

Angela M. Lyle

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(248) 672-5985

EDUCATION

- 2012-2019* **University of Michigan**
Ph.D. in Educational Studies
Program: Educational Policy, Leadership, and Innovation
Dissertation: *Network designs for instructional reform: Building systems for large-scale school improvement*
Committee: Donald Peurach (chair), Priscilla Wohlstetter, Robert Bain, and Barry Fishman
- 2008-2011* **Michigan State University**
M.A. in K-12 Administration
Elementary and Secondary Administration Certification
- 2003-2007* **Michigan State University**
B.A. in Interdisciplinary Studies in the Social Sciences
History minor
Secondary Education Teacher Certification

AWARDS AND HONORS

- 2016* Outstanding Graduate Student Instructor Award, University of Michigan
- 2012-2016* School of Education Doctoral Fellowship, University of Michigan
- 2007* Eli Broad Urban Teaching Fellowship, Detroit Public Schools

RESEARCH EXPERIENCE

- 2024-present* **Research Investigator, University of Michigan**
Study: The Improvement Scholars Network (Bill and Melinda Gates Foundation)
- This field-building project supports the development of a diverse community advancing improvement research as an academic field, a domain of professional practice, and a focus of public policy.

2019-2024

Postdoctoral Research Fellow, University of Michigan

Study: Next Generation Science Standards and Designing School System Educational Infrastructure to Support Elementary School Science Instruction (National Science Foundation)

This study examines the work of designing education systems to support ambitious elementary science instruction to learn how districts, schools, and networks are developing and using new STEM learning environments to support high quality science learning and teaching in large numbers of elementary school classrooms.

2022-2023

Contract researcher, Brookings Institution

Study: Transforming Education for Holistic Student Development: Learning from Education System (Re)building around the World.

This study explored the work of building and rebuilding systems to support holistic student development in Singapore, Ireland, Chile, Canada, India, the United States, and International Baccalaureate.

2015-2019

Research Associate, Teachers College, Columbia University

Study: Supporting New York City Schools to Implement the Common Core Learning Standards (Spencer Foundation).

This study examined the role of school support organizations in developing schools as learning organizations to support large-scale instructional reform.

2014

Principal Investigator, University of Michigan: \$4,000

Study: I3 Investing in Innovation: Executive practice in educational reform

This study identified the knowledge, skills and capabilities of educational executives to manage, lead, and innovate in complex environments by exploring the conceptual domains of executive practice in large-scale, practice-based educational reform efforts.

TEACHING EXPERIENCE

2016-2019

**University of Michigan, School of Education
Online Facilitator**

Course Title: *EdX Improvement Science in Education*

2014-2017 **University of Michigan, School of Education**
Course Instructor
Course Title: *EDUC 432: Secondary Social Studies Teaching Methods*

2012-2016 **University of Michigan, School of Education**
Course Instructor
Course Title: *EDUC 650: Reflective Teaching Field Experience*

2014 **University of Michigan, School of Education**
Course Teaching Assistant
Course Title: *EDUC 552: Instructional Leadership*

2008-2012 **Grand Blanc High School, Grand Blanc, MI**
Social Studies Teacher

2007-2008 **Henry Ford II High School, Utica, MI**
Student Teacher

2007 **Detroit Public Schools-Detroit, MI**
Eli Broad Urban Teaching Fellow

PROFESSIONAL EXPERIENCE

2010-2012 **Grand Blanc High School, Grand Blanc, MI**
Teacher and Professional Learning Community Leader

2010- 2011 **Grand Blanc High School, Grand Blanc, MI**
Administrative Internship

2007 **Michigan House of Representatives, Lansing, MI**
Michigan Representative Staff Member

PEER-REVIEWED PUBLICATIONS

(*student colleagues are noted with an asterisk)

Haverly, C., Seeber, E.R.*, **Lyle, A.M.**, Davis, E. A., Ovies-Bocanegra, M.A.* (under review).
District science coordinators' conceptions of and levers for advancing equity agendas at
the elementary level.

Haverly, C., Seeber, E.R.*, Spillane, J.P., Davis, E.A., **Lyle, A.M.** (under review). Teachers
learning on-the-job through participation in an organizational routine: A comparative
case study of three curriculum materials adoption processes for elementary science.

Lyle, A.M., Spillane, J.P., & Haverly, C. (2024). Leading elementary school science: Taking a multilevel distributed perspective to analyze leadership practice. *Educational Administration Quarterly*, 60(4), 418-451. <https://doi.org/10.1177/0013161X241264794>.

