges for Teacher Education.*

8. **Drake, T.A.** (2019). “The state of principal preparation and principal standards in North Carolina.” Invited presentation to the *North Carolina State Board of Education* on May 1, 2019.

7. **Drake, T.A.** (2019). “Redesigning Principal Preparation Through Strong University-District Partnerships.” Webinar presentation on May 8, 2019. *National Association of Secondary School Principals.*

6. **Drake, T. A.** (2019). “Leveraging Data Visualization for Education Policy Reform.” Invited presentation on March 22, 2019. *Shifting the Educational Paradigm*, Cary Academy, Raleigh, NC.

5. **Drake, T. A.,** (2019). “What the Research Tells Us About Effective Principal Practices,” Invited speaker on February 25, 2019. *Master Leadership Symposium,* Wake County Public School System, Raleigh, NC.

4. **Drake, T. A**. & Anthony-McGeachy, S. (2018). “Lessons Learned from the University Principal Preparation Initiative (UPPI).” Invited presentation on November 15, 2018. *University Council for Educational Administration*, Houston, TX.

3. Tomberlin, T. & **Drake, T.A**. (2018). “Chronic Teacher Absenteeism in North Carolina: Final Results.” Invited presentation to the *North Carolina State School Board* on November 1, 2018.

2. **Drake, T. A**. & Tomberlin, T. (2018). “Chronic Teacher Absenteeism in North Carolina: Initial Results," Invited presentation to the *North Carolina State School Board* on April 4, 2018.

1. **Drake, T. A**. (2017). “Faculty Engaged in Program Redesign and Improvement: Lessons from UPPI and the University Council for Educational Administration-PDN” Invited panel presentation on November 17, 2017. *University Council for Educational Administration*, Denver, CO

## Conference Presentations

32. **Drake, T.A**. & Seaton, L.\* (2020). The full-time principal internship: A mixed-methods study of interns' experiences.Asynchronous video session, *University Council for Educational Administration,* virtual.

31. **Drake, T.A.**, Bass, L., & Uzzell, E.\* (2020). “Encontrando a nuestra gente: Educator experiences in a Latinx Affinity Group” Invited poster. *American Educational Research Association,* cancelled

30. **Drake, T.A.** (2019) “A Daily Life Study of the Principal Internship During an Academic School Year.” Paper presentation on April 6, 2019. *American Educational Research Association*, Toronto, Ontario, Canada.

29. **Drake, T. A.** (2018). “Opening the Black Box on University Council for Educational Administration’s Exemplary Educational Leadership Preparation Programs,” Invited presentation on November 16, 2018. *University Council for Educational Administration*, Houston, TX.

28. **Drake, T. A.** (2018). “Partnering to Improve Leadership Development: Collaboration Across Universities, Districts, and States,” Symposium on November 16, 2018. *University Council for Educational Administration*, Houston, TX.

27. **Drake, T. A.** & Swinson, L. (2017), “A Daily Life Study of the Principal Internship During an Academic School Year.” Paper presented on November 17, 2017. *University Council for Educational Administration*, Denver, CO.

26. **Drake, T. A.,** Goldring, E., Grissom, J. A., Cannata, M. A., Neumerski, C., Rubin, M., & Schuermann, P. (2016). “Principals’ Use of Teacher Observation and Value-Added Data.” Paper presented on November 19, 2016. *University Council for Educational Administration*, Detroit, MI.

25. **Drake, T. A**. (2016). “The University Principal Preparation Initiative: Investing in the Development of School Principals.” Invited panel presentation on November 19, 2016. *University Council for Educational Administration*, Detroit, MI.

24. **Drake, T. A**. (2016) “How Technology, Strategic Decision Making, and School Context Influence Principals’ Use of a Data Warehouse: A Latent Class Growth Analysis.” Invited paper presentation on November 18, 2016. *University Council for Educational Administration*, Detroit, MI.

23. **Drake, T. A**. (2016). “Exploring the Principal Internship Experience Using an Internet-based, Cell Phone-optimized Assessment Technique (ICAT).” *Education Policy Collaborative*. Chicago, IL.

