

PATRICIA BURCH

Rossier School of Education, University of Southern California;
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EDUCATION

2000	Ph.D., Education, Stanford University	Stanford, CA.
1998	M.A., Sociology, Stanford University	Stanford, CA
1991	M.A., Education, Harvard University	Cambridge, MA
1985	B.A., English, Oberlin College	Oberlin, OH

ACADEMIC POSITIONS

Professor, University of Southern California, Rossier School of Education, Los Angeles, CA	2020-
Associate Professor, University of Southern California, Rossier School of Education, Los Angeles, CA	2010 - 2020
Chair, Ph.D. Program, University of Southern California, Rossier School of Education	2017 - present
Co-Director/Founder, Center for Education, Policy, Equity & Governance, Rossier School of Education	2017 - present
Assistant Professor, Department of Educational Policy Studies, University of Wisconsin- Madison, Madison, WI	2003-2009
Affiliate, Robert M. La Follette School of Public Affairs, University of Wisconsin-Madison, Madison, WI	2008-2009
Visiting Lecturer, Department of Educational Policy Studies, University of Wisconsin-Madison, Madison, WI	2003-2004
Post-Doctoral Fellow, Northwestern University School of Education and Social Policy Evanston, IL	2000-2002
Consultant, Small Schools Workshop, Chicago IL	2000

Research Associate, Stanford University, School of Education, Stanford, CA	1997-2000
Consultant, Center on Work and Family, Boston University, Boston, MA	1996
Research Assistant, Accelerated Schools, Stanford University, School of Education, Stanford, CA	1994-1995
Research Associate, Boston University, Boston, MA	1991- 1994

HONORS AND NATIONAL AND INTERNATIONAL SERVICE ACTIVITIES

Fulbright U.S. Scholar to India, Fulbright U.S. Scholar Program	2019-2020
USC Faculty Graduate Mentoring Award	2017-2018
International Editor, <i>Journal of Education Policy</i> (Q1 Journal)	2017-present
Global Education Program Scholar, Erasmus Program and the European Union, Barcelona, Spain	2016-2017
<i>Faculty Fellow</i> , Haynes Foundation, Los Angeles, CA	2015-2016
Member, Institute of Education Sciences Department of Education Mixed Methods Working Group	2015-2016
<i>Fellow</i> , National Education Policy Center,	2014-present
<i>Fellow</i> , Forum for the Future of Public Education	2014-2016

PUBLICATIONS

**student coauthor*

BOOKS

1. **Burch, P.** (in press). *Hidden markets: The new education privatization*. New York: Routledge. Critical Social Thought Series. 2nd Edition.
2. **Burch, P.** (in progress). *Learning on the Margins: Learning on the Margins: Educational Disadvantage and the rise of "Temporary" Public Schools*. New York: Routledge: Critical Social Thought Series.

3. **Burch, P.**, & Heinrich, C. (2016). *Mixed methods research for policy and program evaluation*. Thousand Oaks: SAGE Publications.
4. **Burch, P.**, & *Good, A. (2014). *Equal scrutiny: Privatization and accountability in digital education*. Cambridge, MA: Harvard Education Press.
5. **Burch, P.** (2009). *Hidden markets: The new education privatization. The Critical Social Thought Series*. New York: Routledge.

