Emily M. Hodge

Associate Professor of Educational Leadership
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Montclair State University
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EDUCATION

2015   PhD, Department of Education Policy Studies, The Pennsylvania State University
Program: Educational Theory and Policy
Advisor: Dr. David Gamson
Dissertation: "Rigor for All? The Enduring Tension Between Standardization and Differentiation in the Era of the Common Core State Standards"

2007   MA, English Language and Literature, University of Virginia

2006   MT, Secondary Education, University of Virginia

2006   BA, English Language and Literature, *With Distinction*, University of Virginia

EMPLOYMENT

2015–present Montclair State University, Montclair, NJ.
Associate Professor of Educational Leadership (2021–present)
Assistant Professor of Educational Leadership (2015–2021)
Doctoral Faculty, Teacher Education and Teacher Development (2016–2024)

2010–2015   The Pennsylvania State University, University Park, PA.
Managing Editor, American Journal of Education
Instructor, Department of Education Policy Studies
Field Supervisor, Department of Curriculum and Instruction
Research Assistant to Dr. David Gamson

2007–2010   Quaker Valley Middle School, Sewickley, PA.
English/Language Arts Teacher

AWARDS

2022   Early Career Award, AERA Division L (Education Policy and Politics)

2021   NCTE Affiliate Journal of Excellence Award, for the 2021 issue of the *New Jersey English Journal*

2020   Fellow, National Education Policy Center, University of Colorado at Boulder

| 2020 | Education Policy Collaborative Outstanding Policy Report Award, for "Tracking and the future of career and technical education: How efforts to connect school and work can avoid the past mistakes of vocational education," by E. Hodge, S. Dougherty, & C. Burris. National Education Policy Center. |

| 2018 | Recognized for outstanding reviewing, *American Journal of Education* |

| 2013 | David L. Clark Scholar, UCEA/Division A/Division L |

| 2010–2012 | Dean's Graduate Assistantship for Engaged Scholarship & Research in Education, Penn State University College of Education |

PUBLICATIONS

Journal Articles

Hodge, E., Rosenberg, J., & López, F. (2023). "We don't teach critical race theory here": A sentiment analysis of K–12 school and district social media statements. *Peabody Journal of Education*, 1–15. https://doi.org/10.1080/0161956X.2023.2261318. (Published online Oct. 9, 2023).

Hodge, E., Salloum, S., & Benko, S. (2023). How state educational agency coordinators navigate logics of local control in standards implementation. *Educational Policy*, 1–30. https://doi.org/10.1177/08959048231153595 (Published online Mar. 29, 2023).

Hodge, E., López, F., & Rosenberg, J. (2022). How to respond to community concerns about critical race theory. *Kappan: The Professional Journal for Educators, 104*(3), 48–53. https://kappanonline.org/community-concerns-crthodge-lope-rosenberg/

Hodge, E., & Stosich, E. (2022). Accountability, alignment, and coherence: How educators made sense of complex policy environments in the Common Core era. *Educational Evaluation and Policy Analysis, 44*(4), 543–566. https://doi.org/10.3102/01623737221079650

Benko, S., **Hodge, E.**, & Salloum, S. (2022). Justice and what just is: Online resources and social class. *English Journal, 111*(4), 49–55.

Hodge, E. (2021). Conceptions of equity in Common Core policy messages in a metropolitan district. *The Educational Forum, 85*(1), 89–106. https://doi.org/10.1080/00131725.2020.1772427 (Published online Jul. 2, 2020)

Hodge, E., Gabriel, R., & Chenelle, S.* (2020). Beyond fact-checking: An examination of research use in the appendix to the Common Core State Standards. *The Elementary School Journal, 121*(1), 75–99. (*graduate student)

Salloum, S., **Hodge, E.**, & Benko, S. (2020). State educational agencies in an uncertain environment: Understanding state-provided networks of English language arts curricular resources. *Educational Policy Analysis Archives, 28*(125). In E. Hodge, J. Childs, & W. Au

(Eds.) special issue, *Researching 21st Century Education Policy Through Social Network Analysis.* https://doi.org/10.14507/epaa.28.4494

Benko, S., **Hodge, E.**, & Salloum, S. (2020). Policy into practice: Understanding state writing resources. *Journal of Literacy Research, 52*(2), 136–157. https://doi.org/10.1177/1086296X20915538

Hodge, E., Benko, S.,* & Salloum, S. (2020). Tracing states' messages about Common Core instruction: An analysis of English/language arts and close reading resources. *Teachers College Record, 122*(3), 1–42. https://www.tcrecord.org/Content.asp?ContentId=23019 (*Hodge and Benko had equal authorship)

Hodge, E., Salloum, S., & Benko, S. (2019). The changing ecology of the curriculum marketplace in the era of the Common Core. *Journal of Educational Change, 20*(4), 425–466. https://doi.org/10.1007/s10833-019-09347-1

Hodge, E. (2019). "Common" instruction? Logics of ability and teacher decision-making across tracks in the era of common standards. *American Educational Research Journal, 56*(3), 638–675. https://doi.org/10.3102/0002831218803328

Hodge, E., & Chenelle, S.* (2018). The challenge of providing high-quality feedback online: Building a culture of continuous improvement in an online course for adult learners. *Transformations: The Journal of Inclusive Scholarship and Pedagogy, 28*(2), 195–201. https://doi.org/10.1353/tnf.2018.0013 (*graduate student)

Hodge, E. (2018). School desegregation and federal inducement: Lessons from the Emergency School Aid Act of 1972. *Educational Policy, 32*(1), 86–116. https://doi.org/10.1177/0895904816632608 (Published online Mar. 18, 2016)

Salloum, S., Benko, S., & **Hodge, E**. (2017). Getting connected: Finding literacy resources in the Common Core era. *Kappa Delta Pi Record, 53*(Jul.–Sept 2017): 120–125. https://doi.org/10.1080/00228958.2017.1334476

Hodge, E., Salloum, S., & Benko, S. (2016). (Un)commonly connected: A social network analysis of state standards resources for English/language arts. *AERA Open, 2*(4), 1–19. https://doi.org/10.1177/2332858416674901

Gamson, D., & **Hodge, E. M.** (2016). Education research and the shifting landscape of the American school district, 1816–2016. *Review of Research in Education, 40*(1), 216–249. https://doi.org/10.3102/0091732X16670323

Hodge, E., Taylor, K., & Frankenberg, E. (2016). Lessons from the past, model for the future: A return to promoting integration through ESEA. *Education Law & Policy Review, 3*, 58–89.