22. Rogers, L., **Drake, T.A**., Cravens, X., Goldring, E., (2015). “Understanding the Role of Principal Leadership in Implementing Teacher Peer Excellence Groups.” Paper presented on April 8, 2016. *American Educational Research Association,* Washington D.C.

21. **Drake, T.A**. (2015). “Exploring Principals’ Use of Teacher Effectiveness Data for Human Capital Decision Making.” Paper presented on April 15, 2015. *American Educational Research Association,* Chicago, IL.

20. Rubin, M., Neumerski, C.M., Goldring, E., Cannata, M.A., Grissom, J.A., **Drake, T.A.**, & Scheurmann, P. (2015). Principals’ Use of Teacher Effectiveness Data to Support Teachers. Paper presented on April 15, 2015. *American Educational Research Association,* Chicago, IL.

19. **Drake, T.A.** (2015). “Factors and Conditions that Predict Principals' Use of State and District Data Systems for Instructional Improvement and Talent Management Decision Making.” Poster presented on February 27, 2015. *Association for Education Finance and Policy*. Washington D.C.

18. **Drake, T.A.** (2014). Exploring Principals' Use of Teacher Effectiveness Data for Human Capital Decision Making. Paper presentation at the *University Council for Educational Administration* graduate student summit.

17. Goldring, E.B., Cannata, M.A., **Drake, T.A.**, & Neumerski, C. (2014). Principals’ Use of Teacher Effectiveness Data for Talent Management Decisions. Symposium at the University Council for Educational Administration.

16. Cravens, X., **Drake, T.A.,** Goldring, E.B., & Schuermann, P. (2014). Building Teacher Peer Excellence Groups (TPEGs): Traction, Challenges, and Enabling School Conditions. Paper presentation at University Council for Educational Administration.

15. **Drake, T.A.**, Goldring, E.B., Neumerski, C., Cannata, M.A., & Grissom, J.A. (2014). Teacher Effectiveness Observation Data and New Policies for Teacher Contracts: Changing Roles for Principals and Central Office. Roundtable discussion at American Educational Research Association.

14. Goldring, E., Grissom, J.A., Cannata, M.A., **Drake, T.A.**, & Neumerski, C. (2014). Moving on Out: Value Added Measures, Principals' Human Capital Decisions, and the Emergence of Teacher Observation Data. Paper presentations at American Educational Research Association.

13. Cannata, M.A., Rubin, M., Goldring, E.B., Grissom, J.A., Neumerski, C., & **Drake, T.A.** (2014). Using Teacher Effectiveness Data for Information Rich Hiring. Paper presentation. American Educational Research Association.

12. **Drake, T.A.,** Goldring, E.B., Neumerski, C., Cannata, M.A., & Grissom, J.A. (2014). Teacher Effectiveness Observation Data and New Policies for Teacher Contracts: Changing Roles for Principals and Central Office. Paper presentation. Association for Education Finance and Policy

11. Neumerski, C., Grissom, J.A., Goldring, E., Rubin, M., Cannata, M.A., & **Drake, T.A.** (2014). The Implementation of Teacher Evaluation Systems: Redefining the Role of Principal as Instructional Leader. Paper presented at Association for Education Finance and Policy.

10. Goldring, E., Grissom, J.A., Cannata, M.A., **Drake, T.A.,** & Neumerski, C. (2014). Moving on Out: Value Added Measures, Principals' Human Capital Decisions, and the Emergence of Teacher Observation Data. Paper presentations at Association for Education Finance and Policy.

9. Cannata, M.A., Rubin, M., Goldring, E.B., Grissom, J.A., Neumerski, C., & **Drake, T.A**. (2014). Using Teacher Effectiveness Data for Information Rich Hiring. Paper presentations at Association for Education Finance and Policy.

8. Flores, S.M. & **Drake, T.A**. (April 2013). Does English language Learner (ELL) Identification Predict College Remediation Entry? A Comparison With Non-ELL Peers. Paper presentation at American Educational Research Association, San Francisco, CA.

7. Torre, D., **Drake, T.A**., Preston, C. et al. (April 2013). Bringing Student Responsibility to Life: Avenues to Personalizing High Schools for Student Success. Paper presentation at American Educational Research Association, San Francisco, CA.

