

# Chase Nordengren, PhD

Portland, Ore. | 971-506-4164 | chase@semicolons.net | linkedin.com/in/cnordengren

---

Educational researcher and author with thirteen years of experience in program evaluation and thought leadership to support educator success and organizational growth. My work emphasizes the ability of all students and teachers to succeed through individualized learning, a focus on effective data use, and the pragmatic use of qualitative and quantitative research.

## ACCOMPLISHMENTS

- Created and supervised team executing program evaluation strategy for NWEA professional learning to support internal improvement activities and encouraged deeper engagement with partner schools and districts. Led to a \$400,000 contract to evaluate an independent state-wide professional learning program as well as additional engagement opportunities for NWEA professional learning.
- Designed and executed “The Transformative Ten”, a qualitative research project that both identified high growth instructional practices and helped define NWEA public identity post-merger. Outputs included research paper, mini documentary, instructional videos and interactive feature.
- Published Step into Student Goal Setting with Corwin Press, a teacher-friendly guide to research and best practices using goals to motivate learners and drive student growth. The book pioneered the NWEA Learning & Improvement Services team’s thought leadership strategy and generated connected professional learning, providing new revenue stream.
- Awarded pre-doctoral fellowship by the University of Washington sponsored by the US Department of Education Institute for Educational Sciences in mixed methods research across the P-20 continuum.

## CORE COMPETENCIES

Program evaluation | Needs assessment | Qualitative research | Quantitative research | Survey design  
Mixed methods research | Structural equation modeling | R | nVivo | Atlas.ti | SPSS | Strategic planning  
Theory of action development | Thought leadership | Research communications | Media engagement  
Collaborative design | Action research | Classroom observation | Business development | Compliance

## LEADERSHIP PRINCIPLES

Curiosity | Pragmatism | Bias for Action | Mission-Driven | Take Ownership

## WORK EXPERIENCE

**Principal Research Lead, Effective Instructional Strategies**

2022-01 — 2023-12

NWEA (acquired by Houghton Mifflin Harcourt), Portland, OR

**Research - 50% | Strategic Leadership - 20 % | Business Development - 30 %**

- **Research:** Conducted mixed-methods primary research on effective instructional practice and managed program evaluation services team
- **Strategic Leadership:** Built organization’s theory of action and provided ongoing internal learning and marketing support
- **Business Development:** Supported sales enablement for program evaluation services and product-independent learning, primary SME for RFP development

# Chase Nordengren, PhD

Portland, Ore. | 971-506-4164 | chase@semicolons.net | linkedin.com/in/cnordengren

---

**Senior Research Scientist, Professional Learning**  
NWEA, Portland, OR

2019-01 — 2021-12

**Research - 50 % | Program Evaluation - 50 %**

- **Research:** Conducted research on effective instruction and impact of professional learning
- **Program evaluation:** Developed and executed program evaluation as a new service offering

**Research Scientist**  
NWEA, Portland, OR

2016-07 — 2018-12

**Research - 75% | Product Development - 25%**

- **Research:** Executed primary and secondary research on product innovation, teacher and administrator use of assessment data, and assessment validation
- **Product development:** Served as SME on new product development in social-emotional learning

**Administrator, Human Subjects**  
University of Washington, Seattle, WA

2015-06 — 2016-06

**Compliance - 75% | Administration - 25 %**

- **Compliance:** Conducted independent analysis of biomedical and behavioral research studies for compliance with federal and state laws
- **Administration:** Advised researchers on ethical research conduct and supervised execution of human subjects requirements

**Team Leader**  
National Council on Teacher Quality, Washington, DC

2010-01 — 2011-07

**Research - 75% | Management - 25%**

- **Research:** Supported development and implementation of first national review of teacher preparation programs, including data gathering and analysis
- **Management:** Led team of evaluators in data gathering and analysis

## EDUCATION

**PhD - Leadership, Policy and Organizations in K-12 Systems**  
University of Washington College of Education, Seattle, WA

2011-2015

**PhD certificate - Public Policy and Management**

University of Washington Evans School of Public Policy and Governance, Seattle, WA

2012-2013

**BA - Politics *summa cum laude***

The Catholic University of America, Washington, DC

2006-2010

## PUBLICATIONS

Nordengren, C. (2023). The transformative ten: Instructional strategies learned from high-growth schools [White Paper]. NWEA. <https://www.nwea.org/resource-center/resource/the-transformative-ten-instructional-strategies-learned-from-high-growth-schools/>

# Chase Nordengren, PhD

Portland, Ore. | 971-506-4164 | chase@semicolons.net | linkedin.com/in/cnordengren