Hodge, E., & Benko, S. (2014). A common vision of instruction? As analysis of English/language arts professional development materials related to the Common Core State Standards. *English Teaching: Practice and Critique, 13*(1), 169–196.

Manuscripts in Progress

Hodge, E. Critical social network analysis and educational equity. In O. Pizmony-Levy & N. Kolleck (Eds.), *Handbook of social network analysis and education*. Edward Elgar Publishing. Invited chapter under review.

Brewer, T. J., Aydarova, E., **Hodge, E.**, & Salloum, S. *Manufactured outrage: The conservative industrial complex's war on democracy and how educators can fight back.* Book proposal under revision for Harvard Education Press.

Garver, R., & **Hodge, E.** Legitimizing equity-oriented policy: Subgroup composition and n-size decisions in state ESSA plans. In preparation for submission to *Harvard Educational Review.*

Hodge, E., Farley, A., Suarez, T.,* & Marachi, R. Who profits from a pandemic? Evidence from school board contracts during the first six months of COVID-19. In preparation for submission to *Education Policy Analysis Archives.* *graduate student

Hodge, E., & Galey-Horn, S. A systematic review of K–12 education policy articles using social network analysis. In preparation for submission to *Review of Educational Research.*

Borchers, C., Wang, Y., **Hodge, E.**, & Rosenberg, J. Flying under the political radar: How sentiment analysis of Twitter data explains why the Next Generation Science Standards never became politicized like the Common Core. In preparation for submission to *Educational Researcher.*

Books

Gamson, D., & **Hodge, E**., Eds. (2018). *The shifting landscape of the American school district: Race, class, geography and the perpetual reform of local control, 1935–2015.* In A. Sadovnik & S. Semel (Eds.), *History of schools and schooling* series. Peter Lang International Publishers. *Reviewed by Tracy Steffes (2019) in History of Education Quarterly, 59(1), 131–134.*

Book Chapters

Hodge, E, López, F., Au, W., & Aydarova, E. (Forthcoming 2024). Policy is curriculum is politics: Curriculum politics and the rise of authoritarian populists in a new media ecosystem. In L. Cohen-Vogel, J. Scott, & P. Youngs (Eds.), *Handbook of educational policy research* (2nd ed.). American Educational Research Education.

Hodge, E., Benko, S., & Salloum, S. (2021). Integrating connectionist and structuralist social network approaches to understand education policy networks: The case of the Common Core State Standards and state-provided curricular resources. In M. Weber & I. Yanovitzky (Eds.), *Networks, knowledge brokers, and the public policymaking process.* Palgrave Macmillan.

Hodge, E. (2018). District consolidation, detracking, and school choice: Lessons from the Woodland Hills School District in Western Pennsylvania. In D. Gamson & E. Hodge

(Eds.), *The shifting landscape of the American school district: Race, class, geography, and the perpetual reform of local control, 1935–2015.* Peter Lang International Publishers.

Gamson, D., & **Hodge, E**. (2018). The relentless reinvention of the American school district. In D. Gamson & E. Hodge (Eds.), *The shifting landscape of the American school district: Race, class, geography, and the perpetual reform of local control, 1935–2015.* Peter Lang International Publishers.

Hodge, E. (2015). Fulfilling the promise of "rigor for all". In J. Supovitz, & J. Spillane (Eds.), *Challenging standards: Navigating conflict and building capacity in the era of the Common Core.* Rowman & Littlefield.

Book Reviews

Salloum, S., & **Hodge, E**. (2017). Review of Levinson, M., & Fay, J. (Eds.) (2016). *Dilemmas of educational ethics: Cases and commentaries.* Harvard Education Press. In *Teachers College Record,* http://www.tcrecord.org/Content.asp?ContentId=22127.

Public Scholarship and Editorial Introductions

Barnes, N., Subotnik, R., Khalid, M., **Hodge, E.**, Johnson, L., Oberleitner, D., & Michel, R., (Forthcoming 2023). Using the science of persuasion for diversity, equity, and inclusion: Modules for school and district leaders. Center for Psychology in Schools and Education, American Psychological Association.

Garver R., Gitomer, D., & **Hodge, E**. Walking together over uncertain terrain: The role of professional associations during times of policy change. Rutgers New Jersey State Policy Lab Blog. https://policylab.rutgers.edu/walking-together-over-uncertain-terrain-the-role-of-professional-associations-during-times-of-policy-change/ (**Blog Post**)**.** (Cross-posted at NJACTE and AACTE).

Hodge, E., Garver R., & Gitomer, D. (2024, Aug. 10). The times they are a-changin'—Shifts in teacher education assessment policy. Rutgers New Jersey State Policy Lab Blog. https://policylab.rutgers.edu/the-times-they-are-a-changin-shifts-in-teacher-education-assessm/ (**Blog Post**)**.**

Gitomer, D., **Hodge, E**., & Garver R. (2023, Feb. 2). The future of educator performance assessments in New Jersey. Rutgers New Jersey State Policy Lab Blog. https://policylab.rutgers.edu/the-future-of-educator-performance-assessments-in-new-jersey/ (**Blog Post**)**.**

Hodge, E., & Zucker, L. (2021). Editors' note. *New Jersey English Journal, 10*(1). https://digitalcommons.montclair.edu/nj-english-journal/vol10/iss2021/1. (**Editorial Introduction**)**.**

Hodge, E., Childs, J., & Au, W. (2020). Power, brokers, and agendas: New directions for the use of social network analysis in education policy. *Educational Policy Analysis Archives, 28.* In E.

