

Curriculum Vitae
Alexandra J. Lamb, Ph.D.
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EDUCATION

Ph.D. Educational Leadership Concentration in Leadership and Educational Policy <i>University of Connecticut</i> • <i>Dissertation:</i> “Investigating Logics of Educational Technology and their Role in Educational Change” • <i>Dissertation Committee:</i> Dr. Jennie Weiner (chair), Dr. Morgaen Donaldson, Dr. Sarah Woulfin, Dr. Vincent Cho, Dr. Scott McLeod	July 2022
M.A. Teaching Social Studies <i>New York University, Steinhardt School of Culture, Education, and Human Development</i>	May 2009
B.A. Anthropology, Minor: Teaching <i>Bowdoin College</i>	May 2007

RESEARCH EXPERIENCE

Assistant Research Professor <i>University of Connecticut - Department of Educational Leadership</i>	2025 - Current
CCERC Project Manager (Center for Connecticut Education Research Collaboration) • Manage 20 mixed-method research projects by guiding research design, logistics, team functioning, and budgeting • Edit, write, and publish research reports • Participate in administrative team to make funding decisions, create research teams, and direct CCERC research agenda • Draft research requests for proposals that investigate pressing educational issues in Connecticut • Design and implement plan for research dissemination to audiences of practitioners, policy-makers, media, and researchers • Author and manage CCERC website	
Expanding Dual-Credit Enrollments Among High School Students - Co-PI • Institute of Education Sciences (IES) Grant awarded at \$1,084,419 • Design and implement mixed-methods multi-year study investigating system-wide factors influencing supply and demand dual-credit enrollments among high school students • Co-author resulting manuscripts	

Understanding AI and AI Pilot Evaluation - Co-PI

- CCERC Grant awarded at \$165,000
- Design and implement mixed methods study examining the landscape of AI use in Connecticut schools
- Design and implement a mixed methods evaluation of the CSDE funded AI pilot in 6 districts
- Co-author resulting reports and manuscripts

Evaluation of Connecticut High-Dosage Tutoring Initiative - Co-PI

- CCERC Grant awarded at \$215,000
- Design and implement mixed-methods study evaluating the effectiveness of a state sponsored high dosage tutoring initiative
- Co-author resulting manuscripts

Theories of Action in ARP-ESSER Plans – Co-PI

- CCERC Grant awarded at \$150,000
- Design and implement mixed-method study of ARP-ESSER plans using a plan analyses and qualitative interviews and focus groups
- Co-author resulting manuscripts

Investigating ARP-ESSER Funding Application and Implementation - Co-PI

- CCERC Grant awarded at \$25,000
- Collect and analyze qualitative district level data to understand how district leaders use funding opportunities to promote educational change
- Support quantitative analysis of funding patterns in ARP-ESSER plans
- Co-author resulting manuscripts

Postdoctoral Research Associate

2022 - 2025

University of Connecticut - Department of Educational Leadership

NEtworkEd: Creating communities of Equity and Opportunity in Northeast OH

- Manage research team and orchestrate communications with participating practitioners
- Analyze qualitative and quantitative data
- Co-author resulting manuscripts

Graduate Research Assistant

2016 - 2022

University of Connecticut – Department of Educational Leadership

PUBLICATIONS

Manuscripts Under Review

Lamb, A.J. & Weiner, J.M. (Accepted) Logics of educational technology. Submitted to *American Journal of Education*.

Donaldson, M.L., **Lamb, A.J.**, Strickland, T. (Revise and Resubmit) ARP ESSER as a Lever for School District Change: Variations in the Design and Reported Influence of Federally Funded Initiatives at the Local Level. Submitted to *Educational Evaluation and Policy Analysis*.

