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EDUCATION

Ph.D. in Educational Administration, The State University of New York at Buffalo 2018-2023

GPA: 3.9/4

Ed.M. in Educational Leadership and Policy, The State University of New York at Buffalo 2016-2018

GPA: 3.8/4

B.A. in Japanese Language Education, Qufu Normal University 2012-2016

GPA: 3.6/4

PROFESSIONAL SKILLS

- **Research Certificates:**
 - Meta-Analysis Training Certificate** – Institute of Education Sciences & Georgia State University
 - Learning Analytic in STEM Education Research** – National Science Foundation & North Carolina State University
 - National Assessment of Educational Progress Data** – American Institute for Research
 - Applied Statistical Analysis (Advanced Quantitative Research)** – University at Buffalo
 - International Education Data Analysis (Advanced Mixed Research)** – University at Buffalo
- **Research Tools:** R, Mplus, SPSS, HLM, ATLAS.ti, Qualtrics, Latex, Tableau, Power BI
- **Language Skills:** English (fluent); Mandarin (native); Japanese (fluent)

RESEARCH INTERESTS

K-12 School Leadership; Teacher Professional Learning; Program Evaluation; Large-scale Data Analysis; Mixed Methods

WORK EXPERIENCE

Research Assistant Professor, Center for Research in Educational Policy, University of Memphis 2023–present

Provide leadership as PI/Co-PI of evaluations on multiple federally funded projects (DOE, DOJ, EIR), overseeing study design, data collection, and analysis to assess program effectiveness in literacy tutoring, school counseling preparation, community school models, English learner support, and reentry initiatives.

Guide evaluation planning, developing data collection instruments, and ensuring fidelity of implementation, while also leading advanced quantitative analyses such as cluster RCTs, quasi-experimental designs, survival analysis, propensity score matching, and multilevel modeling.

Conduct qualitative data collection across sites, coordinate surveys and focus groups, and prepare reports for partners to support continuous improvement and long-term impact.

Instructor, Department of Linguistics, UB 2022–2023

CHI 101: First-year first-semester Chinese (course rate 4.6/5)

CHI 102: First-year second-semester Chinese (course rate 4.8/5)

CHI 104: Transitional First Year Chinese (course rate 4.9/5)

Teaching Assistant, Educational Leadership and Policy, UB 2021–2022

CEP 526: Structural Equation Modeling

ELP 640: Teacher Leadership

ELP 652: Leadership and Policy for Inclusion

Graduate Assistant, Educational Leadership and Policy, UB 2020–2022

Organize professional development seminars for graduate students

Assist with logistics for faculty candidates' campus visits

Create and maintain academic and career profiles for school teachers and principals

Research Assistant, Educational Administration Program, UB 2018–2020

Conduct literature reviews for various projects, including student SEL, feminist policy, and adolescent sexual violence

Assist with both quantitative and qualitative analysis, and manuscript copyediting

School Counselor Intern, GEAR UP & FAFSA Program 2017–2018

Advise Buffalo high school students on college financial aid applications

Provide guidance on scholarships and college access resources

School Teacher, Vocational High School, Shandong Province 2015–2016

Taught Chinese and Japanese language courses to vocational high school students

PUBLICATIONS

Published Peer-Reviewed Articles

- **Wu. Y.** & Gao. H. (2025). From Challenges to Transformation: The Professional Development Journey of Transnational Language Teachers in the United States. *Journal of Teaching and Learning*, 19 (2), 135-153. DOI: <https://doi.org/10.22329/jtl.v19i2.8977>

- Wu. J. T., Wang. Y. J., **Wu. Y.**, & Zhang. Q. (2025). The Heart of Higher Education: Rediscovering Meditation from the Margins of Learning to a Liberatory Pedagogy in the Post-Pandemic University. *Journal of Contemplative and Holistic Education*, 2 (2), 7. DOI: 10.25035/jche.02.02.07
- **Wu. Y.** (2023). Exploring Instructional Leadership, Teacher Collaboration, Job Satisfaction, and Student Learning: A Multilevel Moderated Mediation Analysis (Doctoral dissertation). *The State University of New York at Buffalo*.

