

Noelle A. Paufler, Ph.D.

Educational Policy and Evaluation
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Biography

Noelle A. Paufler earned her doctorate in Educational Policy and Evaluation (EPE) from the Mary Lou Fulton Teachers College (MLFTC) at Arizona State University (ASU). She works as a consultant for Dr. Audrey Amrein-Beardsley, conducting research and providing technical support for *Inside the Academy*, an online educational historiography sponsored by MLFTC. Her research interests include educational policy, the communication of educational research and its relative impact on policy, and more specifically in terms of her most recent research, the impact of standards and accountability systems on practitioners in local contexts.

Professional Degrees Earned

Ph.D.

Educational Policy and Evaluation with an emphasis in Research Methods
2011-2014

Arizona State University – Tempe, Arizona

GPA: 3.98/4.0

Dissertation: *Investigating a Teacher Evaluation System: School Administrator and Teacher Perceptions of the System's Standards of Effectiveness*

Chair: Audrey Amrein-Beardsley; Committee Members: David Berliner and Gustavo Fischman

M.Ed., Curriculum and Instruction

2006-2008

Concordia University Wisconsin – Milwaukee, Wisconsin

GPA: 4.0/4.0

B.A., History with a minor in Political Science

2001-2004

University of Wisconsin-Milwaukee – Milwaukee, Wisconsin

GPA: 3.72/4.0

Professional Experiences

Research Evaluation Coordinator

2012 – Present

Dysart Unified School District – Surprise, Arizona

- Designs and implements district-wide program evaluations leading projects through research design (quantitative, qualitative, and mixed methods), literature reviews, instrument development, data collection and analyses, and reports on findings/recommendations.
 - Gifted and Talent Education Services: Pilot Study of Online Post-Secondary Courses (evaluation of online university enrichment courses for gifted students)
 - Knewton Adaptive Learning Platform™: Personalized Mathematics Instruction for Middle-level Students (evaluation of online remedial math program for

- students in grades 6-9)
- Project 2017: Summer Transitional Math Program (evaluation of remedial math instructional program for incoming high school students)
- Math Textbook Adoption: Pilot Study of Mathematics Instructional Materials (evaluation of new mathematics textbooks and supplemental online materials aligned to Arizona’s College and Career Ready Standards)
- Transitioning to Online Assessment: Pilot Study of Online Reading Benchmark Assessment Administration (evaluation of online test administration for students in grade 5, as per processes, procedures, and impact on student achievement)
- Math and Science Partnership Grant: Improving Science Achievement through Content Learning and Collaborative Inquiry (U.S. Department of Education funded internal evaluation of professional development project intended to increase elementary teacher science content knowledge)
- Develops and administers district-wide surveys for program evaluations, needs assessments, and professional development training.
- Collects and analyzes quantitative and qualitative data using appropriate online systems and/or software (e.g., SurveyMonkey, Dedoose, SPSS, Microsoft Office products [Excel, Access, PowerPoint, and Word], etc.).
- Conducts professional development training to build data literacy.

Faculty Associate

2012

Arizona State University – Tempe, Arizona

SPE 417 – Inclusion Practices at the Secondary Level

- Instructed pre-service teachers in the use of inclusion practices at the secondary level.
- Used a variety of interdisciplinary instructional practices to model the effective inclusion of students with disabilities in the secondary classroom.

Graduate Assistant/Consultant

2010-Present

Arizona State University – Tempe, Arizona

- Conducts scholarly research and syntheses in preparation for interviews featured on *Inside the Academy*, an online educational historiography (<http://insidetheacademy.asu.edu>).
- Provides technical support by editing and maintaining the *Inside the Academy* website.

High School Social Studies Teacher

Dual Enrollment Instructor

2008-2011

Apollo High School, Glendale Union High School District – Glendale, Arizona

Gateway Community College – Phoenix, Arizona

- Instructed World History and Advanced Placement U.S. History students in accordance with the Arizona State Standards and district content parameters.
- Certified as a Dual Enrollment Instructor through the Maricopa County Community College District to teach courses in the Advanced Placement/Dual Enrollment program.
- Used a variety of pedagogical strategies to motivate student learning through alignment to the objective, active participation, and measurement of student growth.

- Participated actively in Professional Learning Communities to identify areas and strategies for improvement and measure positive change over time.
- Demonstrated school and district leadership as a Key Club Co-sponsor and cooperative learning trainer.

Social Studies and Language Arts Teacher

2007-2008

Mission Charter School – Phoenix, Arizona

- Instructed 6th through 8th grade students in accordance with the Arizona State Standards to encourage student success.
- Used predominately cooperative learning pedagogical techniques to teach students content knowledge, the importance of teamwork, and social skills.
- Created an environment where three separate grade levels of students learned two subjects while students with special needs and ELL students were provided with appropriate support services.

