

**Education**

Ph.D. 2006	Northwestern University School of Education and Social Policy, Learning Sciences <i>Dissertation:</i> School leadership practice: Putting school subjects into the leadership equation.
Master of Arts 2000	Northwestern University School of Education and Social Policy, Learning Sciences
Master in the Art of Teaching 1994	Lewis & Clark College Elementary Education, Math, Science, Technology K-9 Teacher Certification
Bachelor of Arts 1991	Wesleyan University American Studies

**Professional Experience**

2/11 – present	<b>Research Associate</b> , Institute for Learning (IFL), Learning Research Development Center, University of Pittsburgh
1/06 – 8/10	<b>Post Doctoral Research Associate</b> , University of Pittsburgh, Learning Research and Development Center (LRDC)
6/03 – 12/05	<b>Research Assistant</b> , University of Chicago & Northwestern University, Information Infrastructure System Project
8/94 – 6/99	<b>Teacher</b> , The Catlin Gabel School and Lake Oswego Public Schools

**Other Professional Activities**

	<b>Educational Consultant</b>
1/06 – 8/07	Information Infrastructure System Project
6/09 – 8/10	The Carnegie Foundation for the Advancement of Teaching
12/15 – 4/16	The School of Education, University of Pittsburgh
2/16 – present	Trefny Innovative Instruction Center, Colorado School of Mines

## Publications

### Refereed Journal Articles

- 2011 Sherer, J. Z. & Spillane, J.P. Constancy and change in school work practice: Exploring the role of organizational routines. *Teachers College Record*, 113(3), 611-657.
- 2010 Spillane, J. P., Parise, L. M., & Sherer, J. Z. Organizational routines as coupling mechanisms: Policy, school administration, and the technical core. *American Educational Research Journal*, 48(3), 586-619.
- 2006 Gomez, K., Sherer, J., Borg, T., Dowling, J., Evans, D. Literacy infusion in a high school environmental science curriculum. *Spectrum*, 31(3), Winter, 2006.
- 2002 Spillane J. Diamond, J. Burch, P., Hallett, T., Jita, L., & Zoltners, J. Managing in the middle: School leaders and the enactment of accountability policy. *Educational Policy*, 16(5).

### Book Chapters

- 2010 Gomez, K., Sherer, J., Herman, P., Gomez, L., Zywicka, J., & Williams, A. (2010). Supporting meaningful science learning: Reading and writing science. In A. Rodriguez (Ed.), *Science education as a pathway to teaching language literacy*. Rotterdam, Netherlands: SENSE Publishing.
- 2008 Sherer, J., Gomez, K., Herman, P., Gomez, L., White, J., & Williams, A. Literacy infusion in a high school environmental science curriculum. In Bruna, K. & Gomez, K. (Eds.) *Talking Science, Writing Science: The Work of Language in Multicultural Classrooms*. Mahwah, NJ: Erlbaum.
- 2007 Resnick, L. B., Besterfield-Sacre, M., Mehalik, M. M., Sherer, J. Z., & Halverson, E. R. A framework for effective management of school system performance. In P. A. Moss (ed.) *National Society for the Study of Education (NSSE) Yearbook on Evidence and Decision Making*.
- Sherer, J. Z. Distributed leadership practice in math and language arts: One school's enactment of an organizational routine. In J. Spillane & J. Diamond, (eds.) *Distributed Leadership in Practice*. New York: Teachers College Press.
- 2005 Spillane, J. Sherer, J., & Coldren, A. Distributed leadership: Leadership practice and the situation. In W. Hoy & C. Miskil (eds.) *Educational Leadership and Reform*, pp. 149 – 167. IAP Publishing.
- 2004 Spillane, J., Diamond, J., Sherer, J., & Coldren, A. Distributing leadership. In M. Coles & G. Southworth, *Developing Leadership: Creating the Schools of Tomorrow*, pp. 37-49. New York: Open University Press.
- 2004 Gomez, K., Gomez, L., Kwon, S., & Sherer, J. Supporting reading-to-learn in science: The application of summarization technology in multicultural urban high school classrooms. In R. Bloymeyer, T. Ganesh, & H. Waxman (eds.) *Research in Technology Use in Multicultural Settings*. Charlotte, NC: Information Age Publications.

## Reports

- 2016 Iriti, J., Sherer, J. Z. & Long, C. School of Education “EdD in 3”: Faculty perspectives on program design and implementation. *Report for the Dean of The School of Education at The University of Pittsburgh*. Pittsburgh, PA.
- 2015 Iriti, J. & Sherer, J. Z. Enacted IFL research roles and strategies for expanding and systematizing. *Report for Learning Research Development Center Leadership Team at The University of Pittsburgh*. Pittsburgh, PA.
- 2010 Sherer, J. Z., Bryk, A. S., Gomez, L., & Grunow, A. 90-Day cycle: Exploration of intensive programs as a strategy to move more community college students out of developmental math courses. *Report for the Carnegie Foundation for the Advancement of Teaching*. Stanford, CA.

## White Papers

- 2014 O’Boyce, A., Sherer, J. Z., Bill, V., Spiegel, S., & Petrosky, A. Talking to learn.