Lyle, A.M. (2023). Community-centered education in Cedar Rapids, Iowa: Iowa BIG's system transformation. In A. Datnow, V. Park, D.J. Peurach, and J.P. Spillane (Eds.), *Transforming Education for Holistic Student Development: Learning from Education System (Re)building Around the World*. Washington, D.C.: The Brookings Institution.

Lyle, A.M., Spillane, J.P., Haverly, C. (2024). State-level efforts to support elementary science reform. *Educational Policy*. 38(2), 350-390. <https://doi-org.proxy.lib.umich.edu/10.1177/08959048231163787>

Haverly, C., **Lyle, A.M.,** Spillane, J. P., Davis, E. A., & Peurach, D. J. (2022). Leading instructional improvement in elementary science: State science coordinators' sense-making about the Next Generation Science Standards. *Journal of Research in Science Teaching*, 59 (9). <https://doi.org/10.1002/tea.21767>

Lyle, A.M. & Peurach, D. J. (2022). Changing notions of teacher autonomy: The intersection of teacher autonomy and instructional improvement in the US. *Research in Education*. 1–23. <https://doi.org/10.1177/00345237211055843>

Peurach, D. J., Foster, A. T.*, **Lyle, A. M.,** & Seeber, E. R.* (2022). Democratizing educational innovation and improvement: The policy contexts of improvement research in education. In D.J. Peurach, J.L. Russell, L. Cohen-Vogel, W.R. Penuel (Eds.), *The Foundational Handbook on Improvement Research in Education*. Lanham, MD: Rowman and Littlefield.

Wohlstetter, P., & **Lyle, A.M.** (2018). Inter-organizational networks in education. In M. Connolly, D.E. Spicer, C. James & S.D. Kruse (Eds.), *The SAGE International Handbook on School Organizations*. Thousand Oaks, CA: SAGE.

MANUSCRIPTS AND TECHNICAL REPORTS

(*student colleagues are noted with an asterisk)

Lyle, A.M., Haverly, C., Foster, A.T.*, Davis, E.A., Peurach, J.P., Seeber, E.*, Spillane, J.P. (2023). *Research Report: Building Systems for Elementary Science Instruction*. Northwestern University & the University of Michigan.

Haverly, C., **Lyle, A.M.,** Foster, A.T.*, Davis, E.A., Peurach, D.J., Seeber, E.*, Spillane, J.P. (2022). *Progress report: Building systems for elementary science instruction*. Northwestern University & University of Michigan.

Peurach, D. J., **Lyle, A. M.**, Yurkofsky, M. M., & Angeliri, S. J.* (2020). *Setting positive trajectories amidst profound turbulence: Transforming districts as instructionally focused education systems*. Ann Arbor, MI: University of Michigan.

Duff, M., Flack, C.B., **Lyle, A.M.**, Massell, D., & Wohlstetter, P. (2019). *Managing networks for school improvement: Seven lessons from the field*. CPRE Workbooks.

Lyle, A.M. (2019). *Network designs for instructional reform: Building systems for large-scale school improvement* (unpublished doctoral dissertation). University of Michigan, Ann Arbor, MI.

CONFERENCE PRESENTATIONS -- REFERRED

(*student colleagues are noted with an asterisk)

Haverly, C., Brunet, A., Seeber, E. R., **Lyle, A.M.** & Davis, E.A. (2024). Managing the English Language Arts and mathematics primacy dilemma in elementary science classrooms: A comparison of the three case studies. In Seeber, E. (Chair) *System-building for improving elementary science teaching and learning: From the classroom to the central office*. Presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Lyle, A.M. & Christa Haverly. (2024). Evolving as educational systems: How school districts develop capabilities to support elementary science instruction. In Seeber, E. (Chair) *System-building for improving elementary science teaching and learning: From the classroom to the central office*. Presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Lyle, A.M. (2023). Building systems for community-centered education in Cedar Rapids, Iowa: The case of Iowa BIG. In Parsely, D. (Chair) *Transforming education systems for holistic student development: Learning from case studies around the world*. Presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Peurach, D.J., **Lyle, A.M.**, Davis, E.A. (2023). Historical perspectives on science education reform: From targeted interventions to education systems to learning systems. In Datnow, A. (Chair) *Building systems for science education*. Presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Lyle, A.M., Spillane, J.P., & Haverly, C. (2023). Leading within and beyond the schoolhouse: Taking a multilevel distributed perspective to analyze the practice of leadership for elementary science. In Datnow, A. (Chair) *Building systems for science education*. Presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Haverly, C., Seeber, E.R.*, **Lyle, A.M.**, Davis, E.A., Ovies-Bocanegra, M.A.* (2023). District science coordinators' conceptions of and levers for advancing equity agendas. In C. Haverly (Chair) *Leadership for the promotion of equity in science and STEM education*. Presented at the Annual International Conference of NARST, Chicago, IL.

