CURRICULUM VITA

Bradley A. Ermeling
Research Scientist and Education Consultant

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EDUCATION

2005	Ed.D., Education Leadership, University of California, Los Angeles
1992	B.A., English, Concordia University, Irvine (Valparaiso University, 1988-1989)

CERTIFICATION

2000	Japanese Language Proficiency, Standardized by the Japanese Government (Proficiency Exam, 600 hours of study, mastery of 1,000 kanji characters)
1994	Japanese Government Teaching License for Secondary English
1993	California Single-Subject Credential (Clear), Secondary, English

PROFESSIONAL EXPERIENCE

Current:

2021-	Adjunct Assistant Professor, University of Southern California (Teach Research Methods and serve on doctoral committees for Educational Leadership Program)
2016-	Co-Founder and International Consultant, Teaching Better Institute (Provide executive coaching, systems analysis, and implementation design for professional growth, collaborative inquiry, and leadership development in public and private schools/school systems)
2016-	Principal Research Scientist, TBI (Facilitate strategic planning for efficacy studies, theory of action models, qualitative research and data analysis for education companies and school systems)
2012-	Research Partner; UCLA, Stanford, and University of Delaware (Collaborate with university colleagues to publish educational research, essays, and commentaries in scientific and practitioner journals)
2005-	Private Consultant and Contractor, Orange Unified School District/LHSOC (Design video case study modules for teacher professional development and video reflection process for teacher induction program; Design protocols and facilitation resources for weekly teacher collaboration settings)
2005-	Private Consultant and Contractor, Lutheran Secondary Schools (Design programs and provide coaching support for school administrators and teacher-facilitators to lead and sustain implementation of collaborative inquiry and lesson study)

Previous:

2011-2021	Board Member, Talking Teaching Network-NPO (Advise board and TTN leaders on strategies for growth, vitality, and dissemination of program services)
2017-2018	Private Consultant and Contractor, Pearson Education Assessment Division (Designed professional development model, facilitation guide, and protocols to support planning and analysis of Transcend benchmark assessments)
2017-2018	Private Consultant and Contractor, Open Sky Education (Designed professional growth model for principals, designed professional growth library management system and asset evaluation instrument, designed training modules for virtual coaching).
2012-2016	Principal Research Scientist, Pearson Research & Innovation Network (Served as principal investigator for multiple research projects focused on educator learning and effectiveness; Developed strategic partnership with the National Commission on Teaching and America's Future; Provided guidance for measuring efficacy with selected company products and services; Designed programs and services to build connections between research and practice; Mentored research colleagues and led presentations on education writing and publishing)
2009-2012	Senior Research Associate, Pearson Learning Teams (Designed alternative delivery models and virtual consulting services to support nationwide growth and implementation across 20 districts, 10 states and over 200 schools)
2009-2012	Director of Business Development, Pearson Learning Teams (Designed business development model for nationwide growth, expansion, and strategic partnerships)
Fall, 2010	Private Consultant and Contractor, Colonial Life and Accident Insurance (Designed readiness assessment and regional expansion models for national roll-out and training of insurance sales force)
2005-2009	Executive Director, Learning Teams and School Improvement Programs, Pearson (Trained superintendents and district leaders; Led nationwide implementation of LT model for K-12 schools, including partnerships with LA Unified, NY Department of Ed, Chicago Public Schools, Topeka Public Schools, West Virginia Dept. of Ed, South Carolina Dept. of Ed, Hawaii Public Schools, Kent School District, Duval County Schools District, etc.)
2005-2009	Senior Research Associate, LessonLab Research Institute, LessonLab (Led scale up design, research and publication efforts for teacher collaboration models in secondary schools)
2004-2005	Japanese Lesson Study Consultant, LessonLab (Designed web-based facilitation models, led presentations, and provided consulting services for lesson study projects)
2004-2005	Consultant, Ohio Literacy Network, John Carroll University (Provided consulting services for literacy coaching model and use of video to support educator reflection)

