

# ELAINE L. WANG

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## EDUCATION

- 2016      **University of Pittsburgh** (Pittsburgh, PA)  
Ph.D. in Education (Learning Sciences and Policy with Minor in Research Methodology)
- 2007      **University of Toronto: Ontario Institute for Studies in Education** (Toronto, ON)  
M.A. in Education (Curriculum, Teaching, and Learning)
- 2000      **University of British Columbia** (Vancouver, BC)  
B.Ed. in Secondary Education (English and French)
- 1999      **University of British Columbia** (Vancouver, BC)  
B.A. in English Literature and French

## PROFESSIONAL EXPERIENCE

- 2019-present      Full Policy Researcher, RAND Corporation, Pittsburgh, PA
- 2016-2019      Associate Policy Researcher, RAND Corporation, Pittsburgh, PA
- 2018-2019      Course Instructor for Ed.D.-level qualitative research module, University of Pittsburgh
- 2010-2016      Graduate Student Researcher, Learning Research and Development Center, University of Pittsburgh
- 2013-2014      Summer Research Associate and Adjunct Researcher, RAND Corporation
- 2012-2013      Teaching Fellow, M.A.T. English Education program, University of Pittsburgh
- 2011-2012      Consultant, Institute for Learning (IFL), University of Pittsburgh
- 2007-2010      English Teacher, Cambridge Public Schools, Cambridge, MA
- 2001-2006      English Teacher, York Region District School Board, Aurora, ON, Canada

## CORE RESEARCH INTERESTS

Automated essay scoring and writing evaluation and feedback systems; Education policy; Education reform implementation; Educational technology; Instructional quality; K-12 education; Literacy instruction; Measurement of instruction; Professional development; School climate; School leaders; Social and emotional learning and development; Teacher effectiveness

## RECENTLY FUNDED PROJECTS

**Principal Investigator.** Institute of Education Sciences. *Effectiveness Replication of Enhanced Core Reading Instruction (ECRI)*. (9/1/2021-8/31/2026).

**Principal Investigator.** William and Flora Hewlett Foundation. *National Surveys of Coherence in Instructional Systems*. (12/1/2020-11/30/2022).

**Principal Investigator:** (Subcontract to University of Pittsburgh). Institute of Education Sciences. *Response-to-text tasks to assess students' use of evidence and organization in writing: Using natural language processing for scoring writing and providing feedback at-scale*. (9/1/2016-08/31/2022).

**Co-Principal Investigator** (PI: Kata Mihaly). Teach for All. *School Community and Whole-Child Development: Lead Evaluator and Advisor*. (8/1/2020-9/30/2023).

**Co-Principal Investigator** (PI: Julia Kaufman). Bill and Melinda Gates Foundation. *Research on Characteristics of Instructional Resources*. (3/1/2020-06/30/2021).

**Co-principal Investigator** (PI: Julia Kaufman). Bill and Melinda Gates Foundation. *Characteristics of Coherent Instructional Systems and Their Relationship to Outcomes for Black, Latino, English Learner-Designated and Low-Income Students*. (10/31/2018–3/31/2023).