Peer Reviewed Journal Articles

Lamb, A. J. & Weiner, J.M. (2021) Technology as infrastructure for change: District leader understandings of 1:1 educational technology initiatives and educational change. *Journal of Educational Administration*, 59(3), 335-351. <https://doi.org/10.1108/JEA-10-2020-0220>

Weiner, J. M. & **Lamb A. J.** (2020). Exploring the possibilities and limits to transfer and learning: Examining a teacher leadership initiative using the theory of action framework. *Journal of Educational Change*, 21(2), 267–297. <https://doi.org/10.1007/s10833-020-09378-z>

Lamb, A. J. & Weiner, J. (2018) Extending the research on 1:1 technology integration in middle schools: A call for using institutional theory in educational technology research. *Middle Grades Review* 4(1). <https://scholarworks.uvm.edu/mgreview/vol4/iss1/3>

Lamb, A. J. & Weiner, J. M. (2018). Institutional factors in iPad rollout, adoption, and implementation: Isomorphism and the case of the Los Angeles Unified School District's iPad initiative. *International Journal of Education in Mathematics, Science and Technology (IJEMST)*, 6(2), 136-154. DOI:10.18404/ijemst.408936

Benedetto, K., **Lamb, A.**, & Cohen, R. (2009). The other September 11: Teaching about the 1973 overthrow of Chilean president Salvador Allende. *Social Education*, 73(6), 287-293.

Book Chapters and Open Scholarship

Lamb, A.J. (2024, In Press). Learning under pressure: Leading educational change through technology implementation during COVID-19. In P. Virella (Ed.), *Leveraging crisis for equitable school improvement: Leadership strategies from the field*. IAP.

Woulfin, S., **Lamb, A.J.**, & Cyr, D. (2022) Animating the logics perspective to understand dilemmas of reform: A review of the pre-K to 12 education and social sector literature. *SocArXiv Papers*.

In Preparation

Lamb, A.J. Technology leadership and change: Investigating logics of educational technology in situ.

Donaldson, M.L., **Lamb, A.J.**, Kamin, S.J., & Strickland, T. Spending all the money: A mixed methods exploration of school districts' opportunities and challenges using COVID-19 relief funds.

Technical Reports and Policy Briefs

Lamb, A. J. (May, 2018). *Assessing the capacity for change: Preparing a district for a 1:1 technology initiative*. Center for Education Policy Analysis, Research, and Evaluation, University of Connecticut, Storrs, CT.

Kamin, S.J. & **Lamb, A. J.** (June 2021). *Grade Retention After COVID-19: Evidence-based Guidance*. Center for Education Policy Analysis, Research, and Evaluation, University of Connecticut, Storrs, CT.

Weiner, J., Woulfin, S., Donaldson, M., Cyr, D., Davis, S., Holder, S., & **Lamb, A.**, (March, 2017). *How long-term planning processes can improve state led turnaround in Connecticut*. Connecticut Council on Educational Reform, New Haven, CT.

TEACHING AND COMMITTEE WORK

Instructor

University of Connecticut, Department of Educational Leadership

- Inquiry and Research in Educational Leadership I: Foundations, Design, and Use (EDLR 6054) (Ed.D) Fall 2025
- Doctoral Seminar in the History of K-12 Education Reforms, 1890-present (EDLR 6323) (*Ph.D*) Spring 2024
- Policies for Improvement: Mobilizing School and Community (EDLR 6466) (*Ed.D and Ph.D*) Fall 2023

Trinity College, Department of Educational Studies

- Leadership for Educational Change (EDUC 322) (*Undergraduate*) Spring 2022
Spring 2024

University of Connecticut, UCONN Administrator Preparation Program

- Designed and ran online workshop series for pre-service principals on Educational Technology Leadership for Deeper Learning
- Session 1: Using the ISTE Standards to Lead Change through Technology
- Session 2: Leading Instructional Change Through Technology Integration
- Session 3: Aligning Infrastructure for Technology Integration

Spring 2021

University of Connecticut, STEM Teacher Certification Program for College Graduates (TCPCG)

- Enhancing Classroom Curriculum with Computers and Electronic Media (EDCI 5825) (Masters level for pre-service STEM teachers)
- Offered course in a virtual format in 2020 and in person in 2019

Summer 2019
Summer 2020

Teaching Assistant

University of Connecticut, Department of Educational Leadership

- Doctoral Seminar in the History of K-12 Education Reforms, 1890-present (EDLR 6323)
- Course offered in a virtual format

Spring 2021

Doctoral (Ed.D) Committee Member

University of Connecticut, Department of Educational Leadership

- Kenneth Daly – “Teacher sensemaking and digital grading”

Spring 2024

AWARDS AND HONORS

Finalist, *Dissertation of the Year Award*, Leadership for School Improvement SIG, 2023