ARTICLES

1. Engel, L. and **Burch, P.** (accepted), Policy sociology in the contemporary global era: Continued importance and pressing methodological considerations. *Education Researcher*
2. **Burch, P.** (2020). Federal policy and the push to privatize education. *Phi Delta Kappan*. Published line September 21, 2020. <https://kappanonline.org/federal-policy-push-privatize-education-burch>
3. **Burch, P.** & Crowson, R.L. (2020). Local Schooling and Organizational Change: New Insights from the Perspective of Institutional Theory, *Peabody Journal of Education*, 95:4, 331-335, DOI: [10.1080/0161956X.2020.1800171](https://doi.org/10.1080/0161956X.2020.1800171)
4. **Burch, P.** Bingham, A.J, & *Miglani, N (2020) Combining Institutional and Distributed Frameworks in Studies of School Leadership, *Peabody Journal of Education*, 95:4, 408-422, DOI: [10.1080/0161956X.2020.1800176](https://doi.org/10.1080/0161956X.2020.1800176)
5. Miglani, N. & **Burch, P.** (in press). Education Reform Imaginaries: Mapping -scapes of Philanthropic Influence. *Discourse*
6. *Bingham, A., & **Burch, P.** (2018). Reimagining complexity: Exploring organizational ambidexterity as a lens for policy research. *Policy Futures in Education*. (<https://doi.org/10.1177/1478210318813269>).
7. *Miglani, N., & **Burch, P.** (2018). Educational technology in India: The field and teachers' sensemaking. *Contemporary Education Dialogues*, 25(1), 26-63.
8. **Burch, P.**, & *Miglani, N. (2017). Technocentrism and social fields in the Indian edTech movement: Formation, reproduction and resistance, *Journal of Education Policy*, 33(5), 590-616.
9. *Bingham, A. & **Burch, P.** (October 2017). Navigating middle of the road reforms through collaborative community. *Democracy and Education* 25 (2), Feature Article. <http://democracyeducationjournal.org/home/vol25/iss2/1>

10. **Burch, P.**, *Good, A., & Heinrich, C. (2016). Improving access to quality and the effectiveness of digital tutoring in K–12 education *Educational Evaluation and Policy Analysis*, 38(1), 65-67.
11. **Burch, P.**, & *Good, A. (February 2015). More important than the contract is the relationship *PPhi Delta Kappan*, 96(5), 35-39.
12. **Burch, P.** (2014). The role of vendors in the implementation of CCSS: A first look. *Journal of Curriculum and Pedagogy*, 11(1), 37-40.
13. Heinrich, C., **Burch, P.**, *Good, A., *Acosta, R., Cheng, H., Dillender, M., Kirshbaum, C., Nisar, H., & *Stewart, M. (2014) Improving the implementation and effectiveness of out of school time tutoring. *Journal of Policy Analysis and Management*, 3(2), 471-494.
14. *Good, A., **Burch, P.**, *Stewart, M., *Acosta, R., & Heinrich, C. (2014). Instruction matters: Lessons from a mixed method evaluation of out-of-school time tutoring under No Child Left Behind. *Teachers College Record*. 116(3), 1-34.
 - a. [One of 10 most widely downloaded articles of 2011-2012]
15. Bulkley, K. E., & **Burch, P.** (2011). The changing nature of private engagement in public education: For-profit and nonprofit organizations and educational reform. *Peabody Journal of Education*, 86(3), 236-251.
16. **Burch, P.** (2010). After the fall: Education contracting in the wake of the U.S. and global financial crises. *Journal of Education Policy*, 25(6), 33-38.
17. **Burch, P.** (2010). The bigger picture: Institutional perspectives on interim assessment technologies. *Peabody Journal of Education*, 85(2), 147-162.
18. **Burch, P.**, Theoharis, G., & *Rauscher E. (2010). Class size reduction in practice: Investigating the influence of the elementary school principal. *Educational Policy*, 24(2), 330-358.
19. **Burch, P.** (2009). Hidden markets: Global patterns in the privatization of education, *global-e*, 3(1), (<https://www.21global.ucsb/January> 2009).
20. **Burch, P.** (2007). The professionalization of instructional leadership in the United States: Competing values and current tensions. *Journal of Education Policy*, 22(2), 195-214.
21. **Burch, P.** (2007). Educational policy and practice from the perspective of institutional theory: Crafting a wider lens. *Educational Researcher*, 36(2), 84-95.
22. **Burch, P.**, *Steinberg, M., & *Donovan, J. (2007). Supplemental educational services and NCLB: Policy assumptions, market practices, emerging issues. *Educational Evaluation and Policy Analysis*, 29(2), 115-133.

