Sarah L. Woulfin

1912 Speedway, Stop D5400
Austin, TX 78712-1604

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(860) 428-6064

EDUCATION

2012 **Ph.D. in Education**, University of California, Berkeley
Policy, Organizations, Measurement, and Evaluation
Dissertation: *Chalk Talk: Investigating Reading Coaches' Role in Implementation*
Doctoral committee: Cynthia E. Coburn (chair), Judith Warren Little, Neil Fligstein

2009 **M.A. in Education**, University of California, Berkeley

2003 **California Multiple Subject Teaching Credential**, California State University, CalState TEACH program

2000 **B.A. in Biochemistry**, Brown University

PROFESSIONAL EXPERIENCE

2024-present **Professor**, University of Texas at Austin, College of Education, Department of Educational Leadership and Policy

2021-2024 **Associate Professor**, University of Texas at Austin, College of Education, Department of Educational Leadership and Policy

2018-2021 **Associate Professor**, University of Connecticut, Neag School of Education, Department of Educational Leadership

2012-2018 **Assistant Professor**, University of Connecticut, Neag School of Education, Department of Educational Leadership

2011-2012 **Research Assistant** with Dr. Mintrop, University of California, Berkeley

2009-2011 **Research Assistant** with Dr. Trujillo, University of California, Berkeley

2009-2011 **Evaluator,** Project Mosaic, San Francisco State University

2006-2009 **Research Assistant** with Dr. Coburn, University of California, Berkeley

2003-2006 **Reading Coach**, East Palo Alto Charter School, East Palo Alto, CA

2000-2003 **Teacher**, East Palo Alto Charter School, East Palo Alto, CA

AWARDS AND HONORS

Provost's Mentored Faculty Scholar
University of Texas at Austin, 2022-2023

Excellent Service
AERA Division L, 2022

Emerging Scholar Award
AERA Educational Change SIG, 2019

Best Paper Award
AERA Districts in Research and Reform SIG, 2020
Woulfin, S. L. (2018). Mediating instructional reform: An examination of the relationship between district policy and instructional coaching. *AERA Open, 4*(3).

AERA Organizational Theory SIG, 2013
Woulfin, S.L. (2016). Duet or duel?: A portrait of two logics of reading instruction in an urban school district. *AERA Conference Paper*.

Best Policy Report (with Drs. Donaldson, Cobb, Gabriel, Gonzales, & LeChasseur)
AERA Division L, 2015

Featured Article
Journal of School Leadership's 25th Anniversary Issue, 2015

Visiting Scholar
KU Leuven (Belgium), Centre for Innovation and the Development of Teachers and Schools, October 2019

Outstanding Early Career Scholar Award
University of Connecticut, Neag School of Education, 2015

Finalist
Spencer Dissertation Fellowship, 2011

Dean's Normative Time Fellowship
University of California, Berkeley, 2010

University of California Fellowship
University of California, Berkeley, 2008-2012 & 2006-2007

UC Berkeley Spencer Research Training Fellowship
University of California, Berkeley, 2007-2008

GRANTS

Co-Principal Investigator. (with Dr. Huff). Texas Center for Equity Promotion. *Virtually Equitable?: A pilot study on educational leaders' perceptions of the accessibility of online tutoring.* (March 2023-May 2024), $5981.

Principal Investigator. St. David's Foundation. *Texas Education Research-Practice-Policy Partnership Network Planning Grant.* (March 2023-March 2024), $30,000.

Principal Investigator. Spencer Foundation. *Structure-Agency in Special Education: A multilevel qualitative study of the implementation of inclusion*. (September 2021-August 2024), $366,625.

Principal Investigator. Bill & Melinda Gates Foundation. *Connecting Educator Preparation with High Quality Instructional Materials: The Texas Curriculum Literacy Project.* (September 2022-January 2024), $199,998.

Principal Investigator. Carnegie Foundation. *Connecting Educator Preparation with High Quality Instructional Materials: The Texas Curriculum Literacy Project.* (September 2022-January 2024), $199,000.

Co-Principal Investigator. (with Dr. Strunk). Michigan State University-Education Policy Innovation Collaborative. *Partnership Model Implementation.* (August 2022-December 2025), $141,891 (subaward).

Principal Investigator. University of Connecticut-Research Excellence Program. *Special but (In)equal: A qualitative study of special education teachers' work.* (July 2019-December 2020), $9900.

Principal Investigator. Spencer Foundation. *Gauging the Institutionalization of Instructional Coaching in Charter Management Organizations and Public School Districts.* (October 2016-June 2018), $49,900.

