Vincent Cho, Ph.D.

ASSOCIATE PROFESSOR

BOSTON COLLEGE
Lynch School of Education
Department of Educational Leadership and Higher Education
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Chestnut Hill, Massachusetts 02467

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EDUCATION

2011   Ph.D., Educational Administration (Educational Policy and Planning)
The University of Texas at Austin, Austin, TX

Dissertation Title: *Educational Data Use and Computer Data Systems: Policies, Plans, and the Enactment of Practice*

2004   M.Ed., Educational Leadership (Title III Urban Principals Program)
University of Houston, Houston, TX

2000   B.A., English & Philosophy
Boston College, Chestnut Hill, MA

PROFESSIONAL EXPERIENCE (Selected)

2017-Present   Associate Professor with Tenure
Boston College, Chestnut Hill, MA

2019-Present   Director, Professional School Administrator Program
Boston College, Chestnut Hill, MA

2011-2017   Assistant Professor
Boston College, Chestnut Hill, MA

2007-2011	Research and Teaching Assistant *The University of Texas at Austin, Austin, TX*
2007-2010	Consultancy *CTB/McGraw-Hill: Longitudinal study of efficacy and use of the Acuity system.* *Natrona County School District, Casper, WY: District-wide evaluation of data use.*
2007-2009	Policy Analyst *The Senate of Texas, Austin, TX*
2004-2006	Assistant Principal *Houston Independent School District, Houston, TX*
2000-2004	English/Language Arts Teacher *Houston Independent School District, Houston, TX*

HONORS & AWARDS

2021-Present	Affiliate Faculty Member, Center for the Advanced Study of Technology Leadership in Education (CASTLE)
2021	American Educational Research Association, Classroom Management SIG, Carol Weinstein Outstanding Research Award. *Promises and pitfalls of electronic behavior management platforms: A comparative study.*
2013	American Educational Research Association, Committee on Scholars of Color in Education, *Early Career Scholar of Color*
2012	American Educational Research Association, Organizational Theory SIG, Best Paper Award. *Districts' efforts for data use and computer data systems: The role of sensemaking in system use and implementation.*
2011	American Educational Research Association, Division H, Outstanding Publication Award. *Improving data use in NISD: Becoming a data-informed district.*
2008	American Educational Research Association, Division H, Outstanding Publication Award. *The data-informed district: A district-wide evaluation of data use in the Natrona County School District.*

EDITORSHIPS

2017 – Present	Associate Editor	*Journal of Professional Capital and Community,*
2013 – Present	Assistant Editor	*Educational Policy: An Interdisciplinary Journal of Policy and Practice*
2015	Article Editor	*AERA Open*

BOARDS

2020 – Present	Advisory Board	*Center for Program Evaluation,* University of Massachusetts Lowell
2017 – Present	Editorial Advisory Board	*Teachers College Record*
2013 – 2017	Editorial Review Board	*Leadership and Policy in Schools*

PUBLICATIONS

* Graduate student/Practitioner

REFEREED JOURNAL ARTICLES

Lustick, H, **Cho, V.,** & Miller, A. (2023). Restorative justice in a "No Excuses" charter school. *Education and Urban Society.*

Cho, V., Borowiec, K.*, & Tuthill, K.F.* (2021). Organizational problem solving and school discipline: Comparing the roles of schoolwide behavior management technologies. *Journal of Educational Administration,* 59(3), 302-317. https://doi.org/10.1108/JEA-10-2020-0229

Cho, V., Mansfield, K.C., & Claughton, J.* (2020). The past and future technology in classroom management and school discipline: A systematic review. *Teaching and Teacher Education*, *90*. https://doi.org/10.1016/j.tate.2020.103037

Greenhow, C., **Cho, V.**, Dennen, V., & Fishman, B. (2019). Education and social media: Research directions to guide a growing field. *Teachers College Record,* 121(14)*.*

Cho, V., Hamilton, E.R., & Tuthill, K. F.* (2019). Troubles with transformative change: Faction analysis of a 1:1 Catholic school. *Journal of Educational Administration*. https://doi.org/10.1108/JEA-05-2018-0089

Jimerson, J. B., **Cho, V.,** Scroggins, K. A.*, Balial, R.*, & Robinson, R. R*. (2018). How and why teachers engage students with data. *Educational Studies*, *45*(6), 667–691. https://doi.org/10.1080/03055698.2018.1509781

Cho, V. (2017). Vision, mission, and technology implementation: Going one-to-one in a Catholic school. *Journal of Catholic Education*, *20*(2), 177–198. https://doi.org/10.15365/joce.2002082017

Wayman, J. C., Shaw, S., & **Cho, V.** (2017). Longitudinal effects of teacher use of computer data system on student achievement. *AERA Open*, *3*(1), 1–18. https://doi.org/10.1177/2332858416685534

Cho, V., & Jimerson, J. B. (2017). Managing digital identity on Twitter: The case of school administrators. *Educational Management Administration & Leadership, 45*(5), 884–900. https://doi.org/10.1177/1741143216659295

Cho, V., & Snodgrass Rangel, V. (2016). The dynamic roots of school leaders' Twitter use: A structurational perspective on technology. *Journal of School Leadership, 26* (5), 837-864.