23. **Burch, P.** (2006). The new educational privatization: Educational contracting and high stakes accountability. *Teachers College Record*, 108(12), 2582-2610.
24. **Burch, P.**, *Donovan, J., & *Steinberg M. (2006). The new landscape of educational privatization in the era of NCLB: Markets, supplemental education services, and No Child Left Behind. *Phi Delta Kappan*, 88(2), 86-90.
25. **Burch, P.**, & Spillane, J. (2005). How subjects matter in district office practice: Instructionally relevant policy in urban school district redesign. *Journal of Educational Change*, 6(1), 51-76.
26. **Burch, P.**, & Spillane, J. (2003). Elementary school leadership strategies and subject matter: Reforming mathematics and literacy instruction. *The Elementary School Journal*, 103(5), 519-535.
27. Spillane, J., Diamond, J., Hallett, T., Halverson, R., & **Burch, P.** (2002). Managing in the middle: School leaders and the enactment of accountability policy. *Educational Policy*, 16(5), 731-762.
28. **Burch, P.** (1993) Circles of change: Action research on family-school-community partnerships. *Equity and Choice*, 10(1).11-16.
29. **Burch, P.**, & Palanki, A. (1994). Parent-teacher action research: Supporting families through family-school-community partnership. *Journal of Emotional and Behavioral Problems*, 2(4),16-18.

BOOK CHAPTERS

1. **Burch, P.**, & *Smith, J.M.A. (February 2016). The undemocratic side of private contracting. In W. Mathis & T. Trujillo (Eds.), *Test-based education reforms: lessons from a failed agenda, promises for success* (pp. 393-407), Charlotte, NC: Information Age Publishing.
2. **Burch, P.**, *LaFave, A. L., & *Smith, J. M. A. (2016). Corporate elites and the student identity market. In H. Gunter, D. Hall, & M. W. Apple (Eds.), *Corporate elites and education policy*. (pp. 393-407). Bristol, UK: Policy Press at the University of Bristol.
3. **Burch, P.**, *LaFave, A., & *Good, A. (2015). Contracting for digital education in the Common Core era. In J Supovitz & J. Spillane (Eds.), *The politics and policies of common core state standards* (pp.123-131), Cambridge, MA: Rowman-Littlefield.
4. **Burch, P.** (2015). Supplemental Education Services. In D. Brewer & L. Picus (Eds.), *Encyclopedia of Education Economics and Finance*. Thousand Oaks, CA: SAGE Publications.

5. **Burch, P.**, & *Smith, J. (2015). Enterprise education policy and embedded layers of corporate influence. In W. Au & J. Ferrare (Eds.), *Mapping corporate education reform* (pp.190-206). New York: Routledge.
6. *Acosta, R., **Burch, P.**, *Good, A., & *Stewart, M. (2013). The devil is in the details: Examining equity mechanisms in the design of supplementary educational services. In G.L. Sunderman (Ed.), *Charting reform, achieving equity in a diverse nation*. (pp. 219-249). Charlotte, NC: Information Age.
7. **Burch, P.** (2010). Local and Federal models of education contracting: Convergence or collision? In K. Bulkley, J. Henig, & H. Levin (Eds.), *Between public and private: Contracting regimes and urban school reform* (pp. 251-277). Cambridge: Harvard Education Press.
8. **Burch, P.** (2010). The professionalization of instructional leadership in the United States: Competing values and current tensions. In S. Huber (Ed.), *School leadership – International perspectives* (pp. 125-135). Springer: Berlin, Germany.
9. **Burch, P.**, & *Hayes, T. (2008). The role of private firms in data-based decision-making. In T. Kowalski, & T. Lasley (Eds.). *Handbook on data -based decision- making in education* (pp. 54- 71). New York: Taylor Francis.
10. **Burch, P.** (2007). School leadership practice and the school subject: The Baxter case. J Spillane & J. Diamond (Eds.), *Distributed leadership in practice* (pp. 129-146). New York: Teachers College Press.
11. **Burch, P.**, & Spillane, J. (2007). The institutional environment and instructional practice: Changing patterns of guidance and control in public education. In H.D. Meyer & B. Rowan (Eds.), *The New Institutionalism in Education* (pp. 87-102). Albany: SUNY Press.
12. **Burch, P.** (2002). Constraints and opportunities in changing policy environments: Intermediary organizations' response to complex district contexts. In A. Hightower, M. Knapp, M., J Marsh. & M. McLaughlin, (Eds.), *School districts and instructional renewal* (pp. 111-126). New York: Teachers College Press.

