

JESSE SENECHAL

EDUCATION

2014	Virginia Commonwealth University <i>Ph.D. Educational Research and Evaluation</i>	Richmond, Virginia
2006	DePaul University <i>M.A. Teaching and Learning</i>	Chicago, Illinois
1994	University of Chicago <i>B.A. English Language and Literature</i>	Chicago, Illinois

RELEVANT RESEARCH AND EVALUATION EXPERIENCE

2023 - current Executive Director, Institute for Collaborative Research and Evaluation, Virginia Commonwealth University, School of Education

2016 - 2023 Director, Metropolitan Educational Research Consortium, Virginia Commonwealth University, School of Education

2014-2016 Associate Director of Research and Evaluation, Metropolitan Educational Research Consortium, Virginia Commonwealth University, School of Education

2012-2014 Assistant Director of Research and Evaluation, Metropolitan Educational Research Consortium, Virginia Commonwealth University, School of Education

2009-2011 Graduate Assistant, Metropolitan Educational Research Consortium, Virginia Commonwealth University, School of Education

Selected Engaged Research Projects

- ***Evaluation of Virginia Talent and Opportunity Partnership (V-TOP) (2022- current).*** Serves as co-lead evaluator on a developmental evaluation of the V-TOP, a state-wide systems initiative coordinated by the State Council of Higher Education of Virginia (SCHEV) designed to promote clearer pathways for work-based learning across K12 and higher education.
- ***Evaluation VCUxCodeRVA Lab School (2023- current).*** Serves as lead evaluator for the VCU lab school initiative.
- ***External Evaluator for University of Buffalo Teacher Residency (UBTR) Program. (2022-current).*** Serves as lead evaluator on USDOE Supporting Effective Educator Development (SEED) and Teacher Quality Partnership (TQP) grants. The evaluation involves a five-year longitudinal investigation of the factors that support the successful

preparation of urban teachers. Work includes study design, instrument development, qualitative data collection and analysis, and reporting of findings.

- **Schaberg New Teacher Support Program (NTSP) (2021 - current).** Serves as co-lead of NTSP, a program to support design and implementation of an induction program for the transition of pre-service teachers to work in Richmond Public Schools.
- **Engaging the Voices of Students and Parents to Develop a Framework for Family Engagement in Curriculum (2021-2023).** Served as co-investigator on collaborative project to develop a professional development framework for family engagement through collaboration with K12 students, families, and teachers.
- **Henrico County Public Schools Evaluation Partnership. (2018-current).** Leads contracted collaborative work with Henrico County Public School to provide research and evaluation support on projects aligned with current division priorities.
- **Action Research Teams for Culturally Responsive Teaching (2019-2021).** Serving as PI on this two-year Research Practice Partnership grant (R305H190053) from the Institute for Educational Sciences (IES). The goal of the grant is to (1) further develop the action research professional development model, (2) to explore the growth in teachers' CRE dispositions and practices, and (3) to examine the relationship between CRE practice and student outcomes.
- **MERC Teacher Retention Study (2018-2021).** Serving as Co-Principal Investigator for this MERC Study examining the patterns of teacher retention in the Richmond region and providing evaluation of existing teacher workforce initiatives.
- **Professional Development for Success in Culturally Diverse Schools (2016-2019).** Serving as Co-Principal Investigator for this MERC Study examining professional development models that support teachers, school leaders, and school staff for work in increasingly diverse classrooms and schools.
- **Understanding Teacher Morale (2014-2017).** Served as Principal Investigator for this MERC Study examining the factors that influence teacher morale. Work included supervising graduate students, organizing and facilitating a research study team of MERC division personnel, guiding a literature review process, developing a research plan, leading data collection and data analysis efforts, and reporting on findings.
- **CodeRVA Regional High School. (2017- 2020).** Supported the grant writing of a successful application to the federal Magnet School Assistance Program grant to support the development of CodeRVA Regional High School. Work includes coordinating a five-year quasi-experimental evaluation study of the school's impact on student outcomes, and a case study of broader regional impact.
- **Virginia College Access Resource Study. (2015-2017).** Served as Co-Principal Investigator for study commissioned by the State Council of Higher Education for Virginia (SCHEV) and Virginia 529 College Savings Plan. The study involved a state-wide analysis of college access need and a survey of the services and needs of K12 College Access providers.
- **SOL and VGLA Alignment Studies. (2013-2014).** Served on a research team for a study commissioned by the Virginia Department of Education to examine the alignment between Reading and Science state content standards and selected grade-level standardized assessments. Work included support for the facilitation of alignment meeting process, analysis of data, and support with reporting of results.
- **Evaluability Assessment of Virginia's College Access Challenge Grant Program. (CACGP). (2012-2013)** Secured a contract to serve as lead evaluator for an evaluability assessment of a state-wide college access program run through SCHEV. Work included