Jimerson, J. B., **Cho, V.,** & Wayman, J. C. (2016). Student-involved data use: Teacher practices and considerations for professional learning. *Teaching and Teacher Education*, *60*, 413–424. https://doi.org/10.1016/j.tate.2016.07.008

Cho, V. (2016). Administrators' professional learning via Twitter: The dissonance between beliefs and actions. *Journal of Educational Administration*, *54*(3), 340–356. http://doi.org/10.1108/JEA-03-2015-0024

Cho, V. (2016). Organizational problem solving around digital distraction. *Journal of Professional Capital and Community*, 1(2), 145–158. http://doi.org/10.1108/JPCC-11-2015-0009

Cho, V. & Littenberg-Tobias, J.* (2016). Digital devices and teaching the whole student: Developing and validating an instrument to measure educators' attitudes and beliefs. *Educational Technology Research and Development*, 1–17. http://doi.org/10.1007/s11423-016-9441-x

Cho, V., & Wayman, J. C. (2015). Central office assumptions, strategies, and organization: Implementing computer data systems. *Journal of School Leadership, 25* (6), 1203-1236.

Cho, V., Jimerson, J. B., & Wayman, J. C. (2015). Data system implementation: A leader navigates people problems around technology and data use. *Journal of Cases in Educational Leadership*, *18*(2), 134–143. http://doi.org/10.1177/1555458915584677

Cho, V., & Wayman, J. C. (2014). Districts' efforts for data use and computer data systems: The role of sensemaking in system use and implementation. *Teachers College Record, 116* (2), 1–45.

Cho, V., Ro, J.*, Littenberg-Tobias, J.* (2013). What Twitter will and will not do: Theorizing about teachers' online professional communities. *Learning Landscapes, 6* (2), 45–62. http://hdl.handle.net/2345/bc-ir:104622

Wayman, J. C., Jimerson, J. B., & Cho, V. (2012). Organizational considerations in establishing the Data-Informed District. *School Effectiveness and School Improvement*, *23*(2), 159–178.

Wayman, J. C., Cho, V., Jimerson, J. B., & Spikes, D. D. (2012). District-wide effects of data use in the classroom. *Education Policy Analysis Archives, 20* (25), 28 pages. http://hdl.handle.net/2345/bc-ir:104648

BOOK

Sergiovanni, T. J., Starratt, R., & Cho, V. (2013). *Supervision: A redefinition (9th ed.)*. New York: McGraw-Hill.

Note: Individually authored four chapters of new content:
Ch. 3: Issues around "data-driven" decision making in supervision;
Ch. 4: Issues around cultural responsiveness;
Ch. 8: Supervisors' perspectives on the assessment of student learning; and
Ch. 12: Central office support for supervision.

BOOK CHAPTERS

Cho, V., Carlson J.*, Scanlan, M. K. (2023). Roads toward scholarly practice. In C. Benedetti, A. Covarrubias (Eds). *Teaching Critical Inquiry and Applied Research in Ed.D. Programs: Moving beyond Traditional Methods* (pp. 87-104). Myers Education Press.

Cho, V. (2021). Ice cream for breakfast. In G. Theoharis, G. & R. J. Lowenhaupt (Eds.), *Pandemic Parenting: The Collision of School, Work, and Life at Home* (pp. 3-6). Information Age.

Richardson, J. W., Sauers, N. J., Cho, V., & Lingat, J. M.* (2019). Push and pull on Twitter: How school leaders use microblogging for knowledge mobilization. In C. Brown & J. Malin (Eds.), *The Role of Knowledge Brokers in Education: Connecting the Dots Between Research and Practice* (pp. 27-39). Abingdon: Routledge.

Cho, V., Snodgrass Rangel, V. W., & Noble, A.* (2019). The digital age: Exploring the relationship between technology and school organization. In C. James, S.D. Kruse, M. Connolly, J.H. Eddy Spicer (Eds.), *The SAGE International Handbook of School Organization* (pp. 524-539). Thousand Oaks, CA: SAGE.

Lowenhaupt, R., & Cho, V. (2015). A digital 1:1 initiative: Response 1. In L. Sadeghi & K. Callahan (Eds.), *Educational Leadership in Action: A Casebook for Aspiring Leaders* (pp. 129-130). New York, NY: Taylor & Francis.

Wayman, J. C., Cho, V., Jimerson, J. B. & Snodgrass Rangel, V. W. (2015). A look into the workings of data use in a mid-sized district. In K. L. Sanzo, J. Scribner, & I. E. Sutherland

(Eds.), *Leadership in small and mid-sized urban districts* (pp. 241-275). Bingley: Emerald Insight.

Farley-Ripple, E. N., & **Cho, V.** (2014). Depth of use: How district decision-makers did and did not engage with evidence.[1] In A. J. Bowers, A. R. Shoho, & B. G. Barnett (Eds.), *Using Data in Schools to Inform Leadership and Decision Making* (pp. 229-252). Charlotte: Information Age.

Wayman, J. C., **Cho, V.**, & Richards, M. P. (2010). Student data systems and their use for educational improvement. In P. Peterson, E. Baker, & B. McGraw (Eds.), *International Encyclopedia of Education* (Vol. 8, pp. 14-20). Oxford: Elsevier.

Wayman, J. C., & **Cho, V.** (2008). Preparing educators to effectively use student data systems. In Kowalski, T. J., & Lasley, T. J. (Eds.). *Handbook on data-based decision making in education* (pp. 89-104). New York: Routledge.

PRACTITIONER PERIODICALS

Cho. V., Allwarden, A.*, & Wayman, J. C. (2016). Shifting the focus to people. *Principal*, (March/April), 28–31.

Cho, V., Turner, H.*, & Steiner, A.* (2016). Different continents, shared challenges: Europe and the United States in the digital era. *Educational Technology, 56*(2), 47-49.

UNDER REVIEW

Cho, V., Borowiec, K.*, & Irby, D. J. (Journal article; in press). Technology and discipline: Examining the use of apps for classroom behavior management
.

