

John H. Hitchcock  
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My full CV is over 50 pages, and I will present it as needed. I created this shortened version to prevent sharing too much personal information online and to reduce reader fatigue, while still providing an overview of my background and interests.

I am a Marilyn Sime for Educational Excellence Endowed Professor of Evaluation Studies in the Organizational Leadership, Policy, and Development (OLPD) at the University of Minnesota. My expertise lies in mixed methods research and program evaluation, and I have co-authored numerous peer-reviewed articles, books, and book chapters on these topics. I also lead various studies employing randomized controlled trials (RCTs), surveys, and systematic reviews. To date, I have worked as a principal investigator or co-principal investigator (PI) on five multi-year RCTs testing interventions for children with special learning needs, three of which met the U.S. Department of Education's What Works Clearinghouse (WWC) standards. The WWC did not review one of these RCTs because it was not conducted in the U.S., and I am currently completing a report on the fifth RCT. Additionally, I served as a research director for a U.S. Department of Education Regional Education Lab. I currently serve as a co-PI on two active quasi-experiments and yet another large-scale RCT.

A record of my published works is available on Google Scholar:  
<https://scholar.google.com/citations?user=cIwgLEcAAAAJ&hl=en>.

## Education

PhD, University of Albany, State University of New York (SUNY-A), Educational Psychology;  
focus on Research Methodology

Certificate of Advanced Study, SUNY-A, Educational Research and Program Evaluation

Master of Science, SUNY-A, Educational Psychology and Statistics

Bachelor of Science in Psychology, University of Evansville

## Employment History (through 2008)

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|-------------------------|-------------------------------------------------------------------------------------------|--------------|
| University of Minnesota | Marilyn Sime for Educational Excellence Endowed Professor                                 | 8/25-Present |
| Westat                  | Associate Vice President                                                                  | 2/23-8/25    |
|                         | Principal Research Scientist                                                              | 8/20-2/23    |
| Abt Associates          | Principal Associate                                                                       | 6/18-8/20    |
| Indiana University      | Tenured Associate Professor & Center Director                                             | 7/13-6/18    |
| Ohio University         | Tenured Associate Professor/Assistant Professor<br>(Associate Rank & Tenure Awarded 5/12) | 8/08-7/13    |

## Description of Select Project Experience and Faculty Appointments

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### **PROFESSOR, EVALUATION STUDIES | University of Minnesota, Organizational Leadership, Policy, and Development (OLPD) | 2025 - Present**

I design and offer courses within the Evaluation Studies Program. I continue to work on the projects described below (any project with a period of performance indicating it is ongoing/present).

### **DIRECTOR OF EXTERNAL EVALUATION | Math for All: Expanding Professional Learning to Improve Mathematics Outcomes for Students in High-Need Schools | Office of Elementary and Secondary Education (OESE), U.S. Department of Education | 2024 - Present**

As the Director of External Evaluation for the Math for All program, I oversee a team conducting a large-scale randomized controlled trial (RCT), funded by an Education Innovation Research Expansion Grant. Our goal is to evaluate the program's impact on students' mathematics achievement in high-need schools.

### **PROJECT DIRECTOR | What Works Clearinghouse (WWC) | Institute of Education Sciences (IES), U.S. Department of Education | 2003 - Present**

My experience with the What Works Clearinghouse (WWC) spans over 20 years, during which I have taken on various leadership roles. These include serving as a content lead for the Promoting K-6 Prosocial Behavior Practice Guide, managing a “study-of-the-month” product line for the Postsecondary Education, Postsecondary Preparation, and Evidence Reporting contract, and acting as the principal investigator for a review of interventions for children with emotional and behavioral disorders. I also served as a committee member who helped develop standards for evaluating the causal validity of single-case designs, resulting in a report that has been cited more than 3,000 times (according to Google Scholar). Currently, I focus on training staff and providing quality assurance reviews.

### **LEAD IMPLEMENTATION ANALYST | Literacy Instruction Based on Evidence through Research for Adjudicated Teens to Excel | U.S. Department of Education | 2019 – Present**

I am leading the implementation analysis for an RCT examining the impact of Read 180 in juvenile justice education systems. In this role, I co-developed interview protocols for students, security staff, teachers, and administrators. I also created a design and analysis plan that incorporates several qualitative credibility techniques (e.g., member checking, triangulation) to enhance the validity and clarity of implementation findings. Currently, I serve in a consulting role, addressing broader design challenges and data collection issues. I am also working on an embedded case study to understand the implementation challenges associated with working in a high-security facility.

### **LEAD PRINCIPAL INVESTIGATOR | Assessing the Impacts of the Educational Liaison Model in Youth Foster Care | Arnold Ventures | 2018 - Present**

I am the lead investigator of this study and have been involved in all the initial phases of study design, including conceptualization, data analysis, impact model specification, Institutional Review Board (IRB) application, and development of the study's recruitment model. I assisted in recruiting the social service agency participating in the trial. I trained approximately 50 staff members over multiple years of the study in the processes of obtaining student assent and guardian consent. I also

led efforts with a state education agency to finalize a data-extraction memorandum to obtain anonymized, longitudinal outcome data. A final report will be released soon.