2003-2005	Research Fellow, LessonLab Research Network, LessonLab (Collaborated with UCLA researchers to conduct research and development of video-based programs for teacher reflective practice using web-based technologies)
2003-2005	Lecturer, Shenzhen Teacher Education Program, Concordia University Irvine (Led workshops to present findings from TIMSS research studies)
2003-2005	Director, PIER Program for Teacher Collaboration and Technology-Based Lesson Study, Orange Lutheran High School (Led research, design and pilot project of video-based lesson study program for high school science and English teachers)
2003-2005	Advisor, Teacher Training and Support, Orange Lutheran High School (Assisted with design and implementation of teacher induction and support models)
2003-2005	Mentor, New Teacher Induction Program, Orange Lutheran High School (Served as mentor for incoming teachers and teachers assigned to special education classes)
2002- 2005	Resource Program Instructor for Special Education, Orange Lutheran High School (Taught English writing and literature to students with special needs)
2002-2005	Secondary English Instructor, Orange Lutheran High School (Taught English courses for 9th and 11th grade students)
1994-2011	International Educator, Lutheran Church Missouri Synod (Worked to strengthen partnerships between LCMS and Japan Lutheran Church; Developed service agreements for future international educators)
1994-2001	Coordinator, Faculty Development Program, Urawa Lutheran School, Japan (Led formation of strategic partnership for faculty exchange and professional growth between ULS, Concordia University Irvine, and Christ Church Lutheran in Phoenix)
1994-2001	Associate Director, International Programs, Urawa Lutheran School, Japan (Coordinated annual student exchange programs between ULS and stateside school partners)
1994-2001	English Instructor, Urawa Lutheran School, Japan (Taught English for grades 6-12)
1994-2001	Middle School and High School Basketball Coach, Urawa Lutheran School, Japan (Coached basketball for middle school and high school students)
Spring, 1993	Secondary English Instructor, Western High School, Anaheim (Taught English courses for 10th grade students)
Fall, 1992	Freshman Writing Instructor, Practicum, Concordia University, Irvine (Taught remedial writing course for incoming freshmen with provisional admission)

AWARDS

2015	Emerald Publishing, 2015 Outstanding Paper of the Year
2010	National Staff Development Council, 2010 Best Research Award
2001	Concordia University Silver Alumni Award
1993	Secondary Education Award
1992	Selected to give Commencement Address
1992	Senior Award: English

1992	Golden State Athletic Conference Scholar Athlete (Basketball)
1992	Concordia University Men's Basketball Most Inspirational Player
1990-1993	Concordia University Scholar Athlete (Basketball, Cross Country)

PROFESSIONAL ASSOCIATIONS

American Educational Research Association
Lesson Study Research Group
World Association for Lesson Study

PUBLICATIONS AND PAPERS

A. PUBLISHED RESEARCH PAPERS—PEER REVIEW

1. Vasquez, S, Ermeling, B.A., & Ramirez, G. (2020). Parental beliefs on the efficacy of productive struggle and their relation to homework-helping behavior. *Journal for Research in Mathematics Education, 51*(2), 179-203.

2. Murphy, D.L., & Ermeling, B.A. (2016). Feedback on reflection: Comparing rating scale and forced-choice formats for measuring and facilitating teacher team reflective practice. *Reflective Practice.* DOI: 10.1080/14623943.2016.1164681.

3. Ermeling, B.A., & Yarbro, J. (2016). Expanding instructional horizons: A case study of teacher team-outside expert partnerships. *Teachers College Record, 118*(5).

4. Ermeling, B.A., Tatsui, T.T., & Young, K.R. (2015). Virtual coaching for instructional leaders: A multi-method investigation of technology-enabled external assistance. *Teachers College Record, 117*(11).

5. Ermeling, B., & Graff-Ermeling, G. (2014). Learning to learn from teaching: A first-hand account of lesson study in Japan. *International Journal of Lesson and Learning Studies, 3*(2), 170-192.

6. Ermeling, B.A. (2012). Improving teaching through continuous learning: The inquiry process John Wooden used to become coach of the century. *Quest, 64*(3), 197-208.

7. Gallimore, R., & Ermeling, B.A. (2012). Why durable teaching changes are elusive and what might we do about it. *Journal of Reading Recovery, 12*(1), 41-53.

8. Ermeling, B.A. (2010). Tracing the effects of teacher inquiry on classroom practice. *Teaching and Teacher Education, 26*(3), 377-388.

