

Lisa Raphael, Ph.D.

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Research and Evaluation Consultant

5/2015-present

- Served as M&E consultant to 4.0 schools (2021-222), which entailed consultation and coaching to founders in program development, implementation design, and using data for learning and reflection.
- Partnered with a mental health nonprofit on an equitable evaluation grant from St. David's Foundation, which includes partnering with community members in defining organizational priorities and interpreting survey findings in relation to the community context, the current role of the nonprofit in the community, and additional partnership opportunities
- Collaboratively working with school districts and nonprofits on research and evaluation and program development related to education, social and emotional learning, and mental health
- Evaluated an afterschool counseling program at Extend-A-Care YMCA -Austin
- Conducted a developmental evaluation of a National Science Foundation collective impact project in partnership with American Institutes for Research (AIR)
- Successfully helped L&G Research and Evaluation Consulting and partner organizations secure over \$1.2 million in 21st Century Community Learning Centers Grants (administered by the New York State Department of Education)

Evaluator

6/2020-10/2020

10/2020-present (*consultant*)

The Evaluation Group, Virtual

- Evaluation consultant for multiple U.S. Department of Education grants, Extended Learning and Integrated Student Supports, and 21st Century Community Learning programs
- Prepared and submitted annual and interim performance reports
- Partnerships with school districts, nonprofits throughout the United States

Director of Applied Research and Program Evaluation

1/2017-6/2020

Communities in Schools of Central TX, Austin, TX.

- Evaluated multiple programs and initiatives based on agency's strategic priorities
- Collaborated with agency staff in creating and/or modifying program and organizational logic models and theory of change
- Established participatory evaluation processes for the agency, which included staff engagement in the evaluation process (e.g., analysis and interpretation of data through gallery walks and data placemats)
- Developed and facilitated intentional learning activities with multiple departments, teams, and committees on evaluative thinking and strategic learning in evaluation
- Conducted evaluation workshops with staff and leaders
- Partnered with students, program staff, and leaders in revising the agency SEL assessment
- Co-facilitated a participatory evaluation group with middle school students focused on interpreting and analyzing school climate survey results
- Co-led an agency climate and culture committee, which included reviewing current research, creating a theory of change, training staff in data collection and analysis, and creating protocols for identifying campus needs and priorities
- Provided evaluation technical assistance to staff (e.g., survey development, data analysis, data visualization)

- Developed research and evaluation tools, templates, and templates
- Supervised evaluation interns

Senior Project Director

8/2014-5/2015

Resources for Learning, Austin, TX.

- Evaluated the Early College High School (TX) and T-STEM Academies initiatives. Data collection included surveys, interviews, and analysis of student data. Developed case studies of schools
- Surveyed educators who serve gifted and talented students for the Texas Performance Standards Project
- Recruited districts and analyzed survey data for the House Bill Five evaluation (in partnership with AIR)
- Provided policy recommendations for the Preschool Early Intervention (PA) evaluation
- Prepared grant proposals for multiple state-level projects

Research Associate

12/2012-8/2014

Research Specialist

9/2007-12/2012

SEDL, Austin, TX.

- Led multi-year formative and summative evaluations of the Texas and Southeast Comprehensive Center
 - Developed annual performance indicators and collected progress monitoring data
 - Conducted interviews with state department of education staff and program staff
 - Developed and administered surveys
- Conducted evaluations of STEM initiatives, including Girlstart (TX), Mathworks (TX), and My Moon (TX)
- Assisted in the development and implementation of SEDL's institutional approach to building capacity through technical assistance
- Conducted observations for the Bright Futures Early Reading First Project
- Worked with program staff in creating and using logic models to define project goals, objectives, activities, and outcomes and monitor progress in achieving expected results
- Disseminated information through presentations, debriefings, and reports
- Contributed to grant proposals

Research Specialist

1/2006-8/2007

College of Education, University of Illinois at Chicago, Chicago, IL.

- Conducted evaluations of math, science, and literacy initiatives in Chicago Public Schools
- Projects included the Chicago Math and Science Initiative, Cluster 4 Middle Grades Project, Everyday Math Leadership Project, and the Energy Net Project
- Developed and administered surveys, conducted interviews and focus groups, and reviewed documents
- Met with program evaluators and developers from Chicago Public Schools to discuss evaluation data and programmatic work

Research Assistant

8/2002-5/2005

Michigan State University, East Lansing, MI.

- Conducted multiple studies, which investigated how teachers motivate and engage their students

Research Fellow

8/1999-8/2002

University of Notre Dame, Notre Dame, IN.

- Conducted multiple studies of K-12 and college student motivation, instruction, and learning
- Interviewed Latino/a undergraduates about their college experiences
- Supervised undergraduates' honors work and assisted them with data collection and analysis

SELECTED PUBLICATIONS:

Raphael, L.M., & Burke, M. (2012). Academic, social, and emotional needs in a middle grades reform initiative. *Research in Middle Level Education Online*, 35(6), 1–13.

Raphael, L.M., Pressley, M., & Mohan, L. (2008). Engaging instruction in middle school classrooms: An observational study of nine teachers. *Elementary School Journal*, 109 (1), 61-81.

Pressley, M., Raphael, L.M., Gallagher, D., & DiBella, J. (2004). Providence-St. Mel school: How a school that works for African-American students works. *Journal of Educational Psychology*, 96, 216-235.

Pressley, M., Dolezal, S.E., Raphael, L.M., Mohan, L., Bogner, K., & Roehrig, A.D. (2003). *Motivating primary-grade students*. New York: Guilford. New York: Guilford.

Raphael, L.M., Pressley, M.P., & Kane, J.M. (2003). The Latino(a) Experience at Notre Dame: Challenging but positive...and intensely Catholic. *Catholic Education*, 7, 197-218.

EDUCATION:

Michigan State University

Ph.D. 2005

Department of Counseling, Educational Psychology, and Special Education
Program in Learning, Technology, and Culture (i.e., Educational Psychology)

Dissertation: *Why do highly engaging teachers saturate their classrooms with motivating instruction?*

University of Notre Dame

M.A. 2002

Department of Psychology
Program in Developmental Psychology

University at Albany, State University of New York

B.A. 1999

Department of Psychology
Major in Psychology, Minor in Education
Department of Psychology Honor's Program, 1997-1999

CERTIFICATE:**Certified Professional Life Coach (CPLC)**, International Coach Academy

2012