Hodge, J. Childs, & W. Au (Eds.) special issue, *Researching 21st Century Education Policy Through Social Network Analysis*. https://doi.org/10.14507/epaa.28.5874. **(Editorial Introduction).**

Hodge, E., Dougherty, S., & Burris, C. (2020). Tracking and the future of career and technical education: How efforts to connect school and work can avoid the past mistakes of vocational education. National Education Policy Center. **(Policy Brief).**

Zucker, L., & **Hodge, E**. (2020). Editors' note. *New Jersey English Journal*, *9*(1). https://digitalcommons.montclair.edu/nj-english-journal/vol9/iss1/1/. **(Editorial Introduction).**

Hodge, E., Benko, S., & Salloum, S. (2018). Instructional resources and teacher professionalism: The changing landscape of curricular material providers in the digital age. *Teachers College Record*, http://www.tcrecord.org/Content.asp?ContentID=22539. **(Commentary).**

Benko, S., **Hodge, E.,** & Salloum, S. J. (2018). Focus area 1: District and state policies that support open educational resources. *Creating systems of sustainability: Four focus areas for the future of open educational resources*. Washington, D.C.: New America and International Society for Technology in Education. **(Section of Report).**

Benko, S. L., **Hodge, E. M.,** Mardis, M.A., Morales, R., Salloum, S. J, & Torphy, K. T. (2018). Focus area 3: Extending the research base on open educational resources. *Creating systems of sustainability: Four focus areas for the future of open educational resources*. Washington, D.C.: New America and International Society for Technology in Education. **(Section of Report).**

Hodge, E., Salloum, S., & Benko, S. (2017, June). How state education agencies can support college and career ready standards. (PB 17-3). Philadelphia, PA: Consortium for Policy Research in Education. **(Policy Brief)**.

Hodge, E., Salloum, S., & Benko, S. (2017, May 19). How 'common' are state-provided standards resources? What state-provided resources can tell us about college-and-career-ready standards implementation. *C-SAIL: The Center on Standards, Alignment, Instruction, and Learning Blog*, http://c-sail.org/resources/blog/how-common-are-state-provided-standards **(Blog Post).**

Hodge, E. (2014, Aug. 14). Common resistance to Common Core? *AJE Forum*, http://www.ajeforum.com/common-resistance-to-common-core-by-emily-hodge/ **(Blog Post).**

Hodge, E. (2012, Mar. 26). Data overload does not always compute: A teacher-turned-researcher's perspective. *AJE Forum*, http://www.ajeforum.com/data-overload-does-not-always-compute-a-teacher-turned-researchers-perspective/ **(Blog Post).**

RESEARCH GRANTS

2023   Spencer Foundation Discretionary Grant. (2/01/2023–12/31/2023). Advancing
                critical social network analysis to address issues of equity in education policy and
                politics (with PI Joseph Ferrare and Consultant Huriya Jabbar). Co-Principal
                Investigator: $25,000.

2023   New Jersey State Policy Lab. (1/01/2023-12/31/2023). How teacher preparation
                programs are responding to changes in state assessment policy (with PI Drew
                Gitomer and Consultant Rachel Garver). Consultant: $5,000.

2019   Spencer Foundation Conference Grant. (11/01/2019–10/31/2022). New
                applications of social network analysis to education policy: Building the capacity of
                the field (with Co-PI Joseph Ferrare and Consultant Kara Finnigan). Principal
                Investigator: $50,000.

2016   Spencer Foundation Small Research Grant. (01/01/2017–12/31/2019).
                Supporting Common Core implementation in English/language arts: Investigating
                the resource selection and dissemination strategies of state coordinators (with Co-
                PIs Susanna Benko and Serena Salloum). Principal Investigator: $49,999.

2013   Penn State Chapter of Phi Delta Kappa, Kozak Award for Dissertation Expenses:
                $1,500.

2013   National Council of Teachers of English Conference on English Education
                Research Grant: $2,000.

2013   Penn State University College of Education Dissertation Research Initiation Grant:
                $600.

CONFERENCE PRESENTATIONS

Hodge, E., Farley, A., Suarez, T., & Marachi, R. (2023, Apr.). Who profits from a pandemic? A
        descriptive and social network analysis of school district-vendor contracts. Paper presented
        at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Hodge, E., & Galey-Horn, S. (2022, July). A systematic review of K–12 education policy articles
        using social network analysis. Paper presented at Sunbelt: International Network for Social
        Network Analysis. (Virtual).

Garver, R., & Hodge, E. (2022, Apr.). Legitimizing equity-oriented policy: Subgroup composition
        and n-size decisions in state Every Student Succeeds Act plans. Paper presented at the
        Annual Meeting of the American Educational Research Association, San Diego, CA.

Salloum, S., Hodge, E., & Benko, S. (2021, Nov.). How state English language arts coordinators'
        social networks shape instructional resource curation. Paper presented at the Annual
        Meeting of the University Council for Educational Administration.

Hodge, E., Salloum, S., & Benko, S. (2021, Apr.). Logics of local control: State educational agency coordinators balance bureaucracy and democracy in standards implementation. Paper presented at the Annual Meeting of the American Educational Research Association. (Virtual).

Hodge, E. (2021, Apr.). Who stands to gain from COVID-19? Identifying school district-organization contracts. Working group roundtable presentation at the Annual Meeting of the American Educational Research Association. (Virtual).

