

Patricia Ellen Burch

Address:

Department of Educational Policy Studies	Wisconsin Center for Education Research
University of Wisconsin- Madison	1025 West Johnson Street
1000 Bascom Mall, Room 257	Room 863R
Madison, WI	Madison, WI
(phone) 608-262-1717	(phone) 608-263-2863

Education:

2000	Ph.D., Education, Stanford University	Stanford, CA
1998	M.A., Sociology, Stanford University	Stanford, CA
1991	M.A., Education, Harvard University	Cambridge, MA
1985	B.A., English, Oberlin College	Oberlin, OH

Dissertation:

Moving from the Margins to the Mainstream. Defended and submitted, May, 2000. Degree conferred, May, 2000. Stanford University.

Positions Held:

Fall 2003 - present	Assistant Professor, Department of Educational Policy Studies, University of Wisconsin-Madison, Madison, WI
2008-present	Affiliate, Robert M. La Follette School of Public Affairs, University of Wisconsin-Madison, Madison, WI
Spring 2003	Visiting Lecturer, Department of Educational Policy Studies, University of Wisconsin-Madison, Madison, WI
1998-2002	Principal Investigator, School-Central Office Interaction Study, School of Education, Northwestern University, Evanston, IL
1999-2001	Post-doctoral Fellow, Distributed Leadership Study, School of Education, Northwestern University, Evanston, IL
2000	Visiting Lecturer, University of Illinois-Chicago, School of Education, Chicago, IL
2000	Consultant, Small Schools Workshop, Chicago IL
1995-2000	Research Associate, Center for Research on the Context of Teaching, Stanford University, School of Education, Stanford, CA
1996	Consultant, Center on Work and Family, Boston University, Boston, MA

1994-1995 Research Assistant, Accelerated Schools Network, Stanford University,
School of Education, Stanford, CA

1991-1994 Senior Research Associate, Boston University, Institute of Responsive
Education, Boston, MA

Publications: * indicates peer reviewed publications

Books

1. *Burch, P. (in press). *Hidden Markets: The New Education Privatization*. New York: Routledge. The Critical Social Thought Series.

Journal Articles

2. *Burch, P, Theoharis, G. & Rauscher E. (in press). Class size reduction in practice: Investigating the influence of the elementary school principal. *Educational Policy*.
3. *Burch, P. (2007). The professionalization of instructional leadership in the United States: Competing values and current tensions. *Journal of Education Policy*, (22)2, 195-214.
4. *Burch, P. (2007). Educational policy and practice from the perspective of institutional theory: Crafting a wider lens. *Educational Researcher*, 36(2), 84-95.
5. *Burch, P., Steinberg, M., & Donovan, J. (2007). Supplemental educational services and NCLB: Policy assumptions, market practices, emerging issues. *Educational Evaluation and Policy Analysis*, 29(2), 115-133.
6. *Burch, P. (2006). The new educational privatization: Educational contracting and high stakes accountability. *Teachers College Record*, 108 (12), 2582-2610.
7. Burch, P., Donovan, J., & Steinberg M. (October 2006). The new landscape of educational privatization in the era of NCLB: Markets, supplemental education services and No Child Left Behind. *Phi Delta Kappa*, 88(2), 86-90.
8. *Burch, P. & Spillane, J. (2005). How subjects matter in district office practice: Instructionally relevant policy in urban school district redesign. *Journal of Educational Change*, 6 (1), 51-76.

9. *Burch, P. & Spillane, J. (2003, May). Elementary school leadership strategies and subject matter: Reforming mathematics and literacy instruction. *The Elementary School Journal*, 103(5), 519-535.
10. *Spillane, J., Diamond, J., Hallett, T., Halverson, R., & Burch, P. (2002). Managing in the middle: School leaders and the enactment of accountability policy. *Educational Policy*, 16(5), 731-762.
11. *Burch, P. & Palanki, A. (1994). Parent-teacher action research: Supporting families through family-school-community partnership. *Journal of Emotional and Behavioral Problems*, 2(4), 16-18.
12. *Burch, P. (1993). Circles of change: Action research on family-school-community partnerships. *Equity and Choice*, 10(1), 11-16.

Book Chapters

13. *Burch, P. & Hayes, T. (2008). The role of private firms in data-based decision-making. In T. Kowalski, & T. Lasley (Eds.), *Handbook on Data-based Decision Making in Education* (pp. 54-71). New York: Taylor Francis
14. *Burch, P. (2007). School leadership practice and the school subject: The Baxter case. In J. Spillane & J. Diamond (Eds.), *Distributed Leadership in Practice*. (pp. 129-146). New York: Teachers College Press.
15. *Spillane, J. & Burch, P. (2007). The institutional environment and instructional practice: Changing patterns of guidance and control in public education. In H.D. Meyer & B. Rowan (Eds.), *The New Institutionalism in Education*. (pp. 87-102). Albany: SUNY Press.
16. *Burch, P. (2002). Constraints and opportunities in changing policy environments: Intermediary organizations' response to complex district contexts. In A. Hightower, M. Knapp, J. Marsh, & M. McLaughlin, (Eds.), *School Districts and Instructional Renewal*. (pp. 111-126). New York: Teachers College Press.