TECHNICAL REPORTS

Wayman, J. C., Wilkerson, S. B., **Cho, V.**, Mandinach, E. B., & Supovitz, J. A. (2016). *Guide to using the Teacher Data Use Survey* (REL 2017–166). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia. Retrieved from http://ies.ed.gov/ncee/edlabs.

Wayman, J. C., **Cho, V.**, Mandinach, E. B., Supovitz, J. A., & Wilkerson, S. B. (2016). *The Teacher Data Use Survey* (REL 2017–166). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia. Retrieved from http://ies.ed.gov/ncee/edlabs.

Wayman, J. C., Shaw, S. M., & **Cho, V.** (2011). *Second-year results from an efficacy study of the Acuity data system*. Austin: The University of Texas.

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[1] Peer-reviewed; presents new research.

Wayman, J. C., **Cho, V.**, Snodgrass Rangel, V. W., & Jimerson, J. B. (2010). *Improving data use in NISD: Becoming a data-informed district*. Austin: The University of Texas.

Wayman, J. C., Jimerson, J. B., **Cho, V.**, & Snodgrass Rangel, V. W. (2010). *Improving data use in District Two: Becoming a data-informed district.* Austin: The University of Texas.

Wayman, J. C., Snodgrass Rangel, V. W., Jimerson, J. B., **Cho, V.**, (2010). *Improving data use in District Three: Becoming a data-informed district.* Austin: The University of Texas.

Wayman, J. C., **Cho, V.**, & Shaw, S. M. (2009). *First-year results from an efficacy study of the Acuity data system*. Austin: The University of Texas.

Wayman, J. C., **Cho, V.**, & Shaw, S. M. (2009). *Preliminary results from an efficacy study of the Acuity data system.* Austin: The University of Texas.

Wayman, J. C., **Cho, V.**, & Johnston, M. T. (2007). *The data-informed district: A district-wide evaluation of data use in the Natrona County School District.* Austin: The University of Texas.

POLICY REPORTS

Cho, V., & Steiner, A.* (2015). *Choices and challenges in the digital era: A look ahead.* Brussels: European Parliament.

von Eschenbach, W., & **Cho, V.** (2008). *Senate Higher Education Subcommittee interim report to the 81ˢᵗ Texas Legislature.* Austin: The Senate of Texas.

von Eschenbach, W., Whitaker, B., **Cho, V.**, Brown, J., Gonzales, R. (2008). *Senate Finance Higher Education Subcommittee interim report to the 81st Texas Legislature.* Austin: The Senate of Texas.

ACADEMIC BLOGS

Cho, V. (2012-2018). *Datapulted* at www.datapulted.com. Blog informing practitioners about educational research about school leadership, technology, and data use.

Cho, V. (2010, March). *What do bicycles and copiers have to do with student data systems?* at www.quickanded.com. Invited blog post for Education Sector, American Institutes for Research, regarding their report "Putting data into practice."

WORKS-IN-PROGRESS

Cho, V. & Dueñas, S.* (Journal article). Surprises from the shadows: Confronting intrusions from bots and generative AI in survey research.

Bishop, M,* & **Cho, V.** (Journal article). District-level culturally responsive leadership: A case study.

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FUNDED

2023   **Qualitative Analysis of Teachers' and Parents' Perceptions about ClassDojo.**
Research Expense Grant (REG), Boston College
Role: Principal Investigator
Amount: $1,930

2022   **Teachers' and parents' uses of ClassDojo: An explanatory mixed methods study.** Research Expense Grant (REG), Boston College
Role: Principal Investigator
Amount: $2,000

2021   **Supporting Hybrid Flexible (Hi-Flex) instruction for doctoral students.**
Exploratory Technology Grant (ETG), Boston College
Role: Principal Investigator
Amount: $3,000

2020   **Rethinking equitable disciplinary practices in technology supported classrooms**. Research Expense Grant (REG), Boston College
Role: Principal Investigator
Amount: $1,965

2019   **Classroom behavior management platforms: A comparative case study.**
Research Expense Grant (REG), Boston College
Role: Principal Investigator
Amount: $965

2018   **Exploring the use of video-based asynchronous discussion threads and student study groups.** Exploratory Technology Grant (ETG), Academic Technology Advisory Board (ATAB), Boston College
Role: Principal Investigator
Amount: $1,000

2017-2018   **Mapping the terrain of classroom behavior management technology (CBMT) use.** Research Expense Grant (REG), Boston College
Role: Principal Investigator
Amount: $1,985

2017-2018   **Preparing research on classroom management technologies.** Collaborative Fellowship Grant, Boston College
Role: Principal Investigator
Amount: 10,100

2016-2017   **Exploring the use and implementation of classroom behavior management technologies**. Research Incentive Grant (RIG), Boston College
Role: Principal Investigator
Amount: $14,682

2015	**Analysis of social networks in a 1:1 school.** Research Expense Grant (REG), Boston College *Role: Principal Investigator* Amount: $1,994
2012	**Technologies for "Data-driven decision making" in Catholic schools.** Research Incentive Grant (RIG), Boston College *Role: Principal Investigator* Amount: $7,500
2012	**Social networks around technology and data use in Catholic Schools.** Research Expense Grant (REG), Boston College *Role: Principal Investigator* Amount: $2,000
2009-2011	**The data-informed district: Implementation and effects of a district-wide data initiative.** The Spencer Foundation *Role: Research Assistant* (PI: Jeffrey C. Wayman) Amount: $495,396