Stosich, E., & Hodge, E. (2020, Nov.). The complexities of policy alignment and accountability in two metropolitan districts. Paper presented at the Annual Meeting of the University Council for Educational Administration. (Virtual).

Hodge, E., Salloum, S., & Benko, S. (2020, Nov.). State coordinators' implementation of state standards: Balancing the logics of bureaucracy and democracy. Paper presented at the Annual Meeting of the University Council for Educational Administration. (Virtual).

Hodge, E., & Stosich, E. (2020, Apr.). Mixed signals? Educator sensemaking of multiple policies during Common Core implementation in two metropolitan districts. Paper accepted for presentation at the Annual Meeting of the American Educational Research Association, San Francisco, CA. *Conference cancelled for COVID-19

Hodge, E., Salloum, S., & Benko, S. (2020, Apr.). "It's just an option": State coordinators negotiate the politics of local control during standards implementation. Paper accepted for presentation at the Annual Meeting of the American Educational Research Association, San Francisco, CA. *Conference cancelled for COVID-19

Benko, S., Hodge, E., & Salloum S. (2020, Apr.). From Common Core to instructional recommendations for writing: Studying state-sponsored writing-focused resources. Paper accepted for presentation at the Annual Meeting of the American Educational Research Association, San Francisco, CA. *Conference cancelled for COVID-19

Salloum, S., Hodge, E., & Benko, S. (2019, Nov.). Curricular coherence and local control: Understanding state policy networks of instructional resources in the wake of common standards. Paper presented at the Annual Meeting of the University Council for Educational Administration, New Orleans, LA.

Hodge, E. (2019, Apr.). Logics of ability and teachers' decisions across tracks in the era of common standards. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, ON.

Salloum, S., Hodge, E., & Benko, S. (2019, Apr.). Testing state attributes' relationship with state policy networks of curricular resources. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, ON.

Zucker, L., & Hodge, E. (2019, Mar.). Reflecting on your practice: Write for *New Jersey English Journal*. Workshop session at the spring conference of the New Jersey Council of Teachers of English, Ridgewood, NJ.

Hodge, E., & Gabriel, R. (2018, Nov.). Analyzing research use in the Common Core State Standards Appendix A. Paper presented at the Annual Meeting of the Literacy Research Association, Indian Wells, CA.

Hodge, E., Benko, S., & Salloum, S. (2018, Oct.). Common standards and open educational resources: How state education agency coordinators support teachers. Poster presented at the Annual Meeting of the Open Education Conference, Buffalo, NY.

Salloum, S., Benko, S., & Hodge, E. (2018, Apr.). Supporting teachers in an era of common standards: Understanding state coordinators' decisions about curricular resources. Poster presented at the Annual Meeting of the American Educational Research Association, New York, NY.

Hodge, E., Salloum, S., & Benko, S. (2017, Nov.). Common, but coherent? Exploring messages about literacy instruction in Common Core resources. Paper presented at the Annual Meeting of the University Council for Educational Administration, Denver, CO.

Hodge, E., Salloum, S., & Benko, S. (2017, Apr.). Tracing messages about Common Core instruction: An analysis of state-provided resources for English/language arts. Paper presented at the Annual Meeting of the American Educational Research Association, San Antonio, TX.

Hodge, E., Salloum, S., & Benko, S. (2016, Nov.). Organizing for instruction: An analysis of the organizations sponsoring state standards resources. Paper presented at the Annual Meeting of the University Council for Educational Administration, Detroit, MI.

Benko, S., Hodge, E., & Salloum S. (2016, Nov.). Common messages about instruction? An analysis of state-provided Common Core resources for English/language arts. Paper presented at the Annual Meeting of the Literacy Research Association, Nashville, TN.

Hodge, E., Salloum, S., & Benko, S. (2016, Apr.). Common Core connections: A social network analysis of state-level instructional resources. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C.

Benko, S., Hodge, E., & Salloum S. (2016, Apr.). Policy into practice: Investigating state-endorsed writing resources for the Common Core State Standards. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C.

Salloum, S., Hodge, E., & Benko, S. (2015, Nov.). Testing state capacity for standards-based reform: A social network analysis of state-level Common Core resources. Paper presented at the Annual Meeting of the University Council for Educational Administration, San Diego, CA.

Hodge, E. (2015, Oct.). "Rigor for all" through instructional practice: Shifting policy messages about the Common Core and equity in a metropolitan district. Paper presented at PERA, Pennsylvania, New Jersey, Delaware Regional Educational Research Conference, Philadelphia, PA.

Hodge, E., & Benko, S. (2015, July). Whose voices count in defining Common Core instruction? A national analysis of state-level professional resources. Paper presented at the International Federation of the Teaching of English/Conference on English Education Summer Conference, New York, NY.

Hodge, E. (2015, Apr.). Mixed signals: How concurrent policies and school organization can send conflicting messages about "rigor for all" in Common Core implementation. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Benko, S., Hodge, E., & Salloum, S. (2015, Apr.). Tracing messages about Common Core instruction: A qualitative and social network analysis of state-level resources. Paper presented at the Annual Meeting of the American Educational Research Association. Chicago, IL.

Hodge, E. (2015, Apr.). The implementation of the Common Core State Standards across curricular tracks in a metropolitan district. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Hodge, E. (2014, Nov.). Standardization vs. differentiation: How English teachers interpret the Common Core State Standards and implications for educational equity. Paper presented at the Conference on English Education Roundtable for CEE Research Initiative Award Winners, National Council of Teachers of English Annual Convention, Washington, D.C.

Hodge, E. (2014, June). How separate still isn't equal: The implementation of the Common Core State Standards in segregated schools and diverse schools. Paper presented at the Emerging Scholars Symposium of the Education and Civil Rights Conference, Penn State University.