## SELECTED PUBLICATIONS

### *Peer-Reviewed Research & Evaluation Reports*

- Herman, R., Gates, S., Woo, A., **Wang, E.L.**, Berglund, T., Schweig, J., & Andrew, M. (under review; anticipated Jun 2022). *Redesigning university principal preparation programs: An ecosystem approach for change and sustainability* (RR-A413-3). Santa Monica, CA: RAND Corporation.
- Wang, E.L.**, Silver, D., Polikoff, M.S., Woo, A., Kaufman, J.H. Gittens, A., & Clay, I. (2022). *English language arts instructional systems in the time of COVID-19*. (RR-A279-2). Santa Monica, CA: RAND Corporation. doi: <https://doi.org/10.7249/RRA279-2>
- Wang, E.L.**, Prado-Tuma, A., Lawrence, R.B., Woo, A., & Kaufman, J.H. (2021). *School leaders' role in selecting and supporting teachers' use of instructional materials: An interview study* (RR-A134-9). Santa Monica, CA: RAND Corporation. doi: <https://doi.org/10.7249/RRA134-9>
- Master, B.K., Culbertson, S., Phillips, B., **Wang, E.L.**, Greene, H., Guthrie, S., Francombe, J., & Evans, H. (2021). *Transforming global education through evidence: An evaluation system for the BHP Foundation's Education Equity Global Signature Program* (RR-A239-1). Santa Monica, CA: RAND Corporation. doi: <https://doi.org/10.7249/RRA239-1>
- Wang, E.L.**, Prado-Tuma, A., Doan, S., Henry, D., Lawrence, R., Woo, A., & Kaufman, J.H. (2021). *Teachers' perceptions of engaging, appropriately challenging, and usable instructional materials: A survey and interview study of middle and high school English language arts and mathematics teachers* (RR-A134-2). Santa Monica, CA: RAND Corporation. doi: <https://doi.org/10.7249/RRA134-2>
- Gates, S., Woo, A., Xenakis, L., **Wang, E.L.**, Herman, R., Andrew, M., & Todd, I. (2020). *Using state-level policy levers to promote principal quality: Lessons from UPPI states* (RR-A413-1). Santa Monica, CA: RAND Corporation. doi: <https://doi.org/10.7249/RRA413-1>
- Polikoff, M.S., **Wang, E.L.**, Korn, S., Kaufman, J.H., Woo, A., Silver, D., & Opfer, D. (2020). *Exploring coherence in ELA instructional systems in the Common Core era* (RR-A279-1). Santa Monica, CA: RAND Corporation. doi: <https://doi.org/10.7249/RRA279-1>
- Master, B.K., Schwartz, H.L., Unlu, F., Schweig, J., Mariano, L.T., & **Wang, E.L.** (2020). *Effects of the Executive Development Program and aligned coaching for school principals in three U.S. states: Investing in Innovation study final report* (RR-A259-1). Santa Monica, CA: RAND Corporation. doi: <https://doi.org/10.7249/RRA259-1>
- Gonzalez, G.C., Cerully, J.L., **Wang, E.L.**, Schweig, J., Todd, I., Johnston, W.R., & Schnittka, J. (2020). *Social and emotional learning, school climate, and school safety: A randomized controlled trial evaluation of Tools for Life® Relationship-Building Solutions in elementary and middle schools* (RR-4285-NIJ). Santa Monica, CA: RAND Corporation. doi: <https://doi.org/10.7249/RR4285>
- Wang, E.L.**, Schwartz, H.L., Mean, M., Stelitano, L., & Master, B.K. (2019). *Putting principal professional learning and coaching into practice: What do principals do with their Executive Development Program learning?* (RR-3082-DOED). Santa Monica, CA: RAND Corporation. doi: <https://doi.org/10.7249/RR3082>
- Wang, E.L.**, Schwartz, H.L., Mean, M., Stelitano, L., & Master, B.K. (2019). *Putting principal professional learning and coaching into practice: What do principals do with their Executive Development Program learning? Case studies 1-9* (RR-3082/1-9-DOED). Santa Monica, CA: RAND Corporation. doi: <https://doi.org/10.7249/RR3082>
- Wang, E.L.**, Gates, S., Herman, R., Mean, M., Perera, R., Tsai, T., Whipkey, K., & Andrew, M. (2018). *Launching a redesign of university principal preparation programs: Partners collaborate for change* (RR-2612-WF). Santa Monica, CA: RAND Corporation. doi: <https://doi.org/10.7249/RR2612>