GOVERNMENT, RESEARCH, POLICY REPORTS, AMICUS BRIEF

Burch, P., Polikoff, M., and Estrada-Miller, J. (Feb 17, 2021). Amicus Letter filed in Support of Verified Petition. *Community Coalition and The Oakland Reach v. The State of California and Tony Thurmond*

Polikoff, M., Estrada-Miller, J. and **Burch, P.** (Dec, 20, 2020). Amicus Letter filed in Support of Verified Petition. *Alliance for Children’s Rights v. Los Angeles Unified School District*

Burch, P. Polikoff, M. (January, 2021). *Voices from the Virtual Classroom: A Survey of Los Angeles Educators*. Educators for Excellence and USC Rossier School of Education

- Burch, P.** (April 11, 2015). Mixed methods in Education Research Institute of Education Sciences Technical Working Group. Presentation to the Directors of the Institute of Education Sciences. Washington, DC. (March 15, 2012).
- Burch, P.,** & Heinrich, C. (March 2015 & March 2013). Presentation at the Institute of Education Sciences Meeting of Principle Investigators. Washington, DC.
- Burch, P.** (March, 2014). Privatization of services in public education. National Association of School Superintendents. Long Beach, CA.
- Burch, P.,** Smith, J., & Stewart, M. (2014). NEPC Review: Expanding the Education Universe: A Fifty-State Strategy for Course Choice. National Education Policy Center.
- Burch, P.,** Stewart, M., & Smith, J. (2013). NEPC Review: School Choice and School Performance in the New York City Public Schools: Will the Past be Prologue?
- Burch, P.** (February 2014). SES and beyond: Lessons for out of school time programming from a four-year, Multi-site study of supplemental education services. Public Webinar. SES IQ Squared.
- Burch, P.** (January 2014). The conversation before the contract. Tennessee Department of Education: Nashville, TN.
- Burch, P.,** & Heinrich, C. (2013). Improving the Quality and Access to Federally Funded Digital Out of School Time Tutoring. Society for Research on Educational Effectiveness.
- Burch, P.,** & Heinrich, C. (September 6, 2012). Alliance for Progress invited panel. Partnerships between researchers and State/District personnel for program and policy evaluations. Society for Research on Educational Effectiveness. Washington, DC.
- Burch, P.,** & Heinrich, C. (March 11, 2011). *The implementation and effectiveness of Supplemental Educational Services (SES): A review and recommendations for program improvement.* Prepared for the Center for American Progress-American Enterprise Institute. Conference on the reauthorization of ESEA/Title I.
- Burch, P.** (2009). Managing educational contracting for educational equity. Mid-Atlantic Equity Center. <http://maec.ceee.gwu.edu/structuring-district-offices-for-equity>.
- Burch, P.** (2009). Hidden markets: Globalization in the privatization of education? global-e: (3)1, 1. <http://www.global-ejournal.org>.
- Burch, P.,** & Spillane, J. (2003). Leading from the Middle: Mid-Level District Staff and Instructional Improvement. Cross City Campaign for Urban School Reform.
- Burch, P.,** Casey, J.C. (1997). A Catalyst for Educational Change: Promoting the Involvement of Working Parents in Their Children's Education. Work-Family Policy Paper Series.

Burch, P. (1993). Action Research in Family-School-Community Partnerships: The Experience of One Rural Elementary School.

Burch, P., & Palanki, A. (1995). In Our Hands: A Multi-Site Parent-Teacher Action Research Project. Report No. 30.