Hodge, E. (2014, Apr.). 'Rigor for all': Teachers' understandings of the Common Core State Standards and equity. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Hodge, E. (2014, Apr.). District consolidation, tracking, and equity: Lessons from the Woodland Hills School District. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Gamson, D., & Hodge, E. (2014, Apr.). Analyzing the shifting landscape of the American school district. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA. Apr. 2014.

Hodge, E. (2013, Nov.). Teachers, leaders, and the Common Core: Supporting educational equity under the Common Core State Standards. Paper presented at the Annual Meeting of the University Council for Educational Administration, Indianapolis, IN.

Gamson, D., & Hodge, E. (2013, Nov.). A history of district reform: Reinterpreting systemwide instructional innovation in the twentieth century. Paper presented at the Annual Meeting of the History of Education Society, Nashville, TN.

Hodge, E. (2013, Apr.). College and career readiness for all? How teachers understand and enact the Common Core State Standards. Paper presented at the American Educational Research Association, San Francisco, CA.

Hodge, E. (2012, Nov.). The Emergency School Aid Act, 1970–1981: A federal inducement for school desegregation. Paper presented at the Annual Meeting of the History of Education Society, Seattle, WA.

Hodge, E. (2012, June). Tracking districts: The state of ability grouping mid-century. Paper presented at the Policy History Conference, Richmond, VA.

Hodge, E. (2012, Apr.). The Emergency School Aid Act, 1970–1981: The inducement as a policy tool for school desegregation. Paper presented at the American Educational Research Association, Vancouver, BC.

Hodge, E. (2011, Nov.). The Emergency School Aid Act, 1970–1981: The surprising effectiveness of the Nixon administration in school desegregation. Paper presented at the Annual Meeting of the History of Education Society, Chicago, IL.

Hodge, E. (2009, Nov.). What it means to be American: Reading national identity through American history, literature, and culture. Conference presentation at the National Council of Teachers of English Annual Convention, Philadelphia, PA.

Hodge, E. & Long, R. J. (2009, Jan.). American history and American literature: Connections in the middle school classroom. Conference presentation at the Professional Development Institute of the Pennsylvania Middle School Association (Western Region), Pittsburgh, PA.

INVITED PRESENTATIONS, PODCASTS, AND GUEST LECTURES

Hodge, E. (2023, Nov.). Invited panelist for the webinar, "Democratic education in an era of pandemics & political polarization: A conversation with the contributors to the *Peabody Journal of Education* themed issue." (AERA Politics of Education Association).

Hodge, E. (2023, Oct.). Guest lecture in the graduate course, "Reviewing and Editing Education and Policy Journals" at Penn State University (Dr. Gerald LeTendre, Professor).

Hodge, E. (2023, Oct.). Discussion of "Policy is curriculum is politics: Curriculum politics and the rise of authoritarian populists in a new media ecosystem" with students in the Curriculum Policy doctoral course at the University of Cincinnati (Dr. Amy Farley, Professor).

Hodge, E. (2023, June). Turning your dissertation into articles. Invited presentation for the Teachers College Writing for Publication Workshop. (Nancy Lesko, Katie Newhouse, and Ileana Jiménez, Organizers)

Hodge, E., & Hatch. T. (2023, June). How coherent are U.S. K–12 instructional systems? Invited discussant for RAND Education and Labor Webinar (Julia Kaufman and Elaine Wang, Researchers and Presenters).

Hodge, E. (2023, Apr.). Navigating the journal process. Invited panelist for Association for Education Finance & Policy Doctoral Students Community Group Workshop.

Hodge, E. (2023, Apr.). Curriculum policy and politics amidst the rise of authoritarian populists and a new media ecosystem. Invited speaker for University of Delaware School of Education Colloquium Series.

Hodge. E. (2023, Feb.) Discussion of "How to respond to community concerns about critical race theory" with graduate students in the Superintendency course at Ball State University (Dr. Michael Shaffer, Professor).

Gitomer, D., Hodge, E., & Garver, R. (2023, Jan.). Performance assessment in a post-edTPA world. Presentation at the monthly meeting of the New Jersey Association of Colleges for Teacher Education.

Hodge, E. (2022, June). Discussion of " 'Common' instruction? Logics of ability and teacher decision-making across tracks in the era of common standards" with Master's students in the Lenses for Understanding and Examining K–12 Policy Implementation course at the University of Pennsylvania (Meghan Comstock and Maya Kaul, Professors).

Hodge, E., & Mitra, D. (2022, Apr.). Discussant for the panel, "Addressing Equity Through Federal Education Policy During the Obama, Trump, and Biden Administrations" at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Hodge, E. (2021, Oct.). Presentation and discussion of " 'Common' instruction? Logics of ability and teacher decision-making across tracks in the era of common standards" with Ed.D. students at Michigan State University (Dr. Chris Torres, Professor).

Cheung, R., Conelli, A., Cosner, S., Francois, A., Hodge, E., Horner, M., McLeod, S., Scott, C., O'Doherty, A., Parachini, N., & Robinson, J. (2020, Nov.). Preparing antiracist leaders in the time of COVID-19. Invited panelist for session organized by J. Charles & M. Hyler at the Annual Meeting of the University Council for Educational Administration (Virtual).

Hodge, E. (2020, Jan.) Discussion of " 'Common' instruction? Logics of ability and teacher decision-making across tracks in the era of common standards" on the *Little Things First* Podcast (Tracy Vandeventer and James Martin, Hosts).

Hodge, E. (2019, 2018, Nov.). Presentation and discussion of "(Un)Commonly connected: A social network analysis of state standards resources for English/language arts" with graduate students in the Advanced Seminar: Networks on Education course at the University of Texas at Austin (Dr. Joshua Childs, Professor).

Hodge, E. (2019, Oct.). Presentation and discussion of "School desegregation and federal inducements: Lessons from the Emergency School Aid Act of 1972" with graduate students in the Educational Policy and Politics course at the Pennsylvania State University (Drs. Erica Frankenberg and Ericka Weathers, Professors).