**PRINCIPAL INVESTIGATOR | Wallace Summer Learning and Enrichment Study | Wallace Foundation | 2020 - 2025**

I co-led a mixed methods study with a team of 15 researchers. The study involved:

- surveying a nationally representative sample of K-12 school districts,
- analyzing summer programming plans from state education agencies and local education agencies, and
- conducting interviews with administrators at both the state and district levels.

I contributed to designing all study instruments, including survey and interview protocols, and managed subcontractor work. The project's findings were compiled into three reports, which are available on the Wallace Foundation's website. See: <https://wallacefoundation.org/report/turning-point-summer-learning-and-framework-future>

**CO-PRINCIPAL INVESTIGATOR | Math for All: Broadening and Sustaining Effective Teacher Professional Development to Support Rigorous Personalized Mathematics Instruction for High-Need Students in Grades K–5 | U.S. Department of Education | 2019 - 2025**

This study employed a quasi-experimental design. I provided intellectual leadership on design methodology and power analyses.

**CO-PRINCIPAL INVESTIGATOR | Math for All: Assessing the Efficacy of a Professional Development Program for Elementary School | Institute of Education Sciences (IES), U.S. Department of Education (ED) | 2014 - 2019**

I provided intellectual leadership on methodological and content issues. I co-developed design plans, conducted power analyses, and supported sample recruitment and maintenance. This study met WWC Standards without reservations.

**CENTER DIRECTOR AND ASSOCIATE PROFESSOR | Center for Evaluation and Education Policy (CEEP) | Indiana University | 2013-2018**

CEEP was a center within Indiana University's School of Education. The center received approximately \$7–10 million annually in funding, conducted 30–40 research and evaluation projects, and employed a staff of 25–40 researchers, support staff, and student assistants. I served as CEEP's director, which involved developing the center's mission and values, managing personnel needs (e.g., hiring, staffing, promotions, refining HR systems, and conducting annual performance reviews in coordination with the dean's office), making fiscal decisions for the center, leading proposal efforts, and collaborating with clients and external partners. I supervised more than a dozen doctoral-level researchers, communicated with media representatives, and trained staff on conducting media interviews. I regularly met with state and business leaders to discuss education policy and promote program evaluation. As a tenured associate professor of Instructional Systems Technology in the School of Education, I taught courses on research design and program evaluation, and advised dissertations, usually as a methodologist.

## RESEARCH DIRECTOR | Regional Educational Laboratory Appalachia | Institute of Education Sciences (IES), U.S. Department of Education | 2013-2016

During my time as CEEP's director, I was a member of the Regional Education Lab (REL) – Appalachia core leadership team, reporting to the overall director. This REL had a \$28 million budget. My responsibilities included developing the lab's research portfolio across Virginia, West Virginia, Kentucky, and Tennessee. This involved contributing to the lab's overall vision, fulfilling client directives, and managing subcontractor work. I collaborated with K–12, state departments of education, and higher education staff in each state to identify how research projects could meet their needs. I worked with PIs and subcontractors to ensure their designs met the client's methodological criteria. As a research director, I approved lab products—including research and technical assistance reports—before client review and collaborated with PIs to address external peer review feedback. Overall, I helped a team of 20 researchers develop eight major research projects and oversaw their progress through to final reporting.

### Summary of my scholarship

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My Google Scholar Profile is listed on Page 1. To date, I have co-authored more than 75 works, presented at more than 200 conferences, and been cited more than 9,200 times. Please see: <https://olpd.umn.edu/people/john-hitchcock> for a list of publications I coauthored since 2020.

### Selected Service

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- Co-editor-in-chief, *International Journal of Multiple Research Approaches* (IJMRA), June 2017 to Present. See <http://ijmra.org>.
- Editorial Board Member, *Journal of Mixed Methods Research*, 2025 to present
- Associate editor and board member of *School Psychology Review*.
- Editorial Board Member April 2017 to April 2020
  - Associate Editor, July 2012 to March 2017
  - Editorial Board member, reviewer, and occasional guest associate editor from February 2011 to July 2012.
- U.S. Department of Education, Institute of Education Sciences Grant Panel Reviews
  - 2017-2019 Principal panel member of the IES' Special Education Research Scientific Review Panel
  - Panel Reviewer, 2015-2017
- Mixed Methods International Research Association Executive Board Member; Chair of the Membership Committee, 2016-2018
- Midwestern Education Research Association (MWERA), Associate Council Member, 2012-2014.
- Ohio University Research Committee. This committee provided competitive awards of up to \$8,000 to support faculty research, scholarship, and creative activities. There were two review cycles: fall and winter, and each cycle had a budget of approximately \$200,000.
  - Chair, 2011-2013
  - Member and reviewer, 2009-2010