Burch, P., & Palanki, A. (1995). From Clients to Partners: Four Case Studies of Collaboration and Family Involvement in the Development of School-Linked Services. Report No. 29.

RESEARCH SUPPORT

Co-Investigator, Los Angeles County Office of Education Community Schools Indicator Project (Awarded, 2020). Amount Awarded \$60,000.

Co-Investigator, Chan-Zuckerberg Collaboration Grant. Road to Success Academy: Study of Teachers Attitudes towards Social Emotional Learning. Amount Awarded: \$5,000.

Co-Investigator, Top Public Schools in LA: Closing the Achievement Gap. Broad Foundation. (Awarded 2019). Amount Awarded: \$10,000.

Co-Investigator, Educational Equity in LA: A Research Agenda in Service to Practice. California Community Foundation. (Awarded 2018). Amount Awarded: \$100,000

Principal Investigator. The Role of Tutors in Blended Learning for Disadvantaged Students in India. Spencer Foundation. (Awarded 2017). Amount Awarded: \$49,900.

Principal Investigator, Next Generation by Design: Improving Science, Technology and Math Outcomes for Low-Income Youth in the Los Angeles Region. (Awarded 2016). Haynes Foundation Faculty Fellowship. Amount Awarded \$12,000.

Co-Investigator, (Carolyn Heinrich and Robert Meyer). A Multisite Evaluation of the Implementation and Impact of Supplemental Educational Services under NCLB. (July 2009-July 2014). Institute of Education Sciences Education Research Grant Program: Education Policy Finance and Systems. (Awarded April 2009). Amount Awarded: \$3,200,000.

Principal Investigator, Assessing the Impact of Third Party After School Programming for Students with Disabilities. USC- Advancing Scholarship in the Humanities and Social Sciences (2012). Amount Awarded: \$25,000.

Co-Investigator, Market-Based Policy Initiatives in Comparative and International Perspective. United States Studies Center. Sydney, Australia. Amount Awarded: \$20,000.

Principal Investigator, Supplemental Educational Services in the Milwaukee Public Schools: Looking Inside the Black Box of Tutoring Practice (July 2008 – July 2009). The Graduate School. University of Wisconsin-Madison. Amount Awarded: \$27,000.

Leader, Qualitative Research Component (Robert Meyer and Carolyn Heinrich). A Longitudinal Evaluation of Supplemental Educational Services in the Milwaukee Public Schools. Milwaukee Public Schools. (January 2008-July 2008). Amount: \$500,000.

Co-Principal Investigator, (Elizabeth Graue and Robert Meyer) An Integrated Qualitative and Quantitative Evaluation of the SAGE Program (July 2005-July 2007). Wisconsin Department of Public Instruction. Amount: \$500,000.

Principal Investigator, The Role of the District in Class Size Reduction Policy. The Graduate School. University of Wisconsin-Madison. (June 2004-June 2005). Amount: \$17,173.

Principal Investigator, District-School Collaboration Study. John D. and Catherine T. MacArthur Foundation and the Spencer Foundation. (January 1999-January 2002). Amount: \$1.3 million.

EDITING AND REVIEWING

Journal of Educational Administration and History *(Editorial Board 2013-2017); *Journal of Education Policy* * (International Editor 2016-present); Reviewer for *Teachers College Record*; *Education Researcher*; *Journal of Educational Change*; (Book Reviewer 2015) *Contemporary Sociology*; *American Journal of Education*; *Education Policy*; *Comparative Education*; *Elementary School Journal*; *Educational Evaluation and Policy Analysis*, *American Education Research Association* 2009-2013 Editorial Board, *Educational Evaluation and Policy Analysis*

National Education Policy Center (Editorial Board 2014-present).

UNIVERSITY SERVICE

Member, Project RESTART, University Task Force on Pandemic and Reopening (2020).