Hodge, E., Salloum, S, & Benko, S. (2018, June). State and district policies supporting open educational resources. Presentation at PreK–12 OER Learning Network Convening, New America and International Society for Technology in Education, Chicago, IL.

Hodge, E. (2018, June). Presentation and discussion of "Supporting Common Core implementation in English/language arts: Investigating the resource selection and dissemination strategies of state coordinators" with graduate students in the Educational Policy, Change, and School Organization course at the University of Georgia (Dr. Elizabeth DeBray, Professor).

Hodge, E., Benko, S., & Salloum, S. (2018, Mar.). State educational agencies and curricular resources: Lessons learned for open educational resources from state-provided standards resources. Research presentation at PreK–12 OER Learning Network Convening, New America, Washington, D.C.

Hodge, E., & Salloum, S. (2018, Mar.). Presentation and discussion of "(Un)Commonly connected: A social network analysis of state standards resources for English/language arts" with graduate students in the State and Federal Education Policy course at the University of Rochester (Dr. Kara Finnigan, Professor).

Hodge, E., Locke, L., & Tabron, L. (2017, Nov.). Demystifying the academic job search, part I: Tips and resources for those considering the professoriate. Invited panelist for Graduate Student Session at the Annual Meeting of the University Council for Educational Administration, Denver, CO.

Alvarado, R., Bennett, H., Hodge, E., & Nelson, S. (2017, Mar.). Educational equity as a moving target: Consolidation, detracking, and choice in Western Pennsylvania. Presentation for educational leaders included in the Urban Forum Webinar, Pennsylvania School Board Association.

Hodge, E. (2013, Nov.). High stakes testing: How did it affect you as students? How will it affect your work as teachers? Presentation to pre-service English teachers in Introduction to English Education course at Ball State University (Dr. Susanna Benko, Professor).

Hodge, E., Lorenz, F. W., & Lane, J. (2011, May). Contesting paradigms and redefining perceptions of the Middle East; Language in the non-language classroom. Presentation to K–12 teachers through Penn State University's Center for Global Studies as part of a daylong professional development seminar titled, "Teaching the globe: Opportunities and challenges to teaching global topics in the 21st century."

UNIVERSITY TEACHING AND SUPERVISION

Montclair State University

Master's Level Courses in Educational Leadership
- "Differentiated Supervision" (ELAD 540, hybrid) (2015, 2016)
- "Using Research for School Improvement" (ELAD 619, online) (2016, 2017)
- "Curriculum, Instruction, and Assessment" (ELAD 635, hybrid, online) (2015, 2016, 2018–2020 [at least once per year], 2022, 2023)
- "Leading Curriculum Change for Student Achievement" (ELAD 680, hybrid, online) (2016, 2017, 2019–2023 [at least once per year])
- "Special Topics in Administration & Supervision: Instructional Leadership" (ELAD 670, hybrid, co-taught with Nicole Johnson, Newark Board of Education Deputy Superintendent) (2023)

Doctoral Level Courses in Teacher Education and Teacher Development
- "Policy Perspectives on Teacher Education and Teacher Development" (TETD 801) (2018)
- "Studying Teacher Quality" (TETD 807) (2023)
- "Educational Policy and Politics in Research and Practice" (TETD 816) (2020)

The Pennsylvania State University
- "Education in American Society" (EDTHP 115), Instructor of Record (2012)
- "Middle Level Field Experience" (C&I 495C), Co-Instructor and Field Supervisor (2011)

ADVISING

Doctoral Advising
   Chair, Dissertation Committee
      Glynnis Childress (2017–2021)
      Susan Chenelle (2017–present; proposal 2021)
      Michelle Loconte (2017–present; proposal 2021)
      Ashley Pollitt (2023–present)
      Evangelina Pride (2023–present)

   Member, Dissertation Committee
      Margaret Jusinski (2017–2018)
      Gary Pankiewicz (2017–2019)

Candice Chiavola (2017–2020)
Jayne Tanis (2018–2020)
Bridget Looney (2018–2022)
Adriane Golden (2019–present)
Michelle Kennedy, University of Texas at Austin (2020–2022)
Suzanne Poole Patzelt (2020–2023)
Lisa Kenney (2021–present)
Noel Campbell (2023–present)

Advisor
Jess Farley (2018–2020)
John Adamski (2019–2021)
Tara DiMattia (2020–2022)
Monica Cote (2020–present)
Kathy Pina (2021–present)
Tara Philp (2023–present)

Master's Level Advising
Advisor to 65+ students seeking supervisor/principal certification and/or a Master of Arts in Educational Leadership

SCHOLARSHIPS AND UNDERGRADUATE AWARDS

2005   Gladys M. Graham Scholarship, Curry School of Education, University of Virginia: $6,800

2005   Raven Society, University of Virginia

2004   Phi Beta Kappa

2001–2005   Undergraduate financial awards totaling approximately $75,000

MEDIA MENTIONS

Colton, E. (2022, Nov. 13). Professors publish playbook for how teachers can address parents concerned about CRT. *Fox News.* https://www.foxnews.com/us/professors-publish-playbook-teachers-address-parents-concerned-crt

Pendharkar, E. (2022, Nov. 4). How to respond to parents' CRT complains. *Education Week.* https://www.edweek.org/leadership/how-to-respond-to-parents-crt-complaints/2022/11

National Education Policy Center. (2022, Apr. 26). Five real-world lessons from Common Core State Standards implementation. *National Education Policy Center Newsletter,* https://nepc.colorado.edu/publication/newsletter-ccss-04262022

Zubrzycki, J. (2017, March 24). Study finds common instruction materials in Common-Core states. *Curriculum Matters Blog. Education Week,*

http://blogs.edweek.org/edweek/curriculum/2017/03/state_education_curriculum_common_core.html