NOT FUNDED

2023	**Exploring the Uses and Implications of Schoolwide Behavior Management Apps.** Spencer Small Research Grants on Education, Spencer Foundation *Role: Principal Investigator* Amount: $49,864
2020	**Exploring the new roles of technology in school discipline.** Spencer Small Research Grants on Education, Spencer Foundation *Role: Principal Investigator* Amount: $49,966
2020	**Leveraging technology to promote equitable school discipline**. Collaborative Fellows Grant, Boston College *Role: Principal Investigator* Amount: $39,152
2019	**CANLEAD: Strengthening school leaders' instructional leadership practices through developing teachers' abilities to integrate technology in support of student learning.** Supporting Effective Educator Development (SEED), U.S Department of Education. *Role: Co-Investigator* (PI: Sara Dexter. Co-PIs: Scott McLeod, Nicholas Sauers, Jayson Richardson) Amount: $7,039,899
2018	**Mapping the uses and effects of classroom behavior management technologies**. Ignite, Boston College *Role: Principal Investigator*

Amount: $18,050

2018 **Exploring the social and technical factors affecting data system use and design: Indiana's INSITE initiative**. Institute of Education Sciences
Role: Co-Principal Investigator (PI: John H. Hitchcock. Co-PI: Mary Stewart)
Amount: $1,396,880

2017 **Collaborative Implementation of an Educational Data System in Elementary Schools: A Mixed Methods Study in Indiana.** Institute of Education Sciences
Role: Co-Principal Investigator (PI: Mary Stewart. Co-PI: John H. Hitchcock)
Amount: $701,739

2015 **The use of school climate data in cycles of inquiry.** The Spencer Foundation
Role: Principal Investigator
Amount: $49,657

<div align="center">UNDER REVIEW</div>

2023 **Developing a Community-Based Model for Equitable AI Education.**
Vision Grants, The Spencer Foundation
Role: Co-Principal Investigator (PI: Katie Davis. Co-PIs: Jason Yip, Alex Bowers, Sulemon Shahid, Tom Yeh)
Amount: $75,000

PRESENTATIONS

<div align="center">REFEREED CONFERENCES</div>

Cho, V. & Dueñas, S. (2023, November). Surprises from the shadows: Confronting intrusions from bots and generative AI in survey research. Paper presented at the 2023 Annual Convention of the University Council for Educational Administration, Minneapolis, MN.

Lustick, H, **Cho, V.,** & Miller, A. (2021, November). Between a logic and a hard place: Restorative justice in a "No Excuses" charter school. Paper presented at the 2021 Annual Convention of the University Council for Educational Administration, Columbus, OH.

Borowiec, K.*, & **Cho, V.** (2020, November). The social construction of discipline and technology in schools. Paper presented at the 2020 Annual Convention for the University Council for Educational Administration (Virtual).

Cho, V., Riden, B. S., Tuthill, K. F.* & Borowiec, K.* (2020, April). When classroom management, technology, and institutional structures collide: The sociomateriality of electronic behavior management platforms. Paper at the Annual Meeting of the American Educational Research Association San Francisco, CA. (Conference Canceled)

Richardson, J. W., Sauers, N. J., **Cho, V**., & Lingat, J. M. (2019, April). Push and pull on Twitter: How school leaders use microblogging for knowledge mobilization. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Canada.

Richardson, J. W., **Cho, V**., Sauers, N. J., & Lingat, J. M. (2019, January). Push and pull on Twitter: How school leaders use microblogging for knowledge mobilization. Paper presented at the meeting of Hawaiian International Conference on Education, Honolulu, HI.

Cho, V., Hamilton, E.R., & Tuthill, K.F.* (2018, November). *Challenges with mission, vision, and change in a 1:1 school: A faction analysis.* Paper presented at the 2018 Annual Convention of the University Council for Educational Administration, Houston, TX.

Cho, V., Hamilton, E.R., & Tuthill, K.F.* (2018, May). *Troubles with transformative change: Faction analysis of a 1:1 iPad initiative.* Paper presented at the 2018 Annual Meeting of the American Educational Research Association, New York, NY.

Wayman, J. C., Wilkerson, S. B., **Cho, V**., Mandinach, E. B., & Supovitz, J. A. (2017, May). *Helping administrators get data on how teachers use data: The Teacher Data Use Survey.* Paper presented at the 2017 Annual Meeting of the American Educational Research Association, San Antonio, TX.

Cho, V. (2016, June). *Using data and technology to address inequities in education*. Presentation at the 2016 Diversity and Inclusion Summit, Boston College, Chestnut Hill, MA.

Jimerson, J.B., **Cho, V**., Wayman, J. (2016, April). *Professional learning for student-involved data-use*. Paper presented at the 2016 Annual Meeting of the American Educational Research Association, Washington, D.C.

Jimerson, J.B., **Cho, V**., Scroggins, K.A., Balial, R., Robinson, R. (2016, April). *Why and how teachers involve students with data*. Paper presented at the 2016 Annual Meeting of the American Educational Research Association, Washington, D.C.

Cho, V., & Jimerson, J. B. (2015, November). *The performance of professional identity online: The case of school leaders on Twitter.* Paper at the 2015 Annual Convention of the University Council for Educational Administration, San Diego, CA.

Littenberg-Tobias, J.*, **Cho, V**. (2015, March). *Digital devices and teaching the whole student: Developing and validating an instrument to measure educators' attitudes and beliefs*. Paper presented at the 2015 Annual Meeting of American Educational Research Association, Chicago, IL.

