

## PATRICIA ELLEN BURCH

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Room 901 Waite Phillips Hall, Los Angeles, CA 90089-4039  
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### 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

### ACADEMIC POSITIONS

Chair, Ph.D. Program, University of Southern California,  
Rossier School of Education (2017-present)

Co-Director/Founder, Center for Education, Policy, Equity & Governance,  
Rossier School of Education (2017-present)

Associate Professor, University of Southern California,  
Rossier School of Education, Los Angeles, CA (2010-present)

Assistant Professor, Department of Educational Policy Studies,  
University of Wisconsin- Madison, Madison, WI (2003-2009)

Affiliate, Robert M. La Follette School of Public Affairs,  
University of Wisconsin-Madison, Madison, WI (2008-2009)

Visiting Lecturer, Department of Educational Policy Studies,  
University of Wisconsin-Madison, Madison, WI (2003-2004)

Post-Doctoral Fellow, Northwestern University School of Education  
and Social Policy Evanston, IL (2000-2002)

### HONORS AND NATIONAL AND INTERNATIONAL SERVICE ACTIVITIES

University of Southern California Mentoring Award (2018)

Fulbright U.S. Scholar to India, Fulbright U.S. Scholar Program. (2018-2019)

International Editor, *Journal of Education Policy* (Q1 Journal) (2017-present)

Global Education Program Scholar, Erasmus Program and the European Union, Barcelona, Spain (2016-2017)

Faculty Fellow, Haynes Foundation. Los Angeles, CA (2015-2016)

Member, Institute of Education Sciences Department of Education  
Mixed Methods Working Group (2015-2016)

Fellow, National Education Policy Center. Boulder, CO (2014-present)

## PUBLICATIONS

### BOOKS

1. **Burch, P.** and Heinrich, C. (2016). *Mixed methods research for policy and program evaluation*. Thousand Oaks: SAGE Publications.
2. **Burch, P.** & \*Good, A. (2014). *Equal Scrutiny: Privatization and accountability in digital education*. Cambridge, MA: Harvard Education Press.
3. **Burch, P.** (2009). *Hidden markets: The new education privatization. The Critical Social Thought Series*. New York: Routledge.

### ARTICLES

1. **Burch, P.** & \*Miglani, N. (2017). Decisionist models and social fields in the Indian EdTech Movement: Formation, reproduction and resistance. *Journal of Education Policy*. Published online on February 23, 2018  
(<http://www.tandfonline.com/doi/full/10.1080/02680939.2018.1435909>).
2. \*Bingham, A. & **Burch, P.** (October 2017), Navigating middle of the road reforms through collaborative community. *Democracy and Education* 25 (2), Feature Article. Available at: <http://democracyeducationjournal.org/home/vol25/iss2/1>
3. **Burch, P.**, \*Good, A., & Heinrich, C. (2016), Improving access to quality and the effectiveness of digital tutoring in K–12 education *Educational Evaluation and Policy Analysis*, 38(1), 65-67, First published online on March 1, 2016.  
(<https://doi.org/10.3102/0162373715592706>).
4. **Burch, P.** & \*A. Good. (February 2015). More important than the contract is the relationship *Pbi Delta Kappan*. 96(5) 35-39.
5. **Burch, P.** (2014). The role of vendors in the implementation of CCSS: A first look. *Journal of Curriculum and Pedagogy*, 11(1), 37-40.
6. Heinrich, C., **Burch, P.** ,\*Good, A. \*Acosta, R. Cheng, H, Dillender, M, Kirshbaum, C,

Nisar, H., & \*Stewart, M. (2014) Improving the implementation and effectiveness of out of school time tutoring. *Journal of Policy Analysis and Management*, 3(2) 471-494.