WORKSHOPS, TRAINING, AND PROFESSIONAL DEVELOPMENT

Research Workshops

2020   AERA, William T. Grant Foundation, and Spencer Foundation Workshop on Diversity, Equity, and Inclusion, San Francisco, CA *Conference cancelled for COVID-19

2019   William T. Grant Foundation Knowledge Networks and the Public Policymaking Process Workshop, Minneapolis, MN

2014   AERA Conference on the Policy and Politics of the Common Core, Philadelphia, PA

Research Methods Training

2019   AERA Professional Development Course: Network Analysis of Qualitative Data: Toward Multimodal Narratives to Democratize Evidence (Apr. 4)

2016   LINKS Center Summer Workshop on Social Network Analysis, University of Kentucky (June 6–10)

Professional Development for Teaching

2019   Montclair State University Summer Institute for Teaching, Learning, and Technology (June 5–6)

2015   Montclair State University Empowering Online Teaching and Learning Summer Course (Jul. 6–Aug. 2)

2015   Montclair State University Summer Institute for Online/Hybrid Teaching and Learning (June 8–9)

SERVICE

Association Service and Service to the Field

American Educational Research Association

    Division L (Educational Policy and Politics)
        Nominating Committee (2023–2024)
        Co-Program Chair (with Carrie Sampson) (2021–2022)
        Section Chair, Section 2 (Legal and Judicial Issues for Equity and Access) (2020–2021)
        Chair, Ad hoc Committee on Social Media (2017–2019)

Member, Mentoring and New Member Committee (2014–2016)
Mentor, William L. Boyd National Education Politics Workshop (2018–2022)
Proposal Reviewer, Section 1 (Governance, Politics, and Intergovernmental Relations) (2018, 2022, 2023)
Proposal Reviewer, Section 2 (Legal and Judicial Issues for Equity and Access) (2011–2014)
Proposal Reviewer, Section 3 (Curriculum and Instruction) (2014–15, 2017–19, 2021–2023)
Proposal Reviewer, Section 7 (Social Context and Structural Inequalities) (2022)

Districts in Research and Reform Special Interest Group
Chair, Outstanding Dissertation Award Committee (2020–2021)
Program Chair (2019–2021)
Proposal Reviewer (2014–15)

Organizational Theory Special Interest Group
Proposal Reviewer (2022)

Politics of Education Special Interest Group
Member, Publications Committee (2020–2022)
Member, Outstanding Dissertation Award Committee (2020–2021)
Chair, Outstanding Dissertation Award Committee (2019–2020)
Proposal Reviewer (2020, 2022)

Tracking and Detracking Special Interest Group
Program Chair (2015–2018)
Webmaster (2012–2015)
Proposal Reviewer (2013–2014, 2018, 2020, 2022)

History of Education Society
Proposal Reviewer (2014)
Chair, Graduate Student Committee (2012–2013)
Webmaster and Member, Graduate Student Committee (2011–2012)

National Education Policy Center, University of Colorado at Boulder
Fellow (2020–present)
Steering Committee, Detracking Schools Network (2014–2015)

Learning Policy Institute Educator Preparation Laboratory (EdPrepLab)
Steering Committee Member (2019–2021)
Institutional Representative (2019–2021)

Shared Systems Project, Partnership for the Future of Learning and the National Education Policy Center, University of Colorado at Boulder
Research Advisory Council Member (2019–2021)

University Council for Educational Administration
Mentor, Clark Seminar (2023)
Reviewer, Clark Seminar Nominees (2019)

Proposal Reviewer (2013, 2015–2017, 2020)

Editorial Service and Reviewing

AERA Open
> Editorial Board Member (2023–2024)

American Journal of Education
> Co-Editor (with Dana Mitra) (2021–present)
> Senior Associate Editor (2015–2021)
> Managing Editor (2012–2015)
> Student Board Member (2011–2015)

Educational Policy Analysis Archives
> Guest Editor (with Joshua Childs and Wayne Au) for special issue titled, "Researching 21st Century Education Policy Through Social Network Analysis." (2020)

New Jersey English Journal
> Co-Editor (2019–2021)
> Editorial Board Member (2019–present)

Teachers College Record
> Editorial Advisory Board Member (2019–2023)

Ad-Hoc Manuscript Reviewing
> *AERA Open* (2016, 2020, 2021, 2023)
> *American Educational Research Journal* (2018–2021 [at least once per year], 2023)
> *American Journal of Education* (2012, 2015–2020 [at least once per year])
> *Educational Administration Quarterly* (2017, 2020–2023 [at least once per year])
> *Educational Evaluation and Policy Analysis* (2019, 2023)
> *Educational Policy* (2016, 2019, 2020)
> *Educational Researcher* (2018, 2019, 2021, 2023)
> *Education Policy Analysis Archives* (2020–2023 [at least once per year])
> *English Journal* (2013)
> *English Teaching: Practice and Critique* (2016, 2019)
> *Evidence & Policy* (2022, 2023)
> *History of Education Quarterly* (2020, 2021)
> *Journal of Educational Change* (2014, 2019, 2020)
> *Journal of Research on Technology in Education* (2022)
> *Journal of Teacher Education* (2011, 2014, 2016, 2017)
> *Middle School Journal* (2018, 2019)
> *Review of Educational Research* (2021)
> *Review of Research in Education* (2019)
> *School Effectiveness and School Improvement* (2019)
> *Teachers College Record* (2017–2021 [at least once per year], 2023)
> *The Rural Educator* (2021)

The Teacher Educator (2019)