Co-Principal Investigator (with Drs. Gonzales, Cobb, McGarry, & Michno). Wallace Foundation. *University Preparation Program Initiative at UConn: Transforming the Connecticut Principalship.* (September 2016-June 2020), $5,400,000.

Co-Principal Investigator (with Drs. Weiner & Donaldson). Hartford Public Schools. *Hartford Public Schools-Center for Education Policy Analysis District Improvement Study.* (July 2015-June 2016), $3500.

Principal Investigator. Neag School of Education-Dean's Research Incentive Award. *The Leading Edge: Investigating the co-construction of coaching by principals and coaches.* (May 2015-June 2016), $4979.

Principal Investigator. University of Connecticut-Internal Faculty Grant. *Comprehending Common Core: An investigation of teachers' sensemaking opportunities around Common Core State Standards.* (January 2014-December 2014), $19,129.

Co-Principal Investigator (with Drs. Gabriel, Donaldson, & LeChasseur). National Academy of Education/University of Michigan. *Levels of Interactional Focus for Teacher Evaluation: An exploration of contrasting protocols.* (January 2013-January 2014), $25,000.

Co-Principal Investigator (with Drs. Donaldson & Cobb). Connecticut State Department of Education. *Educator Evaluation Pilot Program Study*. (August 2012-August 2013), $264,995.

PEER-REVIEWED PUBLICATIONS

(***** Indicates a graduate student co-author)

Woulfin, S. L., & Yurkofsky, M.M. (2025). Toward a Theory of Racialized Institutional Logics in Education. *Educational Administration Quarterly*.

Voulgarides, C. K., **Woulfin, S. L.**, Strassfeld, N., & Meltzer, I. (2024). Consequential Intersections: Examining Equity Expressions and Experiences Within Special Education Ecosystems. *AERA Open*, *10*.

Marek, M. [*], Lizárraga-Dueñas, L. [*], **Woulfin, S.L.**, Wetzel, M. M., & Muñoz, E. (2024). A Framework for Curriculum Literacy in Initial Teacher Preparation: Policy, Practices, and Possibilities. *Journal of Teacher Education*.

Brown, C. P., McKenzie, L. C. [*], Reyes, P., DeMatthews, D. E., & **Woulfin, S. L.** (2024). A case study of how principals in Texas conceptualize and support the school readiness of children entering their schools. *The Elementary School Journal*, *125*(2).

Brown, C. P., Reyes, P., McKenzie, L. C. [*], DeMatthews, D. E., & **Woulfin, S. L.** (2024). Principals' instructional leadership and support needs in prekindergarten and kindergarten: A case study in Texas. *AERA Open*, *10*.

Dawer, D. I. [*], & **Woulfin, S. L.** (2024). From Oyster Reefs to Turnaround Schools: An Educational Restoration Model for the COVID-19 Era. *Leadership and Policy in Schools*, 1-18.

Virella, P., & **Woulfin, S.L.** (2024). Tell me about your trauma: an empathetic approach-based protocol for interviewing school leaders who have experienced a crisis. *Qualitative Research Journal.*

Woulfin, S.L., & Sadler, J. [*] (2023). A is for Apple, B is for Bulletproof: The racialized fortification of schools. *Berkeley Review of Education*, 12(2). http://dx.doi.org/10.5070/B812260100

Woulfin, S. L., & Spitzer, N. [*] (2023). The Evolution of Coaching as a Policy Instrument: How a District Engages in Organizational Learning. *Educational Policy*.

Woulfin, S. L., & Jones, B. (2023). Re-setting special education for justice: An essay on the logics and infrastructure enabling change. *Journal of Educational Change*.

Woulfin, S. L., & Spitzer, N.* (2023). Time is ticking: The dynamics of education reform in the Covid-era. *Journal of Educational Administration*.

Woulfin, S. L., & Gabriel, R. (2022). Big waves on the rocky shore: A discussion of reading policy, infrastructure, and implementation in the era of Science of Reading. *The Reading Teacher*.

Woulfin, S. L., & Jones, B.* (2022). Unprecedented and unmasked: An analysis of how district policy documents frame special education during the COVID crisis. *Education Policy Analysis Archives*, *30*, (84).

Macaulay, C. D.,* Burton, L. J., & **Woulfin, S.L.** (2022). Making sense of competing logics in the collegiate athletic field: The Sensemaking Processes of College Athletes. *Journal of Issues in Intercollegiate Athletics*.

Virella, P. M.* & **Woulfin, S.L.** (2021). Leading after the storm: New York city principal's deployment of equity-oriented leadership post-Hurricane Maria. *Educational Management Administration & Leadership*.