- Augustine, C.H., Engberg, J., Grimm, G., Lee, E., & **Wang, E.L.**, Christianson, K., & Joseph, A.A. (2018). *Can Restorative Practices improve school climate and curb suspensions? An evaluation of the impact of Restorative Practices in a mid-sized urban school district* (RR2840-DOJ). Santa Monica, CA: RAND Corporation. doi: <https://doi.org/10.7249/RR2840>
- Kaufman, J.H., **Wang, E.L.**, Hamilton, L.S., Thompson, L., & Hunter, G. (2017). *U.S. Teachers' support of their state standards and assessments: Findings from the American Teacher Panel* (RR-2136). Santa Monica, CA: RAND Corporation. doi: <https://doi.org/10.7249/RR2136>
- Kaufman, J.H., Davis, J., **Wang, E.L.**, Thompson, L., Pane, J., Pfrommer, K., & Harris, M. (2017). *Use of open-educational resources in an era of common standards* (RR-1773-BMGF). Santa Monica, CA: RAND Corporation. doi: <https://doi.org/10.7249/RR1773>
- Miller, T., Kosciwicz, H., **Wang, E.L.**, Marwah, E., Delhommer, S., & Daugherty, L. (2017). *Dual credit education in Texas: Interim report* (RR-2043-CFAT). Santa Monica, CA: RAND Corporation. doi: <https://doi.org/10.7249/RR2043>
- Iriti, J.E., Bickel, W.E., Kaufmann, J.H., & **Wang, E.** (2013). *The Pittsburgh Promise: Potential Annual Indicators 2013*. Pittsburgh PA: Pittsburgh Promise.

#### Research Briefs

- Wang, E.L.**, Prado-Tuma, A., Kaufman, J.H., & Lawrence, R. (Jul 2021). *Supporting principals to lead on matters of instructional materials*. (RB-A134-1). Santa Monica, CA: RAND Corporation. doi: <https://doi.org/10.7249/RBA134-1>
- Gonzalez, G.C., Cerully, J.L., **Wang, E.L.**, Schweig, J., Todd, I., Johnston, W.R., & Schnittka, J. (2020). *Four lessons learned from implementing a social and emotional learning program to enhance school safety* (RB-10101-NIJ). Santa Monica, CA: RAND Corporation. doi: <https://doi.org/10.7249/RB10101>
- Augustine, C.H., Engberg, J., Grimm, G., Lee, E., & **Wang, E.L.**, Christianson, K., & Joseph, A.A. (2018). *Restorative Practices help reduce student suspensions* (RB-10051-DOJ). Santa Monica, CA: RAND Corporation. doi: <https://doi.org/10.7249/RB10051>

#### Technical Appendices

- Gonzalez, G.C., Cerully, J.L., **Wang, E.L.**, Schweig, J., Todd, I., Johnston, W.R., & Schnittka, J. (2020). *Social and emotional learning, school climate, and school safety: A randomized controlled trial evaluation of Tools for Life® Relationship-Building Solutions in elementary and middle schools: Appendixes* (RR-4285-NIJ). Santa Monica, CA: RAND Corporation. doi: <https://doi.org/10.7249/RR4285>
- Wang, E.L.**, Schwartz, H.L., Mean, M., Stelitano, L., & Master, B.K. (2019). *Putting principal professional learning and coaching into practice: What do principals do with their Executive Development Program learning? Appendix* (RR-3082-DOED). Santa Monica, CA: RAND Corporation. doi: <https://doi.org/10.7249/RR3082>

#### Peer-Reviewed Research Articles & Conference Proceedings

- Matsumura, L.C., **Wang, E.L.**, & Correnti, R. (in preparation). Implications of tasks and teachers' written feedback for the development of students' analytic text-based writing.
- Correnti, R., Matsumura, L.C., **Wang, E.L.**, Litman, D., & Zhang, H. (Conditionally accepted). *eRevise: An automated system for assessing evidence-use in text-based analytic writing and revision aligned with formative feedback*.
- Litman, D., Zhang, H., Correnti, R., Matsumura, L.C., & **Wang, E.L.** (2021). A fairness evaluation of automated methods for scoring students' use of text evidence in writing. In *Proceedings of the 22<sup>nd</sup>*