7. \*Good, A., **Burch, P.**, \*Stewart, M., \*Acosta, R., & Heinrich, C. (2014). Instruction Matters: Lessons from a mixed method evaluation of out-of-school time tutoring under No Child Left Behind. *Teachers College Record*. 116(3).
8. Bulkley, K. E., & **Burch, P.** (2011). The changing nature of private engagement in public education: For-profit and nonprofit organizations and educational reform. *Peabody Journal of Education*. 86(3), 236-251.

[One of 10 most widely downloaded articles of 2011-2012]

9. **Burch, P.** (2010). After the fall: Education contracting in the wake of the U.S. and global financial crises. *Journal of Education Policy*, 26, 33-38.
10. **Burch, P.** (2010). The bigger picture: Institutional perspectives on interim assessment technologies. *Peabody Journal of Education*, 85(2), 147-162.
11. **Burch, P.**, Theoharis, G., & \*Rauscher E. (2010). Class size reduction in practice: Investigating the influence of the elementary school principal. *Educational Policy* 24(2), 330-358.
12. **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.
13. **Burch, P.** (2007). Educational policy and practice from the perspective of institutional theory: Crafting a wider lens. *Educational Researcher*, 36(2), 84-95.
14. **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.
15. **Burch, P.** (2006). The new educational privatization: Educational contracting and high stakes accountability. *Teachers College Record*, 108(12), 2582-2610.
16. **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 Kappan*, 88(2), 86-90.
17. **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.
18. **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.

19. 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.

## BOOK CHAPTERS

1. **Burch, P.**, & \*Smith, J.M.A. (February 2016). The undemocratic side of private contracting. In Mathis, W. & Trujillo, T. Editor (Eds.) (pp. 393-407). *Test-based education reforms: lessons from a failed agenda, promises for success*. Information Age Publishing.
2. **Burch, P.**, \*LaFave, A. L., & \*Smith, J. M. A. (2016). Corporate elites and the student identity market. In H. M. Gunter, D. Hall, & M. W. Apple (eds.), (pp. 393-407). *Corporate Elites and education policy*. Bristol, UK: Policy Press at the University of Bristol.
3. **Burch, P.**, \*LaFave, A., & \*Good, A. (2015). Contracting for digital education in the Common Core era. In Jon Supovitz and James Spillane, Eds. *The politics and policies of Common Core state standards*. (pp.123-131). Cambridge, MA: Rowman-Littlefield
4. **Burch, P.** (2015). Supplemental Education Services. Dominic Brewer and Larry Picus, Eds. *Handbook on Education and Finance*.
5. **Burch, P.**, & \*Smith, J. (2015), Enterprise education policy and embedded layers of corporate influence. In *Mapping corporate education reform*, (Eds), Wayne Au and Joseph Ferrare. (pp.190-206). New York: Routledge.
6. \*Acosta, R., **Burch, P.**, \*Good, A., & \*Stewart, M. (2013). The devil is in the details: Examining equity mechanisms in the design of supplementary educational services. In G.L. Sunderman (Ed.), *Charting reform, achieving equity in a diverse nation*. Charlotte, NC: Information Age.
7. **Burch, P.** (2010). Local and Federal models of education contracting: Convergence or collision? In K. Bulkley, J. Henig, & H. Levin (Eds). pp. 251-277). *Between public and private: Contracting regimes and urban school reform*. Cambridge: Harvard Education Press.
8. **Burch, P.** (2010) The professionalization of instructional leadership in the United States: Competing values and current tensions. In Huber, S. (Ed.) (pp. 125-135). *School Leadership – International Perspectives*. Springer: Berlin, Germany.
9. **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.
10. **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.

11. 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.
12. **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.

## **Highlights - GOVERNMENT, RESEARCH, POLICY REPORTS,**

Burch, P. (April 11, 2015). Mixed methods in Education Research Institute of Education Sciences Technical Working Group. Presentation to the Directors of the Institute of Education Sciences. Washington, DC. (March 15, 2012)

Burch, P. & Heinrich, C. (March 2015 & March 2013). Presentation at the Institute of Education Sciences Meeting of Principle Investigators. Washington, DC.