9. Gallimore, R., Ermeling, B.A., Saunders, W.M., & Goldenberg, C. (2009). Moving the learning of teaching closer to practice: Teacher education implications of school-based inquiry teams. *Elementary School Journal*, *109*(5), 537-553.

B. PUBLISHED ARTICLES–EDITORIAL REVIEW

1. Ermeling, B.A., & Fogo, S. (2019). Matching vision with resources. *ALSS Journal*. December, 2019.

2. Ermeling, B.A., & Graff-Ermeling, G. (2019). Finding common ground through JPA. *Teachers College Record.* Date published: May, 2019. www.tcrecord.org ID Number: 22830, Date accessed: 6/1/2019.

3. Ermeling, B.A. (2018). Pivotal moments in teaching. Zoom in on specific points to create meaningful learning. *The Learning Professional 38*(3), 28-32

4. Ermeling, B.A., Gallimore, R., Hiebert, J. (2017). Making teaching visible through learning opportunities, *Phi Delta Kappan*, *98*(8), 54-58.

5. Ermeling, B.A., & Graff-Ermeling, G. (2016). Reframing professional learning. *Teachers College Record.* Date published: November, 2016. www.tcrecord.org ID Number: 21723, Date accessed: 11/10/2016.

6. Ermeling, B.A., Hiebert, J., & Gallimore, R. (2016). Beyond growth mindset: Creating classroom opportunities for meaningful struggle. In *Education Week* Spotlight: Growth Mindset. *Education Week.* (Reprinted from *Education Week Teacher*, 2015 December 7th).

7. Ermeling, B.A., & Graff-Ermeling, G. (2016). Every lesson needs a storyline. *Educational Leadership, 74*(2), 22-26

8. Ermeling, B.A., & Graff-Ermeling, G. (2016). Using Japanese lesson study to increase collaboration among teachers. *Global Learning (Education Week).* Retrieved on April 14th, 2016.

9. Ermeling, B.A., & Graff-Ermeling, G. (2016). Expanding the vocabulary of teaching and learning. *International School Magazine, 18*(3), 21-22.

10. Ermeling, B.A., Hiebert, J., & Gallimore, R. (2015, December 7). Beyond growth mindset: Creating classroom opportunities for meaningful struggle. *Education Week Teacher*. Retrieved on December 7th, 2015.

11. Ermeling, B.A. (2015). Lessons learned from a chalkboard. *Independent Education Magazine. 18*(3). 32-36. (Reprinted from Teachers College Record, www.tcrecord.org ID Number: 17931, by B.A. Ermeling, 2015.)

12. Ermeling, B.A., Gallimore, R., & Saunders, W.M. (2015). Improving instruction through collaboration. *Principal Leadership. 16*(4)*15-17.*

13. Ermeling, B.A. (2015). Lessons learned from a chalkboard: Slow and steady technology integration. *Teachers College Record.* Date published: April 15, 2015. www.tcrecord.org ID Number: 17931, Date accessed: 4/17/2015.

14. Ermeling, B.A., Hiebert, J., & Gallimore, R. (2015). Best practice: The enemy of better teaching. *Educational Leadership. 72*(8), 48-53.

15. Ermeling, B.A. (2015). What we learned from a tomato: Partnering with a content expert plants new ideas for instruction. *JSD, 36*(1), 30-32, 39.

16. Graff-Ermeling, G., Ermeling, B.A., & Gallimore, R. (2015). Words matter: Unpack the language of teaching to create shared understanding. *JSD, 36*(6), 20-23.

17. Ermeling, B.A. & Gallimore, R. (2014/2015). Close-to-practice learning. *Educational Leadership. 72(*4).

18. Gallimore, G., Hiebert, J., & Ermeling, B. (2014). Rich classroom discourse: One way to get rich learning. *Teachers College Record.* Date published: October 9th, 2014. www.tcrecord.org ID Number: 17714, Date accessed: 10/17/2014.

19. Ermeling, B.A., & Graff-Ermeling, G. (2014). Teaching between desks. *Educational Leadership. 72(*2), 55-60.

20. Ermeling, B.A. (2013). Assistance matrix: A tool for managers supporting multiple business teams. *Business Education Forum, 67*(3), 36–39.

21. Ermeling, B.A. & Gallimore, R. (2013). Learning to be a community: Schools need adaptable models to create successful programs. *JSD, 34*(2), 42-45.