Research Reports and Policy Briefs

17. Burch, P. (2008). The professionalization of instructional leadership in the United States: Competing values and current tensions. In *School leadership – International perspectives*. Vienna: Peter Lang Publishing Group.

18. *Burch, P. (2007). *Supplemental Educational Services under NCLB: Emerging Evidence and Policy Issues*. East Lansing, MI: The Great Lakes Center for Education Research and Practice.
19. Burch, P. & Spillane, J. (2004). *Leading from the Middle: Mid-Level District Staff and Instructional Improvement*. Chicago, Illinois: Cross City Campaign for Urban School Reform.
20. Casey, J. & Burch, P. (1997). *Catalyst for Educational Change: Promoting the Involvement of Working Parents in their Children's Education*. Boston, MA: Center for Work and Family.
21. *Burch, P., Palanki, A., & Davies, D. (1995). *From Clients to Partners: Four Case Studies of Collaboration and Family Involvement in Schools*. Baltimore, MD: Johns Hopkins University. Center on Families, Communities, Schools and Children's Learning.
22. Davies, D., Burch, P., & Palanki, A. (1993). *Fitting Policy to Family Needs: Delivering Comprehensive Services Through Collaboration and Family Involvement*. Baltimore, MD: Johns Hopkins University. Center on Families, Communities, Schools and Children's Learning.
23. Davies, D., Palanki, A., & Burch, P. (1993). *Getting Started: Action Research in Family School-Community Partnerships*. Baltimore, MD: Johns Hopkins University. Center on Families, Communities, Schools and Children's Learning.
24. Davies, D., Burch, P., Johnson, V.R., (1992). *A Portrait of Schools Reaching Out: Report of a Survey on Practices and Policies of Family-community-school Partnerships*. Baltimore, MD: Johns Hopkins University. Center on Families, Communities Schools & Children's Learning.

Research and Publications in Progress

Co-Investigator, (Carolyn Heinrich and Robert Meyer). A Multisite Evaluation of the Impact of Supplemental Educational Services under NCLB. (July 2009-July 2014). Institute of Education Sciences (invited grant proposal submitted October 1, 2008).

Evaluation Team Leader, (Geoffrey Borman, Principal Investigator) Center on Turning around Chronically Low-Performing Schools. Institute of Education Sciences (submitted October 1, 2008).

Co-Investigator (Louse Watson) Market-Based Policy Initiatives in Comparative and International Perspective. United States Studies Center. Sydney, Australia.

*Burch, P. The other side of accountability: Markets, institutional processes and interim assessments. *Peabody Journal of Education*. Invited paper for focus issue on interim assessments (under review).

*Burch, P, Good, A, & Rauscher, E. The role of districts in class size reduction initiatives. *Educational Evaluation and Policy Analysis*. (reviewed, in revision).

Research Support:

Principal Investigator, Supplemental Educational Services in the Milwaukee Public Schools: Looking Inside the Black Box of Tutoring Practice (July 2008 – July 2009). The Graduate School. University of Wisconsin-Madison. Amount: \$27,000.

Leader, Qualitative Research Component (Robert Meyer and Carolyn Heinrich). A Longitudinal Evaluation of Supplemental Educational Services in the Milwaukee Public Schools. Milwaukee Public Schools. (January 2008-July 2008). Amount: \$500,000.

Co-Principal Investigator, (Elizabeth Graue and Robert Meyer) An Integrated Qualitative and Quantitative Evaluation of the SAGE Program (July 2005-July 2007). Wisconsin Department of Public Instruction. Amount: \$500,000.

Principal Investigator, The Role of the District in Class Size Reduction Policy. The Graduate School. University of Wisconsin-Madison. (June 2004-June 2005). Amount: \$17,173.

Co-Principal Investigator (James P. Spillane), District-School Collaboration Study. John D. and Catherine T. MacArthur Foundation and the Spencer Foundation. (January 1999-January 2002). Amount: \$1.3 million.

Representative List of Presentations:

Heinrich, C. & Burch, P (2008). Supplemental educational services under No Child Left Behind: Examining enrollment and impact in the Milwaukee Public Schools. Symposium paper presented at the Annual Meeting of the American Educational Research Association. New York, NY.

Burch, P. (2007). Unequal scrutiny: Private providers, accountability and NCLB. Wisconsin Center for Education Research. Madison, WI.

Burch, P. (2007). Privatization and NCLB. Paper presented at Education and Educational Research in an Era of Accountability: Insights and Blind Spots. University of Wisconsin-Madison. Madison, WI.

Burch, P. & Good, A. (2007). Policy implementation in class size reduction: Inside the black box of district practice. Symposium paper presented at the Annual Meeting of the American Educational Research Association. Chicago, IL.

Burch, P. (2007). Supplemental educational services: Emerging research and policy issues. Symposium paper presented at the Annual Meeting of the American Educational Research Association. Chicago, IL.