World History Student-Teacher

2007

Centennial High School, Peoria Unified School District – Peoria, Arizona

- Instructed World History students under the supervision of an experienced mentor.
- Developed lesson plans and a professional portfolio to demonstrate proficiency in instructional strategies for diverse learners.

Practicum

2006-2007

Appleton North High School, Appleton Area School District – Appleton, Wisconsin

- Assisted in ELL and Special Education classrooms, gaining knowledge of instructional techniques, assessment measurements, and adaptive strategies appropriate to diverse student populations.

Greenville Middle School, Hortonville Area School District – Greenville, Wisconsin

- Assisted in an 8th grade Social Studies classroom, gaining knowledge of Wisconsin State and ELL Standards, assessment measurements, and classroom management techniques.

Staff Assistant

2006

McCormick for Congress – Appleton, Wisconsin

- Fulfilled general office duties, including answering the telephone, organizing mass mailings, and greeting visitors.
- Provided technical support by editing and maintaining the campaign website.
- Supported public relations efforts by scheduling and attending promotional events.

Academic Opportunity Center

2004

University of Wisconsin-Milwaukee – Milwaukee, Wisconsin

- Provided instructional support for remedial freshman English course as a class assistant.
- Tutored students enrolled in remedial English course by offering writing assistance,

literature support, and final exam preparation.

Paralegal

2002-2004

University Legal Clinic, University of Wisconsin-Milwaukee – Milwaukee, Wisconsin

- Conducted legal research to assist the staff attorney in providing services to clients.
- Drafted small claims petitions on behalf of plaintiffs.
- Prepared letters on behalf of students to address landlord/tenant matters.

Peer Reviewed Articles

Amrein-Beardsley, A., Paufler, N. A., & Hobson, A. L. (under review). Classics and contemporaries: The "Top Ten" books recommended by some of the finest in the education academy. *AERA Open*.

Paufler, N. A., & Amrein-Beardsley, A. (in progress). Is anyone listening?: Principal reflections on the implementation of a teacher evaluation system in context. *Journal TBD*.

Paufler, N. A., & Amrein-Beardsley, A. (in progress). In memory of John Goodlad: A missing voice from *Inside the Academy*. *Journal TBD*.

Paufler, N. A., & Amrein-Beardsley, A. (in progress). The random assignment of students into elementary classrooms: Practical and ethical implications for school leaders. *Journal TBD*.

Paufler, N. A., & Amrein-Beardsley, A. (2014). The random assignment of students into elementary classrooms: Implications for value-added analyses and interpretations. *American Educational Research Journal (AERJ)*, 51(2), 328-362. doi: 10.3102/0002831213508299*

Paufler, N. A., & Amrein-Beardsley, A. (2014). In memoriam: Teachers College's Maxine Greene from *Inside the Academy* [Commentary]. *Teachers College Record*. Retrieved from <http://www.tcrecord.org/content.asp?contentid=17555>**

Paufler, N. A., Holloway-Libell, J., & Amrein-Beardsley, A. (2014). Bridging research, policy, and practice: Voices from *Inside the Academy* [Commentary]. *Teachers College Record*. <http://www.tcrecord.org/content.asp?contentid=17527>**

*2013 Journal Impact Factor = 2.275, 5-Year = 3.618, Altmetric.com Score = 11.35

**2013 Journal Impact Factor = 0.722, 5-Year = 1.169, Altmetric.com Score = N/A

Editorially Reviewed Articles

Paufler, N.A., & Amrein-Beardsley, A. (under review). Student learning objectives as a measure of teacher effectiveness: A survey of the policy landscape [Blog post]. *Vamboozled!: A Blog About Teacher Evaluation, Accountability, and Value-Added Models (VAMs)*.

Paufler, N. A., & Amrein-Beardsley, A. (2015). In memoriam: Elliot Eisner from *Inside the Academy* [Commentary]. *Studies in Art Education: A Journal of Issues and Research*, 56(2), 183-186.

Refereed Encyclopedia Entries

Powers, J., Holloway-Libell, J., Gomez, L., Paufler, N. A., & Symonds, S. (2013). Race to the Top. In J. Ainsworth (Ed.), *Sociology of education: An A-Z guide*. Thousand Oaks, CA: Sage.

Book Chapters

Paufler, N. A. (2014). Myth 2: Private schools are better than public schools. In D. C. Berliner, G. V Glass and Associates, *50 Myths & Lies That Threaten America's Public Schools*. New York, NY: Teachers College Press.

Paufler, N. A. (2014). Myth 10: Teachers in the U.S. are well-paid. In D. C. Berliner, G. V Glass and Associates, *50 Myths & Lies That Threaten America's Public Schools*. New York, NY: Teachers College Press.

Paufler, N. A. (2014). Myth 44: The U.S. has had to create special passport guidelines to import scientists and engineers because our education system cannot produce enough of them. In D. C. Berliner, G. V Glass and Associates, *50 Myths & Lies That Threaten America's Public Schools*. New York, NY: Teachers College Press.

