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EDUCATION

University of Pittsburgh (Pittsburgh, PA)

Ph.D. in Education (Learning Sciences and Policy with Minor in Research Methodology), 2016

University of Toronto: Ontario Institute for Studies in Education (Toronto, ON)

M.A. in Education (Curriculum, Teaching, and Learning), 2007

University of British Columbia (Vancouver, BC)

B.Ed. in Secondary Education (English and French as a Second Language), 2000

University of British Columbia (Vancouver, BC)

B.A. in English Literature and French Double Major, 1999

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
2000-2006 English Teacher, York Region District School Board, Aurora, ON, Canada

CORE RESEARCH INTERESTS

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

RECENTLY AWARDED GRANTS AND CONTRACTS

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.* (9/1/2016-12/31/2020).

Co-Principal Investigator (PI: Julia Kaufman). Bill and Melinda Gates Foundation. *Research on Characteristics of Instructional Resources.* (3/1/2020-01/31/2021).

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* (10/31/2018–3/31/2022).

SELECTED PUBLICATIONS

Peer-Reviewed Research & Evaluation Reports

- 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

- 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

- 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
- 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 12th 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
- 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., & 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

Media, and Commentary

- 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*.
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>

Peer-Reviewed Practice-Focused Journal Articles

- Wang, E., Matsumura, L.C., Correnti, R., Litman, D. (under review). Supporting students to revise text-based argument essays.
- 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, 2014-2020; Association for Education Finance and Policy (AEFP) 2018; 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; Literacy Research Association (LRA) 2013, 2015; National Council on Measurement in Education (NCME) 2018; National Council of Teachers of Education (NCTE) 2011; Pre-conference of the American Association of Colleges for Teacher Education (AACTE) 2019

Journal Reviewer: *American Journal of Education*, *British Journal of Educational Technology*, *Current Issues in Education*, *Educational Researcher*, *Elementary School Journal*, *English Journal*, *International Journal of Artificial Intelligence in Education*

Conference Reviewer: American Educational Research Association, Literacy Research Association

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