Cho, V. & Littenberg-Tobias, J.* (2014, March). *1:1 devices in Catholic schools: Challenges and implications.* Paper presented at the 2014 Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Farley-Ripple, E. N., & **Cho, V.** (2014, March). *Depth of use: How district decision-makers did and did not engage with evidence.* Paper presented at the 2014 Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Wayman, J. C. & **Cho, V.** (2014, March). *Realistic expectations in the data-informed district.* Paper presented at the 2014 Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Cho, V. (2013, November). *School administrators' use of Twitter for professional learning: A structurational perspective.* Paper presented at the 2013 Annual Convention of the University Council for Educational Administration, Indianapolis, IN.

Cho, V. & Wayman, J. C. (2013, November). *District leadership for computer data systems: Technical, social, and organizational challenges in implementation.* Paper presented at the 2013 Annual Convention of the University Council for Educational Administration, Indianapolis, IN.

Cho, V. (2012, November). *School administrators' use of Twitter: Benefits and challenges.* Paper presented at the 2012 Annual Convention of the University Council for Educational Administration, Denver, CO.

Johnson, L., **Cho, V.**, Fortuna, J., Friedman, A., Crow, G., Hochbein, C., & Maxcy, B. (2012, November). *Developing the scholar in the scholarly practitioner: Building research capacity in Ed.D. programs.* Presentation at the 2012 Annual Convention of the University Council for Educational Administration, Denver, CO.

Cho, V., & Wayman, J. C. (2012, November). *Issues confronting district administrators in computer data system implementation: Mapping the terrain.* Paper presented at the 2013 Annual Convention of the University Council for Educational Administration, Denver, CO.

Cho, V., & Wayman, J. C. (2012, April). *Districts' efforts for data use and computer data systems: The role of sensemaking in system use and implementation.* Paper presented at the 2012 Annual Meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.

Cho, V., & Wayman, J. C. (2011, November). *Educational data use and computer data systems: Sensemaking and teachers' enactment of technologies for data-informed decision making.* Paper presented at the 2011 Annual Convention of the University Council for Educational Administration, Pittsburgh, PA.

Wayman, J. C., Jimerson, J. B., & **Cho, V.** (2011, April). *Organizational considerations in educational data use.* Paper presented at the 2011 Annual Meeting of the American Educational Research Association, New Orleans, LA.

Wayman, J. C., Shaw, S. M., & **Cho, V.**, & O'Reilly, J. (2011, April). *Does benchmark assessment make a difference for teaching and learning?* Paper presented at the 2011 Annual Meeting of the American Educational Research Association, New Orleans, LA.

Wayman, J. C., Spikes, D., **Cho, V.**, & Jimerson, J. B. (2011, February). *Implementation and Use of Data Systems in the Data-Informed District.* Presentation at the 2011 National Center for Education Statistics Management Information Systems Conference, Austin, TX.

Cho, V., & Wayman, J. C. (2010, October). *Technology, organizational structure, and educator data use.* Paper at the 2010 Annual Convention of the University Council for Educational Administration, New Orleans, LA.

Wayman, J. C., Jimerson, J. B., & **Cho, V.** (2010, October). *District policies for the effective use of student data.* Paper at the 2010 Annual Convention of the University Council for Educational Administration, New Orleans, LA.

Wayman, J. C., **Cho, V.**, Jimerson, J. B., Snodgrass Rangel, V. W. (2010, May). *The data-informed district: A systemic approach to educational data use.* Paper presented at the 2010 Annual Meeting of the American Educational Research Association, Denver, CO.

Wayman, J. C., Shaw, S. M., & **Cho, V.** (2009, December). *First-year results from an efficacy study of the Acuity data system.* Paper presented at the 24th Annual Texas Assessment Conference, Austin TX.

Wayman, J. C., **Cho, V.**, & Shaw, S. M. (2009, November). *Can teachers use an interim assessment system to help students learn?* Paper presented at the 2009 Annual Convention of the University Council for Educational Administration, Anaheim, CA.

Wayman, J. C., Shaw, S. M., & **Cho, V.** (2009, June). *A longitudinal study of the effects of a student assessment system.* Paper presented at the 2009 Council of Chief State School Officers' National Conference on Student Assessment, Los Angeles, CA.

Cho, V., & Wayman, J. C. (2009, April). *Knowledge management and educational data use.* Paper presented at the 2009 Annual Meeting of the American Educational Research Association, San Diego, CA.

Cho, V. (2009, February). *Knowledge management and educational data use.* Center for Health and Social Policy, The University of Texas at Austin, Austin, TX.

Wayman, J. C., **Cho, V.**, & Johnston, M. T. (2008, November). *One year later: Effects of a districtwide evaluation of data use.* Paper presented at the 2008 Annual Convention of the University Council for Educational Administration, Orlando, FL.

Cho, V., & Wayman, J. C. (2008, March). *Results from a district-wide evaluation of data use: Computer systems and district supports.* Paper presented at the 2008 Annual Meeting of the American Educational Research Association, New York, NY.

Wayman, J. C., Johnston, M. T., & **Cho, V.** (2008, March). *Recommendations resulting from a district-wide evaluation of data use.* Paper presented at the 2008 Annual Meeting of the American Educational Research Association, New York, NY.

Cho, V., & Richey, J. S. (2004, March). *Reading and writing workshop for English language learners.* Workshop presented at the 2004 Convention of Teachers of English to Speakers of Other Languages, Long Beach, CA.

Cho, V., & Newell, S. (2004, February). *A multicultural classroom: A world of writers*. Workshop presented at the 2004 Annual Conference of the National Association for Bilingual Education, Albuquerque, NM.

INVITED SPEAKING ENGAGEMENTS

Cho, V. & Nash, J. B. (2023, November 18). *Supporting Doctoral Student Writing with AI*. Panel member at the 2023 Annual Convention of the University Council for Educational Administration, Minneapolis, MN.