---

- Nordengren, C. (2023, April 24). How to Use Formative Assessment to Accelerate Learning [Interview]. <https://www.edweek.org/teaching-learning/how-to-use-formative-assessment-to-accelerate-learning/2023/04>
- Nordengren, C. (2023, November 1). How 2 Exceptional Illinois Schools Are Propelling Academic Growth for Students. The 74. <https://www.the74million.org/article/how-2-exceptional-illinois-schools-are-propelling-academic-growth-for-students/>
- Nordengren, C. R. (2023). Development and validation of a survey on outcomes of professional learning. *Professional Development in Education*, 49(3), 478–490. <https://doi.org/10.1080/19415257.2020.1862276>
- Andres, A. J., & Nordengren, C. (2022). Theory of action: The care and feeding of your mission. *Phi Delta Kappan*, 104(3), 42–47.
- Nordengren, C. (2022). *Step Into Student Goal Setting: A Path to Growth, Motivation, and Agency*. Corwin Press.
- Nordengren, C. and Guskey, T. (2020, October). Chart a clear course: How evaluation builds better and more relevant professional learning. *The Learning Professional*. <https://doi.org/10.5281/zenodo.4321488>
- Nordengren, C. (2019). Goal-setting practices that support a learning culture. *Phi Delta Kappan*, 101(1), 18-23. <https://doi.org/10.1177/0031721719871558>
- Guerreiro, M., and Nordengren, C. (2018). “No fun games”: Engagement effects of two gameful assessment prototypes. *Journal of Research on Technology in Education*, 50(2), 134-148. <https://doi.org/10.1080/15391523.2018.1426063>
- Nordengren, C. (2016). Teaching new dogs new tricks: Teacher leadership in the Performance Assessment for California Teachers (PACT). *Issues in Teacher Education*, 25(1), 91–106. <https://doi.org/10.5281/zenodo.4321435>
- Nordengren, C. (2015). Four decades of collective leadership: The connection between leadership theories of action and student achievement. In A. Bowers, B. G. Barnett, and A. R. Shoho (Eds.), *International Research on School Leadership: Vol. 6. Challenges and opportunities of educational leadership research and practice: The state of the field and its multiple futures*. Information Age Publishing. <https://doi.org/10.5281/zenodo.4323443>
- Bellamy, G. T., Crockett, J. B, and Nordengren, C. (2014). Preparing school leaders for every student’s learning (Document No. LS-2). Refereed Working Paper, University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center: [https://cedar.education.ufl.edu/wp-content/uploads/2014/09/LS-2\\_FINAL\\_09-18-14.pdf](https://cedar.education.ufl.edu/wp-content/uploads/2014/09/LS-2_FINAL_09-18-14.pdf)
- Nordengren, C. (2009). Social capital in urban public school leadership, *The Dialectics*, 3: 20-26. <https://doi.org/10.5281/zenodo.4321784>

## **PRESENTATIONS AND PUBLIC ENGAGEMENT**

- Nordengren, C. (2022a, January 27). Goal setting: Empowering learners to own their learning [Concurrent session]. FETC, Orlando, FL.
- Nordengren, C. (2022b, February 12). Using goals to build reader resilience: Connecting to what readers care about [Keynote]. Nevada Read by Grade 3 Literacy Summit, Virtual.
- Nordengren, C. (2022c, February 17). Using goal setting to drive growth and empower learners [Concurrent session]. ESEA, New Orleans, LA.
- Nordengren, C. (2022a, January 27). Goal setting: Empowering learners to own their learning [Concurrent session]. FETC, Orlando, FL.

# Chase Nordengren, PhD

Portland, Ore. | 971-506-4164 | chase@semicolons.net | linkedin.com/in/cnordengren

---

- Nordengren, C. (2022b, February 12). Using goals to build reader resilience: Connecting to what readers care about [Keynote]. Nevada Read by Grade 3 Literacy Summit, Virtual.
- Nordengren, C. (2022c, February 17). Using goal setting to drive growth and empower learners [Concurrent session]. ESEA, New Orleans, LA.
- Fisher, D., Frey, N., Hattie, J., Nordengren, C., & Smith, D. (2020, October 28). A joint panel discussion with Corwin authors and NWEA researchers: Leading instruction and assessment from a distance [Webinar]. Corwin, Virtual. <https://us.corwin.com/en-us/nam/a-joint-panel-discussion-with-corwin-authors-and-nwea-researchers-leading-instruction-and-assessment>
- Nordengren, C. (2020a, November 23). Making it work: Formative assessment in virtual instruction [Concurrent session]. New York State Association for Computers and Technologies in Education, Virtual. <https://doi.org/10.5281/zenodo.4323441>
- Nordengren, C. (2020b, December 7). Survey methods to measure professional learning's impact [Concurrent session]. Learning Forward, Virtual. <https://doi.org/10.5281/zenodo.4321802>
- Nordengren, C. (2018, November 8). Assessing social-emotional learning: A guide for the perplexed [Concurrent session]. Schools of the Future, Honolulu, HI. <https://doi.org/10.5281/zenodo.4321826>
- Nordengren, C. (2014). Identification of school leaders in small-n cases using qualitative and quantitative network analysis. 30.
- Bellamy, G. T., Crockett, J. B., & Nordengren, C. (2014). Preparing school leaders for every student's learning.
- Bellamy, G. T., Nordengren, C., Portin, B. S., & Hopkins, P. (2013, October). What internship experiences support principal-candidate learning? University Council for Educational Administration Annual Convention.
- Nordengren, C. (2013, October). Models of organizational culture: Markets, hierarchies and networks in the educational leadership case literature. University Council for Educational Administration.
- Nordengren, C. (2013, April). Connecting culture and collective leadership: Examining the current literature. American Educational Research Association.
- Nordengren, C. (2012). Collective leadership models in educational research: Towards a focus on theories of action. 63.