Cotto, R.* & **Woulfin, S.L.** (2021). Choice with(out) equity? Family decisions of child return to urban schools in the COVID-19 pandemic. *Journal of Family Diversity in Education, 4*(1).

Galey, S. & **Woulfin, S.L.** (2021). Muddy waters: The micropolitics of instructional coaches' work in evaluation. *American Journal of Education*, *127*(3), 441-470.

Woulfin, S. L. & Jones, B.* (2021). Special development: The nature, content, and structure of special education teachers' professional learning opportunities. *Teaching and Teacher Education, 100*.

Woulfin, S. L. (2020). Crystallizing coaching: An examination of the institutionalization of instructional coaching in three educational systems. *Teachers College Record, 122(10),* 1-32.

Woulfin, S. L. & Gabriel, R.G. (2020). Interconnected infrastructure for improving reading instruction. *Reading Research Quarterly, 55,* S109-S117.

Roegman, R. & **Woulfin, S.L.** (2019) Got theory?: Reconceptualizing the nature of the theory-practice gap in K-12 educational leadership. *Journal of Educational Administration*.

Woulfin, S. L. (2018). Mediating instructional reform: An examination of the relationship between district policy and instructional coaching. *AERA Open, 4*(3).

Donaldson, M. L. & **Woulfin, S.L.** (2018). From tinkering to going "rogue": How principals use agency when enacting new teacher evaluation systems. *Educational Evaluation and Policy Analysis. 40*(4), 531-556.

Weiner, J. & **Woulfin, S. L.** (2018). Sailing across the divide: Challenges to the transfer of teacher leadership. *Journal of Research on Leadership Education. 13*(3), 210-234.

Woulfin, S.L. & Jones-Lawal, B.* (2017). Rooted in relationships: An analysis of dimensions of social capital enabling instructional coaching. *Journal of Professional Capital and Community.*

Woulfin, S.L. & Rigby, J.G. (2017). Coaching for coherence: How instructional coaches lead change in the evaluation era. *Educational Researcher.* 1-6.

Woulfin, S.L. (2017). Professional development of coaches in the urban emergent context. *Urban Education.* 1-30.

Woulfin, S.L. & Weiner, J.M. (2017). Triggering change: An investigation of the logics of turnaround leadership. *Education and Urban Society.* 1-25.

Weiner, J. M. & **Woulfin, S. L.** (2017). Controlled autonomy: Novice principals' schema for district control and school autonomy. *Journal of Educational Administration, 55*(3), 334-350.

Woulfin, S. L., Jones-Lawal, B.*, & Gabriel, R. (2017). The terrain of intermediary organizations' professional development offerings. *Professional Development in Education,* 1-5.

Woulfin, S.L. (2016). Duet or duel?: A portrait of two logics of reading instruction in an urban school district. *American Journal of Education, 122*(3), 337-365.

Woulfin, S.L., Donaldson, M., & Gonzales, R. (2016). District leaders' framing of educator evaluation policy. *Educational Administration Quarterly*, *52*(1), 110-143.

Woulfin, S. L. (2016). Fusing organizational theory, policy, and leadership: A depiction of policy learning activities in a principal preparation program. *Journal of Research on Leadership Education,* 1-10.

Rigby, J. G., **Woulfin, S. L.**, & März, V. (2016). Understanding how structure and agency influence education policy implementation and organizational change. *American Journal of Education, 122*(3), 295-302.

Donaldson, M. L., **Woulfin, S.L.**, LeChasseur, K., & Cobb, C. D. (2016). The structure and substance of teachers' opportunities to learn about teacher evaluation reform: Promise or pitfall for equity? *Equity & Excellence in Education, 49*(2), 183-201.

Woulfin, S.L. (2016). Vehicles of logics: The role of policy documents and instructional materials in reform. *Education Research for Policy and Practice.*

Guo, J.* & **Woulfin, S.L.** (2016). Twenty-first century creativity: An investigation of how the partnership for 21st century instructional framework reflects the principles of creativity. *Roeper Review, 38*(3), 153-161.

Woulfin S.L. (2015). Highway to reform: The coupling of district reading policy and instructional practice. *Journal of Educational Change*, *16*(4), 535-557.

Hopkins, M. & **Woulfin, S.L.** (2015). School system (re)design: Developing educational infrastructures to support school leadership and teaching practice. *Journal of Educational Change*, *16*(4), 371-377.

Woulfin, S.L. (2015). Catalysts of change: An examination of coaches' leadership practices in framing a reading reform. *Journal of School Leadership*, *25*(3), 526-557. [Featured Article]

Woulfin, S.L. & Gabriel, R. (2015). Literacy learning network: Observing and Collaborating to Lead Instructional Reform. *English Leadership Quarterly*, 6-8.