- International Conference on Artificial Intelligence in Education*, pp. 255-267. doi: [https://doi.org/10.1007/978-3-030-78292-4\\_21](https://doi.org/10.1007/978-3-030-78292-4_21)
- Master, B.K., Schwartz, H.L., Unlu, F., Schweig, J., Mariano, L., Coe, J., **Wang, E.L.**, Phillips, B., & Berglund, T. (2021). Developing school leaders: Findings from a randomized control trial study of the Executive Development Program and paired coaching. *Educational Evaluation and Policy Analysis*. <https://doi.org/10.3102/01623737211047256>
- Afrin, T., **Wang, E.L.**, Matsumura, L.C., Litman, D., & Correnti, R. (2020). *Annotation and classification of evidence and reasoning revision in argument essay writing*. In *Proceedings of the Fifteenth Workshop on Innovative Use of NLP for Building Educational Applications*, pp. 75-84. <https://www.aclweb.org/anthology/2020.bea-1.7.pdf>
- Wang, E.L.**, Matsumura, L.C., Correnti, R., Litman, D., Zhang, H., Howe, E., Magooda, A., & Quintana, R. (2020). *eRevis(ing)*: Students' revision of text evidence use in an automated writing evaluation system. *Assessing Writing*, 44. <https://doi.org/10.1016/j.asw.2020.100449>
- Correnti, R., Matsumura, L.C., & **Wang, E.L.**, Litman, D., Rahimi, Z., & Kisa, Z. (2019). Automated scoring of students' use of text evidence in writing. *Reading Research Quarterly*, 55(3). doi: <https://doi.org/10.1002/rrq.281>
- Zhang, H., Magooda, A., Litman, D., Correnti, R., **Wang, E.L.**, Matsumura, L.C., & Quintana, R. (2019). eRevise: Using natural language processing to provide formative feedback on text evidence usage in student writing. In *Proceedings of the AAAI Conference on Artificial Intelligence*. Honolulu, HI, Vol. 33, pp. 9619-9625. doi: <https://doi.org/10.1609/aaai.v33i01.33019619>
- Wang, E.L.**, & Lee, E. (2018). The use of responsive circles in schools: An exploratory study. *Journal of Positive Behavior Interventions*, 21(3), 181-194. doi: <https://doi.org/10.1177/1098300718793428>
- Wang, E.L.**, & Matsumura, L.C. (2018). Text-based writing in elementary classrooms: Teachers' conceptions and practice. *Reading and Writing*, 32(2), 405-438. doi: <https://doi.org/10.1007/s11145-018-9860-7>
- Wang, E.**, Matsumura, L.C., & Correnti, R., (2018). Student writing accepted as high-quality responses to analytic text-based writing tasks. *The Elementary School Journal*, 118(3), 357-383. doi: <https://doi.org/10.1086/696097>
- Rahimi, Z., Litman, D., Correnti, R., **Wang, E.**, & Matsumura, L.C. (2017). Assessing Students' use of evidence and organization in response-to-text writing: Using natural language processing for rubric-based automated scoring. *International Journal of Artificial Intelligence in Education*, 27(4), 694-728. doi: <https://doi.org/10.1007/s40593-017-0143-2>
- Wang, E.**, Matsumura, L.C., DiPrima-Bickel, D., Correnti, R., Zook-Howell, D., Prine, D., & Walsh, M. (2016). Web-based professional development to improve text discussions. In *EAPRIL Conference Proceedings 2015*. Belval, Luxembourg. European Association for Practitioner Research on Improving Learning. [https://eapril.org/sites/default/files/2017-03/proceedings-eapril-2015\\_0.pdf](https://eapril.org/sites/default/files/2017-03/proceedings-eapril-2015_0.pdf)
- Matsumura, L.C., Correnti, R., & **Wang, E.** (2015). Classroom writing tasks and students' analytic text-based writing skills. *Reading Research Quarterly*, 50(4), 417-438. doi: <https://doi.org/10.1002/rrq.110>
- Rahimi, Z., Litman, D., **Wang, E.**, & Correnti, R. (2015). Incorporating coherence of topics as a criterion in automatic Response-to-Text Assessment of the organization of writing. In *Proceedings 10th Workshop on Innovative Use of NLP for Building Educational Applications*. Denver, CO, pp. 20-30. Association for Computational Linguistics. <https://www.aclweb.org/anthology/W15-0603>
- Matsumura, L.C., & **Wang, E.** (2014). Principals' sensemaking of coaching for ambitious reading instruction in a high-stakes accountability policy environment. *Education Policy Analysis Archives*, 22, 51. doi: <https://doi.org/10.14507/epaa.v22n51.2014>
- Rahimi, Z., Litman, D., Correnti, R., Matsumura, L.C., **Wang, E.**, & Kisa, Z. (2014). *Automatic scoring of an analytical response-to-text assessment*. In S. Trausan-Matu, S., Boyer, K., Crosby, & M., Panourgia, K. (Eds.). *Intelligent Tutoring Systems*. Paper presented at the 12<sup>th</sup> International

