

JESSICA GOODMAN RIGBY

College of Education
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Education

University of California, Berkeley, Berkeley, CA, 2012

Ph.D. in Education with a focus on Policy, Organizations, Measurement, and Evaluation.

First-Year Principals' Engagement with Instructional Leadership: The Presence, Pathway, and Power of Institutional Logics.

Doctoral Committee: Cynthia Coburn (Chair), Judith Warren Little, and Todd LaPorte

Stanford University, School of Education, Stanford, CA, 2006

Master of Arts in Education with a focus on Policy, Organizations and Leadership Studies.

San Jose State University, San José, CA, 2002

Preliminary Secondary Teaching Credential.

Oberlin College, Oberlin, OH, 1998

Bachelor of Arts in History.

Honors Thesis: *Japanese American Teenage Girls in the Internment Camps of World War II: Negotiations with Identity*

Graduated with High Honors.

Awards/Fellowships

- 2013 Emerald/EFMD Outstanding Doctoral Research Award in Education and Leadership Strategy 2014
- AERA Division A 2012 Outstanding Dissertation Award 2013
- AERA Division A Foster-Polite Graduate Student Fellowship (supported conference travel to present dissertation research) 2012
- Dean's Normative Time Fellowship (supported dissertation writing) 2011-2012
- Continuing Graduate Student Fellowship (supported doctoral studies and dissertation research) 2009-2010
- Research Grant, Silver Giving Foundation (supported research in administrative attrition in San Francisco Unified School District) 2008
- John U. Michaelis Award (supported doctoral studies) 2007
- Liu Chair stipend to support work on teacher policy issues 2006
- Josephine Miles Fellowship, San Francisco Education Fund (to support continuing studies in teaching students receiving special education services) 2004
- Earthwatch Education Award, Yucatan, MX & Canyonlands, UT 2001 & 2004
- Outward Bound Teacher Fellow, North Cascades, WA 2002
- Target Teacher Award 1999
- Jerome Davis Research Award, Oberlin, OH (for honor's thesis research) 1998
- Graduated with High Honors, Oberlin, OH 1998

Professional Experience

Assistant Professor, P12 Educational Leadership, Policy, and Organizations, 2014-present
College of Education, University of Washington, Seattle

Postdoctoral Fellow, Middle-school Mathematics and the Institutional Setting of Teaching, 2012-2014
Peabody College, Vanderbilt University

Graduate Student Researcher, *Griot Project*, 2009-2011
Professional development program for veteran principals, directed by Lynda Tredway
University of California, Berkeley

Graduate Student Researcher, *Dean's exploratory technology committee*, 2011
Directed by Dean Judith Warren Little
University of California, Berkeley

Graduate Student Researcher, *Principals' Understanding of Results Based Budgeting*, 2010
Directed by Norton Grubb
University of California, Berkeley

Graduate Student Researcher, *Policy Analysis for California Education (PACE)*, 2006-2009
Directed by Bruce Fuller and David Plank
University of California, Berkeley

Educational Researcher, Central Office Reorganization and Principal Supervisors, 2012-2015
New Leaders, New York

Educational Researcher, First-year Principals and the Urban Excellence Framework, 2011-2012
New Leaders, New York

Educational Researcher, Leadership Task Force, Framework for Principal Support and Evaluation, 2011-2012
Oakland Unified School District, Oakland, CA.

Educational Researcher, Leadership Development: a needs assessment, 2010
Oakland Unified School District, Oakland, CA.

Educational Researcher, Designed the Teacher Residency program, 2009-2010
Aspire Public Schools, Oakland, CA

Educational Researcher, Evaluation of technology use by teachers, principals, and Home Office staff, 2009
Aspire Public Schools, Oakland, CA

Educational Researcher, Principals' perceptions of support from the central district office, 2008-2009
San Francisco School Alliance, San Francisco, CA

Lead Project Manager, Reframe hiring, support and evaluation of school leaders, 2008-2009
San Francisco School Alliance, San Francisco, CA

Lead Project Manager, Aspiring Administrators Program (pipeline development), 2008-2009
San Francisco School Alliance, San Francisco, CA

Lead Literacy Consultant, train a cohort of 600 pre-service K-12 teachers in grade-level appropriate literacy strategies, 2003

