Rachel Lander

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**EDUCATION**

**Doctor of Philosophy, Curriculum, Teaching, and Educational Policy**

Michigan State University, East Lansing, MI

May 2005

**Master of Education, Curriculum and Instruction**

Concentration in Urban Education

Arizona State University, Tempe, AZ

May 1998

**Bachelor of Arts, English Literature**

University of Wisconsin-Madison, Madison, WI

Graduated with Honors

May 1994

**RESEARCH EXPERIENCE**

**Senior Scientist, University of Wisconsin-Milwaukee,** January 2013-present

Center for Urban Population Health

Funding Sources: Milwaukee Public Schools, Northwestern Mutual Foundation, TOSA Foundation

* Facilitating strategic planning, coaching, and collaboration for Milwaukee Partnership Schools
* Developing *Steps for Success Field Guide & Institute* and serving as a creative change agent
* Specializing in Implementation Science
* Evaluating arts integration initiative in Milwaukee Public Schools
* Evaluated culinary arts program and literacy programs in Milwaukee Public Schools
* Led a collective impact initiative with community partners
* Evaluated mindfulness initiatives within Milwaukee Public Schools
* Created systems-level reporting system for real-time data review for a foundational reading program

**Associate Researcher, University of Wisconsin-Madison,** July 2006-December 2012

Wisconsin Center for Education Research

Funding Sources: Milwaukee Public Schools and Chicago Community Trust

* Led mixed-methods evaluations of district-wide reading programs in Milwaukee Public Schools
* Assisted the Chicago Community Trust in logic modeling and program evaluation requirements
* Collaborated with the special education team at Milwaukee Public Schools

**Director of Literacy Research and Teacher Education, George Washington University,** July 2002-May 2003

Urban Initiative – Juliana Taymans, PhD, Principal Investigator

* Led a study on prospective teachers and high school students in a reading program for at-risk students
* Developed student assessments in the areas of reading and writing
* Created teacher observation and fidelity protocols

**Doctoral Researcher, Michigan State University,** January 2002-November 2005

Critical Literacy – Avner Segal, PhD, Advisor

* Conducted research in a Language Arts classroom in an urban middle school
* Collected, analyzed, and interpreted data collected via interviews, observations, and work samples
* Successfully defended dissertation to faculty committee

**Spencer Research Training Fellow, Michigan State University,** September 2000-May 2001

Ethnographic Methods – Avner Segal, PhD, Advisor

* Received Spencer Research Training Fellowship and participated in intensive research education
* Designed pilot study on ethnographic inquiry in middle school classroom
* Conducted study and presented findings to a committee of peers

**TEACHING EXPERIENCE**

**Course Instructor, George Washington University,** May 2002-May 2005

* Taught master’s level courses including Diagnostic Method of Teaching Reading, Critical Literacy, and Content Area Literacy
* Developed and implemented curriculum
* Provided constructive feedback to students on portfolio assessments

**Field Instructor, George Washington University,** January 2002-May 2003

* Supervised English student teachers in middle and high schools
* Provided clinical training in real-world settings
* Facilitated collaboration between mentor teachers and student teachers

**Course Instructor, Michigan State University,** September 1998-May 2001

* Taught undergraduate level courses including Methods of Teaching Reading
* Helped to develop courses on diversity in education
* Participated in a team designed to improve prospective teacher education

**Elementary and Middle School Teacher, Murphy Elementary District,** September 1994-May 1997

* Taught all subjects including English as a Second Language at W.R. Sullivan School
* Served on the school’s site management team
* Organized after school and summer reading program
* Created a language intensive academy for ESL students
* Participated as a Teach for America Corps member

**RELATED EXPERIENCE**

**Task Force Member, Governor’s Statewide Read to Lead Committee,** June 2011-March 2012

**Educational Consultant, Teaching for Change,** September 2001-May 2003

**DOCTORAL DISSERTATION**

*Critical Literacy: A View from a Classroom* – Avner Segal, PhD, Advisor

**SELECTED PUBLICATIONS, REPORTS AND CONFERENCE PRESENTATIONS**

Baldwin, C. K., & Lander, R. (2018). Developmental Evaluator Functional Role Activities and Programmatic Developments: A Case Study Analysis. American Journal of Evaluation, 1098214017743586.

Lander, R., Brous, R., Sprandel, S., & Westrum, R. (2018). Milwaukee Public Schools’ Culinary Arts Program Evaluation Report. *Milwaukee Public Schools.*

Lander, R., Klingbeil, D., Lynch, R., & Westrum, R. (2017). Evaluation of Transformative Reading Instruction: In Classroom Coaching. *Milwaukee Public Schools.*

Lander, R., & Kasten, M. (in progress). Attainable Impact Model: Because You Can’t Boil the Ocean.

Lander, R., Steele, C., Bukosky, R., & Sanders, M. (2012). “Applying a Fidelity of Implementation Framework in an Urban School Setting.” Presented at the American Educational Research Association Annual Conference, Vancouver, Canada.

Lander, R, Meyer, R, Carl, B, Geraghty, L, Keltz, J, & Pautsch, C. (2009). Evaluation of Milwaukee Public Schools’ READ 180 Intervention Report, 2008.

Thorn, C, Kimball, S, & Lander, R. (2008). Evaluation of the Chicago

Community Trust education initiative: Year three report.

Kimball, S & Lander, R. (2008). ““The Design and testing of evaluation tools to inform foundation education reforms and build grantee capacity.” Presented at the American Evaluation Association Annual Conference. Denver, CO.

Kimball, S, Camburn, E, & Lander, R. (2007). Study of Milwaukee Public Schools literacy coach initiative: Year two report.

Glazier, J and R. Lander (2006). “Critical Literacy in Today’s Schools and Classrooms: Keeping One Foot Inside, One Foot Outside the System.” Presented at the Mid-Winter Assembly for Research Conference of the National Council of Teachers of English, Spring, Chicago, IL.

Lander, R. (2005), *Critical Literacy: A View from a Classroom*. Ph.D. Dissertation, Michigan State University.

**HONORS AND AWARDS**

* Dean’s Scholar Fellowship, Michigan State University, 1998-2002
* Spencer Research Training Fellowship, Michigan State University, 2000-2001
* Teach for America Corps Member, Phoenix, Arizona, 1994-1996