

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

Ph.D. Educational Leadership Concentration in Leadership and Educational Policy University of Connecticut	July 2022
<ul style="list-style-type: none">● <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	
M.A. Teaching Social Studies New York University, Steinhardt School of Culture, Education, and Human Development	May 2009
B.A. Anthropology, Minor: Teaching Bowdoin College	May 2007

RESEARCH EXPERIENCE

Postdoctoral Research Associate <i>University of Connecticut - Department of Educational Leadership</i>	2022-2024
CCERC Administrator (Center for Connecticut Education Research Collaboration)	
<ul style="list-style-type: none">● Draft research requests for proposals investigating ARP-ESSER funding in Connecticut districts. Proposals focus on equity, socio-emotional support, and academic recovery● Support management of 15 research projects funded by CCERC including proposals, deadlines, budgets, and logistical support● Design and implement plan for research dissemination● Design, organize, and implement conference for researchers and practitioners	
NETworkEd: Creating communities of Equity and Opportunity in Northeast OH	
<ul style="list-style-type: none">● Manage research team and orchestrate communications with participating groups● Analyze qualitative and quantitative data● Co-author resulting manuscripts	
Theories of Action in ARP-ESSER Plans – Co-PI	
<ul style="list-style-type: none">● Design and implement mixed-method study including ARP-ESSER plan analysis and qualitative interview data collection and analysis	

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

Graduate Assistant

University of Connecticut – Department of Educational Leadership

ARP-ESSER Plan Analysis	Summer 2022
<ul style="list-style-type: none"> • Design and implement a mixed-method analysis on state funding applications 	
Equity-Centered and Culturally Competent Educational Leader Development: Investigating Influences of Programmatic Coaching	2020-2022
<ul style="list-style-type: none"> • Designed and conducted qualitative interviews and focus groups, analyzed data, and co-authored resulting manuscripts 	
Investigating the Relationship between Organizational Conditions and Technology Use	2019-2021
<ul style="list-style-type: none"> • Designed research study, authored grant application to the Dean’s Incentive Fund, and conducted statistical and document analyses 	
Evaluating the STEP Process	2019-2021
<ul style="list-style-type: none"> • Conducted interviews and focus groups, supported quantitative analysis of survey data, and conducted literature review 	
Empowering Women Leaders	2018-2019
<ul style="list-style-type: none"> • Led focus groups at the Women in the District Institutes 	
Evaluating Alliance District Plans for Improvement	2016-2017
<ul style="list-style-type: none"> • Conducted qualitative analysis of district improvement plans, conducted literature review, and managed project logistics 	
Evaluating the Impact of the National Academy of Advanced Teacher Education (NAATE)	2016-2017
<ul style="list-style-type: none"> • Conducted qualitative interviews, conducted qualitative analysis of interview transcripts, co-authored resulting manuscript, and managed project logistics 	

PUBLICATIONS

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

- 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.

In Preparation

- Lamb, A.J.** Logics of educational technology.
- Woulfin, S., **Lamb, A.J.**, & Cyr, D. Animating the logics perspective to understand dilemmas of reform: A review of the pre-K to 12 education and social sector literature.

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.

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

HIGHER EDUCATION TEACHING EXPERIENCE

Instructor

University of Connecticut, Department of Educational Leadership Fall 2023

- Policies for Improvement: Mobilizing School and Community (EDLR 6466)
- Designed and taught doctoral level course for Ed.D. students examining current and historical education policy through theoretical inquiry

Trinity College, Department of Educational Studies Spring 2022

- Leadership for Educational Change (EDUC 322) Spring 2024
- Designed and taught course examining organizational change through theoretical inquiry and qualitative research

University of Connecticut, UCONN Administrator Preparation Program Spring 2021

- 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

University of Connecticut, STEM Teacher Certification Program for College Graduates (TCPCG) Summer 2019

- Enhancing Classroom Curriculum with Computers and Electronic Media (EDCI 5825) Summer 2020
- Designed and taught course on the integration of technology in the STEM classroom for pre-service STEM teachers
- Offered course in a virtual format in 2020 and in person in 2019

Teaching Assistant

University of Connecticut, Department of Educational Leadership Spring 2021

- Doctoral Seminar in the History of K-12 Education Reforms, 1890-present (EDLR 6323)

Guest Lecturer

University of Connecticut, Department of Educational Leadership Fall 2020

- Educational Policy and Politics (EDLR 6313)
- Presented to doctoral students on designing infrastructure for educational change through technology

University of Connecticut, Department of Educational Leadership Fall 2020

- Teacher Leadership and Organizations (EDLR 5015)
- Presented to pre-service teachers on educational technology leadership

University of Connecticut, UCONN Administrator Preparation Program Spring 2019

- Creating and Sustaining a Positive School Culture (EDLR 5310)
- Presented to pre-service principals on creating a culture conducive to successful technology integration for educational change

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., 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-)

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 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)