## In Progress

Bill, V., Sherer, J. Z., Campo, S., Speranzo, L., Klingensmith, K., & Miller, S. Differentiation in math: Using talk and other teacher moves to support a diverse set of learners.

Bill, V., Sherer, J. Z., Campo, S., Speranzo, L., Klingensmith, K., & Miller, S. Precise language: When diamond is not a square.

## Presentations

### Conference Presentations (Refereed)

- 2015 Through the Looking Glass: Using a Classroom Discourse Visualizer to Support Teacher Reflection on Practice. Clarke, S. N., Chen, G., Bickel, D. D., Sherer, J. Z. & Resnick, L. B. (2015). In Lindwall, O., Häkkinen, P., Koschman, T. Tchounikine, P. & Ludvigsen, S. (Eds.) *Exploring the Material Conditions of Learning: The Computer Supported Collaborative Learning (CSCL) Conference 2015* (Vol. 2, pp. 828-830). Gothenburg, Sweden: The International Society of the Learning Sciences.
- 2010 Sherer, J. Z. Organizational routines as a mechanism for building instructional coherence and social capital. *American Educational Research Association Meeting*. Denver, Colorado.
- Correnti, R. J., Sherer, J. Z., Besterfield-Sacre, M., Magruder, P., Kisa, Z., Resnick, L. B. A systems approach to educational reform: Differences in role group perceptions. *American Educational Research Association Meeting*. Denver, Colorado.

- 2008 Sherer, J. Z., Power in distributed leadership: How teacher agency influences instructional leadership practice. *American Educational Research Association Meeting*. New York, New York.
- Sherer, J. Z., Clark, R. M., Haynes, A., & Norvelle, G. Building process measures of student engagement: A district/university collaboration. *American Educational Research Association Meeting*. New York, New York.
- 2007 Sherer, J. Z., Clark, R. M., Besterfield-Sacre, M., & Resnick, L. Mapping the school system: Learning from how district leaders build a model for improving student learning. *American Educational Research Association Meeting*. Chicago, Illinois.
- Clark, R. M., Sherer, J. Z., Besterfield-Sacre, M., & Resnick, L. Combining expert directed graphs of the K-12 educational system. *American Educational Research Association Meeting*. Chicago, Illinois.
- 2005 Sherer, J. Z., Distributed leadership practice in math and literacy: One school's response to high stakes testing. *American Educational Research Association Annual Meeting*, Montreal, Canada.
- 2004 Sherer, J. Z., Distributed Leadership Practice: The subject matters. *American Educational Research Association Annual Meeting*, San Diego, California.
- Spillane, J. P. & Sherer, J. Z., A distributed perspective on school leadership: Leadership practice as *stretched over* people and place. *American Educational Research Association Annual Meeting*, San Diego, California.
- 2001 Halverson, R. & Zoltners, J. Distribution of artifacts: How designed artifacts illustrate school leadership practice. *American Educational Research Association Annual Meeting*, Seattle, Washington.
- 2000 Spillane, J. Diamond, J., Burch, P., Hallett, T., Jita, L., & Zoltners, J. Managing in the middle: School leaders and the enactment of accountability policy. *Association for Public Policy Analysis and Management*, Seattle, Washington, November.

### **Invited Presentations**

- Sherer, J. Z., Rosita Apodca, Rebecca Grainger, and Adam Billings, "Design Thinking Institute: How Might We Enable Students to Have Greater Agency" Institute for Learning Annual Retreat, Pittsburgh, PA, May 18, 2017.
- Sherer, J. Z., Rosita Apodaca and Adam Billings, "Design Thinking: A Lens for Smart Adaptation," Institute for Learning Annual Retreat, Pittsburgh, PA, May 11, 2016.
- Sherer, J. Z., and Rosita Apodaca, "Guiding Coalitions: The Challenge & the Power of Collaborations Across Multiple Role Groups," Institute for Learning Annual Retreat, Pittsburgh, PA, May 11, 2016.

Sherer, J. Z., “Developing Shared Vision: Distributed Leadership,” Reforming STEM Instruction: An Examination of Four Core Change Strategies, Invited session at the joint conference for the American Association of Physics Teachers (AAPT) and the American Association for the Advancement of Science (AAAS), Chicago, IL, February 14, 2009.

Sherer, J. Z., “Synthesizing What We Have Learned,” Institute for Learning Annual Retreat: What Should the Practices and Routines of Central Office Be to Support Quality School-Based Instructional Leadership, Ft. Lauderdale, Florida, May 1-4, 2008.

Sherer, J. Z. and Mary Besterfield-Sacre, “A Systems Framework to Design, Manage, and Measure Instructional Initiatives,” Institute for Learning Annual Retreat: Instructional Reform: Systems Design, Assessment and YOU, Atlanta, GA, May 4, 2007.

Sherer, J. Z., Lauren Resnick, and Mary Besterfield-Sacre, “System Mapping for District Reform,” Institute for Learning Annual Retreat, Washington DC, May 5, 2006.