External Citations of Scholarship

Yettick, H. (2014). Studies highlight complexities of using value-added measures. *Education Week*. Retrieved from <http://www.edweek.org/ew/articles/2014/05/13/32value-add.h33.html>

National Conference Presentations

Paufler, N. A. (2015, April). *Value-added models (VAMs): Applied research to inform educational policy and practice*. Paper to be presented at the annual conference of the American Educational Research Association (AERA), Chicago, IL.

Paufler, N. A., & Amrein-Beardsley, A. (2014, March). *The random assignment of students into classrooms: Implications for value-added analyses and schools of education*. Paper presented at the annual convention of the American Association of Colleges for Teacher Education (AACTE), Indianapolis, IN.

Holloway-Libell, J., Paufler, N. A., & Amrein-Beardsley, A., (2014, March). *Using technology to bridge research and practice: Implications for colleges of teacher education*. Paper presented at the annual convention of the American Association of Colleges for Teacher Education (AACTE), Indianapolis, IN.

Paufler, N. A., Holloway-Libell, J., & Amrein-Beardsley, A. (2013, April). *Answering the call for education informatics: Connecting theory, research, and practice through an online educational historiography*. Paper presented at the annual convention of the American Educational Research Association (AERA), San Francisco, CA.

Paufler, N. A., & Amrein-Beardsley, A. (2013, April). *The random assignment of students to classrooms: Implications for value-added analyses and interpretations*. Paper presented at the annual convention of the American Educational Research Association (AERA), San Francisco, CA.

International Conference Presentations

Amrein-Beardsley, A., Paufler, N. A., & Holloway-Libell, J. (2014, November). *Helping to bridge the gap between research, policy, and practice: Inside the Academy, its global presence, and its continuous potentials for impact*. Paper to be presented at the annual conference of the World Education Research Association (WERA), Edinburgh, Scotland.

**Local
Conference
Presentations**

Paufler, N. A. (2014, December). *Investigating a teacher evaluation system: School administrator and teacher perceptions of the system's standards of effectiveness*. Mary Lou Fulton Teachers College Annual Doctoral Research Forum, Phoenix, AZ.

Paufler, N. A., Sloat, E. F., & Castro, A. (2014, October). *Transitioning to online assessment: A school district program evaluation*. Paper presented at the annual Arizona CIO/CTO (Chief Information Officer/Chief Technology Officer) Forum, Phoenix, AZ.

Sloat, E. F., & Paufler, N. A. (2014, June). *A pilot study evaluating the administration of online reading benchmark tests to 5th grade students in the Dysart Unified School District*. Paper presented at the annual Yavapai County Educational Technology Consortium, Prescott, AZ.

**Invited
Presentations**

Mary Lou Fulton Teachers College's edXchange. (2014, March). *50 Myth and Lies That Threaten America's Public Schools*. Arizona State University, Phoenix, AZ.

Teaching

Spring 2012
Inclusion Practices at the Secondary Level (SPE 417) – Undergraduate Level
Arizona State University, Mary Lou Fulton Teachers College
Course evaluation average = 3.4 (out of 4)

2008-2011
Advanced Placement U.S. History – Undergraduate Level
Dual Enrollment Instructor, Maricopa County Community College District
Apollo High School, Glendale Union High School District

Grants

2014-2015
Mathematics and Science Partnership (MSP) Grant
Internal Co-Evaluator
Dysart Unified School District – Office of Research and Accountability
U.S. Department of Education
Arizona Department of Education (Grant Administrator)
Project: Improving Science Achievement through Content Learning and Collaborative Inquiry

2011
Internal Research Grant (\$4,500/one year)
Arizona State University – Mary Lou Fulton Teachers College
Study: The (Non)random Assignment of Students to Classrooms in Arizona's Public Elementary Schools: Implications for Value-added Analyses and Interpretations

**Honors and
Awards**

Mary Lou Fulton Teachers College Tempe Alumni Association Endowment (\$1,800)
2013-2014

Graduate College Fellowship Award (\$5,000)
2012-2013

Mary Lou Fulton Teachers College Tempe Alumni Association Endowment (\$1,500)
2012-2013

Graduate College Fellowship Award (\$5,000)
2011-2012

Professional Affiliations

American Educational Research Association

- Division H – Research, Evaluation, and Assessment in Schools
- Division L – Educational Policy and Politics
- Special Interest Group #090 – Research on Evaluation

2010-Present

National Council for the Social Studies
2008-Present

Arizona Education Association
2008-Present

National Education Association
2008-Present

Certifications

Standard Educator Certificate, State of Arizona
Social Studies, History, and Political Science (Grades 6-12)
2008-Present

Provisional Educator Licensure, State of Wisconsin
Social Studies and Alternative Education (Grades 6-12)
2008-Present

References

Dr. Audrey Amrein-Beardsley
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