The Center for the Advanced Study of Technology Leadership in Education (CASTLE) Research Affiliate, National Program Center, UCEA, 2021

Graduate Student Research Award, AERA Educational Change Special Interest Group, 2020

Dean's Doctoral Scholar, University of Connecticut, Neag School of Education, 2016-2020

Doctoral Dissertation Fellowship, University of Connecticut, The Graduate School, 2020

Gloria A. Murray Scholarship, University of Connecticut, Neag School of Education, 2019

Foster-Polite Scholarship, Division A Graduate Student Committee, AERA 2019

PROFESSIONAL EXPERIENCE

Consultant

New Leaders 2018-2020

- Conducted descriptive and causal quantitative student achievement analysis and prepared national summary for New Leaders stakeholders

Insight Education Group Summer 2019

- Supported program evaluation using quantitative and qualitative methods

Student Achievement Partners Spring 2019

- Completed literature reviews on online professional development

Girls for Technology Summer 2018

- Supported writing of grant application for an afterschool technology program

Helix Learning Partners Summer 2018

- Conducted interviews and wrote evaluation report for School Systems Leaders Fellowship (SSLF)

K-12 Educator

The Berkeley Carroll School, Brooklyn NY

Middle School Technology Integrator 2013-2016

Fifth Grade Humanities Teacher 2010-2016

Director, The Creative Arts Summer Program 2008-2016

PRESENTATIONS

- Lamb, A.J., Donaldson, M., & Kamin, S. (2024, March). *District leaders' perspectives on developing and implementing district ARP-ESSER plans*. Association for Education Finance and Policy, Baltimore, MD.
- Lamb, A.J., Weiner, J.M., Kaufman, J., & Werblow, J. (2024, April). *Leaders' theories of action in ARP-ESSER planning*. Educational Change SIG. AERA Annual Meeting, Philadelphia, PA.
- Lamb, A.J., Donaldson, M., & Kamin, S. (2024, April). *District leaders' perspectives on developing and implementing district ARP-ESSER plans*. Division A. AERA Annual Meeting, Philadelphia, PA. [Poster]
- Lamb, A.J., Weiner, J.M., Kaufman, J., & Werblow, J. (2023, November). *Leaders' theories of action in ARP-ESSER planning*. University Council of Education Administration, Minneapolis, MN.
- Lamb, A.J., Donaldson, M., & Kamin, S. (2023, November). *District leaders' perspectives on developing and implementing district ARP-ESSER plans*. University Council of Education Administration, Minneapolis, MN.
- Lamb, A.J. (2023, April). *Logics of educational technology and their role in educational change*. Organizational Theory SIG. AERA Annual Meeting, Chicago, IL.
- Lamb, A.J. (2023, April). *Learning under pressure: Leading educational change through technology implementation*. Division A. AERA Annual Meeting, Chicago, IL.
- Donaldson, M., Kamin, S., & **Lamb, A.J.** (2023, April). *Following the money: Investigating variations in ARP-ESSER funding applications*. Division L. AERA Annual Meeting, Chicago, IL.
- Lamb, A. J. (2022, November). *Leading change under pandemic pressure: How educational leaders use technology to foster organizational learning*. University Council of Education Administration, Seattle, WA.
- Settlage, J., **Lamb, A.**, & Gonzales, R. (2022, April) *Investigating coaching within principal preparation: Challenges with elevating equity as a leadership priority*. Division A. AERA Annual Meeting, San Diego, CA.
- Lamb, A. J. (2020, November). *Logics of educational technology: Educational leadership, institutional logics, and fostering educational change via technology*. University Council of Education Administration, Virtual Convention.
- Lamb, A. J. (2020, March). *Technology as infrastructure for change: Understanding district leader decision-making about 1:1 educational technology initiatives*. Association for Education Finance and Policy, Fort Worth, TX. [Poster]
- Woulfin, S. L., Cyr, D. E., & **Lamb, A. J.** (2020, April) *Bringing logics to light: A review of empirical applications of institutional logics in the education and social sector literature*. Organizational Theory SIG. AERA Annual Meeting, San Francisco, CA (Conference Canceled)
- Lamb, A. J. (2019, November). *Technology as infrastructure for change: Understanding district leader decision-making about 1:1 educational technology initiatives*. University Council of Education Administration, New Orleans, LA.
- Weiner, J., Kamin, S., & **Lamb, A. J.** (2019, November). *More than a ceiling: Implications of the "Glass Cliff" phenomenon in public school leadership*. University Council of Education Administration, New Orleans, LA.