Lyle, A.M. (2022). System-building in Charter School District. In Davis, E.A. (Chair) *Systems-building to improve access, quality, and equity in elementary science: Midterm findings from a five-year study of district engagement with the Next Generation Science Standards*. Presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Peurach, D.J., **Lyle, A.M.**, Haverly, C., & Foster, A.T.* (2022). Introduction: The Study of System Building in Elementary Science. In Davis, E.A. (Chair) *Systems-building to improve access, quality, and equity in elementary science: Midterm findings from a five-year study of district engagement with the Next Generation Science Standards*. Presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Lyle A.M. (2022). For states, by states: State policymakers' efforts to reform elementary science education. In Gottlieb, J.J. (Chair) *Advancing educational change at the state and local levels*. Presented at the Annual Meeting of the American Education Association, San Diego, CA.

Haverly, C., Seeber, E.R.*, Davis, E.A., Spillane, J.P., **Lyle, A.M.** (2022). Curriculum materials adoption processes: Teacher learning in an organizational routine. In C. Haverly (Chair) *Engaging with curricular infrastructure to support elementary science teacher learning and identity development*. Presented at the Annual International Conference of NARST, Vancouver, BC, Canada.

Lyle, A.M. (2021). Reframing notions of teacher professionalism: New perspectives on teacher autonomy and instructional improvement in the United States. In Stosich, E. L. (Chair) *School improvement and turnaround*. Presented at the Annual Meeting of the American Education Research Association, virtual.

Haverly, C., **Lyle, A.M.**, Peurach, D. J., Spillane, J. P. & Davis, E. A. (2020) Toward an analytic framework for elementary science education reform. In Tofel-Grehl, C. (Chair) *Science teaching and learning: Elementary science education*. Presented at the Annual Meeting of the American Education Research Association Annual Meeting San Francisco, CA (conference canceled).

Lyle, A.M., Haverly, C., Peurach, D. J., Spillane, J. P. & Davis, E. A. (2020). National efforts to reform elementary science instruction: The state response. In Rotham, R. (Chair) *Curriculum and instruction at multiple policy levels in the era of Every Student Succeeds Act*. Presented at the Annual Meeting of the American Education Research Association Annual Meeting San Francisco, CA (conference canceled).

Lyle, A.M. (2020). Network-based instructional improvement: Building constructs for research and practice. In Sun, A.Q. (Chair) *Networks and improvement communities*. Presented at the Annual Meeting of the American Education Research Association Annual Meeting San Francisco, CA (conference canceled).

Massell, D., Duff, M. & **Lyle, A.M.** (2020). Improving instructional designs: Development in networks for school improvement. In Greany, T.M. (Chair) *“Moving knowledge around” within and between schools: The role of national contexts and institutional environments*. Presented at the Annual Meeting of the American Education Research Association Annual Meeting San Francisco, CA (conference canceled).

Duff, M., **Lyle, A.M.**, Flack, C., Wohlstetter, P. & Massell, D. (2018). A balancing act: Approaches to instructional change in the era of common core. In Angeline Spain (Chair), *How standards, curricula, and school policies influence instruction and student outcomes*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, N.Y.

INVITED PRESENTATIONS

Peurach, D. J., **Lyle, A. M.**, Foster, A. T.*, & Seeber, E. M.* (2021). Study of systems design for ambitious elementary science instruction. Michigan Science Professional Learning Network (virtual).

Wohlstetter, P., & **Lyle, A. M.** (2019). Networks for school improvement: Evidence-backed lessons for leaders, managers, and practitioners [Audio podcast]. Retrieved from <https://www.researchminutes.org/episode/networks-for-school-improvement-evidence-backed-lessons-for-leaders-managers-and-practitioners/>

SERVICE

Reviewer, The Elementary School Journal

Reviewer, American Educational Research Journal

Reviewer, Division A, American Educational Research Association Conference

Reviewer, Division L, American Educational Research Association Conference

Reviewer, Systems Thinking SIG, American Educational Research Association Conference

Reviewer, Improvement Science SIG, American Educational Research Association Conference

Reviewer, American Journal of Education

Reviewer, Journal of Educational Change

PROFESSIONAL ASSOCIATIONS

American Educational Research Association

University Council for Educational Administration