Lopez, G. R., Richardson, J., Ryan, J., & **Cho, V.** (2019, April 5). *Division A Early Career Scholar Seminar Journal Editor Panel.* Panel member at the Annual Meeting of the American Educational Research Association, Toronto, Canada.

Cho, V., Crow, R., Firestone, W., Mertler, C., Prossner, S., Watson, J., & Wilson, J. (2018, June 14). *Do different designs for the dissertation in practice meet the same end?* Panel member at the Carnegie Project on the Education Doctorate (CPED) 2018 June Convening, Tallahassee, FL.

Young, M. D., & **Cho, V.** (2016, May 2). *Preparing principals for leadership.* Presentation at the 69th Education Writers Association National Seminar, Boston, MA.

Cho, V. (2016, April 2). *Educating the whole child: Where is the future taking us?* Keynote address at the 4th Annual Leadership Symposium, St. John's University, New York, NY.

Cho, V. (2016, February 24). *Educating the whole child in the digital age.* Presentation at CSTEEP, Lynch School of Education, Boston College.

Cho, V. (2015, May 4). *Choices and challenges in the digital era: A look ahead.* Research briefing at European Parliament, Brussels, Belgium.

Cho, V. (2015, April 2). *Helping teachers do what they know: Challenges in supporting data use.* Keynote address at Rennie Center for Educational Research and Policy, Boston, MA.

Cho, V. (2014, March 19). *It's harder than they think: Technology hype and its implications for school leadership.* Presented at Junior Scholars in Conversation, Boston College, Chestnut Hill, MA.

Cho, V. (2013, October 13). *Technology and social media in education*. Interviewed by EdTech Google+ Community, School Technology and Leadership Program, University of Kentucky, Lexington, KY. https://plus.google.com/111583155325640141119/posts/FFZxAWK1eqa

Cho, V. (2010, November 13). *Becoming better consumers of data: Advice to aspiring principals about understanding statistics.* Presented at Administration of Individual Schools and Internship Course, Principalship Program, The University of Texas at Austin, Austin, TX.

MEDIA APPEARANCES

Quoted in: Trevon Milliard (2016, July 15). Wanted: High-quality principal training. *The Educated Reporter.*

Quoted in: David Smiley (2013, June 19). Miami-Dade to ensure that every student has digital device by 2015. *Miami Herald.*

Quoted in: Nathan Bernier (2013, January 10). The Texas school district where every student gets an iPad. *KUT News, NPR-Austin.*

SERVICE

INTERNATIONAL

Center for Education Policy Research at Harvard University
- Faculty Advisor (3 fellows), *Strategic Data Project*, 2017-2018
- Faculty Advisor (2 fellows), *Strategic Data Project*, 2020-2021
- Faculty Advisor (3 fellows), *Strategic Data Project*, 2021-2022
- Faculty Advisor (3 fellows), *Strategic Data Project*, 2022-2023
- Faculty Advisor (1 fellow), *Strategic Data Project*, 2023-2024

United Kingdom Department for Education
- Invited meeting with Her Majesty's Consul General and the Permanent Secretary for Education to discuss technology and educational data use, 2015

NATIONAL

American Educational Research Association
- Mentor, *Researcher Development Program, School Improvement SIG*, 2022-2023
- Member, *AERA 2021 Presidential Program Committee*
- Mentor, *Division A Early Career Scholars,* 2019
- Program Co-Chair, *Division A*, 2019-2021
- Treasurer, *Data-Driven Decision Making in Education SIG,* 2019-2021
- Program Chair, *Division A (Section 2),* 2018
- Chair and discussant, *Virtual social networks and social media: Shaping teaching, learning, and policy discourse,* 2017
- Discussant, *Organizational theory: Changes and challenges*, 2017
- Chair, *Leading educational innovation across sectors*, 2017
- Program Chair, *Division A (Section 2),* 2014
- Collaborative Learning Chair, *Organizational Theory SIG*, 2014
- Chair, *Guiding leaders' thinking: Navigating school reform using theories of complexity*, 2013
- Division H, Web Committee, 2010-2011

Society for Research on Educational Effectiveness
- Faculty Advisor, *Emerging and Best Practice Strategies to Center Equity in Philanthropic Evaluation Practices* (Gavinales, 2022)
- Faculty Advisor, *"Chain Reactions" that Improve Instruction* (Saltmarsh, 2021)

REL Appalachia, funded by the Institute of Education Sciences (IES)
- Technical Working Group member, *Data Use Survey Development*, 2014

University Council for Educational Administration
- Mentor, *Jackson Scholars Alumni Network*, 2017-2018
- Panelist, *UCEA coffee: Re-imagining internet, community, and change*, 2013
- Mentor, *Graduate Student Summit*, 2012
- Chair and discussant, *Data and technology: Improvement and leadership skills*, 2011

UCEA Center for the Advanced Study of Technology Leadership in Education, University of Kentucky
- Dissertation Critical Friends Panel, *School Technology Leadership Week*, 2013

Education Sector, Washington, DC
- Convened with representatives from research, policy, practice, and philanthropy regarding the future of state and district data systems, 2009

UNIVERSITY

Academic Technology Advisory Board (ATAB), Boston College
- Member, *Learning Analytics Working Group*, 2017-2018
- Member, *Hybrid Course Development Cohort*, 2016-2017

Boston College Zen Meditation Group, Boston College
- Coordinator, 2017-2020

Campus Ministry, Boston College
- Spiritual Director, 2021-present
- Spiritual Director, *Manresa Retreat*, 2022, 2023
- Invited Speaker, *Connections*, 2020