22. Ermeling, B.A. (2013). PLCs and the Common Core: Are we leaving instruction behind? *Teachers College Record.* Date published: January 18th, 2013. www.tcrecord.org ID Number: 17001, Date accessed: 1/22/2013.

23. Ermeling, B.A. (2012). Breathe new life into collaboration: 5 principles for reviving problematic groups. *The Learning Principal, 8*(1), 1,4-6.

24. Ermeling, B.A. (2012). Connect the Dots: A dedicated system for learning links teacher teams to student outcomes. *JSD, 33*(2), 24-27, 31.

25. Ermeling, B.A. (2012). Strategic Opportunities: Matrix helps principals support multiple teacher teams**.** *The Learning Principal, 7*(2), *1&4-7.*

26. Gallimore, R., Ermeling, & B.A., Nater, S. (2012). Timeless lessons: Encouraging your coaches to take a page from the Wizard of Westwood can turn them into teachers, and have a profound effect. *Athletic Management.* (Feb/March).

27. Gallimore, R., Ermeling, & B.A., Nater, S. (2012). Timeless lessons: Taking a page from the Wizard of Westwood can turn any coach into a better teacher, and have a profound effect on players. *Coaching Management, Preseason Basketball.*

28. Gallimore, R. & Ermeling, B.A. (2011). Five keys to effective teacher learning teams. In *Education Week* Spotlight: Professional Learning Communities. *Education Week.* (Reprinted from *Education Week*, 2010, April 14th).

29. Gallimore, R. & Ermeling, B.A. (2010, April 14th). Five keys to effective teacher learning teams. *Education Week, 29*(29). Retrieved on April 14th, 2010.

30. Gallimore, R. & Ermeling, B.A. (2010). Cinco claves para equipos de aprendizaje eficaces. *Sinéctica: revista electrónica de educación*. (Reprinted from Education Week, April, 2010.)

31. Gallimore, R., Ermeling, B.A., & Saunders. W.M. (2007). Everyone needs to be part of a professional learning team: Classroom teachers, district administrators, and state leaders. *Innovation Quarterly*, *2*(3), 8-7.

C. OTHER MANUSCRIPTS

1. Ermeling, B.A., & Graff-Ermeling, G (2013). *PIER handbook: A resource for school leaders to support implementation of reflective practice.* Tustin, CA: PIER Network.
2. Ermeling, B.A. (2005). Transforming professional development for an American High School: A lesson study inspired, technology powered system for teacher learning. Unpublished doctoral dissertation. University of California, Los Angeles.

D. CHAPTERS

1. Gallimore, R., Ermeling, B.A., Saunders, W.M., & Goldenberg, C. (2010). Moving the learning of teaching closer to practice: Teacher education implications of school-based inquiry teams. In T. Carroll, K. Fulton, H. Doerr (Eds.), Team Up for the 21st Century Teaching and Learning: What Research and Practice Reveal about Professional Learning (pp. 71-88). Washington D.C.: National Commission on Teaching and America's Future. (Reprinted from Elementary School Journal, 2009, 109 (5), 537-553.)

2. Ermeling, B.A. (2010). Tracing the effects of teacher inquiry on classroom practice. In T. Carroll, K. Fulton, H. Doerr (Eds.), Team Up for the 21st Century Teaching and Learning: What Research and Practice Reveal about Professional Learning (pp. 89-113). Washington

D.C.: National Commission on Teaching and America's Future. (Reprinted from Teaching and Teacher Education, 2010, 26 (3), 377-388.)

E. BOOKS

1. Ermeling, B.A., & Graff-Ermeling, G. (2016). *Teaching better: Igniting and sustaining instructional improvement.* Thousand Oaks, CA: Corwin Press.

2. Ermeling, B.A. & Graff-Ermeling, G (2017). Dǎzào quánxīn kètáng: Xiézuò shì jiàoxué tànjiū. (Zhang, C., Trans.) Harbin, China: Heilongjiang Education Press. (Original work published 2016). Chinse translation of *Teaching Better: Igniting and Sustaining Instructional Improvement.*

3. Saunders, W, & Ermeling, B.A. (2009). *Learning teams: Instructional leadership manual*. Glenview, IL: Pearson Education, Inc.