Teach For America Summer Institute, Los Angeles, CA, 2003

Summer School Principal, 2002

Downtown College Preparatory Charter High School, San José, CA

Grants

Principal Investigator. Royalty Research Fund, The University of Washington. Practical Measures to Improve Elementary Mathematics Leadership & Instruction. (9/16/16-9/15/17), \$38,969

Principal Investigator. The Gates Foundation. Organizing for Learning: Leadership practices that support ambitious teaching. (4/1/15-9/1/16), \$250,000; Supplement (9/1/16-9/1/17), \$50,000

Principal Investigator. The Spencer Foundation, Small Research Grant. Organizing for Learning: Principal Supervisor leadership knowledge that support principals' leadership towards ambitious teaching. (8/15/15-7/30/16), \$50,000

Advisor. Institute for Education Sciences. Refinement and Validation of Center for Educational Leadership, Leadership Assessment. University of Washington & Vanderbilt University.

Publications

Peer-Reviewed Journal Articles

Rigby, J. G., Corriell, R., & Kuhl, K. (in press). Leading for Instructional Improvement in the Context of Accountability: Central Office Leadership. *Journal of Cases in Educational Leadership*.

Woulfin, S. and **Rigby, J.** (in press). Coaching for Coherence: How instructional coaches lead change in the evaluation era. *Educational Researcher*.

Rigby, J., Larbi-Cherif, A., Rosenquist, B. A., Dunlap, C. J., Cobb, P., and Smith, T. (2017). Principal Observation and Feedback: Does it lead towards improvement in ambitious math instruction? *Educational Administration Quarterly*.

Rigby, J. (2016). Principals' Conceptions of Instructional Leadership and their Informal Social Networks: An exploration of the mechanisms of the meso level. *American Journal of Education*, 122(3), 433-46.

Rigby, J. (2015). Principals' Sensemaking and Enactment of Teacher Evaluation. *Journal of Educational Administration*, 53(3), 374-392.

Rigby, J. (2014). Three Logics of Instructional Leadership. *Educational Administration Quarterly*, 50(4), 610-644.

Fuller, B., Dauter, L., Hosek, A., Kirschenbaum, G., McKoy, D., **Rigby, J.**, Vincent, J. (2009). Building schools, rethinking quality? Early lessons from Los Angeles. *Journal of Educational Administration*, 47(3), 334-346.

Special Issues of Journals

Rigby, J., Woulfin, S., and Marz, V., Eds. (2016). Understanding how structure and agency impact education policy implementation and organizational change. *American Journal of Education*, 122(3), 295-302.

Book Chapters

Rigby, J. & Tredway, L. (2015). Actions Matter: How School Leaders Enact Equity Principles. In M. Khalifa, C. Grant & N. W. Arnold (Eds.), *The Handbook of Urban Educational Leadership* Lanham, MD: Rowman & Littlefield.

Manuscripts in Preparation

Rigby, J., Andrews-Larson, C., and Chen, I. (under review). Shifting Teacher Views of Mathematics Instruction and Student Struggle: A mixed-methods analysis. *Teachers College Review*.

Rigby, J., Ray, J.**, Crawford, J.**, and Dracolby, C.** (under review). Imperfect Lessons: School culture, ambitious instruction, and the messy process of improvement. *Principal*.

Rigby, J., Lenges, A., Kazemi, E., Gibbons, L., Foreman, S.*, and Lewis, R. (in preparation). A Developmental School Learning Trajectory: a conceptual framework to support a coherent system of support for organizational learning.

Rigby, J., Foreman, S.*, Lewis, R. (in preparation). Integrating Improvements: How principals leverage professional learning to reshape school culture.

Rigby, J., Henrick, E., Kochmanski, N.*, and Henry, W.* (in preparation). Urban District Central Office's Role in Instructional Improvement: A review of the literature.

Jackson, K., Cobb, P., and **Rigby, J.** (in preparation). The Role of District Leaders in Supporting School-Level Instruction and Practice. *American Educational Research Journal*.

* graduate student

** practitioner partner

Technical Reports

Rigby, J., & Hall, J. (2015). Principal Supervisors and Central Offices: Reorienting their work towards support for principals. *Internal Capacity Building White Paper*. New York, NY: New Leaders.