Member and Contributor, FEEC Faculty Survey Results Workload, productivity, and caregiving concerns during the COVID-19 pandemic (2020-) Faculty Environment and Employment Committee of the Academic Senate

Chair, Rossier School of Education PhD Program (2017-2020); Member, USC Homelessness Workgroup (2017-present); Member, Rossier School of Education Faculty Council (2010-2013; 2017-Present); USC Mentoring Committee (2019-present)

Member, Rossier School of Education K-12 Concentration Workgroup; Reviewer, Graduate School Fellowships (2014-2015). Ph.D. Governance Committee MA K-12 Leadership

Committee Ed.D. Governance Committee (2009) K-12 Educational Policy Search Committee (2009) Leadership Course Revision Committee Dissertation of the Year Committee

MEDIA COVERAGE OF RESEARCH FINDINGS

The Atlantic; Wall Street Journal; New York Times; Milwaukee Journal Sentinel; National Public Radio Marketplace; Southern California Public Radio (KPCC) Crawford Family Forum; Center for Public Integrity; Dallas Morning News; Associated Press, The Washington Post, Education Week, KNXAM, KFI AM, KNBC, KTLA, KMEX, KFI, La Times, La Opinion, Daily News

PRESENTATIONS

Burch, P. Polikoff, M. (March, 2021). Voices from the Virtual Classroom: A Survey of Los Angeles Educators. Educators for Excellence and USC Rossier School of Education. Presentation as part of USC Digital Inclusion Initiative .

Burch, P. Polikoff, M. (February, 2021). Voices from the Virtual Classroom: A Survey of Los Angeles Educators. Educators for Excellence and USC Rossier School of Education. Presentation to California Community Foundation.

Burch, P. (April 2019). Technopolicy and School Reform: Privatization and the Governance of American Education. Presented at the American Education Research Association Annual Meeting, Toronto, Canada.

Burch, P. (April 2019) Discussant for Panel. Institutional Perspectives on Education Policy: New Directions in Theory and Research. To be presented at the American Education Research Association Annual Meeting, Toronto, Canada.

Burch, P. (March, 2019). “Non-public” public education: Temporary schooling and outsourced curriculum in the twenty first century. Invited Speaker. Jawaharlal Nehru University. New Delhi, India.

Burch, P. (March, 2019). Technopolicy and School Reform: Privatization and the Governance of American Education. Invited Speaker. Zakhir Hussein Center for Education Studies. Jawaharlal Nehru University. New Delhi, India.

Burch, P. (November 2018). Discussant for Panel. Does Online and Personalized Instruction in High Schools Hold Promise for Reducing Inequality and Improving Educational Outcomes. Association of Public Policy and Management Fall Conference, Washington, DC.

Burch, P. & Miglani, N. (2018). Technocentrism and social fields in the Indian edTech movement: Formation, reproduction and resistance *Privatization and Globalizing Education*

- Reform Policies: Lessons from Chile, India, Brazil, South Africa, Australia, and the U.S.* Symposium Paper Comparative and International Education Society Annual Conference 2018, Mexico City, Mexico.
- Miglani, N. & Burch, P. (2018). Key learnings: Leveraging the promise and minimizing the risks of EdTech, presented at Pre-conference AERA 2018, Politics and Privatization in Education Group. New York.
- Burch, P. & Miglani, N. (2017). Market Dynamics in Systems-Changing Educational Technology Reforms in India: Emerging Policy Issues and Research Priorities. Paper presented at Comparative and International Education Society Annual Conference 2017, Phoenix, AZ.
- Miglani, N. & Burch, P. (2017). *Teachers' Sense-making of EdTech: Learning from a case in India*. Paper presented at Comparative and International Education Society Annual Conference, Atlanta, GA.
- Miglani, N. & Burch, P. (2017). *Education Technology in India: The Field and Teachers' Sensemaking*. Paper presented at EISA conference 2017, Barcelona, Spain.
- Burch, P. (June 2017). *Teacher sense-making of EdTech: Learning from India*. National University of Education and Planning and Administration. Delhi, India.
- Burch, P. (November, 2016). Hidden markets, undemocratic contracting and creative policy action. APPAM Fall Research Conference, Washington, DC
- Burch, P. (November 21, 2016). Hidden markets, Undemocratic contracting and creative policy action. Global Education and Development Erasmus Project, Barcelona, Spain
- Burch, P. (November 20, 2016). Making sense of the “new” public management reforms in U.S public education. Emerging issues and enduring questions. University of Manchester, Manchester, England.
- Burch, P. (October 4, 2016). Improving access to quality and the effectiveness of digital tutoring in K 12 education. Northwestern University School of Education and Social Policy.
- Burch, P. (September 17, 2016). Hidden markets, undemocratic contracting and creative policy action. Arizona State University. School of Education.
- Burch, P. (April 13, 2016). The undemocratic side of private contracting in public education. New York University Steinhardt School of Culture, Education and Human Development.