6. Flores, S.M. & **Drake, T.A.** (April 2013). Does English language Learner (ELL) Identification Predict College Remediation Entry? A Comparison with Non-ELL Peers. Paper presentation at American Educational Research Association, San Francisco, CA.

5. **Drake, T.A.** (March 2013). The Effect of Linguistic Isolation on Language Minority Student Achievement in High School. Paper presentation at the American Educational Finance and Policy Conference, New Orleans, LA.

4. **Drake, T.A.** (November 2012). The Latino-White Achievement Gap: Implications for School Leaders. Paper presented at the University Council for Educational Administration annual conference, Denver, CO.

3. Heyneman, S., Heuser, B.L., Orkodashvili, M., & **Drake, T.A.** (May 2011). A Systems Approach to Liberating Higher Education from Corruption. Panel presentation at the Comparative and International Education Society’s annual conference, Montreal, QC.

2. **Drake, T.A.** (May 2011). Comparative and International Education: The Field as seen through its Graduate Programs. Paper presented at the Comparative and International Education Society’s annual conference, Montreal, QC.

1. **Drake, T.A.** (March 2010). Class Size and Student Achievement in Rural El Salvador*.* Paper presented at the Comparative and International Education Society’s annual conference, Chicago, IL.

\*student

## Fellowships and Awards

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| 2019 | Outstanding Teacher Award Nominee, *NC State University* |
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| 2018 | Outstanding Teacher Award Nominee, *NC State University* |
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| 2017 – 2018  | Education Policy Fellow, a nationally recognized fellowship program that develops a diverse and collaborative community of strategic leaders for effective public policy, *Institute for Educational Leadership* |
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| 2017 | Thank a Teacher Award Recipient, *NC State University* |
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| 2016 | Thank a Teacher Award Recipient, *NC State University* |
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| 2016 | Emerging Education Policy Scholar, The Thomas B. Fordham Foundation and the American Enterprise Institute |
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| 2015 | Foster Polite Scholarship, American Educational Research Association (Division A). |
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| 2011 – 2015 | Experimental Education Research Training (ExpERT) Fellow, Peabody College |

## Course Taught

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| NC State University | *Graduate Courses: Masters*Data Use for School LeadersContext and Challenges of School Improvement Principles of Educational Leadership and Empowerment*Graduate Courses: Doctoral*Applied Quantitative Methods in Education I (Ph.D./Ed.D.)Applied Quantitative Methods in Education II (Ph.D.)Data Decision Making for School Administrators (Ed.D.) |
| Vanderbilt University | *Instructor, Graduate Course: Doctoral*The Logic of Inquiry (Spring 2016, 2020)*Instructor, Graduate Course: Masters*Research Design and Data Analysis *Teaching Assistant, Graduate Courses: Doctoral*Research Design and Methods for Education Policy (with Dr. Ellen Goldring)The Logic of Inquiry (with Dr. Ellen Goldring)*Teaching Assistant, Graduate Course: Masters*Principles of Evidence-based Research and Practice (with Dr. Ellen Goldring)*Teaching Assistant, Undergraduate Course*Public Policy (with Dr. Stella Flores) |
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## Advising

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| **Doctoral Chair**5 Completed5 In-Progress | 10. Shammah Barrett (with Lisa Bass)9. Alessandro Montanari8. Jennifer DeNeal, Dissertation proposal, August 20217. Michael Clinkscales, Dissertation proposal, August 2021 (with Lam Pham)6. Elizabeth Uzzell, Dissertation proposal defended April 2021 5. Robert Garland, Dissertation defense scheduled for May 2021\*4. Curtis Brower, Dissertation defended December 2020\*3. Tara Aman, Dissertation defended October 2018 (with Lance Fusarelli)\*2. Mary Jones, Dissertation defended October 2018 (with Lance Fusarelli)\*1. Lisa Swinson, Dissertation defended May 2018\* |
| **Doctoral Committee Member**12 Completed2 In-Progress | 14. Phillip Lampron13. Amy Duffy, Dissertation defended April 2021\*12. Robert Lang, Proposal defended December 201911. Alonzo Morrow, Dissertation defended October 2018\*10. Shawn Lynch, Dissertation defended October 2020\*9. Erin Manual, Dissertation defended February 2020\*8. Lynley Wentzel, Dissertation defended October 2019\*7. LaTeisha Jeannis, Dissertation defended March 2019\*6. Thomas Jones, Dissertation defended March 2019\*5. Tyrana Battle, Dissertation defended October 2018\*4. Susie Boles, Dissertation defended October 2018\*3. Randolf Ottem, Dissertation defended October 2018\*2. Jonah Winkler, Dissertation defended October 2018\*1. Marvin Boomer, Proposal defended April 2017\* Graduated |