Rigby, J., Henrick, E., Jackson, K., Cobb, P., Kern, E., Hunter, S., Webster, M., Nazemi, M. (2014). *XX Independent School District Feedback/Recommendation Report: May 2014*. Nashville, TN: Middle School Mathematics and the Institutional Setting of Teaching, Peabody College, Vanderbilt University.

Rigby, J., Henrick, E., Jackson, K., Cobb, P., Webster, M., Larbi-Cherif, A., Nazemi, M., Horn, L. (2013). *XX Independent School District Feedback/Recommendation Report: May 2013*. Nashville, TN: Middle School Mathematics and the Institutional Setting of Teaching, Peabody College, Vanderbilt University.

Rigby, J. (2012). *Griot Project Report: 2010-2011*. Berkeley, CA: Leadership Connection for Justice in Education, University of California, Berkeley.

Rigby, J. (2010). *Results Based Budgeting: Resource Conceptualization in Oakland Unified School District*. Berkeley, CA: University of California, Berkeley.

Rigby, J. (2009). *Leadership Development in OUSD: the current state*. Oakland: Oakland Unified School District.

Rigby, J. (2009). *The Mechanisms of Support: understanding the relationship between the SFUSD district office and school site administrators*. San Francisco: San Francisco School Alliance.

Other

Rigby, J. (2016). Blog post: Principals' Conceptions of Instructional Leadership and their Informal Social Networks: An exploration of the mechanisms of the meso level. <http://www.ajeforum.com/principals-conceptions-of-instructional-leadership-and-their-informal-social-networks-an-exploration-of-the-mechanisms-of-the-mesolevel-by-jessica-g-rigby/>

Rigby, J. & Tredway, L. (2014). Blog post: Equity Allies: How School Leaders Can Promote Equitable Educational Opportunities. American Institutes of Research. Retrieved from <http://www.gtlcenter.org/blog/equity-allies-how-school-leaders-can-promote-equitable-educational-opportunities>

Koppich, J., and **Rigby, J.** (2009). *Alternative Teacher Compensation: a primer*. Berkeley: Policy Analysis for California Education. Working Paper 09-2-1. <http://pace.berkeley.edu/publications>

Fuller, B., Vincent, J., Bierbaum, A., Kirschenbaum, G., McCoy, D., **Rigby, J.** (2009). *Smart Schools, Smart Growth - Investing in Education Facilities and Stronger Communities*. *Los Angeles School Infrastructure Research* (Working Paper 09-1). Berkeley: Policy Analysis for California Education and the Center for Cities and Schools.

Presentations

Invited Addresses

Rigby, J. (2016). *Instructional Change and Principals: How knowledge matters*. Invited talk at the Stanford University School of Education. Stanford, CA, October 2016.

Rigby, J. (2016). *Imperfect Lessons: School culture, ambitious instruction, and the messy process of improvement*. Invited talk at the Australian Catholic University. Brisbane, Australia, August 2016.

Rigby, J. (2016) *Administrators' Influence on Teachers' Conversations about the Problem of Teaching Mathematics: A longitudinal case study*. Invited talk at the Australian Catholic University. Brisbane, Australia, August 2016.

Rigby, J. (2016). *Principal Observation and Feedback: Does it lead towards improvement in inquiry-oriented math instruction?* Invited talk at the Cross-National Exploration of Principals' Time Use: Patterns, Causes, and Effects. University of Canberra. Canberra, Australia, August 2016.

Rigby, J. (2016). *From Professional Learning to Professional Practice: Ideas and tools for capturing adult learning/practice: Content, instruction, and equity*. Plenary session at the Puget Sound Elementary School District's conference on professional development in mathematics. Tukwila, WA, April 2016.

Rigby, J. and Moschich, A. (2015-2016) Series of four presentations at the Puget Sound Elementary School District's district mathematics leaders' meetings in collaboration with Federal Way's district Math Lead.

Rigby, J. (2014). *Teacher Learning Opportunities: Changes in the framing of teachers' instructional talk in collaborative meetings*. Plenary session at the Community for Advancing Discovery Research in Education (CADRE) K-12 PI Meeting, August 2014.