Center for Teaching Excellence, Boston College
- Invited Speaker, *New Faculty Orientation*, 2021

Center for Student Formation, Boston College
- Sweep (i.e., faculty facilitator), 2012, 2015, 2023

Community Research Seminar, Boston College
- Faculty advisor, Spring 2013

Instructional Design + eTeaching Services (IDeS), Boston College
- Member, *Teaching with New Media (TWIN) Award Committee*, 2014

Intersections
- Invited Speaker, *New Faculty Orientation*, 2022

Lynch Leadership Academy, Boston College
- Member, *Advisory Committee,* 2013-2018

Shaw Leadership Program, Boston College
- Faculty judge, *Yearlong Servant Project Presentations*, 2013
- Guest speaker, *Shaw Leadership Summit*, 2012

University Council on Teaching (UCT), Boston College
- Working Group Member, *Exploring Generative AI for Teaching and Learning*, 2023-2024

LYNCH SCHOOL OF EDUCATION

- Chair, *Educational Policy Council (EPC),* 2023-2025
- Member, *Educational Policy Council (EPC)*, 2023-2026
- Panelist, *First Generation Faculty Panel*, 2023
- Member, *PhD Task Force,* 2022-2023
- Representative, *EdPrepLab,* 2021-present
- Member, *DESE Program Review Committee*, 2021-2022
- Member, *Awards Committee*, 2019-2021
- Chair of Faculty Search Committee, *Educational Leadership and Higher Education*, 2017
- ELHE Team Leader, *Walk Across Campus (WAC)*, 2017-2018
- Faculty Search Committee, *Educational Leadership and Higher Education*, 2016
- Faculty Program Coordinator, *Specialization in Assessment Literacy & Data Use*, 2015-2017
- Member, *Committee on Technology*, 2013-2016
- Member, *Educational Policy Council (EPC)*, 2014-2016
- Faculty judge, *Graduate Student Research Forum*, 2012

COMMUNITY SERVICE

Buddhist Correspondence Course, Buddhist Association of the United States
- Provided spiritual direction and mentorship to incarcerated persons. 2023-present

Greater Boston Zen Center, Cambridge, MA
- Completed term as Secretary for Board of Directors. 2022-2023.
- Organized meditation, discussion, and liturgy sessions for persons of color. 2020-2023

Boston College Read Aloud Program, Thomas A. Edison K8 School, Brighton, MA
- Monthly read aloud for Students with Limited or Interrupted Formal Education (SLIFE) in grades 3-5. 2018-2019

Compañeros en Lectura, Austin Partners in Education, Austin, TX
- Volunteered as reading coach for second grade English Language Learners, 2006

New York City College Visits, Deady Middle School, Houston, TX
- Managed project to bring outstanding 7th graders on visits to prestigious universities in New York City; raised approximately $25,000. 2005

Summerbridge/Breakthrough Collaborative, Houston, TX
- Served as Dean of Faculty and mentor for aspiring teachers working with at-risk youth, 2001

Baylor College of Medicine, Houston, TX
- Facilitated weekly peer counseling and support groups for at-risk students, 2000

REVIEWING ACTIVITIES

Journals (Ad hoc Reviewer)
- *American Educational Research Journal*
- *Educational Administration Quarterly*
- *Educational Policy*
- *International Journal of Education in Mathematics, Science and Technology*
- *Frontiers in Education*
- *Journal of Educational Administration*
- *Journal of Organizational Theory in Education*
- *Journal of Professional Capital and Community*
- *Journal of Research on Leadership Education*
- *Leadership and Policy in Schools*
- *School Effectiveness and School Improvement*
- *Studies in Educational Evaluation*
- *Teachers College Record*
- *Teaching and Teacher Education*

Reports
- Institute of Education Sciences (IES), *Profile of State Data Capacity in 2017-18: Statewide Longitudinal Data Systems (SLDS) Survey Descriptive Statistics.*
- Institute of Education Sciences (IES), *Statewide Longitudinal Data Systems (SLDS) Survey Analysis.*

Grants
- National Science Foundation (NSF), Decision, Risk, and Management Sciences, 2023
- Institute of Education Sciences (IES), Transformative Research One, 2021
- Institute of Education Sciences (IES), Unsolicited Grants, 2021
- Institute of Education Sciences (IES), Statewide Longitudinal Data Systems (SLDS), 2020
- National Science Foundation (NSF), Big Data, 2016
- Texas Education Agency, Texas Educator Excellence Grant (TEEG), 2007

Conferences
- American Educational Research Association, Divisions A (Administration, Leadership, and Organizations) & H (Research, Evaluation, & Assessment in Schools), Chaos & Complexity Theory SIG, Organizational Theory SIG, Technology as an Agent of Change in Teaching and Learning SIG, 2007 – Present
- University Council for Educational Administration, 2007 – Present

Chapter
● In A. J. Daly & K. Finnigan (Eds.), *Thinking Systematically: Improving Districts Under Pressure.* Washington, DC: American Educational Research Association.