Burch, P. (March, 2014). Privatization of services in public education. National Association of School Superintendents. Long Beach, CA.

Burch, P. (February 2014). SES and beyond: Lessons for out of school time programming from a four-year, Multi-site study of supplemental education services. Public Webinar. SES IQ Squared.

Burch, P. (January 2014). The conversation before the contract. Tennessee Department of Education: Nashville, TN.

Burch, P., & Heinrich, C. (September 6, 2012). Alliance for Progress invited panel. Partnerships between researchers and State/District personnel for program and policy evaluations. Society for Research on Educational Effectiveness. Washington, DC.

Heinrich, C and Burch, P. (March 11, 2011). *The implementation and effectiveness of Supplemental Educational Services (SES): A review and recommendations for program improvement*. Prepared for the Center for American Progress-American Enterprise Institute. Conference on the reauthorization of ESEA/Title I.

## **RESEARCH SUPPORT**

Principal Investigator. The role of tutors in blended learning for disadvantaged students in India. Spencer Foundation. Amount Awarded: \$49,9000.

Principal Investigator, Next Generation by Design: Improving Science, Technology and Math Outcomes for Low-Income Youth in the Los Angeles Region. Haynes Foundation Faculty Fellowship. Amount Awarded \$12,000.

Co-Investigator, (Carolyn Heinrich and Annalee Good). A Multisite Evaluation of the

Implementation and Impact of Supplemental Educational Services under NCLB. (July 2014-July 2017). Institute of Education Sciences Education Research Grant Program: Education Policy, Finance and Systems.  
Amount: \$1.5 million.

Co-Investigator, (Carolyn Heinrich and Robert Meyer). A Multisite Evaluation of the Implementation and Impact of Supplemental Educational Services under NCLB. (July 2009-July 2014). Institute of Education Sciences Education Research Grant Program: Education Policy Finance and Systems. (Awarded April 2009). Amount: \$3,000,000. Direct Support Administered: \$1.5 million.

Co-Investigator (Louise Watson) Market-Based Policy Initiatives in Comparative and International Perspective. United States Studies Center. Sydney, Australia. Amount: \$10,000. Direct support administered: \$5,000.

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. Direct support administered: \$100,000.

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. Direct support administered: \$100,000.

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.

Principal Investigator, District-School Collaboration Study. John D. and Catherine T. MacArthur Foundation and the Spencer Foundation. (January 1999-January 2002). Amount: \$1.3 million. Direct support administered: \$500,000.

## **EDITING AND REVIEWING**

*Journal of Educational Administration and History* \*(Editorial Board 2013-2017); *Journal of Education Policy* \* (International Editor 2016-present); Reviewer for *Teachers College Record* *Education Researcher*; *Journal of Educational Change*; (Book Reviewer 2015) *Contemporary Sociology*; *American Journal of Education*; *Education Policy*; *Comparative Education*; *Elementary School Journal*; *Educational Evaluation and Policy Analysis*, *American Education Research Association*

## **HIGHLIGHTS OF UNIVERSITY SERVICE**

Chair, Rossier School of Education PhD Program; Member, USC Homelessness Workgroup (2017-present); Member, Rossier School of Education Faculty Council (2010-2013; 2017-Present)  
Member, Rossier School of Education K-12 Concentration Workgroup; Reviewer, Graduate School Fellowships (2014-2015).

## **SELECTED MEDIA COVERAGE OF RESEARCH FINDINGS**

*The Atlantic; Wall Street Journal; New York Times; Milwaukee Journal Sentinel; National Public Radio MarketPlace; Southern California Public Radio (KPCC) Crawford Family Forum; Center for Public Integrity; Dallas Morning News; Associated Press, The Washington Post*

## **SELECTED ACADEMIC PRESENTATIONS**

Burch, P. (December 2017) Social Fields in the Indian Ed Tech Movement. New York University Steinhardt School of Education and Social Policy.