Articles in Preparation

- **Wu. Y.** How Instructional Leadership Enhances Student Achievement through Teacher Collaboration and Innovation Support: A Multilevel Moderated Mediation Analysis. *Educational Administration Quarterly*. (in revision)
- Xu. Y., Cheng. Q., & **Wu. Y.** How Self-concept, Self-efficacy, and Grit Contribute to Gender Differences in Chinese Middle School Math Learning. *Asian Journal for Mathematics Education*. (in revision)
- **Wu. Y.** & Wu. H. Unpacking Chinese Teacher Job Satisfaction: Multilevel Mediation and Moderation of Professional Learning, Efficacy, and Innovation Support. *Large-scale Assessments in Education*. (under review)
- **Wu. Y.** & Xu. Y. & Cheng. Q., Can Teacher Self-Efficacy Improve Student Academic Efficacy and Psychological Needs? The Role of Need-Supportive Teaching. (submitted)

Research Reports (selected)

- Randolph-Frye, M., **Wu, Y.**, Kaldon, C., Fluke, K., & Khan, A. (2025). WFGM Vision 2025 year four final report. Center for Research in Educational Policy, University of Memphis.
- **Wu, Y.**, Kaldon, C., Fluke, K., Zoblotsky, T., & Khajeloo, M. (2025). Full-Service Community Schools Grant Year 2 site visit report for Millington Primary School. Center for Research in Educational Policy, University of Memphis.
- Zoblotsky, T., McKinney, R., Kaldon, C., Khajeloo, M., **Wu, Y.**, & Morales, I. (2024). Smithsonian Science for North and South Carolina classrooms: “Improving student achievement across state borders and state standards.” Final evaluation report (Report No. ED660805). University of Memphis. <https://eric.ed.gov/?id=ED660805>
- Zoblotsky, T., McKinney, R., **Wu, Y.**, & Wilson, Q. (2024). Project INK final process and outcome evaluation report. Center for Research in Educational Policy, University of Memphis.
- Randolph-Frye, M., **Wu, Y.**, Kaldon, C., Watson, J., Wilson, Q., Morales, I., & McKinney, R. (2024). WFGM Vision 2025 year three final report. Center for Research in Educational Policy, University of Memphis.

ACADEMIC PRESENTATIONS

Invited Talk

- **Wu, Y.** Journey to Discovery in K-12 School Improvement Research. (2024). Invited Talk at the Institute for Intelligent Systems, University of Memphis.

Conference

- **Wu, Y.**, Su, M. Enhancing SEL Strategies: Impact of Distributed Leadership and PD on Teachers' Practices and Mindset. Paper session at the 2024 Annual Meeting of the University Council for Educational Administration (UCEA) in a paper session.
- McKinney, R., **Wu, Y.**, Kaldon, C., Khajeloo, M., Zoblotsky, T. Unveiling the Impact of Inquiry-Based Science Instruction on Elementary Student Science Achievement: A Clustered Randomized Controlled Trial in Rural Settings. Paper session at the 2024 Society for Research on Educational Effectiveness (SREE) Conference in a symposium session.
- Kaldon, C., Khajeloo, M., Zoblotsky, T., McKinney, R., **Wu, Y.** The Teacher's Voice: Contextual Insights around the "Smithsonian Science" Project. Paper session at the 2024 Society for Research on Educational Effectiveness (SREE) Conference in a symposium session.
- Khajeloo, M., Kaldon, C., Zoblotsky, T., McKinney, R., **Wu, Y.** Enhancing Inquiry-Based Science Practices in Elementary Education: The Influence of "Smithsonian Science for the Classroom" and Teacher Professional Development. Paper session at the 2024 Society for Research on Educational Effectiveness (SREE) Conference in a symposium session.
- Wu, J. T., Wang, Y. J., **Wu, Y.**, Zhang, Q. The Heart of Higher Education: Rediscovering Meditation from the Margins of Learning to a Liberatory Pedagogy in the Post-Pandemic University. Paper session at the 2024 Annual Meeting of the Comparative and International Education Society (CIES) in a paper session.
- **Wu, Y.** Understanding Instructional Leadership, Teacher Collaboration, Job Satisfaction, and Student Learning: A Multilevel Moderated Mediation Analysis. Paper session at the 2023 annual meeting of the University Council for Educational Administration (UCEA) in a paper session.
- **Wu, Y.** The Associations among Teacher Professional Learning, Self-Efficacy, and Job Satisfaction: What TALIS 2018 Tells Us. Paper session at the 2023 annual meeting of the American Educational Research Association (AERA) in a paper session.
- **Wu, Y.** Principal Leadership and Student Learning Outcomes: A Meta-Analysis Study. Paper presented at the 2022 annual meeting of the University Council for Educational Administration (UCEA) in a poster session.
- **Wu, Y.** How Chinese Instructional Leaders and Student Learning are Associated with Teacher Collaboration. Paper presented at the 2021 International Congress for School Effectiveness and Improvement (ICSEI) in a paper session.
- **Wu, Y.**, Zhao, S. Principal Leadership on American and Chinese Student Achievement: A Multilevel Analysis of PISA 2015. Paper presented at the 2021 annual meeting of the American Educational Research Association (AERA) in a round table session.

