# GINA SCHUYLER IKEMOTO, PhD

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## SUMMARY

Gina Ikemoto (Ph.D.) is an expert in education policy and research. She has over 25 years of experience studying education reforms and consulting nonprofits, districts, and state governments. Dr. Ikemoto has published numerous reports and tools to inform decisions of policy makers, funders, and practitioners at all levels of the education system.

## EDUCATION

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| PhD | Education Policy: University of Maryland, College Park, 2007 |
| MAT | Elementary Education, Trinity College, Washington DC, 2000 |
| BS | Policy & Management: Carnegie Mellon University, Pittsburgh PA, 1996 |
| BS | History & Policy: Carnegie Mellon University, Pittsburgh PA, 1996 |

## PROFESSIONAL EXPERIENCE

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|---|---|
| 2016- | *Senior Education Policy Consultant,* Education Research and Development (EdRD), LLC |
| 2010-2016 | *Executive Director of Research and Policy Development,* New Leaders |
| 2007-2010 | *Education Policy Researcher*, RAND Education |
| 2007-2010 | *Affiliate Faculty Member*, Pardee RAND Graduate School |
| 2003-2007 | *Education Research Analyst*, RAND Education, Washington, DC |
| 1999-2003 | *Project Coordinator/ Administrator,* RAND, Washington, DC |
| 1998-1999 | *Elementary Teacher*, DC Public Schools, Washington, DC |
| 1996-1998 | *Research Assistant,* RAND, Washington, DC |

**Senior Education Policy Consultant** (Education Research and Development). EdRD provides research-based tools, publications, professional development, and senior advising to support organizations working to improve teacher capacity and education administration. Dr. Ikemoto provides consulting services directly or by creating teams with expertise aligned to the project. See www.edrd.org for examples of recent consulting services, which include:

- Creating tools and frameworks such as rubrics and decision-making process tools.
- Designing and implementing professional learning for principals and district leaders, including facilitating virtual working sessions.
- Providing expertise and research on school and district leadership.
- Supporting organizations in designing and implementing data systems and organizational learning processes that support continuous improvement.

**Executive Director for Research and Policy Development** (New Leaders). Dr. Ikemoto was responsible for creating and leading the organization's research agenda on principal effectiveness, including research on training and conditions that enable principal effectiveness. Her 10-person team supported organizational learning by providing data and research evidence needed to drive programmatic improvements. Her team also provided methodological expertise on instrument design for assessments of applicants, residents, and principals.  Dr. Ikemoto was

also responsible for publishing and communicating the organization's research findings to the broader field.

**Education Policy Researcher** (RAND Corporation). As an Education Policy Researcher at the RAND Corporation, Dr. Ikemoto conducted national evaluations of reforms (such as Comprehensive School Reform, the Institute for Learning, Cohesive Leadership Systems) and she studied efforts to improve linkages between research and practice.

## REPORTS AND TOOLS FOR PRACTITIONERS

Ikemoto, G., Hood, L., Richardson, L., & Hunt, E. (2025). UNDER REVIEW: *Strengthening the Teaching Profession in New Mexico through Professional Learning*.

Ikemoto, G. & Hunt, E. (2022). *Improved student outcomes won't happen without strong school leadership: Recommendations for New Mexico*. Retrieved from: https://greaterabq.com/wp-content/uploads/2022/11/Report_20221117.pdf

Ikemoto, G. (2022). *Principal supervision as a strategy for supporting and retaining school leaders: A case study of the Granite School District*. Retrieved from: https://gwbushcenter.imgix.net/wp-content/uploads/gwbii_Granite-Case-Study-Final.pdf

Ikemoto, G. (2021). *Prioritizing principals guidebook: Central office practices that support school leaders*. Retrieved from: http://gwbcenter.imgix.net/Publications/Resources/gwbi_principal-performance-guidebook-20210519.pdf.