Rigby, J. (2014). *System Influences of Principals' Instructional Leadership Actions: How and why the institutional and local environments matter*. Invited talk at Teachers College, Columbia University, March 2014.

Rigby, J. (2014). *System Influences of Principals' Instructional Leadership Actions: How and why the institutional and local environments matter*. Invited talk at College of Education, University of Washington, February 2014.

Rigby, J. (2012). *Networked for Instructional Leadership: the shape and formation of first-year principals' informal social networks*. Invited talk at Peabody College, Vanderbilt University, December 2012.

Rigby, J. (2012). *Networked for Instructional Leadership: the shape and formation of first-year principals' informal social networks*. Invited talk at the Graduate School of Education, University of Pennsylvania, November 2012.

Peer-Reviewed Presentations

Rigby, J., Foreman, S., Lewis, R. (2016/2017). *Integrating Improvements: How principals leverage professional learning to reshape school culture*. Paper presented at the University Council for Educational Administration, Detroit, November 2016 + American Educational Research Association, San Antonio, April 2017.

Rigby, J., Lenges, A., Kazemi, E., Gibbons, L., Foreman, S., and Lewis, R. (2016/2017). *A Developmental School Learning Trajectory: a conceptual framework to support a coherent system of support for organizational learning*. Paper presented at the University Council for Educational Administration, Detroit, November 2016 + American

Educational Research Association, San Antonio, April 2017.

Rigby, J., Ray, J., Crawford, J., and Dracolby, C. (2016). Imperfect Lessons: School culture, ambitious instruction, and the messy process of improvement. Paper presented at the Washington Educational Research Association, SeaTac, WA, December 2016.

Rigby, J., Kazemi, E., Lenges, A., Lewis, B., Forman, S. (2016). *Organizing for Learning: Principal leadership practices that support ambitious teaching*. Poster presented at American Educational Research Association, Washington DC, April 2016; paper presented at the National Association for Supervisors of Mathematics, Oakland, CA April 2016.

Rigby, J., Henrick, E., and Kochmanski, N. (2015). *Exploring the Relationship between Central District Offices and Instructional Improvement: A literature review*. Paper presented at the University Council for Educational Administration, San Diego, November 2015.

Rigby, J., Larbi-Cherif, A., Kern, E., Henrick, E. (2014). *A Qualitative Exploration of Principal Observation and Feedback of Middle School Mathematics Teachers*. Paper presented at the University Council for Educational Administration, Washington, DC, November 2014.

Jackson, K., Cobb, P., and **Rigby, J.** (2014). *The Role of District Leaders in Supporting School-Level Instruction and Practice*. Paper presented at the University Council for Educational Administration, Washington, DC, November 2014.

Rigby, J., Larbi-Cherif, A., Rosenquist, B. A., Munoz, C. J., Cobb, P., and Smith, T. (2014). *Principal Observation and Feedback: Leading towards improvement in ambitious math instruction*. Paper presented at American Educational Research Association, Philadelphia, PA, April 2014.

Rigby, J., Tredway, L., and Thomas, C. (2014). *Principles Matter for Principals: Effective practices for principal professional learning and evaluation*. Paper presented at American Educational Research Association, Philadelphia, PA, April 2014.

Rigby, J. (2014). *Principals' Sensemaking and Enactment of Multiple Messages of Instructional Leadership*. Paper presented at American Educational Research Association, Philadelphia, PA, April 2014.

Rigby, J., Andrews-Larson, C., and Chen, I. (2014). *Shifts in Teacher Social Networks and Views of Student Mathematical Capability: A stacked analysis*. Paper presented at American Educational Research Association, Philadelphia, PA, April 2014.

Rigby, J., Larbi-Cherif, A., Rosenquist, B. A., Munoz, C. J., Cobb, P., and Smith, T. (2013). *Principal Observation and Feedback: Leading towards improvement in ambitious math instruction*. Paper presented at the University Council for Educational Administration, Indianapolis, IN, November 2013.

Rigby, J. (2013). *Principals' Sensemaking and Enactment of Conflicting Messages of Instructional Leadership*. Paper presented at the University Council for Educational Administration, Indianapolis, IN, November 2013.