- Senechal, J., Ekholm, E., Aljudaibi, S., Strawderman, M., & Parthemos, C. (2023). Balancing the benefits and risks of large language AI models in K12 public schools. Richmond, VA: Metropolitan Educational Research Consortium.
- Parkhouse, H., Lyn, R., Severson-Irby, E., Drulis, E., Senechal, J., & Lozada, F. (2023). Mapping how teachers become culturally responsive. *Journal of Teacher Education*, 74(4), 383-397.
- Senechal, J. (2022). Cell Phones and Schools: A MERC Research Brief. Richmond, VA: Metropolitan Educational Research Consortium.
- Parkhouse, H., Gorlewski, J., Senechal, J., and *Lu, C. Y. (2021). Ripple Effects: How Teacher Action Research on Culturally Relevant Education Can Promote Systemic Change. *Action in Teacher Education*. Published online first. <https://doi.org/10.1080/01626620.2021.1896395>
- Naff, D., Spotts, B., Robnolt, V., Allen, A., Parker, M., & Senechal, J. (2021) Teacher exit survey development through a researcher practitioner practice: A collaborative approach. *Journal of Education Human Resources*.
- Thomas, K. R., Parkhouse, H., Senechal, J., Lu, Z., Faulcon, L., Gorlewski, J., & Naff, D. B. (2019). Cultural Diversity Professional Development in Schools Survey. Richmond, VA: Metropolitan Educational Research Consortium.
- Parkhouse, H., Senechal, J., Gorlewski, J., Naff, D., Lu, C., and Lester, A. (2018) Contexts of Cultural Diversity Professional Development in Schools. Metropolitan Educational Research Consortium. Richmond, Va.
- Senechal, J., Sober, T., & Hope, S. (2016) Understanding Teacher Morale. Metropolitan Educational Research Consortium. Richmond, Va.
- Corning, A., Senechal, J. & Hutton, A. (2015) Update on Virginia College Access Provider Activity. Report prepared for State Council of Higher Education for Virginia. Metropolitan Educational Research Consortium.
- Senechal, J. (2015) Rethinking School Improvement: The case for Networked Improvement Communities. White Paper prepared for Bridging Richmond. Metropolitan Educational Research Consortium.
- McMillan, J. & Senechal, J. (2015). "Action Research." Book Chapter in McMillan, J.H.. *Educational Research: Fundamentals for the Consumer*. Boston: Pearson.
- Senechal, J. (2014) Middle Grades Math: Assessing the Debate over the When and How of Algebra . White Paper prepared for Bridging Richmond. Metropolitan Educational Research Consortium.
- Senechal, J., Varier, D., Abrams, L. & Aschliman, C. (2013). Alignment Analysis of the 2013 Virginia Standards of Learning Tests, the Virginia Modified Achievement Standards Tests,

the Virginia Grade Level Alternative Assessments, and the 2010 Standards of Learning in Reading. Virginia Commonwealth University.

Gogia, L. & Senechal, J. (2013) Best Practice in Out-of-School Time Systems. White Paper prepared for Bridging Richmond. Metropolitan Educational Research Consortium.

PROFESSIONAL ASSOCIATIONS

National Network for Education Research Practice Partnerships, Steering Committee (2022-current).

American Educational Research Association Member, (2010 - present).

Institute for Educational Sciences, Social and Behavioral Review Panel Member, (2022-current)