## **School Reform Efforts**

### **Developmental Evaluation**

- Developmental Evaluation of the Better Math Teaching Network, Learning Research Development Center, University of Pittsburgh, 2016-present. *The American Institutes for Research leads a networked improvement community (NIC) of high school math teachers in New England to increase student engagement in high school Algebra I through student-centered instruction. The developmental evaluation team supports the development of innovation and adaptation of the NIC through qualitative and quantitative data analysis and quick cycle reporting.*
- Developmental evaluation of the Course Redesign Intensive Project, Colorado School of Mines, 2015-present. *The Trefny Center at the Colorado School of Mines implements a summer pedagogy workshop and redesign support for a cohort of faculty. The developmental evaluation of the redesign project captures impact on design and implementation of redesigned courses, impact on student learning and engagement, change in professional learning communities, and evidence of spread across the university.*

### **Improvement Science**

- Using Improvement Science to Improve School District Central Office Leadership Practice, Paterson Public Schools and The Institute for Learning, University of Pittsburgh, 2015-present. *The leadership team at the Institute for Learning collaborates with central office leadership to improve leadership practice, establish routines, and build tools to support school district improvement. This project implemented improvement science to support continuous improvement in Paterson Public Schools.*

### **Research-Based Data System Design**

- Process Engineering for Educational Results (PEER), Learning Research Development Center and Swanson School of Engineering, University of Pittsburgh, 2006-2010. *The PEER project applied concepts from systems engineering to bring research-based measurement tools to district systems to better identify, understand, and act upon challenges across the K-12 system (from district policy to classroom practice).*

- Co-designed and co-implemented PEER project in four urban districts. Work included engaging district leaders in system mapping of district instructional system and qualitative and quantitative studies of various district initiatives.
- Learning Architecture, LRDC, University of Pittsburgh, 2014-present. *The learning architecture project establishes an internal learning architecture in order to continuously improve the work of the Institute for Learning (IFL), have systematic data for reporting implementation quality and impact to existing and potential district partners, nurture academic scholarship among IFL fellows, and identify areas of interest for partnership with University researchers in order to investigate problems of policy or practice.*
  - Data System: Co-designed and implemented professional development feedback survey and process for data collection, analysis, and reporting. Analyzed qualitative data, wrote reports, and refined organizational routines for using data. Supported content teams to design, collect, analyze, and utilize various forms of data. Implemented improvement science methodology for organizational learning, individual learning, and in-district improvement.
  - Research Identity: Interviewed stakeholders, analyzed and organized data for internal report, co-wrote report.

### **College and Career Ready Standards**

- Institute for Learning, Content Area Teams, University of Pittsburgh.
  - Supported math, science, English Language Arts, EL, and Leadership Teams in design of routines, tools, and learning experiences to support teachers and leaders as they bring college ready practices to underserved populations.
  - Collaborated with the math and ELA team leads to identify ways to measure the learning of their participants.
  - Collaborated with leadership team lead to bring improvement science methodology into central office work practice.
  - Co-authored reports, white papers and journal articles to disseminate IFL's work internally and to a broader audience.

### **Professional Development**

- Institute for Learning Online Courses, University of Pittsburgh.
  - Co-designed and co-facilitated Coursera MOOC: Accountable Talk: Conversation that Works, Fall 2013
  - Facilitated Introduction to Accountable Talk, 2011-present.
- Institute for Learning Principals' Seminars, University of Pittsburgh.
  - Co-designed and co-facilitated:
    - Accountable Talk in Leadership Instructional Conversations, July 2009.
    - Leading Learning in Schools, July 2007.
- Information Infrastructure Systems Project Professional Development, University of Chicago.
  - Designed and facilitated: Supporting Literacy in High School Science, Clemente High School, Chicago Public Schools, 2004-2006.

### **Curricular Design**

- Co-designed Coursera MOOC: Accountable Talk: Conversation that Works, Fall 2013.
- Co-designed high school earth science and biology curriculum, Chicago, 2003-2004.
- Designed integrated interdisciplinary curriculum (math, science, reading, writing, technology, art), Grades 4-6, Portland, Oregon, 1994-1999.

## **Professional Service**

### **National:**

- Division K, Section 1 (Teaching and Teacher Education, Math and Science) Co-chair, American Educational Research Association, 2007.

### **Local:**

- The Greene School, West Greenwich, RI.
  - Board Member, 2009-present.
  - Vice President Board of Directors, 2013-present.
  - Head of Academic Standards Committee, 2010-present.
  - Chair Head of School Search Committee, 2015.
- The Gordon School, East Providence, RI
  - Education Committee Member, 2015-present.
  - Library Volunteer Coordinator, 2015-present.
- Melrose Elementary School, Jamestown, RI.
  - Chair, SALT Self-Study, November, 2008
- Jamestown School District, Jamestown, RI.
  - Strategic Planning Committee Member, September, 2003.
  - Middle School Improvement Team Member, December 2003-August 2008.

## **Professional Affiliations**

- American Educational Research Association (AERA)
- Association for Supervision and Curriculum Development (ASCD)
- International Society of the Learning Sciences (ISLS)