Rigby, J., Tredway, L., and Thomas, C. (2013). *Principles Matter for Principals: Urban school leaders' professional development and evaluation*. Paper presented at the University Council for Educational Administration, Indianapolis, IN, November 2013.

Rigby, J. (2013). *Beliefs and Informal Social Networks: an exploration of the mechanisms of the meso level*. Paper presented at American Educational Research Association, San Francisco, CA, April 2013.

Rigby, J. and Larson, C. (2013). *Implications of Teachers' Views of Students' Mathematical Capabilities for Instructional Change*. Paper presented at American Educational Research Association, San Francisco, CA, April 2013.

Rigby, J. (2012). *Three Conflicting Logics of Instructional Leadership*. Paper presented at the University Council for Educational Administration, Denver, CO, November 2012.

Rigby, J. (2011). *Networked for Instructional Leadership: the intersection between formal organizational structures and informal social networks of first-year principals*. Paper presented at the University Council for Educational Administration, Pittsburgh, PA, November 2011 and at the American Educational Research Association, Vancouver, British Columbia, Canada, April 2012.

Rigby, J., and Chung, R. (2011). *Evidence of Veteran Principals' Leadership Actions: learning how to capture the complexity of multi-layered practices*. Paper presented at the California Educational Research Association, Anaheim, CA, December 2011.

Rigby, J. (2010). *Administrator Networks as Mechanisms of Support: the importance of tie strength and content*. Paper presented at the University Council for Educational Administration, New Orleans, LA, October 2010.

Rigby, J. (2010). *Administrator Networks as Mechanisms of Support: the importance of network location and tie strength*. Paper presented at the American Educational Research Association, Denver, CO, May 2010.

Teaching

University of Washington, Seattle, College of Education
 The Dynamics of Educational Organizations (MA & PhD)
 Educational Leadership for Instructional Improvement (MA & PhD)
 Special Topics in Qualitative Methods: Observations and Interviews (PhD)
 Instructional Leadership from a Systems' Perspective (EdD)
 Leadership for Equitable Systems (EdD)

University of California, Berkeley, Graduate School of Education
 Qualitative Methods (Teaching Assistant)
 Policy Implementation Research Group (Facilitator)

University of San Francisco, Graduate School of Education
 Data Driven Decision Making for School Leaders (MA)

University of the Pacific, Stockton, CA, Graduate School of Education
 Transformative Teaching & Learning (MA)
 Teaching & Assessment (MA)

Tennessee Charter School Incubator, Nashville, TN
 School design and development (designed and taught for Principal Fellows)

Gateway High School, San Francisco, CA
 10th Grade Humanities (World History and English)
 12th Grade Civics

Downtown College Preparatory Charter High School, San José, CA
 9th Grade History of the Americas

Hosler Middle School with Teach For America, Lynwood, CA
 8th Grade US History
 6th Grade (self-contained)

National Professional Service

Memberships/Offices

Section Chair, Division A (School Improvement), 2017 AERA Annual Meeting, 2016-2017
 Organizational Theory Special Interest Group (AERA SIG), Awards Committee, 2015
 Organizational Theory Special Interest Group (AERA SIG), Communications Chair, 2012-2013
 California Educational Research Association, Graduate Student Board Representative, 2011-2012

Mentorship

AERA Division L Graduate Student Mentor, 2016
 AERA Division A Dialogic Forum Mentor, 2014

Journal Reviewer

AERA Open
American Journal of Education
Berkeley Review of Education
Educational Administrative Quarterly
Educational Evaluation and Policy Analysis
Educational Policy
Educational Researcher
The Elementary School Journal
Evaluation and Program Planning
Journal of Educational Change
Journal of Research on Leadership Education
Journal of Teacher Education
LAP International Research on School Leadership Book Series – Volume 6
School Leadership & Management

Professional Affiliations

American Educational Research Association (AERA)
 University Council for Educational Administration (UCEA)
 National Council of Supervisors of Mathematics (NCSM)

Professional Development

National Center for Faculty Development & Diversity, May 2016-current.
 Design-Based Implementation Research Workshop, July 16-18, 2015. Boulder, CO
 LINKS Summer Workshop on Social Network Analysis, June 3-7, 2013. Lexington, KY