Burch, P. (2006). Educational policy and practice from the perspective of new institutional theory: Crafting a wider lens. Symposium paper presented at the Annual Meeting of the American Educational Research Association. Chicago, IL.

Burch, P. & Fadali, E. (2006). Class size reduction in practice: How, when, and why SAGE works. Workshop presentation at the New Wisconsin Promise Conference. Madison, WI.

Burch, P. & Steinberg, M. (2006). Supplemental educational services, markets, and NCLB. Paper presented at the Annual Public Policy and Management Association Conference. Madison, WI.

Burch, P. (2005). Living with the No Child Left Behind Act. American Education Week. University of Wisconsin-Madison, Madison, WI.

Burch, P. (2005). The new educational privatization. Paper presented at NCLB and the Federal Role in Education: Accountability and Education in America's Public Schools. University of Wisconsin-Madison, Madison, WI.

Burch, P. (2005). The professionalization of instructional leadership in the United States: Competing values and current tensions. Paper presented at the International Seminar on School Leadership. Erfurt, Germany.

Burch, P. (2005). Living with the No Child Left Behind Act: Emerging policy issues and local responses. Workshop given at the La Follette Leadership Seminar for State Legislators. Madison, WI.

Burch, P. & Theoharis, G. (2005). The role of the school principal in class size reduction. Symposium paper presented at the Annual Meeting of the American Educational Research Association. Montreal, Canada.

Burch, P. (2005). How subjects matter in district office practice: Instructionally relevant policy in urban school district redesign. Symposium paper presented at the Annual Meeting of the American Educational Research Association. Montreal, Canada.

Burch, P. (2005). The new educational privatization: Educational contracting and high stakes accountability. Paper presented at the American Sociological Association. San Francisco, CA.

Burch, P. (2004). School districts, private organizations and the enterprise of high stakes accountability. Paper presented at the University of Chicago Harris School of Public Policy's conference on Developmental, Economic and Policy Perspectives on the Federal No Child Left Behind Act. Chicago, IL.

Burch, P. (2002). Intermediary actors and tools in the enactment of district accountability policies. Symposium paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, LA.

Burch, P. & Spillane, J. (2001). How the subjects matter: A preliminary exploration of how principals' beliefs about math and literacy shape their reform strategies. Paper presented at the Annual Meeting of the American Educational Research Association. Seattle, WA.

Burch, P. (2000). Moving from the margins to the mainstream: Expanding the local policy impact of teacher professional development reform. Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, LA.

Teaching Areas and Advising:

Urban Youth and Education Policy (Undergraduate)
Problems in Education Policy (Undergraduate)
Issues in Educational Policy Analysis (Graduate)
Qualitative Research Methods (Graduate)
Markets and Education (Graduate)

Served on 14 masters committees (9 as major professor). Served on 13 Ph.D. committees (three as major professor).

Service:

Professional

2008 Conference Panel (with Matthew Steinberg). Supplemental educational services under No Child Left Behind: Examining the evidence. Annual Meeting of the American Educational Research Association. New York, NY.

- 2007 Conference (with Department of Educational Policy Studies). Education and Educational Research in an Era of Accountability: Insights and Blind Spots. February, 2007. University of Wisconsin-Madison. Madison, WI.
- 2007 Conference Panel (with Beth Graue, Erica Rauscher). Class size reduction in policy and practice. Annual Meeting of the American Educational Research Association. Chicago, IL.
- 2007 Conference Panel (with Gail Sunderman). Supplemental educational services: Emerging research and policy issues. Annual Meeting of the American Educational Research Association. Chicago, IL.
- 2006 Conference Panel. Educational policy and institutional theory: Crafting a wider lens. Symposium paper presented at the Annual Meeting of the American Educational Research Association. Chicago, IL.
- 2005 Conference (with Department of Educational Policy Studies). NCLB and the Federal role in Education: Accountability and Education in America's Public Schools. University of Wisconsin-Madison, Madison, WI.
- 2005 Conference Panel. How the subjects matter: Instructionally relevant policy in urban school district redesign. Annual Meeting of the American Educational Research Association. Montreal, Canada.

1995-present Member, American Educational Research Association

2002-present Journal Referee, *American Education Research Journal*, *Educational Policy*, *Educational Evaluation and Policy Analysis*, *Teachers College Record*.

University Service:

Department:

Willing Award
Lecturers and Teaching Assistants Committee
Policy Concentration Search Committee
EPS Annual Conference Committee
Admissions Committee

School of Education:

Institutional Review Board Committee (3 year term)
Instructional Technology Policy Advisory Council

Patricia Ellen Burch
www.education.wisc.edu/eps/faculty/burch

Coordinating Council for Teacher Education

University:

Faculty Associate, Robert M. La Follette School of Public Affairs, University of Wisconsin-Madison.

Freshman Interest Group Lead Instructor

Public:

Consultant, Milwaukee Public Schools, Wisconsin Department of Public Instruction.

Consultant, Wisconsin Achievement Gap Project: Regional Education Laboratory.