Woulfin, S.L. (2014). Charting the research on the policies and politics of coaching. *Education Policy Analysis Archives*, *22*(50).

Mayer, A., **Woulfin, S.L.**, Warhol, L. (2014). Moving the center of expertise: Applying a communities of practice framework to understand coaching in urban school reform. *Journal of Educational Change*, *16*(1), 101-123.

Trujillo, T. M. & **Woulfin, S. L.** (2014). Equity-oriented reform amid standards-based accountability: A qualitative comparative analysis of an Intermediary's instructional practices. *American Educational Research Journal, 51*(2), 253-293.

Coburn, C.E. & **Woulfin, S. L.** (2012). Reading coaches and the relationship between policy and practice. *Reading Research Quarterly*, *47*(1), 5-30.

BOOKS

Woulfin, S.L., Stevenson, I., & Lord, K. (2023). *Making Coaching Matter: Leading continuous improvement in schools*. Teachers College Press.

Gabriel, R.G. & **Woulfin, S.L.** (2017). *Making Teacher Evaluation Work: A Guide for Literacy Teachers and Leaders.* Portsmouth, NH: Heinemann.

BOOK CHAPTERS

Woulfin, S. L., Strunk, K.O., & Jones, B.* (2025). Studying Implementation: How researchers and practitioners can gain clarity on the theory of change of education policies. In L. Cohen-Vogel, J. Scott, & P. Youngs (Eds.), *AERA Handbook of Education Policy Research*, 2nd Volume. AERA.

Anagnostopoulos, D., **Woulfin, S. L.**, Dorner, L., & Connery, C.* (2025). Case Study Research in Education Policy: Contemporary Insights and Future Directions. In L. Cohen-Vogel, J. Scott, & P. Youngs (Eds.), *AERA Handbook of Education Policy Research*, 2nd Volume. AERA.

Woulfin, S. L., & Allen, C. (2022). The institution of schooling. In D.J. Peurach, J.L. Russell, L. Cohen-Vogel, & W. Penuel (Eds.), *The foundational handbook on improvement research in education* (pp. 67-88). Rowan & Littlefield.

Woulfin, S.L. & Jones, B.* (2020). Enactment of reading policy: Leading and learning for literacy and equity. In R. Bean & A. Swan Dagen (Eds.), *Best Practices of Literacy Leaders* (Second Edition). New York: Guilford Publications.

Woulfin, S.L. (2019). Sociological perspectives on leading and teaching for school change. In T. Domina, B. Gibbs, L. Nunn, & A. Penner (Eds.), *Education and Society: An introduction to key issues in the sociology of education*. Oakland, CA: University of California Press.

Spain, A.K. & **Woulfin, S.L.** (2019). Past, present, and future of coupling as a leadership concept. In B.L. Johnson, Jr. & S. D. Kruse (Ed.), *Educational leadership, organizational learning, and the ideas of Karl Weick: Perspectives on theory and practice*. New York: Routledge.

Gabriel, R.G. & **Woulfin, S.L.** (2016). Evaluating the structure and content of observation instruments. In R.E. Gabriel & R.L. Allington (Eds.), *Evaluating literacy instruction: Principles and promising practices* (pp. 15-30). New York: Routledge.

Woulfin, S.L. (2015). Constructions of difference: How Reading First, Response to Intervention, and Common Core policies conceptualize individual differences. In P. Afflerbach (Ed.), *Handbook of Individual Differences in Reading: Reader, Text, and Context*. New York: Routledge.

Trujillo, T. & **Woulfin, S.L.** (2013). Equity-oriented instructional leadership: Turning up the volume for English Learners. In M. Katz & M. Rose (Eds.), *Re-imagining Education Reform*. Philadelphia, PA: University of Pennsylvania Press.

Woulfin, S.L. & Coburn, C.E. (2011). Policy implementation: The path from reading policy to classroom practice. In R. Bean & A. Swan Dagen (Eds.) *Best Practices of Literacy Leaders*. New York: Guilford Publications.

Coburn, C.E., Pearson, P.D., & **Woulfin, S.L.** (2010). Reading policy. In M. Kamil, P. D. Pearson, E. Moje, & P. Afflerbach (Eds.) *Handbook of Reading Research Volume IV*. Mahwah, NJ: Lawrence Erlbaum Associates.

POLICY REPORTS AND PUBLIC SCHOLARSHIP

Kuhfeld, M., **Woulfin S. L.**, & McEachin, A. (2025). Implementing programs to align, accelerate, and extend student learning. National Academy of Education Committee on Addressing Educational Inequities in the Wake of the COVID-19 Pandemic. National Academy of Education.