Ikemoto, G. (2020*). Principal preparation guidebook*. Retrieved from: http://gwbcenter.imgix.net/Publications/Resources/gwbi-principal-preparation-guidebook-12152020.pdf.

Ikemoto, G. & Chiang, E. (2019). *Principal learning and supervision guidebook*. Retrieved from: https://gwbcenter.imgix.net/Publications/Resources/gwbpc-learning-and-supervision-rel2.pdf.

Ikemoto, G. & Chiang, E. (2019). *Principal recruitment and selection guidebook*. Retrieved from: https://gwbcenter.imgix.net/Publications/Resources/gwbpc-recruitment-and-selection-rel2.pdf.

Valdez, M., Foster, J.L., & Ikemoto, G. (2019). *What the research shows: Building ranks in action*. National Association of Secondary Principals: Reston, VA.

Ikemoto, G., & Chiang, E. (2018). *Principal performance evaluation guidebook*. Retrieved from: https://gwbcenter.imgix.net/Publications/Resources/gwbi-principal-performance-guidebook-20190429.pdf.

Ikemoto, G. & Waite, A. (2018). *Shifting district culture to better support schools: The Cleveland Principal Supervisor Initiative*. Retrieved from: https://img1.wsimg.com/blobby/go/746c5096-b2d6-48e5-b29c-c70f3322c7c4/downloads/1ch6fmve8_725641.pdf.

Ikemoto, G. (2017). *Symphony No. 169: How shared leadership created sustained learning gains at Baychester Academy*. Retrieved from: https://1drv.ms/w/s!AhTzuNlCLAkU5AZbgqumTcjXTAWq.

Ikemoto, G. and Pippert, K. (2016). *Leadership learning toolkit*. Retrieved from: https://docs.google.com/document/d/1u5OE-ljyp7u6X1MTPvNxVE7-FU4UzVVyHsvgY3NjzPg/edit.

Cawn, B., Ikemoto, G., & Grossman, J. (2016). *Ambitious leadership: How principals lead schools to college and career readiness*. Retrieved from: http://newleaders.org/research-policy/ambitious-leadership/.

Ikemoto, G., Kelemen, M., Young, M., & Tucker, P. (2016). *Improving state evaluation of principal preparation programs*. Retrieved from: http://www.wallacefoundation.org/knowledge-center/school-leadership/principal-training/Pages/Improving-State-Evaluation-of-Principal-Preparation-Programs.aspx.

Ikemoto, G., Kelemen, M., Young, M., & Tucker, P. (2016). *SEP3 Toolkit: State evaluation of principal preparation programs*. Retrieved from: http://www.wallacefoundation.org/knowledge-center/school-leadership/principal-training/Pages/Improving-State-Evaluation-of-Principal-Preparation-Programs.aspx.

Valdez, M. & Ikemoto, G. (2015). *The research behind untapped: An evaluation of New Leaders' Emerging Leaders Program*. Retrieved from: http://www.newleaders.org/wp-content/uploads/Untapped_Research.pdf.

Ikemoto, G., Taliaferro, L., Fenton, B., & Davis, J. (2014). *Great principals at scale: Creating district conditions that enable all principals to be effective*. Retrieved from: http://www.newleaders.org/newsreports/great-principals-at-scale/.

**PEER REVIEWED PUBLICATIONS**

Ikemoto, G., Steele, J., & Pane (2016). Poor implementation of learner-centered practices: A cautionary tale. *Teachers College Record (Yearbook) 118(*14).

Ikemoto, G., Taliaferro, L., & Adams, E. (2012) *Playmakers: How great principals build and lead great teams of teachers*. New York: New Leaders. Retrieved from http://www.newleaders.org/wp-content/uploads/Playmakers1.pdf

Burkhauser, S., Gates, S.M., Hamilton, L.S. & Ikemoto, G.S. (2012). *First-year principals in urban school districts*. Santa Monica, CA: RAND. Retrieved from http://www.rand.org/pubs/technical_reports/TR1191.html

Gottfried, M., Ikemoto, G., Orr, N., and Lemke, C. (2011). *What four states are doing to support local data-driven decision-making: policies, practices, and programs.* (Issues & Answers Report, REL 2012–No. 118). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Mid-Atlantic. Retrieved from http://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2012118.pdf.