- Burch, P., & LaFave, A.L. Next generation by design: Bridging the participation gap in after school programs. Presented at the Annual UCEA Convention, San Diego, CA, November 23, 2015.
- Burch, P., & LaFave, A. L. (April 18, 2015). Policy, vendors, and the Common Core State Standards: Emerging issues and recommendations. Presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Burch, P. (April 20, 2015). Understanding the digital evolution in K–12 education: Policy and practice perspectives. American Education Research Association Annual Meeting, Chicago: IL.
- Burch, P., & LaFave, A. L. (February 27, 2015). Smoke, mirrors, and standards alignment: The intersection of practitioner interests and vendor needs. Presented at the Annual Conference of the Association for Education Finance and Policy, Washington, D.C.
- Burch, P. (December 11, 2014). Equal scrutiny: Accountability and privatization in digital education. University of British Columbia, Vancouver.
- Burch, P. (September 25, 2014). Equal scrutiny: Accountability and privatization in digital education. National Education Policy Center, University of Colorado, Boulder.
- Burch, P. (April 15, 2012). Charting reform: Achieving equity in a diverse nation. American Education Research Association Annual Meeting. Vancouver, British Columbia.
- Burch, P. (April 14, 2012). The implementation and effectiveness of supplemental educational Services: A multi-district perspective. American Education Research Association Annual Meeting. Vancouver, British Columbia.
- Burch, P. (April, 2011). Global patterns in the privatization of education. A paper presented at the Annual Education Research Association Annual Meeting. New Orleans, Louisiana.
- Burch, P. (April 2010). Local and federal models of education contracting: Convergence or collision? American Educational Research Association, Denver, CO.
- Burch, P. (March 2010). Hidden markets: The new education Privatization. Lecture Series. University of Canberra, Australia & University of Sydney, Australia.
- Burch, P. (April 2010). Local and Federal Models of Education Contracting: Convergence or Collision? American Educational Research Association, Denver, CO.
- Burch, P. Hidden Markets: The New Education Privatization. Lecture Series. March 2010. University of Canberra, Australia & University of Sydney, Australia.
- Burch, P. Managing Educational Contracting for Equity. Webinar Commissioned by Mid-Atlantic Equity Center. November 10, 2009.