Conference on Intelligent Tutoring Systems (ITS), Honolulu, HI, pp. 601-610. Springer. doi:  
[https://doi.org/10.1007/978-3-319-07221-0\\_76](https://doi.org/10.1007/978-3-319-07221-0_76)

- Correnti, R., Matsumura, L.C., Hamilton, L.S., & Wang, E. (2013). Assessing students' skills at writing in response to texts. *Elementary School Journal*, 114(2), 142-177. doi: <https://doi.org/10.1086/671936>
- Correnti, R., Matsumura, L.C., Hamilton, L.S., & Wang, E. (2012). Combining multiple measures of students' opportunities to develop analytic text-based writing. *Educational Assessment*, 17(2-3), 132-161. doi: <https://doi.org/10.1080/10627197.2012.717035>

### Tools

- Wang, E.L. (2020). Lesson slides for Understanding and using research on Gun Policy in America: An interdisciplinary unit plan based on RAND's *Gun Policy in America* website. Santa Monica, CA: RAND Corporation. doi: <https://doi.org/10.7249/TLA243>
- Wang, E.L., & Smart, R. (2020). Understanding and using research on Gun Policy in America: An interdisciplinary unit plan based on RAND's *Gun Policy in America* website (TL-A243-1). Santa Monica, CA: RAND Corporation. doi: <https://doi.org/10.7249/TLA243>
- Steiner, E.D., Kaufman, J.H., Wang, E.L., Christianson, K., Hamilton, L.S., Meyers, S., & Ramos, A. (2018). *Measuring and Improving Student-Centered Learning (MISCL) Toolkit: Literature & tool review*. Santa Monica, CA: RAND Corporation. Available at: <https://files.constantcontact.com/a642c85f701/46a1d731-90ea-49d5-b4ed-fac914a4e811.pdf>
- Steiner, E.D., Kaufman, J.H., Wang, E.L., Christianson, K., Hamilton, L.S., & Ramos, A. (2018). *Measuring and improving Student-Centered Learning (MISCL): Toolkit and user guide*. Santa Monica, CA: RAND Corporation. Available at: [https://studentsatthecenterhub.org/resource/measuring-scl-toolkit/?utm\\_source=WhatCountsEmail&utm\\_medium=NPA:2471:6118:Jun%208,%202020%206:42:40%20AM%20PDT&utm\\_campaign=NPA:2471:6118:Jun%208,%202020%206:42:40%20AM%20PDT](https://studentsatthecenterhub.org/resource/measuring-scl-toolkit/?utm_source=WhatCountsEmail&utm_medium=NPA:2471:6118:Jun%208,%202020%206:42:40%20AM%20PDT&utm_campaign=NPA:2471:6118:Jun%208,%202020%206:42:40%20AM%20PDT)