Pane, J., McCaffrey, D., Steele, J., Ikemoto, G., & Slaughter, M. (2010). Findings from an experiment to evaluate the efficacy of Cognitive Tutor geometry. *Journal of Research on Educational Effectiveness, 3*(3), 254-281.

Ikemoto, G.S., & Honig, M.I. (2010). Institute for Learning: Tools for building understanding of research knowledge. In Coburn, C.E. & Stein, M.K. (Eds.) *Research and Practice in Education: Building Alliances, Bridging the Divide.*

Ikemoto, G.S., McCombs, J.S. & DiMartino, C.A. (2009). Implementation of policy: Saturday and summer schools. In Kirby, S.N., McCombs, J.S., & Mariano, L.T. (Eds.) *Retaining students in grade: Using new evidence from New York City to inform an old debate.* Santa Monica, CA: RAND.

McCombs, J.S., Naftel, S., Ikemoto, G.S., DiMartino, C., Gershwin, D. (2009). School-provided support for students: Academic intervention services. In Kirby, S.N., McCombs, J.S., & Mariano, L.T. (Eds.) *Retaining students in grade: Using new evidence from New York City to inform an old debate.* Santa Monica, CA: RAND.

Augustine, C.H., Gabriella, G., Ikemoto, G.S., Russell, J., Zellman, G., Constant, L., Armstrong, J., and Dembosky, JW. (2009). *Improving School Leadership: The Promise of Cohesive Leadership Systems.* Santa Monica, CA: RAND.

Honig, M. I., & Ikemoto, G. S. (2008). Adaptive assistance for learning improvement efforts: The case of the Institute for Learning. *Peabody Journal of Education, 83*(3), 328-363.

Ikemoto, G. S., & Marsh, J. A. (2007). Cutting through the "data-driven" mantra: Different conceptions of data-driven decision making. In P. A. Moss (Ed.), *Evidence and Decision Making* (Vol. 106, pp. 105-131). Malden, MA: Blackwell Publishing.

Kerr, K.A., Marsh, J.A., Ikemoto, G.S., Darilek, H. & Barney, H. (2006). Districtwide strategies to promote data use for instructional improvement. *American Journal of Education*, 112(4).

Marsh, J., Kerr, K., Ikemoto, G., Darilek, H., Suttorp, M.J., Zimmer, R., & Barney, H. (2005). *The role of districts in fostering instructional improvement: Lessons from three urban districts partnered with the Institute for Learning*. Santa Monica: RAND.

Bodilly, S.J., Chun, J., Ikemoto, G., and Stockly, S. (2004). *Challenges and potential of a collaborative approach to education reform*. Santa Monica, CA: RAND.

Berends, M., Chun, J., Schuyler, G., Stockly, S., and Briggs, R.J. (2002) *Challenges of conflicting school reforms: Effects of New American Schools in a high-poverty district*. Santa Monica, CA: RAND.

Bodilly, S., Keltner, B., Purnell, S.W., Reichardt, R.E., and Schuyler, G. (1997) *Lessons from New American School's Scale-Up Phase: Prospects for bringing designs to multiple schools*. Santa Monica, CA: RAND.

**OTHER PUBLICATIONS**

Ikemoto, G.S. & Phillips, A. (2009). Case studies of first-year principals. In Gates, S. & Hamilton, L. (Eds.) *Evaluation of New Leaders for New Schools: Year three update*. Santa Monica, CA: RAND.