- Lamb, A. J. (2019, April). *Legally navigating the new digital landscape: Precedent for searching 1:1 devices in schools*. Law and Education SIG. AERA Annual Meeting, Toronto, ON, Canada.
- Lamb, A. J. (2019, April). *Where do we begin?: Understanding district leader decision-making about 1:1 educational technology initiatives*. Districts in Research and Reform SIG. AERA Annual Meeting, Toronto, ON, Canada.
- Weiner, J., Kamin, S., & **Lamb, A. J.** (2019, April). *More than a ceiling: Implications of the “Glass Cliff” phenomenon in public school leadership*. Division A. AERA Annual Meeting, Toronto, ON, Canada.
- Weiner, J., Kamin, S., & **Lamb, A. J.** (2019, March). *More than a ceiling: Implications of the “Glass Cliff” phenomenon in public school leadership*. Association for Education Finance and Policy, Kansas City, MO.
- Lamb, A. J. (2018, November). *Institutional factors in iPad rollout, adoption, and implementation: Isomorphism and LAUSD's iPad program*. University Council of Educational Administration, Graduate Student Summit, Houston, TX.
- Weiner, J., Woulfin, S., **Lamb, A. J.**, Donaldson, M.L. (2018, April) *Dollars and sense? An analysis of district improvement plans' budget allocations*. AERA Annual Meeting, New York, NY.
- Weiner, J. & **Lamb, A. J.** (2018, April). *Shifting to shared leadership: How principals and teacher leaders conceptualize their changing roles*. Educational Change SIG. AERA Annual Meeting, New York, NY.
- Weiner, J. & **Lamb, A. J.** (2017, November). *All together now: A path forward in fostering shared leadership in schools*. University Council of Educational Administration, Denver, CO.
- Lamb, A. J. (2014, May). *Implementing a 1:1 program that deepens academics*. New York Association of Independent Schools, Brooklyn, NY.
- Lamb, A.J. (2013, February) *iPads: A toolkit for creating a digital classroom*. New York Association of Independent Schools: Teaching with Technology Conference, Brooklyn, NY.

UNIVERSITY AND ASSOCIATION SERVICE

Editor (2021-2024)

Lead the Change Newsletter, Educational Change SIG

- Solicit and edit interviews with prominent scholars in the Educational Change community
- Serve on the SIG leadership team

Production Editor (2019-2021)

Lead the Change Newsletter, Educational Change SIG

- Designed and edited layout of monthly newsletter featuring prominent scholars in the Educational Change community

Academic Committee Board Member (2020- 2023)

Legacy College Prep, Bronx, NY

- Supported school leadership in improving academic achievement and leading school change using data-driven instruction and leadership for deeper learning

Dean's Doctoral Committee Member (2018-2019)

University of Connecticut

- Appointed to serve as the student Educational Leadership Department representative to the committee
- Supported doctoral students at Neag through programming and funding opportunities
- Selected recipients of the Dean's Doctoral Scholar program

Doctoral Student Group Chair (2016-2018)

University of Connecticut

- Led student group to organize programming and support for doctoral students at the Neag School of Education

Doctoral Orientation Coordinator (2016-2017)

University of Connecticut

- Planned, organized, and facilitated annual doctoral orientation for the Neag School of Education
- Wrote and sent email newsletters to incoming doctoral students throughout the summer providing support and information

ASSOCIATION MEMBERSHIP

University Council for Education Administration (UCEA)

American Education Research Association (AERA)

- SIG Member and Former Officer: Educational Change
- SIG Member: Organizational Theory
- SIG Member: Leadership for School Improvement
- SIG Member: Districts in Research & Reform
- SIG Member: Technology as an Agent of Change in Teaching and Learning (TACTL), Educational Change
- Member: Division A - Administration, Organization & Leadership
- Member: Division L - Educational Policy and Politics

Association for Education Finance and Policy (AEFP)