- Burch, P., & Good, A. (2009). Supplemental Educational Services in the United States under No Child Left behind: Mapping Current Trends and Policy Implications. Symposium paper presented at the Annual Meeting of the American Educational Research Association. San Diego, CA.
- Heinrich, C., & Burch, P. (2008). Supplemental educational services under No Child Left Behind: Examining enrollment and impact in the Milwaukee Public Schools. Symposium paper presented at the Annual Meeting of the American Educational Research Association. New York, NY.
- Burch, P. (2007). Unequal scrutiny: Private providers, accountability and NCLB. Wisconsin Center for Education Research. Madison, WI.
- Burch, P. (2007). Privatization and NCLB. Paper presented at Education and Educational Research in an Era of Accountability: Insights and Blind Spots. University of Wisconsin-Madison. Madison, WI.
- Burch, P., & Good, A. (2007). Policy implementation in class size reduction: Inside the black box of district practice. Symposium paper presented at the Annual Meeting of the American Educational Research Association. Chicago, IL.
- Burch, P. (2007). Supplemental educational services: Emerging research and policy issues. Symposium paper presented at the Annual Meeting of the American Educational Research Association. Chicago, IL.
- Burch, P. (2006). Educational policy and practice from the perspective of new institutional theory: Crafting a wider lens. Symposium paper presented at the Annual Meeting of the American Educational Research Association. San Francisco, CA.
- Burch, P., & Fadali, E. (2006). Class size reduction in practice: How, when, and why SAGE works. Workshop presentation at the New Wisconsin Promise Conference. Madison, WI.
- Burch, P., & Steinberg, M. (2006). Supplemental educational services, markets, and NCLB. Paper presented at the Annual Public Policy and Management Association Conference. Madison, WI.
- Burch, P. (2005). Living with the No Child Left Behind Act. American Education Week. University of Wisconsin-Madison, Madison, WI.
- Burch, P. (2005). The new educational privatization. Paper presented at NCLB and the Federal Role in Education: Accountability and Education in America's Public Schools. University of Wisconsin. Madison, WI.
- Burch, P. (2005). The professionalization of instructional leadership in the United States: Competing values and current tensions. Paper presented at the International Seminar on School Leadership. Erfurt, Germany.

- Burch, P. (2005). Living with the No Child Left Behind Act: Emerging policy issues and local responses. Workshop given at the La Follette Leadership Seminar for State Legislators. Madison, WI.
- Burch, P., & Theoharis, G. (2005). The role of the school principal in class size reduction. Symposium paper presented at the Annual Meeting of the American Educational Research Association. Montreal, Canada.
- Burch, P. (2005). How subjects matter in district office practice: Instructionally relevant policy in urban school district redesign. Symposium paper presented at the Annual Meeting of the American Educational Research Association. Montreal, Canada.
- Burch, P. (2005). The new educational privatization: Educational contracting and high stakes accountability. Paper presented at the American Sociological Association. San Francisco, CA.
- Burch, P. (2004). School districts, private organizations and the enterprise of high stakes accountability. Paper presented at the University of Chicago. Harris School of Public Policy's conference on Developmental, Economic and Policy Perspectives on the Federal No Child Left Behind Act. Chicago, IL.
- Burch, P. (2002). Intermediary actors and tools in the enactment of district accountability policies. Symposium paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, LA.
- Burch, P., & Spillane, J. (2001). How the subjects matter: A preliminary exploration of how principals' beliefs about math and literacy shape their reform strategies. Paper presented at the Annual Meeting of the American Educational Research Association. Seattle, WA.
- Burch, P. (2000). Moving from the margins to the mainstream: Expanding the local policy impact of teacher professional development reform. Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, LA.

INSTRUCTION: USC COURSES CURRENTLY TAUGHT

Note: * Created course

Policies and Politics of Education Governance (USC Doctorate) ; Challenges in Urban Education Accountability (USC Doctorate); Fundamentals of Creativity, Innovation, and Entrepreneurship (USC Doctorate); Thematic Dissertation Group in Education Policy (USC Doctorate); Inquiry Methods (USC Doctorate) *Organizations and Policy Issues (USC PhD) (with colleague)*Advanced Qualitative Research Methods (USC PhD) *Institutions and Organizations (with colleague) (USC PhD).

ADVISEES - (receiving PhD after my being tenured)

Dr. Annalee Good (Senior Research Scientist Wisconsin Center for Education Research); Dr. Molly Stewart (Research Scientist and Adjunct Faculty, Center for Evaluation & Education Policy, Indiana University); Dr. Andrea Bingham (Assistant Professor of Qualitative Methods, University of Colorado-Boulder Springs); Dr. Rodolpho Acosta (Vice President, PUENTE; Lecturer, University of California, Fullerton) Dr. Jahni Smith (Policy Advisor, Barbados Ministry of Education); Dr. Andrew LaFave (Specialist for the Social Sciences, Occidental College).