- **Wu, Y.** Challenges, Professional Development, and Self-Learning: Experiences of Chinese Teachers in the US. Paper presented at the 2021 annual meeting of the American Educational Research Association (AERA) in a round table session.
- **Wu, Y.** Confucius Institute Chinese Teachers' Learning Experience: Transformative Learning and Professional Learning Communities. Paper presented at the 2020 annual meeting of the Graduate School of Education Symposium (UB).

GRANT

- **Co-PI, The Hypothesis-driven Undergraduate Projects for Empowerment and Research, NSF IUSE Level-2 Grant** (submitted)
- **Co-PI of evaluation, Literacy Mid-South Tutor 901 Project (EIR, 5-year)**
Co-lead a quasi-experimental design with Memphis elementary students to improve their reading scores, reading confidence, and social emotional learning outcomes. Propensity score matching and weighting were used to match comparison student groups. Conduct observations for tutoring sessions, and distribute various surveys with high reliability and validity for students, tutors, school teachers, and administrators to track impacts of after-school literacy tutoring.
- **Co-PI of evaluation, Full-Service Community School Model (DOE, 5-year)**
Collaboratively guide evaluation activities by collecting school-level quantitative data and qualitative data through site visits in six Memphis urban schools to assess model implementation and impact.
- **Co-PI of evaluation, Ensuring Success for English Learners (DOE, 5-year)**
Provide shared oversight of evaluation, including monitoring fidelity of implementation and programmatic impact. Co-develop surveys, focus group protocols, and observation tools to capture both quantitative and qualitative outcomes.
- **Co-PI of evaluation, Advancing School Counseling Program (DOE, 5-year)**
Partner in leading evaluation through survey distribution and focus groups with both mentor school counselors and intern school counselor mentees, followed by analysis to determine program effectiveness in improving representation and field-based experiences.
- **Co-PI of evaluation, Smart Reentry: Housing Demonstration Program (DOJ, 3-year)**
Co-lead in evaluating outcomes in housing, employment, recidivism, and implementation fidelity. Apply survival analysis and Hierarchical Generalized Linear Model in ongoing analyses of recidivism.
- **Data Support, Inspiring New Koncepts (INK)Project**
Supported a quasi-experimental design evaluating the impact of INK on job attainment and reentry success for incarcerated individuals nearing release.
- **Data Support, Smithsonian Science for North and South Carolina Classrooms (EIR Grant)**
Supported a cluster RCT design and data analysis to evaluate the impact of inquiry-based science instruction on students' science, reading, and math scores.

ACADEMIC AWARDS

- University of Memphis Faculty Conference Travel Grant \$500 2024
- AERA Graduate Student Assistance Fund \$500 2023
- Graduate School of Education Research Award at UB, \$1,100 2023
- Graduate School Association Conference Funding at UB, \$370 2023
- UCEA 2022 David L. Clark Scholar \$1,000 2022
- Graduate Student Employee Professional Development Grant, \$1,000 2022
- Graduate School of Education Student Research Award at UB, \$1,000 2022
- Graduate School Association Conference Funding at UB, \$110 2021
- Graduate School of Education Student Research Award at UB, \$500 2020
- Graduate School of Education Student Research Award at UB, \$350 2019
- Graduate School of Education Four-Year Scholarship at UB, \$40,000 2018–2022
- Graduate School of Education Dean Scholarship at UB, \$10,000 2018
- First-level Dean Scholarship at Qufu Normal University, \$4,000 2013–2016

PROFESSIONAL SERVICE

- **Manuscript Reviewer** 2023-current
 - Educational Administration Quarterly (2 reviews)
 - Journal of Education Change (1 review)
 - Discover Education (1 review)
 - Psychology in the Schools (1 review)
 - Journal of Teaching and Learning (3 reviews)
 - BMC Public Health (1 review)
- **Reviewer for submissions to AERA** 2022-current
 - Division A – Administration, Organization, and Leadership
 - Division H – Research, Evaluation, and Assessment in Schools
 - Division K – Teaching and Teacher Education
 - Division L – Education Policies and Politics
 - SIG – Accreditation, Assessment, and Program Evaluation in Education Preparation
 - SIG – Education Statistics
 - SIG – Multiple Linear Regression: The General Linear Model
 - SIG – Longitudinal Studies

- Reviewer for submissions to UCEA 2022-current
- Lambuth Campus Taskforce, College of Education,
University of Memphis 2024-2025

AFFILIATIONS & MEMBERSHIPS

- American Educational Research Association (AERA) 2018-current
- University Council for Educational Administration (UCEA) 2019-current
- International Congress for School Effectiveness and Improvement (ICSEI) 2020-current
- Society for Research on Educational Effectiveness (SREE) 2023-current