Woulfin, S.L., Lizarraga, L.*, Singer, J., Strunk, K.O., Cullum, S.A.*, Harbatkin, E. (2024). The Infrastructure for Instructional Improvement in Round 4 Partnership Districts. Michigan State University-Education Policy Innovation Collaborative.

Berkshire, J. (Host). (March 2023). *The Reading Wars are Older Than You Think* [Audio Podcast]. In *Have You Heard*. Retrieved from https://soundcloud.com/haveyouheardpodcast/reading-wars.

Gabriel, R**. & Woulfin, S.L.** (2022). *Painting a Portrait of Professional Learning for the Science of Reading* [Shanker Blog]. Albert Shanker Institute.

Woulfin, S.L., Solis Rodriguez, J.,* & Unda, M.* (2022). *Current Evidence on Effective Elements of Educator Preparation Programs* [Evidence Brief]. University of Texas at Austin-College of Education.

EdWeek. (July 2022). *Why putting the Science of Reading intro practice is so challenging*: https://www.edweek.org/teaching-learning/why-putting-the-science-of-reading-into-practice-is-so-challenging/2022/07

Woulfin, S.L. & Jones, B. (2022). *A Systems-View for Equity*. Invited presentation for the National Academies' Committee on Equity in PreK-12 STEM Education.

Woulfin, S.L. & Gabriel, R. (2022). *Constructing and Animating the Infrastructure for Reading Instruction* [Webinar on March 21, 2022]. Albert Shanker Institute.

Woulfin, S.L. & Gabriel, R. (2022). *Constructing and Animating the Infrastructure for Reading Instruction* [Shanker Blog]. Albert Shanker Institute.

Woulfin, S.L. & Jones, B.* (2019). Infrastructure for inclusion: A qualitative study of Connecticut special education teachers' work. *UConn Center for Education Policy Analysis.*

Woulfin, S.L. (2017). Lining up for instructional coaching: Trends and future directions for coaching in Hartford Public Schools. *UConn Center for Education Policy Analysis.*

Roldan, K. & **Woulfin, S.L.** (2017). Report of the Blue Ribbon Reading Commission. *City of New Haven.*

Weiner, J., **Woulfin, S.L.**, & Donaldson, M. (2016). Report on Hartford Public Schools' Acceleration Reform. *UConn Center for Education Policy Analysis.*

Donaldson, M., Cobb, C., LeChasseur, K., Gabriel, R., Gonzalez, R., **Woulfin, S.L.**, & Makuch, A. (2014). An evaluation of the pilot implementation of Connecticut's system for educator evaluation and development: Final report. *UConn Center for Education Policy Analysis.*

Donaldson, M., Cobb, C., LeChasseur, K., Gabriel, R., Gonzalez, R., **Woulfin, S.L.**, & Makuch, A. (2013). An evaluation of the pilot implementation of Connecticut's system for educator evaluation and development: Interim report. *UConn Center for Education Policy Analysis.*

Trujillo, T., **Woulfin, S.L.**, & Jarrell, T. (2010). An external evaluation of Partners in School Innovation: A final report of the findings. Final report submitted to Partners in School Innovation in San Francisco, CA.

PEER-REVIEWED PRESENTATIONS

Woulfin, S.L., DeMatthews, D., Brown, C, & Reyes, P. (2023). *Keep Truckin': How principals make sense of the district infrastructure for accelerated learning.* Manuscript presented at 2023 AERA in Chicago, IL.

Woulfin, S.L., DeMatthews, D., Brown, C, & Reyes, P. (2023). *Learning that Didn't Happen: A case study of principals' sensemaking of learning loss.* Poster presented at 2023 AEFP in Denver, CO.

Woulfin, S.L. & Ogden, K. (2022). *Get Them to Rise: A critical content analysis of the framing of special education.* Manuscript presented at 2022 UCEA in Seattle, WA.

Woulfin, S.L. & Jones, B. (2022). *Unprecedented and Unmasked: District Framing of Special Education During the COVID Crisis.* Manuscript presented at 2022 AERA in San Diego, CA.

Woulfin, S.L., Cyr, D., & Lamb, A. (2020). *Bringing Logics to Light: A review of the empirical literature on institutional logics.* Manuscript accepted for 2020 AERA Conference.

Woulfin, S.L. & Jones, B. (2018). *Allying for Instructional Improvement: A research-practice partnership on guided reading instruction.* Manuscript presented at 2018 UCEA in Houston, TX.

Woulfin, S.L., Lochmiller, C., & Kamin, S. (2018). *The Constellation of Coaching.* Manuscript presented at 2018 UCEA in Houston, TX.