### Media and Commentary

- Polikoff, M., Wang, E.L., & Kaufman, J.H. (Mar 2, 2021). The overlooked support teachers are missing: A coherent curriculum. *EdWeek*. Retrieved from <https://www.edweek.org/teaching-learning/opinion-the-overlooked-support-teachers-are-missing-a-coherent-curriculum/2021/03>
- Wang, E.L., Prado-Tuma, A., & Kaufman, J.H. (Feb 10, 2021). Choosing classroom materials is complicated. Here's what principals and district leaders can do to support teachers. *The74million.org*. Retrieved from <https://www.the74million.org/article/analysis-choosing-classroom-materials-is-complicated-heres-what-principals-and-district-leaders-can-do-to-support-teachers/>
- Matsumura, L.C., Wang, E., Correnti, R., & Litman, D. (Jul 22, 2020). What do teachers want to see in automated writing evaluation systems? *eSchool News*. Retrieved from <https://www.eschoolnews.com/2020/07/22/what-do-teachers-want-to-see-in-automated-writing-evaluation-systems/?all>
- University Council for Educational Administration (UCEA; 2020, Feb 29). *The UPPI First-Year Findings with Elaine Wang, RAND Corporation* [Audio podcast]. Retrieved from <https://soundcloud.com/user-637492691>

### Book Chapter

- Matsumura, L.C., Wang, E.L., Correnti, R., & Litman, D. (forthcoming). Designing automated writing evaluation systems for ambitious instruction and classroom integration. In A. Alvi (Ed.), *Artificial intelligence in STEM education: The paradigmatic shifts in research, education, and technology*. Taylor and Francis.

*Peer-Reviewed Practice-Focused Journal Articles*

- Wang, E.,** Matsumura, L.C., & Correnti, R. (2017). Written feedback to support students' higher-level thinking about texts in writing. *The Reading Teacher, 71*(1), 101-107. doi: <https://doi.org/10.1002/trtr.1584>
- Wang, E.,** Matsumura, L.C., & Correnti, R. (2017). Making a CASE: Improving use of text evidence in students' writing. *The Reading Teacher, 70*(4), 479-484. doi: <https://doi.org/10.1002/trtr.1524>
- Matsumura, L.C., **Wang, E.,** & Correnti, R. (2016). Text-based writing assignments for college readiness. *The Reading Teacher, 70*(3), 347-351. doi: <https://doi.org/10.1002/trtr.1489>
- Wang, E.** (2015). Art as meaning-making in a secondary English classroom: A "secret compartment" book project on Toni Morrison's *Beloved*. *English Journal, 104*(5), 79-87. <https://www.jstor.org/stable/24484584>
- Wang, E.** (2014). Rapping *Romeo and Juliet*: Supporting students' understanding of text through their existing literacy. *Journal of Classroom Research in Literacy, 7*, 17-29. <https://jcr.l.library.utoronto.ca/index.php/jcr/article/view/20159>
- Wang, E.** (2010) The Beat of Boyle Street: Empowering Aboriginal youth through music-making. *New Directions for Youth Development: Cultural Agents and Creative Arts* issue, 125, 61-70. doi: <https://onlinelibrary.wiley.com/doi/pdf/10.1002/yd.338>
- Wang, E.** (2003). Integrating moral education in the study of literature. *English Quarterly, 35*(3-4), 38-42.

**PROFESSIONAL ACTIVITIES**

**Conference Presentations:** American Educational Research Association (AERA) 2011, 2014-2021; Association for Education Finance and Policy (AEFP) 2018, 2021-2022; European Association for Practitioner Research on Improving Learning (EAPRIL) 2015; European Association of Research on Learning and Instruction (EARLI)'s Writing Special Interest Group 2016; International Conference on Artificial Intelligence in Education (AIED) 2021; Literacy Research Association (LRA) 2013, 2015; National Council on Measurement in Education (NCME) 2018; National Council of Teachers of Education (NCTE) 2011; Natural Language Processing (NLP) in Assessment Virtual Conference (2021); Pre-conference of the American Association of Colleges for Teacher Education (AACTE) 2019

**Journal Reviewer:** *American Journal of Education, British Journal of Educational Technology, Educational Researcher, Elementary School Journal, English Journal, International Journal of Artificial Intelligence in Education, Journal of Positive Behavior Interventions, Research in Education*

**Conference Reviewer:** Artificial Intelligence in Education, American Educational Research Association, Literacy Research Association

**Grant Proposal Reviewer:** National Science Foundation's Research on Emerging Technologies for Teaching and Learning (RETTL) program

**Student Dissertation Committee Member:** Ph.D. candidate, Pardee-Rand Graduate School; Ed.D. candidates, University of Pittsburgh