

Chase Nordengren, PhD

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

Mixed methods researcher and program evaluator with thirteen years of experience in quantitative and qualitative educational research, theory of action construction, productization, and media engagement.

ACCOMPLISHMENTS

- Created and supervised team executing program evaluation strategy for NWEA professional learning (\$450,000 in revenue; 2500+ participants, including quantitative and qualitative data gathering and reporting, product development, marketing, RFP development, and staff supervision)
- Drove organizational engagement through internal and external thought leadership, including best-selling book through Corwin Press, multimedia presentation of high growth instructional practices, and developing an internal theory of learning through cross organizational collaboration, and engagements with evaluation thought leader Thomas Guskey
- 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; taught intensive qualitative methods and mixed methods research practicum courses

EDUCATION

PhD - Leadership, Policy and Organizations in K-12 Systems 2011-2015
University of Washington College of Education, Seattle, WA

- Certificate: Mixed Methods Educational Sciences
- Included coursework in multilevel modeling, social network research, qualitative and mixed methods research, survey design, and program evaluation

PhD certificate - Public Policy and Management 2012-2013
University of Washington Evans School of Public Policy and Governance, Seattle, WA

BA - Politics *summa cum laude* 2006-2010
The Catholic University of America, Washington, DC

WORK EXPERIENCE

Principal Research Lead, Effective Instructional Strategies Jan 2022 to Dec 2023
NWEA (acquired by Houghton Mifflin Harcourt), Portland, OR

Research - 50% | Strategic Leadership - 50 %

- **Research:** Managed program evaluation services team; developed thought leadership on effective instruction through primary research and media engagement
- **Strategic Leadership:** Built organization's theory of learning through cross-organizational leadership; lead sales enablement for program evaluation services and product-independent learning; primary SME for RFP development

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Senior Research Scientist, Professional Learning

Jan 2019 to Dec 2021

NWEA, Portland, OR

Research - 50 % | Program Evaluation - 50 %

- **Research:** Acted as SME on formative assessment, psychometrics, and research methods
- **Program evaluation:** Built program evaluation services through academic collaboration, sales enablement development, and instrument piloting

Research Scientist

Jul 2016 to Dec 2018

NWEA, Portland, OR

Research - 75% | Product Development - 25%

- **Research:** Lead primary and secondary research on new product innovations (game-driven assessment, teacher use of assessment, student goal setting)
- **Product development:** Served as SME on new product development in social-emotional learning

Administrator, Human Subjects

Jun 2015 to Jun 2016

University of Washington, Seattle, WA

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

Research Fellow and Adjunct Instructor

Aug 2011 to May 2016

University of Washington, Seattle, WA

Research - 50% | Teaching - 50 %

- **Research:** Supported qualitative and quantitative faculty research in educational leadership, special education, family engagement
- **Teaching:** Taught intensive practicum courses in qualitative methods and mixed methods research; mentored 30+ student research projects

Team Leader

Jan 2010 to Jul 2011

National Council on Teacher Quality, Washington, DC

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

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

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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/>
- 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
- 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.

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- 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.