Ikemoto, G.S., Epstein, S. & McInnis, B. (2009). Perspectives of district and charter management organization leaders. In Gates, S. & Hamilton, L. (Eds.) *Evaluation of New Leaders for New Schools: Year three update*. Santa Monica, CA: RAND.

Pane, J.F., McCaffrey, D.F., Ikemoto, G.S., Steele, J.L., & Slaughter (2009). *Preliminary findings from an experiment to test the efficacy of cognitive tutor geometry*. Paper presented at the Society for Research on Educational Effectiveness conference, Crystal City, VA.

Ikemoto, G.S. (2009). *Unpacking the black box of professional development: How particular forms of assistance enable principals' enactment of instructional leadership knowledge and skills*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Ikemoto, G.S. (2007). *Supporting principals' sensemaking: Lessons learned from the Institute for Learning's Instructional Leadership Program* (Doctoral dissertation). College Park, MD: University of Maryland.

Honig, M.I. & Ikemoto, G.S. (2007). *Making and re-making the link between research and practice: The case of the Institute for Learning*. College Park, MD: Center for Education Policy and Leadership.

Hansen, J. S., Ikemoto, G. S., Marsh, J. A., & Barney, H. (2007). *School finance systems and their responsiveness to performance pressures: A case study of North Carolina* (WR-452-UWA). Santa Monica, CA: RAND.

Hansen, J. S., Marsh, J. A., Ikemoto, G. S., & Barney, H. (2007). *School finance systems and their responsiveness to performance pressures: A case study of Texas* (WR-452-UWA). Santa Monica, CA: RAND.

Marsh, J. A., Kerr, K. A., Ikemoto, G. S., & Darilek, H. (2006). Developing district intermediary partnerships to promote instructional improvement: Early experiences and lessons about the

Institute for Learning. In Wong & Rutledge (Eds.), *System-wide efforts to improve student achievement* (pp. 241-270). Greenwich, CT: Information Age Publishing.

Honig, M.I. & Ikemoto, G.S. (2005). *When districts scale up best practices.* College Park, MD: Center for Education Policy and Leadership.

Marsh, J., Kerr, K., Ikemoto, G., and Darilek, H. (2004). *The role of an intermediary organization in district instructional improvement: Early experiences and lessons about the Institute for Learning.* Santa Monica, CA: RAND.

**SELECT PRESENTATIONS**

Leadership Learning Toolkit
- National Principals Conference, July 2017
- National Principal Supervisor Summit, May 2017
- University Council of Education Preparation, November 2016

State Evaluation of Principal Preparation Programs
- Southern Educational Regional Board, May 2016
- American Association of Colleges of Teacher Education, February 2016
- National Governors Association/Council of Chief State School Officers, November 2015
- University Council for Education Administration, November 2015

Conditions that Enable Great Principals at Scale
- Urban Schools Human Capital Academy Training, April 2014
- LEAD Connecticut Turnaround Principal Training, July 2014
- American Association of School Administrators, February 2014

Program Evaluation for Improvement
- School Leadership Program Development Network, September 2015
- KIPP Leadership Redesign Fellowship Training, September 2015

Tools for Selection and Support of Principal Supervisors
- Broward County Principal Supervisor Summit, May 2016
- Wallace Convening, September 2015

**PUBLIC SERVICE**

Member, *Newburyport Education Foundation*, 2024—

Member, *Philadelphia Academy of School Leaders Evaluation Advisory Panel*, 2020—

Member, *Boston College Lynch Leadership Academy Advisory Committee*, 2012—2017

ELCC Revisions Committee Member, *Council for the Accreditation of Educator Preparation (CAEP)*, 2014—2017

Member, *National Board Certification for Accomplished Principals Technical Advisory Group*, 2010—2013

Member, *Building Educated Leaders for Life Evaluation Advisory Board*, 2002—2010

Member, *Research & Evaluation Advisory Board to the Superintendent*, Arlington Public Schools, 2004—2007