## Professional Service Activities

Editorial Board

*Journal of Research on Leadership Education*

Ad-hoc Peer Reviewer

*American Educational Research Journal*; *American Journal of Education*; AERA: Division A, Sections 1, 5; *Educational Administration Quarterly*; *Education Policy Analysis Archives*; *Educational Policy*; *Educational Researcher*; *Journal of Research on Leadership Education*; *Journal of Transformative Education; Learning and Individual Differences*; *NASSP Bulletin*; *School Effectiveness and School Improvement*; SREE Annual Conference; UCEA Annual Conference

Departmental Service

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| 2018 – 2019 | Member, Online Teaching and Learning Task Force, College of Education, NC State University |
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| 2017 | Member, Search Committee for Education Evaluation and Policy Analysis, College of Education, NC State University |
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College Service

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| 2021 - present | Member, Ed Prep Lab |
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| 2019 – 2020 | Member, Assistant Dean for Assessment and Professional Education Search Committee |
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| 2018 – 2021 | Member, Faculty Awards Committee Member (Chair, 2019-2020) |
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| 2016 – present | Member, Quantitative Methods Group |

School District

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| 2016 - Present | Partnership engagement with Edgecombe County Public Schools (as a representative of 13 rural, northeastern North Carolina districts), Johnston County Schools, and Wake County Public School System |

North Carolina

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| 2020 – present | Member, Governor Cooper’s Leandro Principal Planning Workgroup*Workgroup organized to respond to state mandate to develop “a system of principal development and recruitment that ensures each school is led by a high-quality principal who is supported with early and ongoing professional learning and provided competitive pay.” Sub-group lead (peer collaboration).* |
| 2020 – present | Member, Executive Committee North Carolina Professors of Educational Leadership (NC PEL) |
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| 2020 | External Reviewer, Advanced Teaching Roles Program, North Carolina Department of Public Instruction.*Reviewed 19 district applications* |
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| 2018 – present | Member, Principal Standards Committee (under the direction of the NC Professional Educator Preparation and Standards Commission)*Lead on principal and superintendent survey; draft standards (with Robert Sox)* |
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| 2017 | Member, North Carolina’s Innovation Lab, Transforming School Leadership: Redefining the Role of the Principal. |
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| 2017 | Member, North Carolina’s Principal Pipeline Working Group*Statewide working group organized to evaluate North Carolina’s principal pipeline, including recruitment and selection of aspiring principals; preparation and licensure of aspiring principals; retention of effective principals; and, exploration of new and sustainable investments in principal compensation and in-service support.* |
| 2016 – present | Lead, North Carolina’s Leadership Dashboard |
|  | *Worked with NCPDI, our district partners, and SAS Institute to develop and launch a state-wide leadership dashboard in November 2020. We are currently engaged in a phase 2 to provide access to educator preparation programs across the state* |
| 2016 – present | Member, School Leadership in NC Research Alliance |

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| 2020 – present | Program Chair, Division A, Section 3. American Educational Research Association (AERA) |
| 2019 – present  | Mentor, UCEA Jackson Scholars Program*The Jackson Scholars program provides formal networking, mentoring and professional development for graduate students of color who intend to become professors of educational leadership.*Ph.D. Students:* Lawrence Louis, Michigan State University (2019-2021)
* Trang Pham, Pennsylvania State University (2020-2022)
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| 2019 | Member, expert review panel for the Exemplary Educational Leadership Preparation Program Award, *University Council for Education Administration* |
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| 2018 | Member, Edwin M. Bridges Award, *University Council for Education Administration* |

## Affiliations

University Council for Educational Administration, American Educational Research Association, Association for Education Finance and Policy, North Carolina Professors of Education Leadership, Education Policy Collaborative