Woulfin, S.L. (2018). *Crystallizing Coaching: An investigation of the institutionalization of coaching in charter management organizations and public school districts.* Manuscript presented at 2018 AERA Conference in New York City.

Weiner, J., **Woulfin, S.L.**, Donaldson, M., & Lamb, A. (2018). *Dollars and Sense?: Exploring the budget allocations of Alliance District Plans.* Manuscript presented at 2018 AERA Conference in New York City.

Woulfin, S.L. & Gabriel, R. (2017). *Preparing instructional leaders for implementing evaluation systems.* Workshop presented at 2017 UCEA Conference in Denver, CO.

Roegman, R. & **Woulfin, S.L.** (2017). *Got theory?: Reconceptualizing the nature of the theory-practice gap in K-12 educational leadership.* Manuscript presented at 2017 UCEA Conference in Denver, CO.

Woulfin, S.L. (2017). *Mediating instructional reform: An examination of the relationship between district policy and instructional coaching.* Manuscript presented at 2017 AERA Conference in San Antonio, TX.

Donaldson, M.L. & **Woulfin, S.L.** (2017). *Going rogue: How principals use agency when enacting new teacher evaluation systems.* Manuscript presented at 2017 AERA Conference in San Antonio, TX.

Smith, M. & **Woulfin, S.L.** (2017). *Teachers' emotional responses to instructional coaching.* Manuscript presented at 2017 AERA Conference in San Antonio, TX.

Woulfin, S.L. (2017). *Rooted in relationships: An analysis of dimensions of social capital enabling instructional coaching.* Manuscript presented at 2017 AEFP Conference in Washington, D.C.

Woulfin, S.L., Weiner, J., & Donaldson, M. (2016). *Gaps in leaders' sensemaking of a district improvement strategy.* Manuscript presented at 2016 UCEA Conference in Detroit, MI.

Woulfin, S.L. (2016). *Investigating an urban district's professional development for coaches.* Manuscript presented at 2016 AERA Conference in Washington, D.C.

Smith, M. & **Woulfin, S.L.** (2016). *Coaching policies and practices in a charter management organization.* Manuscript presented at 2016 AERA Conference in Washington, D.C.

Spain, A. & **Woulfin, S.L.** (2016). *Weick's concept of coupling.* Manuscript presented at 2016 AERA Conference in Washington, D.C.

Weiner, J. & **Woulfin, S.L.** (2016). *Novice principals' sensemaking of turnaround policy.* Manuscript presented at 2016 AERA Conference in Washington, D.C.

Woulfin, S.L. & Weiner, J. (2015). *Triggering change: Investigating the logics of turnaround leadership.* Manuscript presented at 2015 UCEA Conference in San Diego, CA.

Weiner, J. & **Woulfin, S.L.** (2015). *Diagnosing the district: How first year principals frame the district.* Manuscript presented at 2015 UCEA Conference in San Diego, CA.

Donaldson, M.L. & **Woulfin, S.L**. (2015). *"Productive" or "overwhelmed?": Principals' perspectives on teacher evaluation reform.* Manuscript presented at 2015 UCEA Conference in San Diego, CA.

Woulfin, S.L. (2015). *Investigating the content and pedagogy of an urban district's professional development for coaches.* Presentation and participation in the Radcliffe Institute for Advance Study Exploratory Seminar - Implications, Impact and Interventions in Cambridge, MA.

Woulfin, S.L. (2015). *Vehicles for logics: The role of policy documents and instructional materials in reform.* Manuscript presented at 2015 AERA Conference in Chicago, IL.

Woulfin, S.L. & Gabriel, R. (2015). *Deploying routines theory to understand the nature of feedback conversations.* Manuscript presented at 2015 AERA Conference in Chicago, IL.

Woulfin, S.L. & Donaldson, M., & Anagnostopoulos, D. (2015). *Applying institutional theory to understand changes in teaching as a profession and practice.* Manuscript presented at 2015 AERA Conference in Chicago, IL.

Woulfin, S.L. (2015). *Portraits of qualitative research.* Invited presentation at the Neag School of Education, Storrs, CT.

Woulfin, S.L. (2014). *Using organizational theory to analyze implementation issues*. Invited presentation at the Harvard Graduate School of Education in Cambridge, MA.

Donaldson, M., **Woulfin, S.L.**, Cobb, C. (2014). *Leaders' sensemaking of educator evaluation policy*. University Council of Educational Administration: Washington, D.C.

Woulfin, S.L. (2014). *Catalysts of change: Coaches' tactics for framing reading policy*. Manuscript presented at 2014 AERA Conference in Philadelphia, PA.