Other Reviewing
        Bloomsbury (book proposal on social network analysis) (2019)
        Consortium for Policy Research in Education
            Briefs on principals' responses to COVID-19 (2020)
            Research report on school discipline (2017)
        Oxford, *Handbook of Educational Psychology*, edited by A. O'Donnell, J. M. Reeves, & N. Barnes (chapter on higher education teaching) (2020)
        Palgrave-McMillan, *Complementary Methods for Educational Leadership and Policy Studies*, edited by C. R. Lochmiller (chapter on social network analysis) (2017)
        RAND Corporation
            Research report on English language arts during COVID-19 (2021)
            Research report on K–12 instructional coherence (2022)
            Research report on teachers' perceptions of instructional coherence (2022)
            Scoping literature review on instructional coherence (2023)
        Spencer Foundation, Large Research Grants Program (2022, 2023)
        Spencer Foundation, Small Research Grants Program (2021)

External Reviews for Promotion and Tenure
        Northern Arizona University, Department of Educational Specialties (2023)
        Texas State University, Department of Counseling, Leadership, Adult Education and School Psychology (2022)
        Texas Tech University, Department of Educational Psychology, Leadership, and Counseling (2022)
        University of Arizona, Department of Educational Policy Studies and Practice (2021)

University and College Service

Montclair State University
        Member, University Sabbatical Review Committee (2023–2024)
        Member, Faculty Advisory Council for the Office for Faculty Advancement (2020–2021)
        Member, Working Group on the Use of Open Educational Resources (2018–2019)
        Member, University Safety Sub-Committee (2016–2017)

College of Education and Engaged Learning
        Member, Dean's Advisory Committee (Education Faculty) (2017–2021)
        Member, CAEP Advanced Programs Assessment Committee (2016–2021)
        Member, Teacher Education Policy Council (2016–2021)
        Member, Induction Coordinator Search Committee (2018)

Teacher Education and Teacher Development PhD Program
        Doctoral Program Co-Director (with Jeremy Price) (2023–2024)
        Member, Qualifying Assessment Working Group (2017–2021, 2022–2023)
        Chair, Search Committee for Program Assistant (2016)

Department of Educational Leadership
> *Chair*, Department Personnel Advisory Committee (2022–2023)
> *Co-Coordinator*, Departments of Educational Foundations and Educational Leadership
> > Brown Bag Series (2022–2023)
> *Chair*, Educational Leadership Faculty Search Committee (2021)
> *Member*, Department Curriculum Committee (2019–2021)
> *Member*, Educational Leadership Faculty Search Committee (2017–2018)
> *Member*, Educational Leadership Faculty Search Committee (2016–2017)

Educational Leadership Program
> *Co-Graduate Program Coordinator*, Educational Leadership Program (2020–2021)
> *Coordinator*, CAEP Advanced Program Accreditation (2017–2021)
> *Course Coordinator*, "Leading Curriculum Change for Student Achievement" (ELAD 680)
> > (2019–2020, 2022–2023)

Events and Conference Panels Organized

2023   Larkin, D., Hodge, E., & Fives, H. (2023, May). AERA conference submission
            advice. Workshop organized for Teacher Education and Teacher Development
            PhD Students at Montclair State University.

2019   Hodge, E. (2019, Apr.). The promise and peril of social media in a post-truth era.
            Presidential session organized for the Annual Meeting of the American Educational
            Research Association, Toronto, ON.

2019   Hodge, E. (2019, Apr.). Understanding education politics and policy networks with
            social network analysis. Roundtable organized for the Annual Meeting of the
            American Educational Research Association, Toronto, ON.

2018   Hodge, E., Brezicha, K., & Nash, J. (2018, Apr.). Innovative teaching strategies in
            educational leadership. Pre-conference presentation organized for the Annual
            Meeting of the American Educational Research Association, Division A Junior
            Faculty Mentoring Seminar, New York, NY.

2017   Larkin, D., Jaffe-Walter, R., & Hodge, E. (2017, May). AERA conference
            submission advice. Workshop organized for Teacher Education and Teacher
            Development PhD Students at Montclair State University.

2016   Hodge, E., Tinio, P., & Blowe, P. (2016, Apr.). Book talk organized at Montclair
            State with Allison Roda, PhD, on her book *Inequality in gifted and talented education:
            Parental choices about status, school opportunity, and second-generation segregation* (2015).
            Palgrave Studies in Urban Education Series. New York: Palgrave-MacMillan.

2015   Hodge, E., & Carroll, T. (2015, Apr.). Creating and sustaining successful graduate
            student-run publications. Pre-conference working group session for graduate
            students and faculty involved in student-run publications organized for the Annual

Meeting of the American Educational Research Association, Graduate Student Council, Chicago, IL.

2014   Hodge, E. (2014, Nov.). Bureaucratic barrier to reform or laboratory of innovation? New perspectives on the American school district. Panel organized for the Annual Meeting of the History of Education Society, Indianapolis, IN.

2014   Gamson, D., & Hodge, E. (2014, Apr.). New perspectives on the history of the American school district: Reforms, reorganizations, and innovations, 1935–2014. Panel organized for the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

2013   Gamson, D., & Hodge, E. (2013, Nov.). The shifting landscape of the American school district. Panel organized for the Annual Meeting of the History of Education Society, Nashville, TN. Nov. 2013.

2012   Hodge, E. (2012, Nov.). History and education: Crossing disciplinary boundaries and what it means for our work. Graduate Student Professional Development Session organized for the Annual Meeting of the History of Education Society, Seattle, WA.

PROFESSIONAL AFFILIATIONS

2023–present   American Political Science Association

2010–present   American Educational Research Association
       Division A (Administration, Organization, and Leadership)
       Division L (Policy and Politics)
       Districts in Research and Reform Special Interest Group
       Politics of Education Special Interest Group
       Tracking and Detracking Special Interest Group

2018–2019   Literacy Research Association

2012–2016   English Language Arts Teacher Educators (previously the Conference on English Education)

2010–2014   History of Education Society

2008–2016   National Council of Teachers of English

LICENSURE

2007   State of Pennsylvania, Level I Teaching Certificate, English 7–12

2006   State of Virginia, Teaching Credential, English 6–12