TEACHING

FACE-TO-FACE GRADUATE COURSES (Boston College)

ELHE 8820	Research Design I
ELHE 8821	Research Design II
ELHE 8823	Research Design III
ELHE 7726	Organizational Theory and Learning
ELHE 7711	Using Data and Evidence for School Improvement
ELHE 7952	Practicum in Principalship
ED 823	Research Design III
ED 451	Managing Resources: Human, Financial, & Facilities
ED 953	District-level Instructional Leadership
ED 617	Leadership at the School Level
ED 829	Design of Research
ED 626	Reflective Seminar in Educational Administration
ED 656	Administration of Local School Systems: Qualitative Data Analysis

ONLINE GRADUATE COURSES (Boston College)

ELHE 7726	Organizational Theory and Learning
ELHE 7711	Using Data and Evidence for School Improvement
ELHE 7756	Reflection on Leadership Seminar

TEACHING ASSISTANT of GRADUATE COURSES (The University of Texas at Austin)

EDA 383	Data-Based Decision Making for Principals
EDA 383	Data-Based Decision Making for Superintendents
EDA 395	Policy Issues in Data-Based Decision Making
EDA 381	Quantitative Research Design and Analysis
EDA 383	Advanced Quantitative Research and Analysis

Ed.D. DISSERTATIONS-in-PRACTICE CHAIRED

Banks, M. (2021). *Capital improvements to principal leadership: The principal's influence on the retention of educators of color.* Boston College.

Hahn, W. (2021). *Capital improvements to principal leadership: The individual journey of the building principal and its impact on recruitment.* Boston College.

Herman Karp, E. (2021). *Capital improvements to principal leadership: Culturally responsive district strategies to retain school principals.* Boston College.

Vivani, L. (2021). *Capital improvements to principal leadership: diversity, equity, and inclusion policy implementation.* Boston College.

Caira, M.A. (2018). *The role of leadership in social-emotional learning implementation: One district's approach to professional development.* Boston College.

Hardy, S.J. (2018). *The role of leadership in social-emotional learning implementation: Making sense of social-emotional learning initiatives*. Boston College.

McGarrigle, D.M. (2018). *The role of leadership in social-emotional learning implementation: Principal and counselor practices to support social-emotional learning*. Boston College.

Langlois, D. (2018). *The role of leadership in social-emotional learning implementation: Leadership and classroom environment*. Boston College.

Botelho, P. (2016). *How district leaders craft policy coherence in improving achievement and equity*. Boston College.

Cushing, P.J. (2016). *How district leadership builds capacity to improve achievement and advance equity*. Boston College.

Lawson, C. (2016). *How district leaders generate the will to improve achievement and advance equity*. Boston College.

McIntyre, L. (2016). *How district leaders maintain an equity focus to improve achievement and advance equity*. Boston College.

McLaughlin, Z. (2016). *Managing district culture: District leaders' role in reshaping district culture*. Boston College.

Arnold, E.P. (2014). *Framing innovation: The impact of the superintendent's technology infrastructure decisions on the acceptance of large-scale technology initiatives*. Boston College.

Cohen, P.D. (2014). *Framing innovation: The impact of the superintendent's attitudes and use of technology on the acceptance of large-scale technology initiatives*. Boston College.

Flanagan, G.E. (2014). *Framing innovation: Does an instructional vision help superintendents gain acceptance for a large-scale technology initiative?* Boston College.

Nolin, A.P. (2014). *Framing innovation: Do professional learning communities influence acceptance of large-scale technology initiatives?* Boston College.

Turner, H.J. (2014). *Framing innovation: The role of distributed leadership in gaining acceptance of large-scale technology initiatives*. Boston College.

Ph.D. DISSERTATION COMMITTEE MEMBER

Hogue, C. (2022). *Development of a Rash/Guttman Scenario Instrument to Measure Teachers' Use of Data to Inform Classroom Instruction*. Boston College.

Lamb, A. (2022). *The Logics of Educational Technology: An Investigation of How Institutional Logics Are Used by Educational Leaders to Foster Educational Change via 1:1 Technology*. University of Connecticut.

Hurst, T. (2017). *The superintendent's feed: An analysis of superintendents' engagement in political discourse on Twitter*. University of Kentucky.

Morton, B. (2016). *The effect of a data-based instructional program on teacher practices: The roles of school culture, instructional leadership, and teacher characteristics*. Boston College.

Littenberg-Tobias, J. (2014). *Teaching citizens: Exploring the relationships between teacher professional learning, interactive civics, and student achievement on NAEP Civics*. Boston College.

OTHER ACCOMPLISHMENTS

TEXAS EDUCATOR CERTIFICATION

- Principal (Grades EC – 12)
- English as a Second Language (Grades 6 – 12)
- Secondary English Language Arts (Grades 6 – 12)
- Secondary English (Grades 6 – 12)

PROFESSIONAL AFFILIATIONS

2006-present	American Educational Research Association
2006-present	University Council for Educational Administration
2002-2004	National Association for Bilingual Education
2002-2004	Teachers of English to Students of Other Languages
2000-2004	National Council for Teachers of English
2000-2002	Teacher for America (corps member)

PROFESSIONAL DEVELOPMENT

2022	Digital Scholarship Incubator. Boston College Libraries, *Boston College.* Chestnut Hill, MA.
2021	Teaching for Inclusion and Social Justice. Lynch School of Education and Human Development Seminar, *Boston College.* Chestnut Hill, MA.
2018	#Cloud2Class: Exploring the Disruption and Reorganization of Educational Resources in the Age of Social Media Conference. *American Educational Research Association,* East Lansing, MI.
2018	Education Leadership Data Analytics Summit. *Teachers College, Columbia University,* New York, NY.

2018	Contemplative Pedagogies Reading Group. *Boston College*. Chestnut Hill, MA.
2014, 2012	LINKS Center for Social Network Analysis. *University of Kentucky*. Lexington, KY.
2005	National Institute for Urban School Leaders. *Harvard University*. Cambridge, MA.
2002	Fellow, National Writing Project. Greater Houston Area Writing Project, *University of Houston at Clear Lake*, Clear Lake, TX.