Woulfin, S.L. (2014). *The relationship between district reading policy and teachers' instructional routines*. Manuscript presented at 2014 AERA Conference in Philadelphia, PA.

Woulfin, S.L. & Trujillo, T. (2014). *Comparing methodological tools for studying instruction in urban schools*. Manuscript presented at 2014 AERA Conference in Philadelphia, PA.

Donaldson, M., Gabriel, R.; **Woulfin, S.L.**; LeChasseur, K.; Gonzalez, R.; Makuch, A. (2014). P*rincipal and teacher sensemaking in teacher evaluation reform: Evidence from Connecticut*. American Educational Research Association Annual Conference: Philadelphia, PA.

Woulfin, S.L., Gonzales, R., & Donaldson, M. (2014). *District leaders' framing of educator evaluation policy*. Poster presented at 2014 AERA Conference in Philadelphia, PA.

Gabriel, R., LeChasseur, K., **Woulfin, S.L.**, & Donaldson, M. (2014). *Evaluations of literacy instruction: Observation protocols and implications for accountability and professional growth*. Manuscript presented at 2014 AERA Conference in Philadelphia, PA.

Woulfin, S.L. (2013). *From logics to frames: An examination of coaches' framing of a reading reform*. Manuscript presented at 2013 AERA Conference in San Francisco, CA.

Weathers, J., **Woulfin, S.L.**, & Spain, A. (2013). *Teaching organizational theory to school leadership students*. Manuscript presented at 2013 AERA Conference in San Francisco, CA.

Woulfin, S.L. (2012). *Game planning: How reading coaches generate district-level instructional policy*. Manuscript presented at 2012 AERA Conference in Vancouver, B.C.

Coburn, C.E. & **Woulfin, S.L.** (2011). *Reading coaches and the relationship between policy and practice in Reading First*. Manuscript presented at 2011 AERA Conference in New Orleans, LA.

Coburn, C.E., Pearson, P.D., & **Woulfin, S.L.** (2011). *Reading policy in an age of accountability*. Manuscript presented at 2011 AERA Conference in New Orleans, LA.

Trujillo, T. & **Woulfin, S.L.** (2011). *Reforming urban schools: Privileging content, leaving pedagogy behind***.** Manuscript presented at 2011 AERA Conference in New Orleans, LA.

Coburn, C.E., Pearson, P.D., & **Woulfin, S.L.** (2010). *Reading policy*. Manuscript presented at 2010 National Reading Conference in Fort Worth, TX.

Woulfin, S.L. (2009). *Prying open the black box: Reading First, instructional monitoring, and organizational learning theory*. Manuscript presented at 2009 AERA Meeting.

Woulfin, S.L. & Maniates, H. (2008). *Is OCR an ECM?: Determining the professional development potential of a teachers' manual*. Manuscript presented at 2008 AERA Meeting, Division K.

HIGHER EDUCATION TEACHING

2021-present **University of Texas at Austin, Department of Educational Leadership and Policy**
District Instructional Leadership; Systemic Reform; Policy Implementation

2019-2021 **University of Pennsylvania, Mid-Career Doctoral Program in Educational Leadership**
Organizational Theory

2012-2021 **University of Connecticut, Department of Educational Leadership**
Qualitative Methods; Introduction to Research Design; Policy Implementation; Organizational Theory; Instructional Leadership; Supervision of Educational Organizations; Teacher Leadership

2011-2013 **University of California, Berkeley**
Research Methods in Educational Leadership; Policy Implementation Research Group

DOCTORAL DISSERTATION COMMITTEES

Gaye Rosser (chair), UT Austin, EdD (completed 2025)
Kait Ogden (co-chiar), UT Austin, PhD (completed 2024)
Kemi Oyewole, Stanford Graduate School of Education (committee), PhD (completed 2024)
Caitlin Kearney (committee), University of North Carolina-Chapel Hill, PhD (completed 2024)
Janet Solis-Rodriguez (committee), UT Austin, PhD (completed 2024)