Burch, P. (June 2017). Teacher sense-making of EdTech: Learning from India. National University of Education and Planning and Administration. Delhi, India.

Burch, P. (November 21, 2016). Hidden markets, Undemocratic contracting and creative policy action. Global Education and Development Erasmus Project, Barcelona, Spain

Burch, P. (November 20, 2016). Making sense of the “new” public management reforms in U.S .public education. Emerging issues and enduring questions. University of Manchester, Manchester, (?) England.

Burch, P., (October 4, 2016) Improving access to quality and the effectiveness of digital tutoring in K 12 education Northwestern University School of Education and Social Policy.

Burch, P. (September 17, 2016). Hidden markets, undemocratic contracting and creative policy action. Arizona State University. School of Education.

Burch, P. (April 13, 2016). The undemocratic side of private contracting in public education. New York University Steinhardt School of Culture, Education and Human Development i

Burch, P., & LaFave, A.L. Next generation by design: Bridging the participation gap in after school programs. Presented at the Annual UCEA Convention, San Diego, CA, November 23, 2015.

Burch, P., & LaFave, A. L. (April 18, 2015). Policy, vendors, and the Common Core State Standards: Emerging issues and recommendations. Presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Burch, P. (April 20, 2015) Understanding the digital evolution in K–12 education: Policy and practice perspectives. April 20, Chicago: IL American Education Research Association Annual

Meeting.

LaFave, A. L., & Burch, P. (February 27, 2015). Smoke, mirrors, and standards alignment: The intersection of practitioner interests and vendor needs. Presented at the Annual Conference of the Association for Education Finance and Policy, Washington, D.C.

Burch, P. (December 11, 2014.) Equal scrutiny: Accountability and privatization in digital education. University of British Columbia, Vancouver

Burch, P. (September 25, 2014). Equal scrutiny: Accountability and privatization in digital education. National Education Policy Center, University of Colorado, Boulder

Burch, P. (April 15, 2012). Charting reform: Achieving equity in a diverse nation. American Education Research Association Annual Meeting. Vancouver, British Columbia.

Burch, P. (April 14, 2012), The implementation and effectiveness of supplemental educational Services: A multi-district perspective. American Education Research Association Annual Meeting. Vancouver, British Columbia.

Burch, P. (April, 2011). Global patterns in the privatization of education. A paper presented at the Annual Education Research Association Annual Meeting. New Orleans, Louisiana

Burch, P. (April 2010) Local and federal models of education contracting: Convergence or collision? American Educational Research Association, Denver, CO.

Burch, P. (March 2010) Hidden markets: The new education Privatization. Lecture Series. University of Canberra, Australia & University of Sydney, Australia.

## **INSTRUCTION: USC COURSES CURRENTLY TAUGHT**

Note: \* Created course

Policies and Politics of Education Governance (USC Doctorate) ; Challenges in Urban Education Accountability (USC Doctorate); Fundamentals of Creativity, Innovation, and Entrepreneurship (USC Doctorate); Thematic Dissertation Group in Education Policy (USC Doctorate); Inquiry Methods (USC Doctorate) \*Organizations and Policy Issues (USC PhD) (with colleague)\*Advanced Qualitative Research Methods (USC PhD) \*Institutions and Organizations (with colleague) (USC PhD).

**ADVISEES** - (receiving PhD after my being tenured)

Dr. Annalee Good (Senior Research Scientist Wisconsin Center for Education Research); Dr. Molly Stewart (Research Scientist and Adjunct Faculty, Center for Evaluation & Education Policy, Indiana University); Dr. Andrea Bingham (Assistant Professor of Qualitative Methods, University of Colorado-Boulder Springs; Dr. Rodolpho Acosta (Vice President, PUENTE) Dr. Jahni Smith (Consultant, Renaissance; Dr. Andrew LaFave (Specialist for the Social Sciences, Occidental College).