Bardo Montelongo (chair), UT Austin, EdD (completed 2023)
M. Yvonne Taylor (co-chair), UT Austin, PhD (completed 2023)
Sarah Simi Cohen (committee), UT Austin, PhD (completed 2023)
Will Eger (committee), University of Pennsylvania, EdD (completed 2023)
Amy Gonzales (chair), UT Austin, EdD (completed 2022)
Robert Cotto (co-chair), UConn, PhD (completed 2022)
Shannon Kelley (committee), UConn, PhD (completed 2022)
Alexandra Lamb (committee), UConn, PhD (completed 2022)
Torri Ann Woodruff (committee), UConn, PhD (completed 2022)
Britney Jones, (committee), UConn, PhD (completed 2022)
Patricia Virella (co-chair), UConn, PhD (completed 2021)
Joan Weir (committee), UConn, PhD (completed 2021)
Christina Irizarry (chair), UConn, EdD (completed 2021)
Maxwell Yurkofsky (committee), Harvard Graduate School of Education, EdD (completed 2020)
Anastasia DiFidele Dutton (chair), UConn, EdD (completed 2020)
Scott Hurwitz (co-chair), UConn, EdD (completed 2019)
Gail Lanza (chair), UConn, EdD (completed 2019)
Lisa Sepe (chair), UConn, EdD (completed 2019)
Julie Boyce (chair), UConn, EdD (completed 2019)
Roszena Haskins (chair), UConn, EdD (completed 2018)
Lara White (committee), UConn, EdD (completed 2018)
Margaret Smith (chair), UConn, EdD (completed 2017)
Catherine Carbone (chair), UConn, EdD (completed 2015)
Michael Vose (co-chair), UConn, EdD (completed 2014)

EDITORIAL SERVICE

2025-present **Editorial Board**, *Journal of Educational Administration*

2019-2023 **Co-Editor**, *Educational Researcher*

2020-present **Editorial Board**, *American Journal of Education*

2017-2019 **Associate Editor**, *Elementary School Journal*

2013-2018 **Associate Editor**, *Educational Administration Quarterly*

2012-present **Editorial Board**, *Reading Research Quarterly*

2012-present **Ad-Hoc Reviewer**: *American Educational Research Journal, American Journal of Education, Educational Administration Quarterly, EEPA, Education Policy Analysis Archive, Equity and Excellence in Education, Journal of Educational Administration, Journal of Educational Change, Sociology of Education*

PROFESSIONAL SERVICE

2022-2024 **Program Co-Chair**, AERA Division L

2020-2023 **Executive Committee**, UCEA

2021-2022 **Mentoring Committee**, AERA Division L

2019-2020 **Program Committee**, AERA Division L

2019-2023 **Advisory Board Member**, NSF Science Communities of Practice Partnership

2018-present **Mentor,** Jackson Scholars Network, UCEA

2018 **Nominee**, Division L Secretary

2017-2020 **Plenum Representative**, UCEA

2017-present **Mentor**, AERA Boyd Session

2016-2018 **Program Chair**, AERA Districts in Research and Reform SIG

2015-2017 **Secretary**, AERA Organizational Theory SIG

2014-2018 **Executive Steering Committee**, AERA Districts in Research and Reform SIG

2013-2014 **Awards Committee Chair**, AERA Organizational Theory SIG

2009-2012 **Program Chair**, AERA Organizational Theory SIG

2008-present **Reviewer**, AERA Division A; Division L; Organizational Theory SIG; Districts in Research and Reform SIG

UNIVERSITY SERVICE

University of Texas at Austin

2024-present **Member**, Transportation Policies Committee

2023-present **Member**, Faculty Welcome Network

University of Connecticut

2019-2021 **Representative**, University Senate

2018-2019 **Task Force Member**, Redesign of the Promotion and Tenure Form

2016-2021 **Member**, Faculty Standards Committee, University of Connecticut

COLLEGE AND DEPARTMENT SERVICE

University of Texas at Austin

2023-present **Research Liaison**, Texas Education Research Practice Policy Partnership Network, UT College of Education

2023-2025 **Doctoral Program Coordinator**, Educational Policy and Planning Program, Department of Educational Leadership and Policy

2022-2024 **Co-Chair**, Graduate Studies Committee, Department of Educational Leadership and Policy

2022-2024 **Task Force Lead**, Specialization Paper Redesign, Department of Educational Leadership and Policy

2022 **Member**, Faculty Search Committee, Department of Curriculum and Instruction

2021-present **Member**, Awards Committee, Department of Educational Leadership and Policy

2021-2022 **Steering Committee Member**, Texas Education Research Practice Policy Partnership Network, UT College of Education

2021 **Member**, Faculty Search Committee, UT College of Education

University of Connecticut

2018-2019 **Representative**, Neag Faculty Governance Council

2015-2016 **Co-Director**, Neag Teacher Leadership Academy

2014-2021 **Member**, UConn Center for Education Policy Analysis

2014-2017 **Member**, Neag Educator Quality Group

2014-2017 **Lead Instructor**, UCAPP Preparing Leaders for Urban Schools

2013-2016 **Director**, Ed.D. Program

2012-2014 **Member**, Neag Curricula and Courses Committee

2012-2013 **Member**, EDLR Faculty Search Committee

MEMBERSHIPS

American Educational Research Association

University Council for Educational Administration

Association for Education Finance and Policy

American Sociological Association